

Teacher's Edition



myview[®]

L I T E R A C Y

3.2

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

3

SAVVAS
LEARNING COMPANY

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

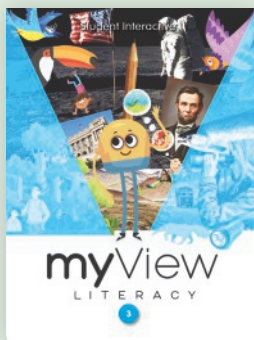


Grade 3 Resources

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

STUDENT RESOURCES

Whole Group



Student Interactive
2 Volumes

Read **ALoud**

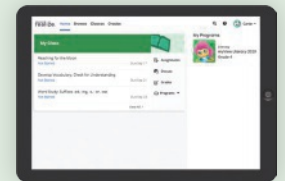
Mentor **STACK**



Trade Book Read Alouds



Genre, Skill, and
Strategy Videos



Savvas Realize™
Intermediate Student
Interface

Small Group & Independent

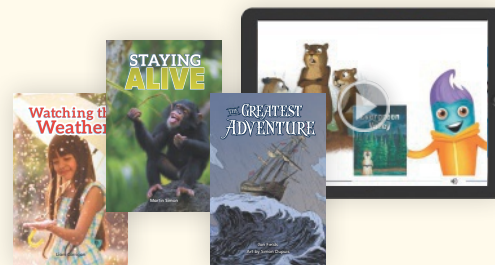
BOOK CLUB
with Trade Books



WRITING CLUB

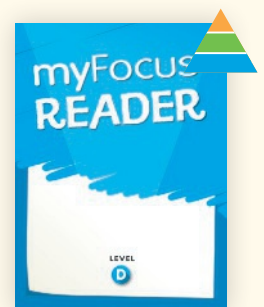


Digital Games



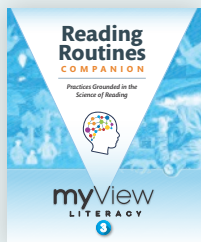
Leveled Content Readers
with Access Videos

SuccessMaker

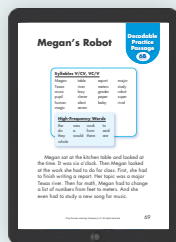


myFocus Reader

Foundational Skills



Reading
Routines
Companion



Decodable
Readers



Sound
Spelling Cards

Digital Platform

Savvas Realize™

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



Seamless Google Integration

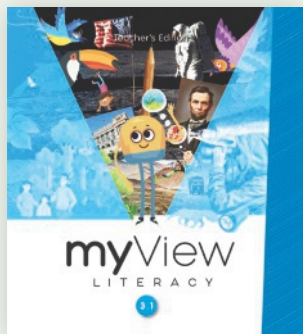


Savvas Realize™

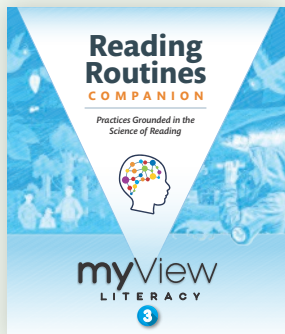
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

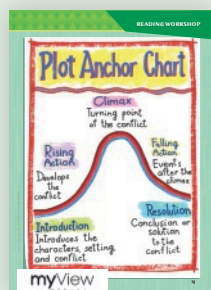
TEACHER RESOURCES



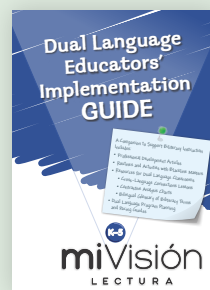
Teacher's Edition
5 Volumes



Reading Routines Companion



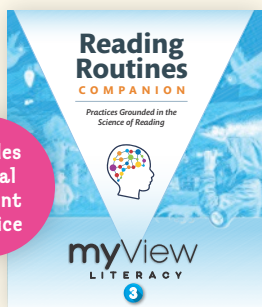
Anchor Charts



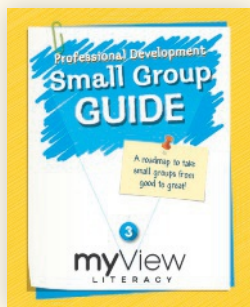
Dual Language Educators' Implementation Guide

Printables Include:

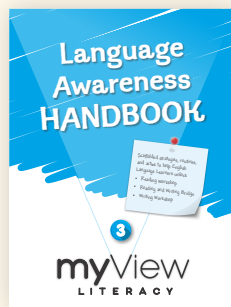
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



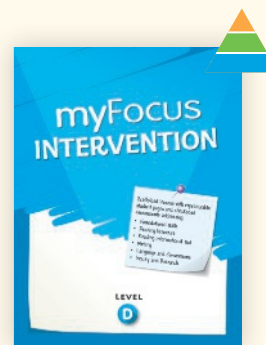
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

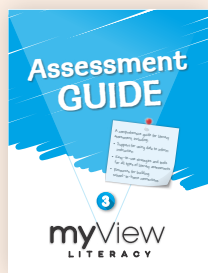


myFocus Intervention Teacher's Guide

Printables Include:

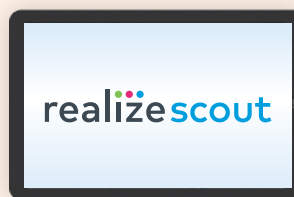
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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



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



Foster a Love of Reading

Student Interactive

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

Read **ALOUD**

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

Mentor **STACK**

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

BOOK CLUB

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

*Titles are subject to change.

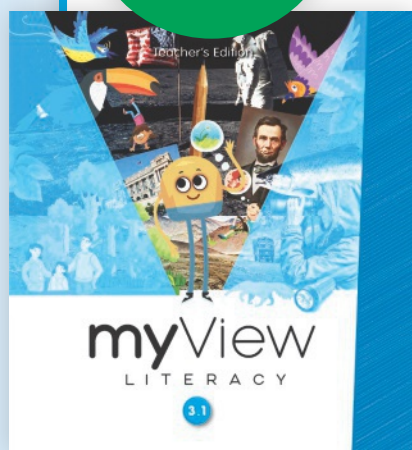
A Continuum of Resources to Meet the Needs of Your Students



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

LEVEL OF SUPPORT

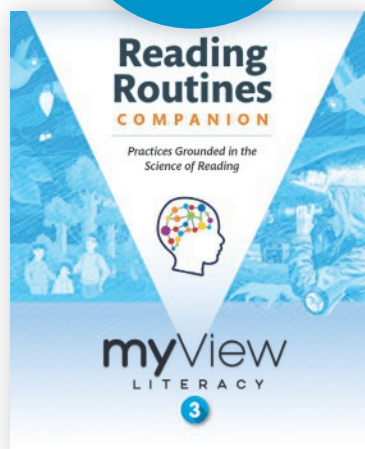
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



Reading Routines Companion (K-5)

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

- Multiple practice opportunities
- Multisensory activities
- Corrective and guided feedback
- “Make It Easier”/ “Make it Harder” differentiated instruction





SuccessMaker



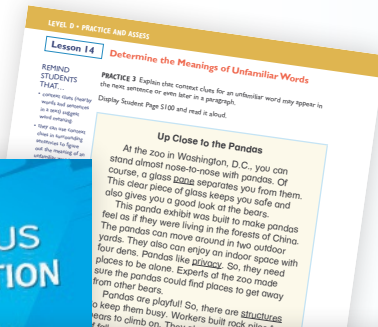
SuccessMaker®

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



myFocus Intervention

myFocus INTERVENTION



myFocus Intervention

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

Lessons follow a routine of:

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



myFocus Reader



myFocus Reader

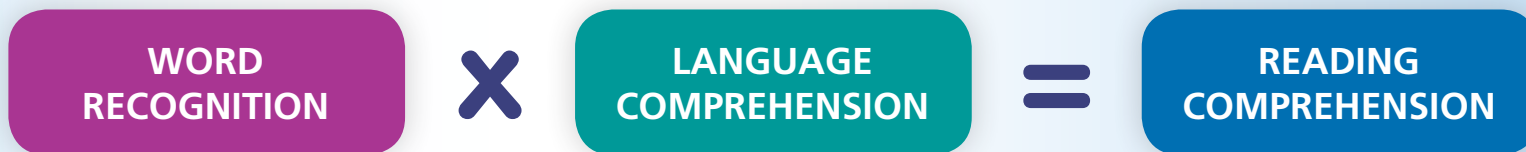
Additional high-interest selections tied to the unit theme provide students with guided and extended practice for:

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

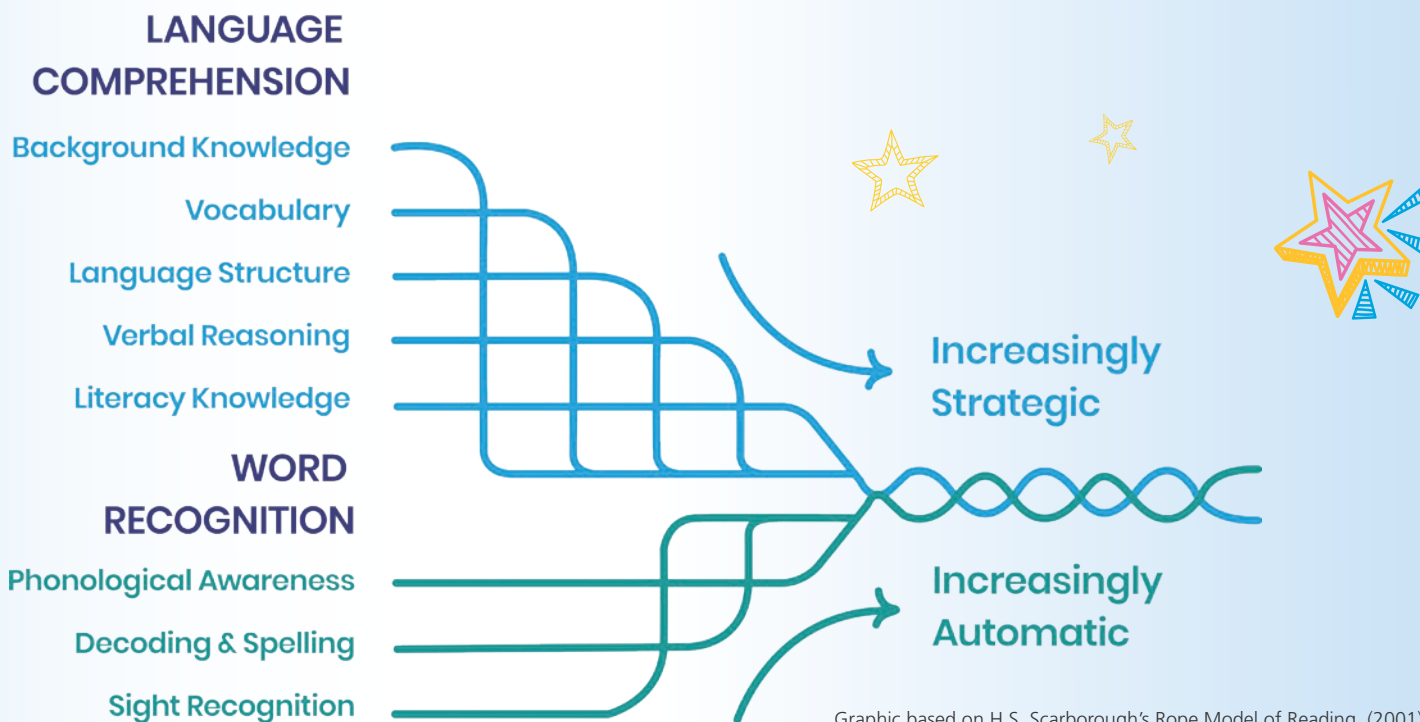
Foundational Skills for Intermediate Students



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



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



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

Explicit and Systematic Instruction

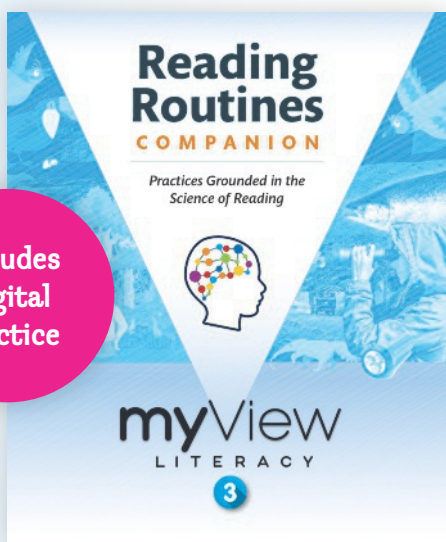
Includes established beneficial routines of modeling, practice, feedback, and structured opportunities for review and application

Differentiation

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

Multimodal Learning

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

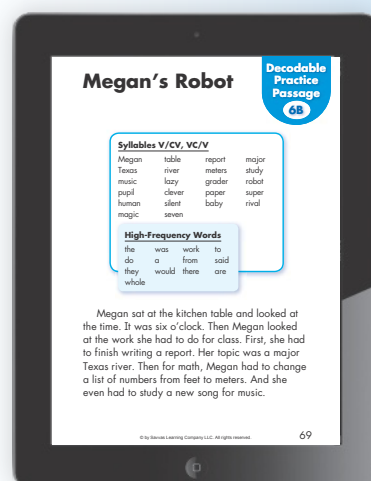


Includes Digital Practice

Reading Routines Companion

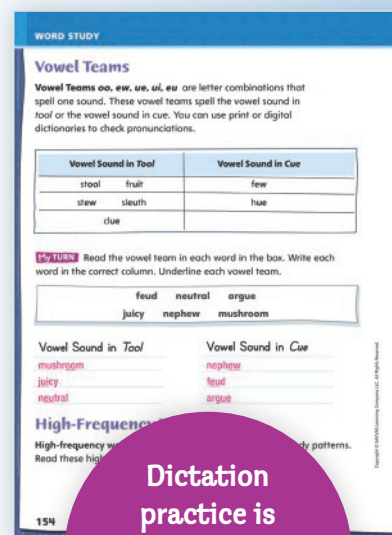
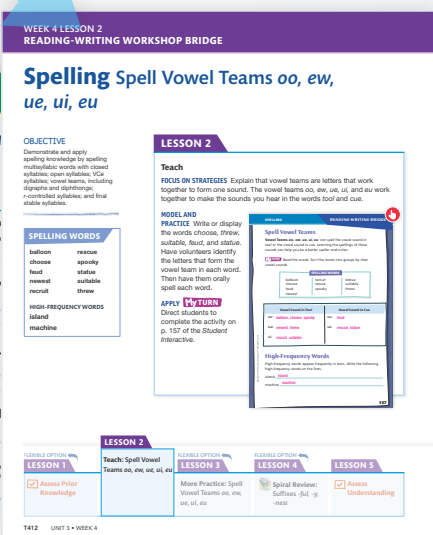
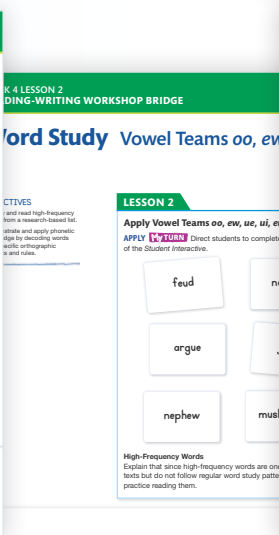
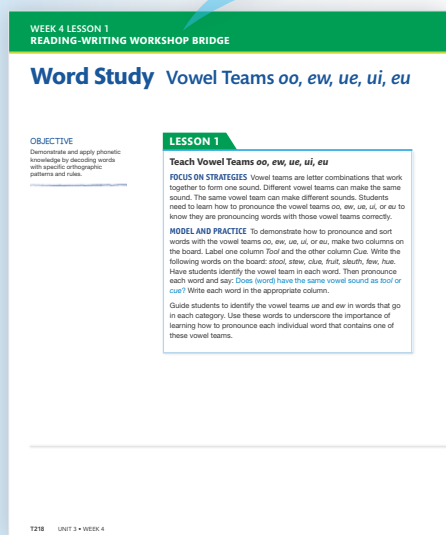
Continue supporting strong foundational skills instruction in intermediate grades with systematic and explicit routines for:

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



Decodable Readers

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



Dictation practice is included in the Student Interactive.

Connected Word Study & Spelling Instruction

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



Purposeful Assessments, Powerful Results

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

Formative Assessments – Daily/Weekly

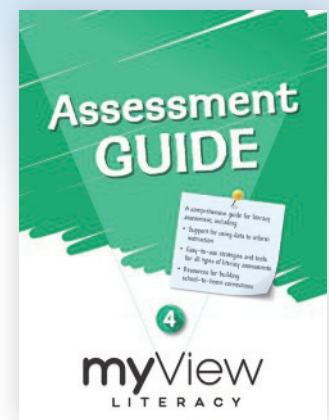
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

Unit Assessments – 5x Year

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

Summative Assessments – 3x Year

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



Data-Driven Assessment Guide

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

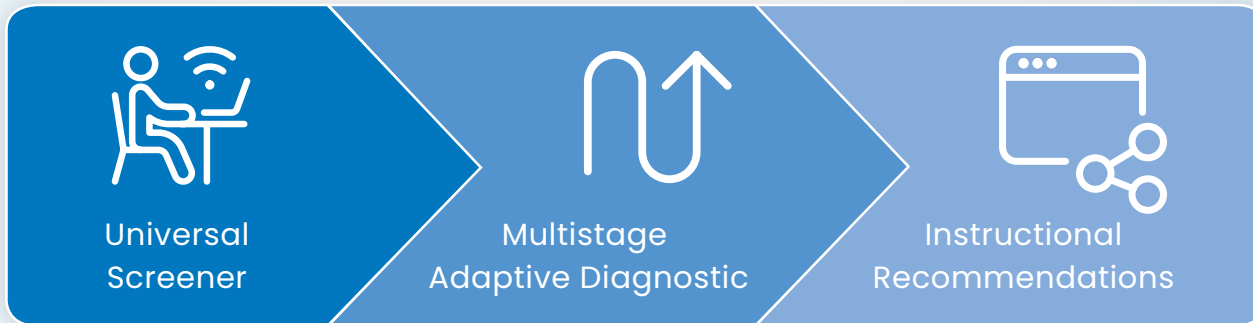
Test Preparation (Grades 2–5)



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

SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

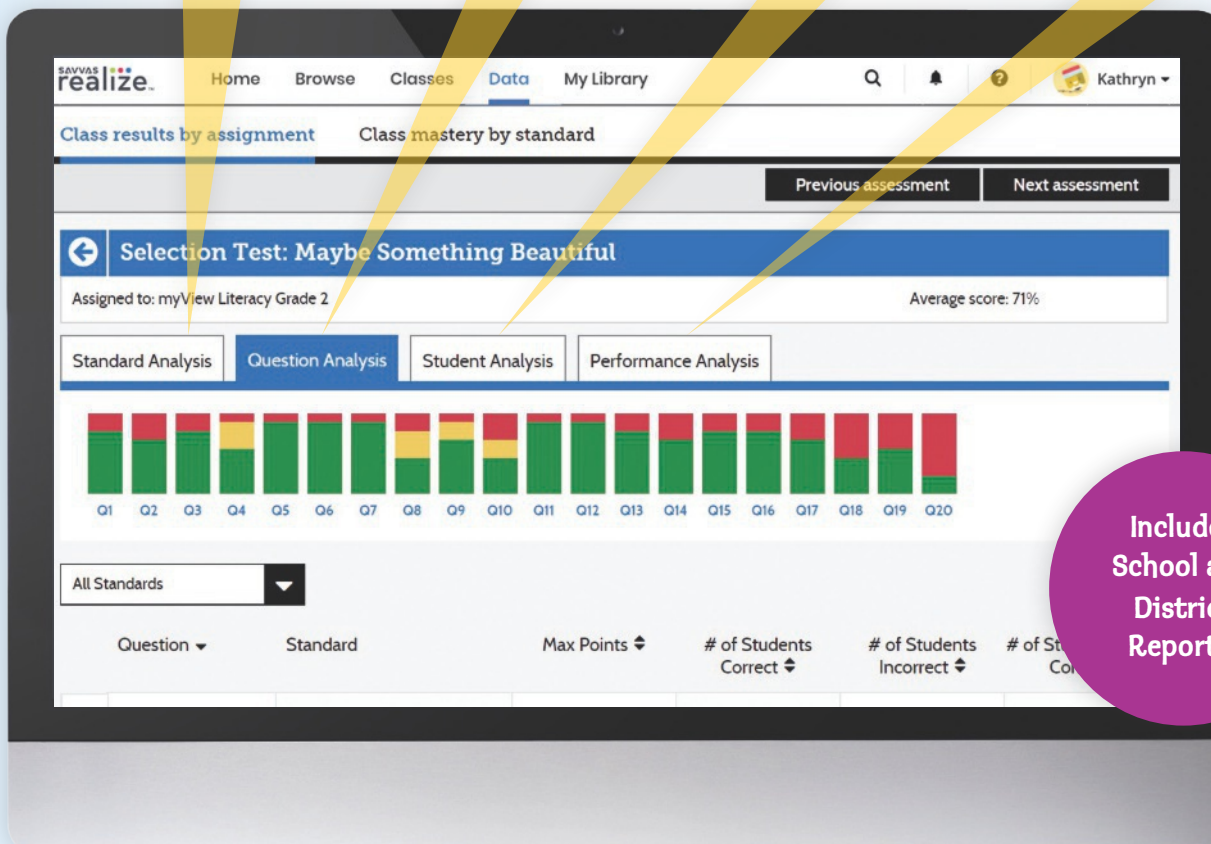
Student data connects skills to instructional supports and resources.

See progress by standard.

Drill into questions to see where students are struggling.

Focus on individual student performance.

Get small group recommendations with suggested next-step activities.



Intuitive Data Reporting

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

Includes School and District Reports.

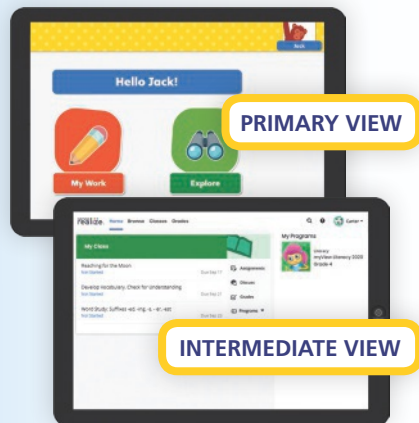
The Digital Difference



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

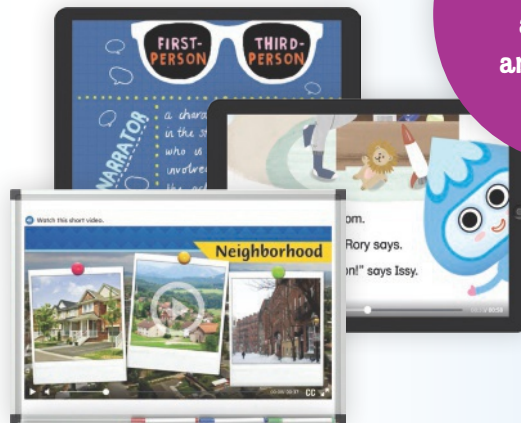
The Student Experience

High-Interest resources capture attention and increase learning.



Adaptive Dashboard

Adjust student view for ease of use!



Engaging Videos

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

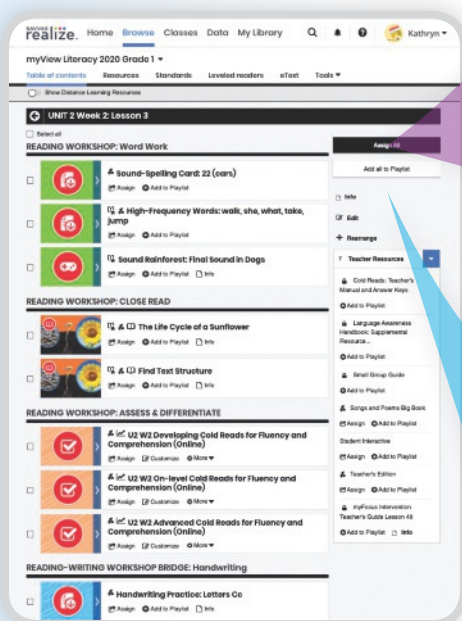


Digital Games

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

The Teacher Experience

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



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

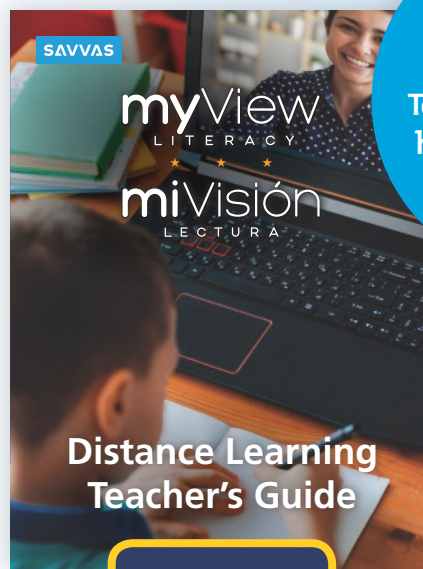
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



Distance Learning Teacher's Guide



Engaged, Motivated Classrooms

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



Social-Emotional Learning

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



Inclusive and Equitable Instruction

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

Professional Learning and Program Implementation

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



Program Activation

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

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

Jump-start Your Teaching!

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

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



mySavvasTraining.com

Live Instructional Coaching Chat

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

On-Demand Training Library

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

Teacher Webinars

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

UNIT THEME

Interactions

Essential Question

How do plants and animals live together?

SAVVAS
realize™

Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



NOTEBOOK



AUDIO



GAME



ANNOTATE



DOWNLOAD



VIDEO



RESEARCH



INTERACTIVITY



ASSESSMENT

Spotlight on Informational Text



WEEK 1



Patterns in Nature pp. T14–T75
by Jennifer Rozines Roy and Gregory Roy

Informational Text

WEEKLY QUESTION How do patterns in nature help plants and animals?

WEEK 2

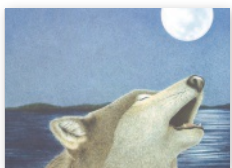


Weird Friends pp. T76–T137
by Jose Aruego and Ariane Dewey

Informational Text

WEEKLY QUESTION How do living things in a habitat support one another?

WEEK 3



Wolf Island pp. T138–T197
by Celia Godkin

Realistic Fiction

WEEKLY QUESTION How can a chain of events affect plants and animals?

WEEK 4

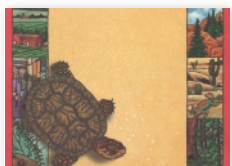


Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone pp. T198–T259
by Pooja Makhijani | by Frances Ruffin

Persuasive Texts

WEEKLY QUESTION How does reintroduction of a species affect plants and animals in a habitat?

WEEK 5



Nature's Patchwork Quilt pp. T260–T321
by Mary Miché

Informational Text

WEEKLY QUESTION Why is it important for plants and animals to depend on each other?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T450–T469

UNIT THEME

Interactions

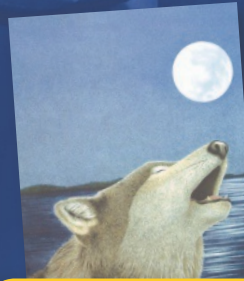
Essential Question

How do plants and animals live together?

WEEK
3

Wolf Island

How can a chain of events affect plants and animals?



WEEK
2

Weird Friends: Unlikely Allies in the Animal Kingdom

How do living things in a habitat support one another?



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



WEEK
1

Patterns in Nature

How do patterns in nature help plants and animals?





Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone



WEEK
4

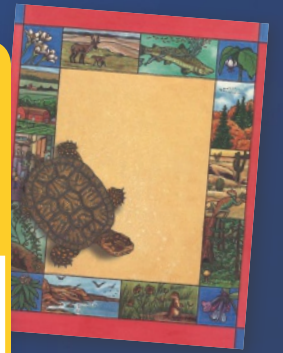
How does reintroduction of a species affect plants and animals in a habitat?



Nature's Patchwork Quilt

WEEK
5

Why is it important for plants and animals to depend on each other?



WEEK
6

Project



Project-Based Inquiry

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

UNIT THEME

Interactions

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



Patterns in Nature

Learn more about informational texts by identifying main ideas and details

Informational Text



Weird Friends: Unlikely Allies in the Animal Kingdom

Learn more about informational texts by analyzing text structure

Realistic Fiction



Wolf Island

Learn more about themes concerning interactions by analyzing illustrations in realistic fiction



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

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

BOOK CLUB SEL

Wetlands by Peter Benoit

What are wetlands, why are they important, and what can be done to save them?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in how-to articles

Develop literary elements of how-to article writing

Develop the structure of how-to article writing



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Determine how plants and animals live together

READING WORKSHOP

- Know about different types of informational text and understand their elements

READING-WRITING WORKSHOP BRIDGE

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

WRITING WORKSHOP

- Use elements of an informational text to write a how-to article

WEEK 4

Persuasive Text



Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone

Learn more about themes concerning interactions by analyzing the text structure of persuasive texts

Bridge reading and writing informational text through:

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

Wetlands by Peter Benoit

What are wetlands, why are they important, and what can be done to save them?

Apply writer's craft and conventions of language to develop and write how-to articles

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

WEEK 5

Informational Text



Nature's Patchwork Quilt

Learn more about informational texts and explain the author's purpose in an informational text

Publish, celebrate, and assess how-to article writing

WEEK 6

Inquiry and Research



Make Note of It! Research Articles



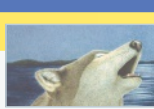
Project-Based Inquiry

- Generate questions for inquiry
- Research plant and animal relationships
- Incorporate media
- Celebrate and reflect

UNIT 2 SKILLS OVERVIEW

UNIT THEME

Interactions

		WEEK 1	WEEK 2	WEEK 3	
		Informational Text Patterns in Nature 	Informational Text Weird Friends 	Realistic Fiction Wolf Island 	
READING WORKSHOP	Minilesson Bank	Infographic: Amazing Interactions	Media: On the African Savanna	Diagram: The Food Chain	
		Informational Text: <i>Patterns in Nature</i>	Informational Text: <i>Weird Friends</i>	Realistic Fiction: <i>Wolf Island</i>	
		Domain-Specific Words	Scientific Words that Describe Things	Words that Connect Ideas	
		Identify Main Idea and Details	Analyze Text Structure	Analyze Illustrations	
		Monitor Comprehension	Evaluate Details	Synthesize Information	
		Talk About It: Ask Questions	Write to Sources: Respond to Text	Write to Sources: Relevant Information	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms and Antonyms	Context Clues
		Word Study	Syllable Patterns VC/V and V/CV	<i>r</i> -Controlled Vowels	Compound Words
		Read Like a Writer	Explain the Use of Graphic Features	Analyze Precise Verbs	Analyze Author's Message
		Write for a Reader	Use Graphic Features	Use Precise Verbs	Use Author's Message
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure	
	Minilesson Bank	How-to Article	Develop an Engaging Main Idea	Develop an Introduction	
		Compose a Headline and Lead	Develop Relevant Details	Organize Ideas into Steps	
		Compose Facts and Details	Add Facts and Definitions	Organize Steps into Sequence	
		Brainstorm and Set a Purpose	Write a Command	Add Illustrations	
		Plan Your How-to Article	Clarify Steps Using Strong Verbs	Develop and Compose a Conclusion	
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Syllable Patterns VC/V and V/CV	Spell <i>r</i> -Controlled Vowels	Spell Compound Words	
	Language and Conventions	Singular and Plural Nouns	Irregular Plural Nouns	Singular Possessive Nouns	

Essential Question

How do plants and animals live together?

WEEK 4

Persuasive Text

Welcome Back, Wolves!
and Wolves Don't
Belong in Yellowstone



Infographic: Bringing Animals Back

Persuasive Text: *Welcome Back Wolves!*
and *Wolves Don't Belong in Yellowstone*

Synonyms and Antonyms

Analyze Text Structure

Compare and Contrast Texts

Write to Sources: Text Evidence

Figurative Language

Syllable Patterns

Analyze Tone and Voice

Use Tone and Voice

Writer's Craft

Edit for Prepositions and Prepositional
Phrases

Revising for Coherence and Clarity

Edit for Nouns

Edit for Adverbs

Edit for Coordinating Conjunctions

Spell Words With Syllable Patterns

Plural Possessive Nouns

WEEK 5

Informational Text

Nature's Patchwork
Quilt

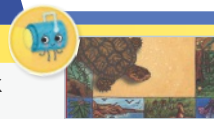


Diagram: Plants and Animals Need Each
Other

Informational Text: *Nature's Patchwork
Quilt*

Related Words

Explain Author's Purpose

Visualize Details

Talk About It: Pertinent Comments

Parts of Speech

Contractions

Analyze Text Structure

Use Cause-and-Effect Text Structure

Publish, Celebrate, and Assess

Edit for Legibility

Edit for Subject-Verb Agreement

Publish and Celebrate

Prepare for Assessment

Assessment

Spell Contractions

Main Verbs and Helping Verbs

WEEK 6

Inquiry and Research

Make Note of It!



Leveled Research Articles

Use Academic Words

Explore and Plan: Informational Writing

Conduct Research: Library Databases

Informational Writing: Scrapbook

Refine Research: Citing Sources

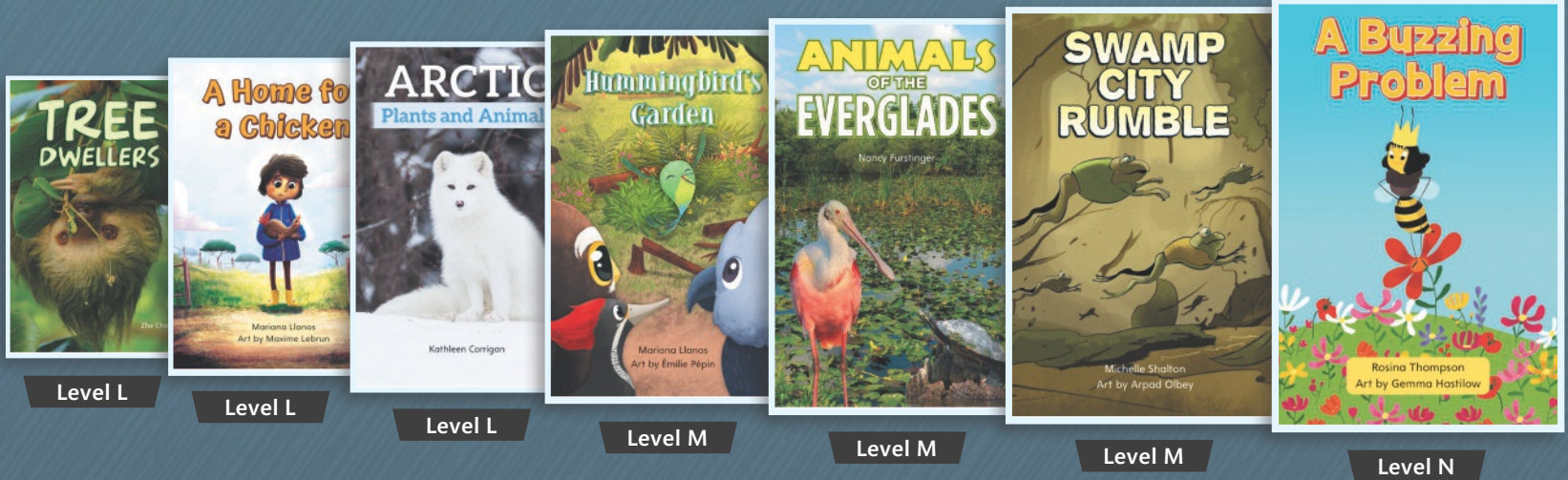
Extend Research: Visuals/Media

Revise for Clarity

Edit and Peer Review

Celebrate and Reflect

UNIT 2 LEVELED READERS LIBRARY



LEVEL L

Leveled Texts for Unit 2

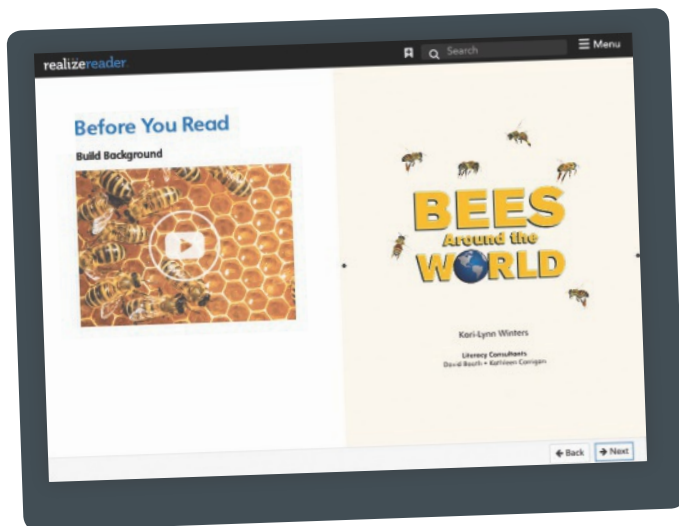
- Unit 2 guided reading levels range from L through P.
- Readers align to the unit theme, Interactions, and to the Spotlight Genre, Informational Text.
- See the Matching Texts to Learning pages each week for suggested texts and instruction aligned to the week's instruction and genre.

Complete Online Access to the Grade 3 Leveled Library

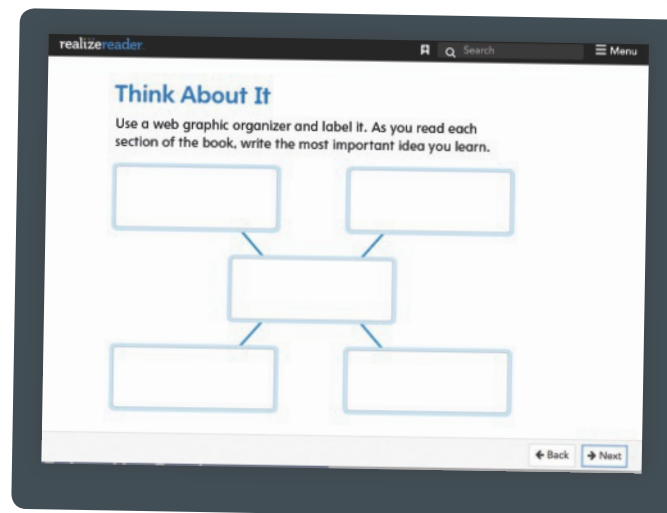
- A range of levels from L to P
- Rich variety of genres, including informational text, realistic fiction, animal fantasy, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Reader Search functionality in SavvasRealize.com



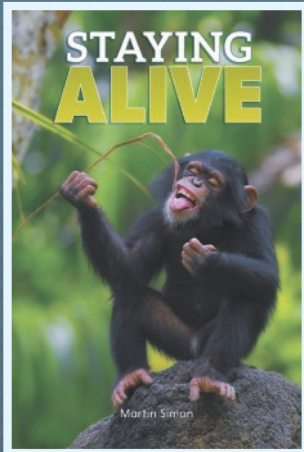
Online Reader Interactive Support



ELL Access Videos



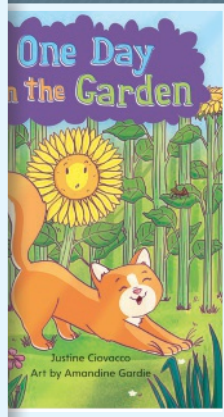
Interactive Graphic Organizers



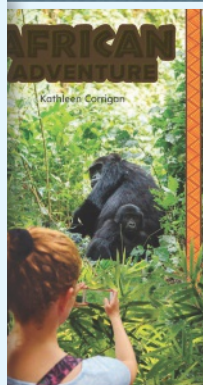
Level N



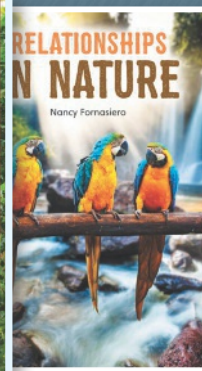
Level N



Level O



Level O



Level O



Level P



Level P



LEVEL P

Teaching Support

See the Leveled Reader Teacher's Guide for

Guided Reading

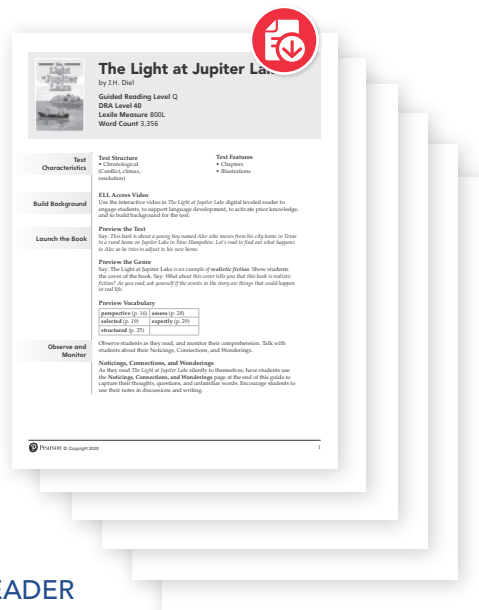
- Text Structures and Features
- Launch the Text Ideas
- Observe and Monitor Suggestions
- Discussion Questions for Guided Reading
- Possible Teaching Points for Comprehension, Word Study, and Fluency
- Graphic Organizer Support
- Noticings, Connections, and Wonderings Chart
- Collaborative Conversation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

Differentiation

- Support for ELLs
- Language Development suggestions

Guided Writing

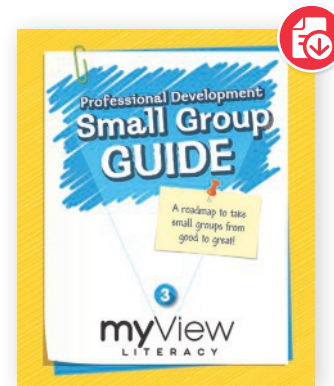
- Prompts for responding to text



LEVELED READER
TEACHER'S GUIDE

See the Small Group Guide for

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



SMALL GROUP GUIDE

Interactions

OBJECTIVES


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

Describe personal connections to a variety of sources, including self-selected texts.

Recognize characteristics of digital texts.

Essential Question

Introduce the Unit 2 Essential Question, *How do plants and animals live together?* Tell students they will read many texts to learn about how plants and animals interact. Explain that reading a variety of genres is important because each author provides a unique approach to the theme.

Watch the Unit Video Tell students that a video combines sound and pictures. Have students watch “Living Together” and take notes about how it depicts interactions. 

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

- What did you learn from the sounds in the video?
- What did you learn by looking at the images?

STUDENT INTERACTIVE, pp. 228–229



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

Focus on key vocabulary words in the video. Explain the concept of interaction. **EMERGING/DEVELOPING**

Ask students to use background knowledge they have on the topic to add to the discussion. **EXPANDING/BRIDGING**

Independent Reading

Self-Select Texts Discuss pp. 230–231 in the *Student Interactive*. Have students:

- Self-select texts that are neither too hard nor too easy.
- Choose texts by favorite authors, about interesting topics, or in particular genres.
- Spend increasing periods of time reading independently throughout the unit to build stamina and fluency.

STUDENT INTERACTIVE, pp. 230–231



UNIT
2
INDEPENDENT READING

Independent Reading

In this unit, you will read informational texts and realistic fiction. If you have a favorite topic, you might choose to read about it during your independent reading time.

To choose an informational text, follow these steps.

Step 1 To help you set a purpose for reading, before you begin, identify what you already know and what you want to learn. New information is easier to remember when you connect it to your background knowledge. Use support from your peers and teachers to read and respond to these prompts.

- I want to read about _____.
- What do I already know about this topic?
- What do I want to learn about this topic?

Step 2 Informational text often presents facts and details about the topic in an organized, structured way. Headings, chapters, and other text features can provide clues to what you will read. Ask yourself questions about the topic as you read. Use the five *Ws* and *H*: *Who*, *What*, *Where*, *When*, *Why*, and *How*. Asking questions will help you find answers.

- What is the topic of the text?
- Why is this topic important?
- How do text features help me understand the topic?

Independent Reading Log

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

UNIT 2

INTRODUCE THE UNIT

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Point out the Spanish cognates in this unit's academic vocabulary:

- associate : *asociar*
- prefer : *preferir*
- investigate : *investigar*

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. 232 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 interactions. Read each word's definition. Have students respond to the **Expand** and **Ask** questions using the newly acquired Academic Vocabulary as appropriate.

Expand: I usually **associate** peanut butter with jelly.

Ask: What do you usually **associate** with macaroni?

Expand: I **prefer** summer over winter.

Ask: Which season do you **prefer**?

Expand: Some **features** of an elephant are a trunk and tusks.

Ask: What are some **features** of a lion?

Expand: I want to learn more about how I can protect the earth, so I will **investigate** that topic.

Ask: What topic do you want to **investigate**?

Expand: One way to **avoid** getting sick is to wash your hands.

Ask: What is another way to **avoid** getting sick?

TURN, TALK, AND SHARE Have students complete the chart on p. 233 for the listed words. Then have partners share their answers.



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

“A small group of words does the heavy lifting in texts—about 2,500 morphological families account for over 90% of the words in elementary texts. *myView* supports students in becoming automatic with this vocabulary and helps them understand how the “other 10%” works. Students learn that in any text there are going to be rare words that they haven’t read before. Students develop word analysis and context strategies that support them in figuring out the rare words in texts.”

See [SavvasRealize.com](https://www.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 Vocabulary. Use simple sentence stems that students can complete using one of the words. **EMERGING**

Display the “Ask” questions from the routine. Lead students in a discussion of their answers to the questions. Then have student pairs ask each other the questions and write the answers in their notebooks. **DEVELOPING**

Display the “Ask” questions from the routine. Have student pairs read the definition of each word, then take turns asking and answering the questions. Then have them write a new sentence for each vocabulary word. If time permits, have students share their sentences with the group. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 232–233



UNIT
2

INTRODUCTION

Unit Goals

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



Reading Workshop	1	2	3	4	5
I know about different types of informational text and understand their elements.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading-Writing Bridge	1	2	3	4	5
I can use language to make connections between reading and writing informational text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing Workshop	1	2	3	4	5
I can use elements of an informational text to write a how-to article.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit Theme	1	2	3	4	5
I can determine how plants and animals live together.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Academic Vocabulary

Use these vocabulary words to talk and write about this unit's theme. *Interactions: associate, prefer, features, investigate, and avoid.*

TURN and TALK Read the words and definitions. Then use each word in a sentence. Read your sentences aloud to a partner.

Academic Vocabulary	Definition
associate	to make a connection between two people or things
prefer	to like one thing more than another thing
features	the details or specific traits of something
investigate	to examine or look closely at something
avoid	to stay away from a person, place, or thing

Possible responses:

I associate with my friends and family.

I prefer ice cream with sprinkles on it.

Hippos have interesting features, such as big eyes and wrinkles.

I can investigate details about plants.

I avoid unhealthy food.

UNIT 2 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational texts and identify the main idea and details in an informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational text to write a how-to article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: “Dance of the Bees” T20–T21
- Informational Text: T22–T23
- Quick Check** T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Syllable Patterns VC/V and V/CV T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31

WRITING WORKSHOP

MINILESSON

- How-to Article T332–T333
 - » How-to Article
 - » Share Back

INDEPENDENT WRITING

- How-to Article T333
- Conferences T330

WRITING BRIDGE

- Spelling: Spell Syllable Patterns VC/V and V/CV T334
 - Assess Prior Knowledge** T334
- Language and Conventions: Spiral Review: Common and Proper Nouns T335
 -

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T47
 - » Preview Vocabulary
 - » Read: *Patterns in Nature*
- Respond and Analyze T48–T49
 - » My View
 - » Develop Vocabulary
- Quick Check** T49

READING BRIDGE

- Word Study: Apply Syllable Patterns VC/V and V/CV T50–T51
- High-Frequency Words T50

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T53
- Literacy Activities T53
- Support Collaboration T53

WRITING WORKSHOP

MINILESSON

- How-to Article T336–T337
 - » Compose a Headline and Lead
 - » Share Back

INDEPENDENT WRITING

- How-to Article T337
- Conferences T330

WRITING BRIDGE

- Spelling: Teach VC/V and V/CV Syllable Patterns T338
- Language and Conventions: Oral Language: Singular and Plural Nouns T339
 -

LESSON 3

READING WORKSHOP

CLOSE READ

- Identify Main Idea and Details T54–T55
 - » Close Read: *Patterns in Nature*
- ☑ **Quick Check** T55

READING BRIDGE

- Read Like a Writer: Explain the Use of Graphic Features T56–T57
- Word Study: More Practice: Syllable Patterns VC/V and V/CV T58–T59 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61
- Support Partner Activities T61

WRITING WORKSHOP

MINILESSON

- How-to Article T340–T341
 - » Compose Facts and Details
 - » Share Back

INDEPENDENT WRITING

- How-to Article T341
- Conferences T330

WRITING BRIDGE

- Spelling: More Practice: VC/V and V/CV Syllable Patterns T342 **FLEXIBLE OPTION**
- Language and Conventions: Teach Singular and Plural Nouns T343

LESSON 4

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T62–T63
 - » Close Read: *Patterns in Nature*
- ☑ **Quick Check** T63

READING BRIDGE

- Write for a Reader: Use Graphic Features T64–T65
- Word Study: Spiral Review: Diphthongs *ou, ow, oi, oy* T66–T67 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69
- Support Independent Reading T69

WRITING WORKSHOP

MINILESSON

- How-to Article T344–T345
 - » Brainstorm and Set a Purpose
 - » Share Back

INDEPENDENT WRITING

- How-to Article T345
- Conferences T330

WRITING BRIDGE

- Spelling: Spiral Review: Diphthongs *ou, ow, oi, oy* T346 **FLEXIBLE OPTION**
- Language and Conventions: Practice Singular and Plural Nouns T347

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T70–T71
 - » Talk About It
 - » Respond to the Weekly Question
- ☑ **Quick Check** T71

READING BRIDGE

- Word Study: Syllable Patterns VC/V and V/CV T72–T73 **FLEXIBLE OPTION**
- ☑ **Assess Understanding** T72

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T75
- Literacy Activities T75

BOOK CLUB T75 **SEL**

WRITING WORKSHOP

MINILESSON

- » How-to Article T348
- » Plan Your How-to Article
- » Share Back

INDEPENDENT WRITING

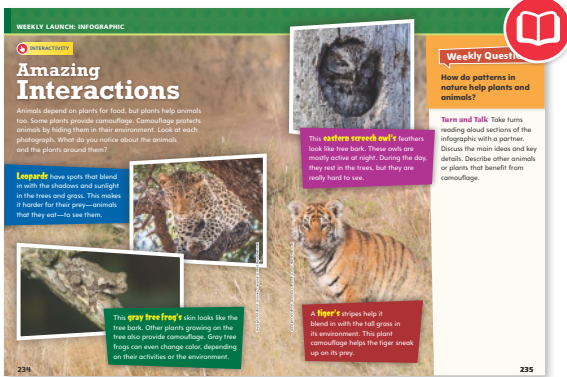
- Conferences T330 **WRITING CLUB** T349 **SEL**

WRITING BRIDGE

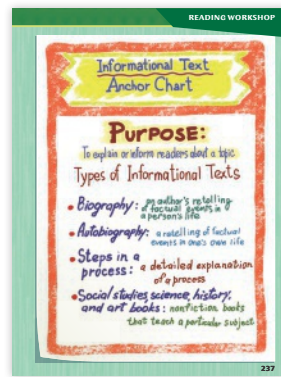
- Spelling: VC/V and V/CV Syllable Patterns T350
- ☑ **Assess Understanding** T350 **FLEXIBLE OPTION**
- Language and Conventions Standards Practice: Singular and Plural Nouns T351

UNIT 2 WEEK 1 WEEK AT A GLANCE: RESOURCE OVERVIEW

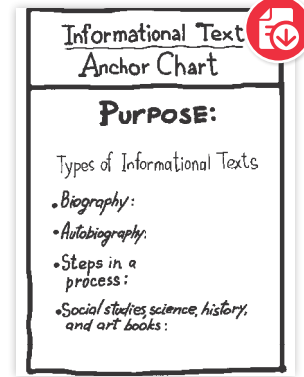
Materials



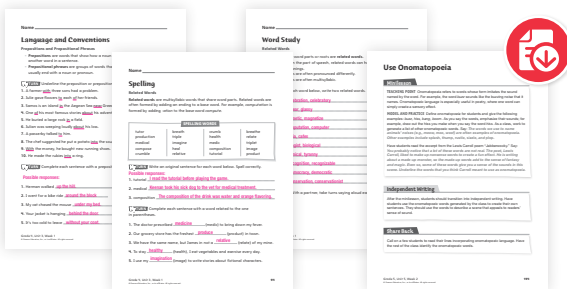
INFOGRAPHIC
Amazing Interactions



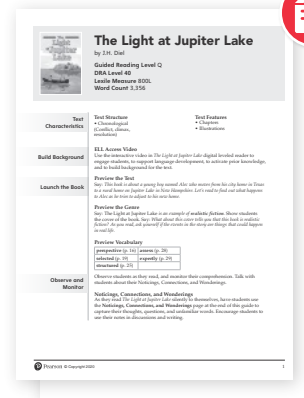
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

certain
half

Develop Vocabulary

patterns
nature
repeat
sequence
symmetry

Spelling Words

total
digit
talent
human
minus
defend
finish
equal
salad
famous

Challenge Spelling Words

library
mishap
spiral

Unit Academic Vocabulary

prefer
features
investigate
associate
avoid

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Determine the main idea and supporting details of a text read aloud or presented through multimedia. Analyze how main ideas and supporting details are related and how they interact to support a thesis or central topic.

Informational Text
Read carefully you are going to read about an informational text. That students to listen actively or listen for the most important ideas and details, as you read "Dance of the Bees."

START-UP
READ-ALOUD ROUTINE
Purpose: These students actively listen for elements of informational text.
Read: The entire text aloud without stopping for Think Alouds.
Read: The text aloud, pausing to model Think Aloud strategies related to the genre.

Dance of the Bees
Plants and other living creatures have always interacted with each other. The world of nature is full of examples. But the honeybees and other bees are right at the top of that list. The lives of many flowering plants and the lives of bees go hand-in-hand.

ELL Language Transfer
Explain: Find out the Spanish equivalent of "Dance of the Bees."
- discuss: describe
- describe: describe

FLUENCY
After listening to the Read Aloud, students will be able to read the text aloud with accuracy and fluency with reading grade-level text.

THINK ALOUD
Analyze Informational Text
Listen to the text and think about the main idea and supporting details. Then, think about how the author uses the text to support the main idea.

READ ALOUD
"Dance of the Bees"



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:
- engage students to learn about their independent reading levels.
- provide explicit comprehension instruction.
- enhance students' overall language development.
- provide an opportunity to model thinking and response strategies.
- foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
- Analyze the text for the genre.
- Determine the Teaching Point.
- Write open-ended questions and model Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.

BEFORE READING
- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the big idea or theme of the story.
- Point out interesting words or phrases.
- Gather prior knowledge and activate essential background necessary for understanding.
- Discuss key vocabulary essential for understanding.

DURING READING
- You can choose to stop and reading to students get to get in the text and apply Think Aloud and other strategies for a change also into the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Aloud to model strategies and model use to monitor comprehension and correct reading that text.
- Help students draw connections to their own experiences, think they have read or learned in the past, or in the world.

AFTER READING
- Summarize and allow students to share thoughts about the story.
- Engage in a discussion by modeling the "Turn and Talk" part of the story.
- Choose one assign a Student Response Form available on ReadAloud.com.

Finalists Teaching Points
- Monitor the story.
- Monitor the characters.
- Monitor the setting.
- Monitor the theme.
- Monitor the plot.
- Monitor the point of view.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

Patterns in Nature

Score: Informational Text

by Jennifer Bazinet Roy and Gregory Roy

SHARED READ
Patterns in Nature

BOOK CLUB

Titles related to Spotlight Genre and Theme: T474-T475

Mentor STACK

Writing Workshop T329

LITERACY STATIONS

SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- The following assessments are available on SavvasRealize.com:**
- Progress Check-Ups
 - Cold Reads
 - Weekly Standards Practice for Language and Conventions
 - Weekly Standards Practice for Word Study
 - Weekly Standards Practice for Academic Vocabulary
 - Practice Tests
 - Test Banks

Assessment GUIDE

myView LITERACY

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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

Explore how structures and functions of plants and animals allow them to survive in a particular environment.

ACADEMIC VOCABULARY


Language of Ideas Academic Vocabulary helps students access ideas. After you discuss the infographic, ask: [What features help plants and animals survive in their environments? How would you investigate ways that plants and animals interact?](#)

- associate
- prefer
- features
- investigate
- avoid

Explain that these words will help students read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do plants and animals live together?* Point out the Week 1 Question: *How do patterns in nature help plants and animals?*

Direct students' attention to the infographic on pp. 234–235 in the *Student Interactive*. Explain that an infographic combines pictures with text to provide readers with information. Have students take turns reading aloud sections of the infographic and then discuss how plants and animals interact with each other to survive. 

Use the following questions to guide discussion:

- What is the most interesting fact you learned about interactions between plants and animals?
- How do plants help animals survive?
- What do these facts suggest about the importance of camouflage?

WEEKLY QUESTION Reread the Week 1 Question: *How do patterns in nature help plants and animals?* Remind students that they learned a few different facts about how camouflage helps animals survive. Explain that they will be learning even more interesting information about the topic this week.

TURN, TALK, AND SHARE Ask students to discuss the main ideas and details in the infographic and share their ideas about other plants and animals that benefit from camouflage.



ELL Targeted Support Visual Support Read the short paragraphs that accompany each visual presentation. Invite students to listen carefully as you read about the animals and their interactions with plants around them.

Preview the visuals. Discuss how each image relates to the topic. Preview important vocabulary: *nature, animals, plants, hide, patterns, blend*. Ask: **Where do tigers hide? Which animals hide in trees?** **EMERGING**

Preview the visuals. Discuss how each image relates to the topic. Preview important vocabulary: *nature, animals, plants, interactions, depend, camouflage*. Ask: **What are some types of camouflage?** **DEVELOPING**

Preview the visuals. Discuss how each image relates to the topic. Preview important vocabulary: *nature, environment, benefit, interactions, depend, camouflage*. Ask: **What is one way plants can benefit animals?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 234–235



WEEKLY LAUNCH: INFOGRAPHIC



Amazing Interactions

Animals depend on plants for food, but plants help animals too. Some plants provide camouflage. Camouflage protects animals by hiding them in their environment. Look at each photograph. What do you notice about the animals and the plants around them?

Leopards have spots that blend in with the shadows and sunlight in the trees and grass. This makes it harder for their prey—animals that they eat—to see them.



This **gray tree frog's** skin looks like the tree bark. Other plants growing on the tree also provide camouflage. Gray tree frogs can even change color, depending on their activities or the environment.



This **eastern screech owl's** feathers look like tree bark. These owls are mostly active at night. During the day, they rest in the trees, but they are really hard to see.



A **tiger's** stripes help it blend in with the tall grass in its environment. This plant camouflage helps the tiger sneak up on its prey.

WEEK
1

Weekly Question

How do patterns in nature help plants and animals?

Turn and Talk Take turns reading aloud sections of the infographic with a partner. Discuss the main ideas and key details. Describe other animals or plants that benefit from camouflage.

Listening Comprehension

OBJECTIVES

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

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

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

Informational Text

Tell students you are going to read aloud an informational text. Tell students to listen actively, or listen for the most important ideas and details, as you read “Dance of the Bees.”

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of informational text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Dance of the Bees.”

- depend : *depender*
- produce : *producer*

FLUENCY

After completing the Read-Aloud Routine, display “Dance of the Bees.” Model reading aloud the first two paragraphs. Emphasize the importance of reading at a rate that considers the density of facts in informational text. Encourage students to echo read the first paragraph.

THINK ALOUD

Analyze Informational Text

I notice that the title suggests that this text is about bees. But at first, I cannot tell what the word “dance” has to do with bees. As I read the second and third paragraphs, I read details describing how the bees pollinate flowers. These facts help me identify this as informational text and not a story about dancing bees.

Dance of the Bees

Plants and other living creatures have always interacted with each other. The world of nature is full of examples. But the honeybee and other native bees are right at the top of that list. The lives of many flowering plants and the lives of bees go hand-in-hand.

Fruit trees and many plants that produce the vegetables we eat need bees to help them pollinate their flowers. Other flowering plants, like clover and maple trees, need bees to help them create seeds that will grow well. Bees travel from flower to flower on the plants, gathering pollen and nectar to feed their young. When the bees fly from one flower to the next, they drop pollen on the flowers.

Some flowers attract the bees with bright colors. Others, like flowers in the mint family, have a pattern of tiny stripes that directs the bees to the center of the flower.

Scout bees leave their hive to find nectar, and when they find a good source, they fly back to the hive to tell the others. They use the same flight path every time so they don't get lost. When the scout bees arrive at their hive with the good news, they do a dance called the waggle dance. Their dance tells the other bees where the nectar source is. Then all the bees know where to go to collect the best nectar for honey.

Bees make honey as food for themselves and their young. They also feed on pollen, which has a lot of protein. Baby bees go through their growing stages in little cells, which are all the same shape and size.

*“Dance of the Bees,” continued*

The cells are made of beeswax, which the bees produce. All the cells attached together make a honeycomb.

The bees that collect food for the hive go back and forth to flowers every day. They have a method for collecting. They collect all the nectar and pollen they can hold from one type of flower and bring it back to the hive before they start on another type of flower. The flowers benefit from the bees' collecting pattern because it helps them get pollen from the right kind of flower. The bees change their dance each time they go back, so that other bees in their hive know which flowers to find.

Bees and flowering plants depend on each other for survival. We depend on the bees to help produce the food we eat. The dance of the bees keeps the circle of nature turning, from flower to fruit, fruit to seed, and seed to plant again.

THINK ALOUD

Analyze Informational Text As I read the last page, I understand what the title “Dance of the Bees” means. The “dance” of the bees is an interesting detail that explains how the bees communicate where to collect the nectar. I think the main idea must be how the bees and flowers depend on each other. There are many supporting details explaining how that is so. It would be interesting to make a chart, or organizer, to keep track of how the bees’ nectar collecting and plant growth works.

WRAP-UP**How Bees and Flowers Help Each Other**

Bees	Flowers

Use a T-chart to help students identify details about the relationship between bees and flowers. Use the chart to record student responses.

Retell Texts

Retelling can help students monitor their comprehension. Tell students that when retelling a text, they tell the main ideas and the most relevant, or important, details. A retelling maintains the meaning and logical order of the text.

Have student pairs retell “Dance of the Bees,” making sure they maintain the meaning and logical order of the text. Encourage them to speak slowly and clearly.

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 identify the main idea and details in an informational text.

OBJECTIVE

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- main idea
- details
- facts
- definitions
- domain-specific vocabulary
- text features

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students add to the chart as they read.
- Have students suggest headings and graphics.
- Have students add informational text titles as they read throughout the week.

ELL Language Transfer

Cognates Point out the related Spanish cognates:

- informational : *informativo*
- details : *detalles*
- vocabulary : *vocabulario*
- photographs : *fotografías*
- topic : *tópico*

Minilesson

FOCUS ON STRATEGIES Remind students that informational text is a type of nonfiction text that includes at least one main idea about a topic and supporting details to help support it.

- Ask yourself what the passage is about. That will be the topic.
- Look at the first and last paragraph. Often the main idea is expressed in these paragraphs. Similarly, look at the first and last sentences in a paragraph and ask if either sentence states the main idea.
- Figure out the main idea by asking yourself what the details indicate or aim to explain. These details support the main idea.

MODEL AND PRACTICE Model how to determine the main idea in “Dance of the Bees.” *I can tell from the title that I will learn about bees in this text. The first paragraph explains how flowering plants and bees interact with each other. I think that the topic will be about animal and plant interaction. As I read more, I ask, what is the most important idea? I see details about the bees needing nectar to feed their babies. When the bees move about from flower to flower, they drop pollen. The plants need pollen to grow fruit and seeds. The last paragraph tells me what the other details are about: “Bees and flowering plants depend on each other for survival.”*

As they read the text this week, encourage students to look for text features such as photographs, illustrations, and charts. Then, ask students what the details are mostly about.

ELL Targeted Support Reading Strategies Have students use visual details to determine the topic of a photograph.

Show several images. Prompt students to name each image and then write a topic on the board. Read aloud and invite students to echo read the topics. Model how to develop a sentence that could be the main idea of each topic by using details in the image. **EMERGING/DEVELOPING**

Ask students to identify the topic of a photographic image. Have partners use the details in the image to compose a sentence telling the main idea about the topic. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 236 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use graphic organizers to write the main idea and supporting details from an informational text. Ask them to find at least two supporting details. Tell students to share their graphic organizer with a partner.

QUICK CHECK

Notice and Assess Can students recognize informational text and identify the main idea and details?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on pp. T30–T31.
- **If students show understanding**, provide practice using the strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 236–237



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational texts and identify the main idea and details in an informational text.

Spotlight on Genre**Informational Text**

Informational text is a type of nonfiction text. It usually includes

- One or more **main ideas**
- **Details, facts, and definitions** that support and explain the main ideas
- **Domain-specific vocabulary** that relates to the topic
- **Features**, such as sections, tables, graphs, time lines, bullets, numbers, and bold and italicized words

You can learn just about anything from informational texts!



TURN and TALK Talk to a partner about an informational text you read recently. What was the main idea? What facts and features supported the information? Take notes on your discussion.

My NOTES

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**Informational Text
Anchor Chart****PURPOSE:**

To explain or inform readers about a topic

Types of Informational Texts

- **Biography:** an author's retelling of factual events in a person's life
- **Autobiography:** a retelling of factual events in one's own life
- **Steps in a process:** a detailed explanation of a process
- **Social studies, science, history, and art books:** nonfiction books that teach a particular subject

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Use a known root word as a clue to the meaning of an unknown word with the same root.

Demonstrate and apply spelling knowledge by spelling words with changes to base words when suffixes are added such as dropping *e*, changing *y* to *i*, and doubling final consonants.

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

ELL Language Transfer

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

- associate : *asociar*
- prefer : *preferir*
- investigate : *investigar*

WEEKLY STANDARDS PRACTICE

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

Related Words

Minilesson

FOCUS ON STRATEGIES Related words share the same roots or word parts. Knowing the meaning of a root can be a clue to the meaning of an unknown word using the same root. Sometimes affixes are added to root words. This changes the parts of speech and creates new words. Some roots require spelling changes when an affix is added.

- When adding affixes to a root word that ends in *e*, you may need to drop the *e* before adding the affix.
- Use a print or digital dictionary to help you confirm the meaning and spelling of related words.

MODEL AND PRACTICE Model this strategy using the first example in the chart on p. 259 of the *Student Interactive*.

- Read the first example. Say: **The first root is *associate*. To create a related word, I will add the affix *-tion* to the end of the word. This will create the noun *association*. But since *associate* ends in an *e*, I have to drop the *e* before adding the affix.**
- Have a volunteer suggest how to correctly spell *association*. Write the word on the board. Tell students to use a dictionary to confirm the meaning.

ELL Targeted Support Add *-tion* As students begin to add affixes to words, they will need practice writing the newly formed related words.

Write *investigate* and *investigation* on a sheet of paper. Have students fill in the following sentence frame using both words: *The police will _____ and will not stop until the _____ is done well.* **EMERGING**

Read sentences aloud using both words. Then have students write their own sentences using each word. **DEVELOPING**

Do the same activity as above, but then have students identify the letter that dropped from the root word when writing the related *-tion* word.

EXPANDING

Have students practice spelling the word *investigation* without support.

BRIDGING



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 259 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 259



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

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

Learning Goal

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

My TURN For each sentence below,

1. **Read** the word and **add** the ending.
2. **Use** a print or digital dictionary to find the meaning and spelling of the related word.
3. **Write** a sentence using the new word.

associate + -tion = association

Possible response: His association to the president is well known.

prefer + -able = preferable

Possible response: I think apples are preferable to bananas.

investigate + -tion = investigation

Possible response: The detective's investigation is over.

avoid + -ed = avoided

Possible response: She avoided walking through the puddle.

Word Study Syllable Patterns

OBJECTIVE

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

LESSON 1

Teach Syllable Patterns VC/V and V/CV

FOCUS ON STRATEGIES Tell students that knowing where to divide syllables in words is important to be able to decode them correctly. Multisyllabic words with the syllable pattern VCV can be divided either after the first vowel or after the consonant. In the word *label*, the syllables are divided after the first vowel: *la -bel*. The first syllable is open because it ends in a vowel sound. In the word *given*, the syllables are divided after the consonant: *giv -en*. The first syllable is closed because it ends in a consonant sound.

MODEL AND PRACTICE To demonstrate how to decode multisyllabic words with open and closed syllables (V/CV and VC/V syllable patterns), write *paper*, *linen*, and *slogan* on the board. Have volunteers help you identify the VCV pattern in each word. (*pa -per*, V/CV; *lin -en*, VC/V; *slo -gan*, V/CV), and then have students decode each word.

Guide students to use the strategy to decode the words *lemon* and *later*.



ELL Targeted Support

Syllable Patterns VC/V and V/CV Write the words *later* and *lemon* on the board. Read the words aloud with a VC/V pronunciation and a V/CV pronunciation. Help students determine which pronunciation is correct.

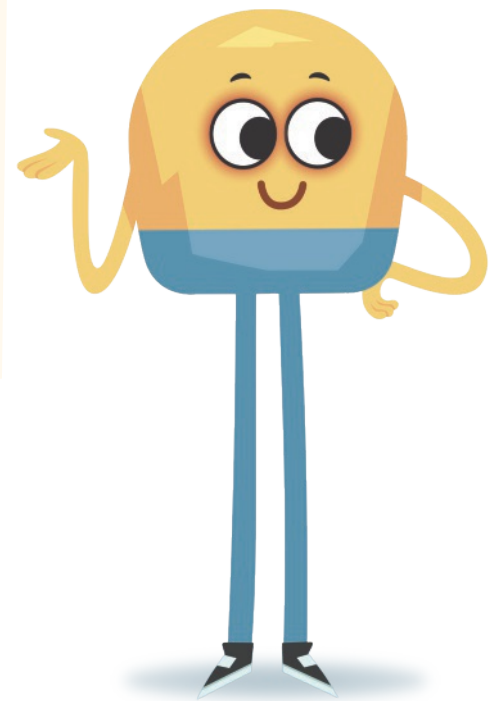
EMERGING

Have students work with a partner to determine the correct pronunciation of the words *later* and *lemon*. **DEVELOPING**

Have students work in pairs to write and pronounce the words *lemon* and *later* and make a slash where the syllables in the words should be divided.

EXPANDING

Have students work individually to divide the words *later* and *lemon* into syllables. Then have students write and divide two more words that follow each pattern. **BRIDGING**



LESSON 1

Teach Syllable Patterns VC/V and V/CV

LESSON 2

Apply Syllable Patterns VC/V and V/CV

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Diphthongs *ou, ow, oi, oy*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Matching Texts to Learning

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



Genre Realistic Fiction

Text Elements

- Some new vocabulary
- Multisyllable words

Text Structure

- Chronological



Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Description



Genre Animal/Fantasy

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

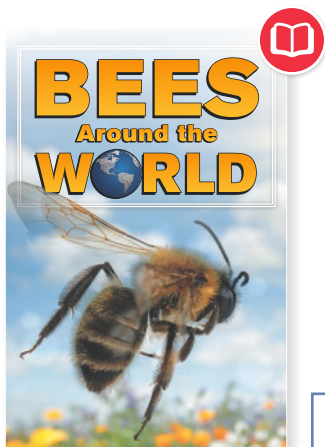
- How can you tell this book is an informational text?
- Does the book contain text features to help you understand the topic?
- Does the book explain or inform you about a topic?
- Is the book a biography or a how-to book? Or is it about social studies, science, history, or art?

Develop Vocabulary

- Did you discover domain-specific vocabulary words to help you learn about the topic?
- What context clues help you understand the meaning of ____?
- What does the word ____ mean?
- What interesting new words did you learn?

Identify Main Idea and Details

- How do the text features help you identify the topic?
- Does the author tell you the main idea in a sentence?
- Which details helped you to decide what the main idea is?



LEVEL N

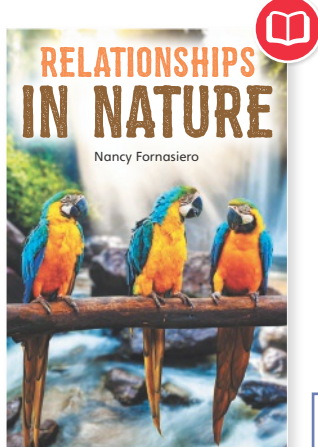
Genre Informational Text

Text Elements

- Many three-syllable words
- Some new vocabulary explained in the text

Text Structure

- Description



LEVEL O

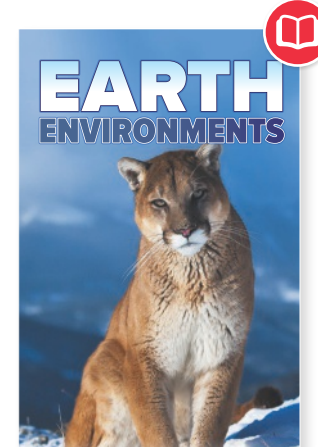
Genre Informational Text

Text Elements

- Multiple subtopics of larger topic
- Prior knowledge needed to understand content

Text Structure

- Description



LEVEL P

Genre Informational Text

Text Elements

- Content may be new to many students
- Denser format of text

Text Structure

- Description

Monitor Comprehension

- How do the details, facts, and definitions support the main idea of the text?
- Why are photographs and captions included in the text?
- What are some details that explain one of the main ideas?

Compare Texts

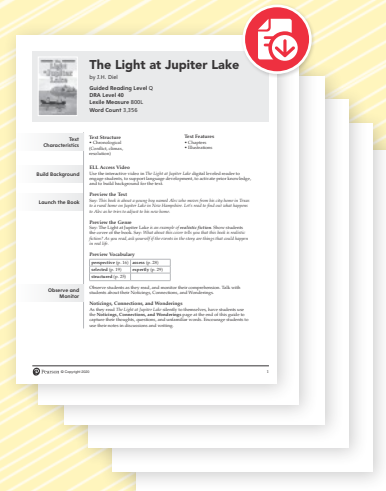
- What connections can you make to other informational texts you have read?

Word Study

- For possible teaching points, use the *Leveled Reader Teacher's Guide*.

**LEVELED READER
TEACHER'S GUIDES**

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



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

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point All types of informational texts include at least one main idea with supporting details. Review the Anchor Chart on p. 237 of the *Student Interactive*.

ELL Targeted Support

Tell students that the most important idea about the topic in an informational text is the main idea.

Reread “Dance of the Bees,” and ask students what they learned from the text. In pairs, have them discuss their responses to the following questions: *What did you already know? What surprised you? What do you think was the most important idea? Why?* Then, as a class, guide students to fill in the blanks aloud: *The topic of this text is _____. The main idea is _____.* **EMERGING/DEVELOPING**

Have pairs reread “Dance of the Bees.” Then tell them to use a graphic organizer to identify the topic, main idea, and supporting details. If necessary, draw a model graphic organizer on the board. **EXPANDING/BRIDGING**



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

Intervention Activity

IDENTIFY INFORMATIONAL TEXT

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

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

A Lot to Learn

1 The summer of my fourth-grade year, I learned important lessons about following directions and about running a successful business. It all began with my desperate longing for a skateboard. Instead of listening to my parents tell me it was too expensive, I decided to make the money myself. I would open a lemonade stand. Everyone at the park across the street was sure to want a delicious drink.

2 First, I bought some powdered lemonade mix and tossed the package in a cooler with some water. I was excited about my first customer. I took his fifty cents and gave him lemonade. He spat it out.

3 “I want my money back!”

4 I forgot to add sugar. And I had used warm water. Oops. Lesson 1: Follow the directions.

5 After a week, business slowed. Someone around the corner was selling lemonade for half the price! I told my mom my plan to lower my prices. She said, “Don’t do it! Instead, make your lemonade the best ever. Make it so good that kids won’t mind paying three times as much.”

6 I went to the store and bought fresh lemons, ice, honey, and silly straws. That night mom helped me slice the lemons. I raised my price to seventy-five cents. Then, I made fresh lemonade for each customer. Once the word was out, I couldn’t keep up. I ran out of lemons before the day was done. Lesson 2: The key to running a successful business is making a great product everyone wants.

7 At the end of that summer, not only did I have a shiny new skateboard, I had a bunch of new friends who loved my lemonade!

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Reading Informational and Argumentative Text T • 215

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 234–235 to generate questions about the ways plants and animals depend on each other for survival. Throughout the week, have them conduct research about one of 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 describe the topic of the book they are reading. Point out the text features that can help them understand informational text.

Possible Conference Prompts

- What main ideas have you found on the topic?
- Were the main ideas clearly stated, or did you use details to figure out the main ideas?

Possible Teaching Point Look for new vocabulary and text features to help you understand what the author wants you to know about the topic.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

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



Whole Group

Share Have students share the topics of their informational texts, and reveal two important ideas they learned about the topics.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- continue reading their Book Club text or one of the books from the suggested titles on p. T471.

Centers



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

Literacy Activities



Students can

- write about their reading in a reading notebook.
- retell the main idea and details from a text for a partner.
- play the *myView* games.
- complete an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T470–T475, 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 *Wetlands*.

Introduce the Text



OBJECTIVES

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 238 in the *Student Interactive* and define them as needed. Ask students to share what vocabulary they know before reading, and connect to any prior knowledge.

patterns: sets of things that repeat in order

nature: parts of the world that are not made by people: land, mountains, trees, etc.

repeat: to say or do something the same way again

sequence: the order of something

symmetry: the appearance of something that is the same on both sides

- These words will help you understand the main idea in *Patterns in Nature*. As you read, highlight the vocabulary words when you first read them.

Read and Compare

Discuss the First Read Strategies. Prompt students to establish whether the selection is informational text and, if so, how they know that it is.

FIRST READ STRATEGIES

NOTICE Remind students to notice images that help explain the text.

GENERATE QUESTIONS Encourage students to make note of confusing places.

CONNECT Ask students to connect the text to their own experiences or anything they have read.

RESPOND Have students mark the parts of the text that are interesting or surprising to them.

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



EXPERT'S VIEW 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 Reading Strategies Tell students that they can use the images in the text to help explain the text.

Before the students read, invite them to skim *Patterns in Nature* and examine the photos and illustrations to get an idea of what the text is about. Have students identify the vocabulary in sentences from the text and echo read those sentences aloud. **EMERGING/DEVELOPING**

Have students preview the text and use the photos and illustrations to help them make predictions about the topic of the text. Have students share their predictions and discuss how they can correct or confirm their predictions. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students infer meaning from combining what they know as well as the words they learn. Encourage students to share personal knowledge or texts they have read about the interdependency between plants and animals.

STUDENT INTERACTIVE, pp. 238-239



Genre Informational Text

Meet the Author



Jennifer Roy and **Gregory Roy** have co-authored several informational books about math. Some of the titles include *Holiday Fractions*, *Measuring at Home*, and *Graphing in the Desert*. Jennifer is also an award-winning children's novelist. She wrote a series about twin sisters with her real-life twin sister, Julia.

Patterns in Nature

Preview Vocabulary

As you read *Patterns in Nature*, notice these words and how they help you identify the main idea and details.

nature	patterns	repeat
sequence	symmetry	

Read

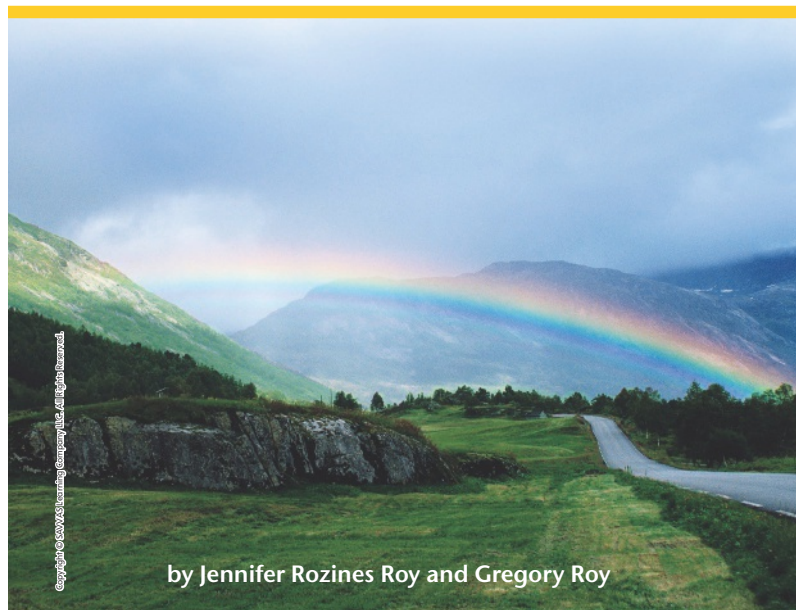
Asking questions before reading helps deepen your understanding of a text. To do this, skim the text and ask questions about what you will learn. Follow these strategies when you read this text the first time.

<p>Notice images that help explain the text.</p>	<p>Generate Questions and mark any parts that are confusing.</p>
<p>Connect this text to what you know about the world.</p>	<p>Respond by marking parts you find interesting or surprising.</p>

First Read

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Patterns in Nature



by Jennifer Rozines Roy and Gregory Roy

AUDIO

ANNOTATE

First Read

Notice

After you reread the first page, say: *In paragraphs 1–3, I notice that the authors mention the word **patterns** four times. I believe since *Patterns in Nature* is the title, our topic must be **patterns**. Do you notice any patterns in the picture of the geese in the grass?*

Possible Response: The picture shows a repeating pattern of necks and heads.

Close Read

Identify Main Idea and Details

When I read the second paragraph, it makes me wonder what shapes, lines, and numbers have to do with nature. I will use these details to help me figure out the main idea. Have students scan **paragraphs 2 and 3** and underline details that explain a pattern. Ask: *What can you tell about patterns from these key details?* See student page for possible responses.

Ask students how they think knowing what patterns look like will help them understand the main idea.

Possible Response: The reader will know that nature has many patterns.

DOK 2

OBJECTIVES

Evaluate details to determine key ideas.

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

CLOSE READ

Identify Main Idea and Details

Underline the details that tell you how to identify a pattern.

nature the things around us not made by humans

patterns sets of things that repeat in order

- 1 Step outside. Nature is all around you. Plants, birds, animals, and insects make the world their home. Look closely, and you'll notice something cool—patterns!
- 2 A pattern is a set of things that are repeated again and again in a certain order. Patterns can be made with shapes, lines, and numbers.
- 3 It's a beautiful day for a nature walk. Grab a jacket and let's discover more about patterns!



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CROSS-CURRICULAR PERSPECTIVES

Science



Patterns in nature are interesting to look at, but they also form a sort of camouflage that protects animals from predators. There are four basic types of camouflage that animals use to blend into their environments. The first type is when an animal tries to blend into a background of the same color. The second kind is similar, but the animal tries to blend into the texture and shape of its surroundings. A third kind of camouflage is mimicry. In this case, an animal tries to mimic the traits of an unappetizing animal. With the fourth type of camouflage, an animal uses stripes, spots, or patterns to disguise its body. All of these methods of camouflage make it hard for predators to detect their prey.



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- 4 Our search begins in the backyard. First you'll see a tall tree. It is covered with green leaves.
- 5 There is no special order to the leaves. They do not form any pattern.

CLOSE READ**Monitor
Comprehension**

Reread paragraphs 4 and 5. **Highlight** evidence that describes two key details about leaf patterns.

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Possible Teaching Point**Academic Vocabulary | Related Words**

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to reinforce how related words most often have related meanings. Have students reread paragraphs 4 and 5, and point out the words *search* and *covered*. Have students use related words to create new sentences that retain the meaning.

First Read**Respond**

THINK ALOUD As I read p. 241, I found paragraph 5 surprising. If the topic is patterns and the title is *Patterns in Nature*, why do the authors tell me that the leaves do not form a pattern? It seems puzzling to me that this idea is introduced after showing me how to identify a pattern. Maybe knowing that the leaves do not form a pattern or have an order will help me recognize other kinds of patterns in nature.

Close Read**Monitor Comprehension**

Explain that skilled readers need to think and connect ideas while they read. When readers monitor their comprehension, they will be aware of the places where they are confused and need help.

Have students scan **paragraphs 4 and 5** to locate and highlight two key details about leaf patterns. Ask if this is confusing since the text says the leaves do not reveal a pattern in nature. **See student page for possible responses.**

Ask: *What should a reader do when part of the text seems confusing?*

Possible Response: When details seem confusing, it's good to realize that something doesn't quite fit. A good reader will remember his or her question while reading on to see if the answer becomes clear.

DOK 1

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

First Read

Connect

THINK ALOUD As I read, I am going to think about what I know about patterns in nature. I remember having fun making patterns with three-leaf clovers and the rare four-leaf clovers I found.

Close Read

Identify Main Idea and Details

Remind students that authors don't always state the main idea in a sentence but often let the reader draw conclusions about what the details explain. Have students scan **paragraphs 6–8** and underline the example of a repeating pattern. **See student page for possible responses.** Ask: *Does the repeating pattern in paragraph 7 give you any clues to a possible main idea?*

Possible Response: This is one example of things in nature in a pattern. I will look for more evidence of patterns in nature for developing the main idea.

DOK 2

OBJECTIVE

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

CLOSE READ

Identify Main Idea and Details

Underline an example of a repeating pattern. How does this example help you recognize the main idea of the text?

repeat to happen over and over

- 6 Pick up one twig from the ground and pick one leaf from the tree. Lay them down side by side. Place another twig and another leaf next to them in a line.
- 7 Twig, leaf, twig, leaf. We're making a pattern!
- 8 Keep putting down more twigs and leaves, following the pattern. This is called a repeating pattern. The objects repeat themselves over and over.



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CROSS-CURRICULAR PERSPECTIVES

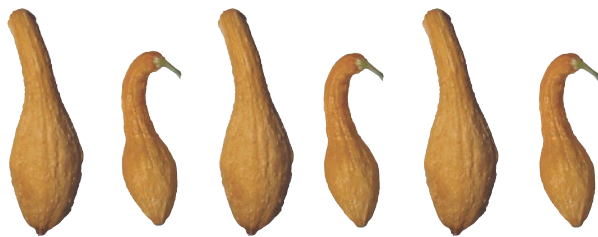
Science



Various plants are important to animal life. Leaves, as shown in our repeating pattern example on this page, may provide food for some animals. They also provide nesting places when they fall on the ground. A leafy tree or bush can keep animals protected from the sun and rain. Leaves also hide animals from predators. Have students connect this information to the infographic on pp. 234–235 of the *Student Interactive*.



- 9 Rows of tasty vegetables grow in the garden. Some of the vegetables form patterns.



- 10 The different sizes make up this pattern. The pattern rule is *large, small*.

- 11 A pattern rule describes how things are arranged. This row of colorful peppers is a pattern, too. The pattern rule is red, green, green, yellow.



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CLOSE READ

Monitor Comprehension

Highlight a detail that tells you what a pattern rule is. Use your background knowledge, or what you already know, about patterns to help you understand this detail.

Vocabulary in Context

Context clues are words and sentences around an unfamiliar word that help readers understand the meaning of the word.

Use a context clue beyond the sentence to determine the meaning of *colorful*.

Underline the context clue that supports your definition.

First Read

Generate Questions

THINK ALOUD As I read this page, I'm going to think of questions I have. I have a question about the meaning of the vocabulary word *colorful*, so I will circle it to make sure I go back and look at the context more closely.

Close Read

Vocabulary In Context

Ask students to find the word *colorful* in **paragraph 11**. Ask: *What context clues can you find to help you determine the meaning of the word colorful?*

Possible response: The clue is not in the same sentence as the word *colorful*, but instead the author defines it in the next sentence. Understanding the pattern rule and examining the illustration helps me understand that the peppers are full of color.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to review how similarly constructed words are often related in meaning. Have students reread paragraph 11, and point out the word *colorful*. Have students look at the root of the word, and then explain what it means in the description of the row of peppers.

First Read

Notice

THINK ALOUD The first thing I notice on this page is the pictures. I need to read the text carefully to see why the authors chose these two images to help me understand patterns.

Close Read

Identify Main Idea and Details

Tell students that when they scan text for specific details, they can look for key words that relate to the topic. Have students scan **paragraph 12** to locate a new detail about making patterns.

Look at paragraph 12 and find the word *pattern*. What new detail did you learn about pattern making? **Possible response:** Number patterns can be made by using sets of objects.

DOK 1

OBJECTIVE

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

CLOSE READ

Identify Main Idea and Details

Underline one way a pattern can be made.

- 12 Patterns can be made from different numbers of objects. We can create patterns using sets of green beans. Let's use the pattern rule 4, 3, 1.



- 13 Drop the beans in this basket to save for later. There's no pattern in the beans now!



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ELL Targeted Support Vocabulary Provide support for students' understanding of Academic Vocabulary.

Have students locate the term *pattern rule* in the text. Have students work with a partner to design a pattern and describe it verbally using simple terms.

EMERGING/DEVELOPING

Remind students that they have read about several common patterns found in nature, such as color and number patterns. Have partners draw a pattern and then write a rule describing their pattern. **EXPANDING/BRIDGING**



14 Look! A ladybug is sitting on this flower.




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CLOSE READ

First Read

Generate Questions

 **THINK ALOUD** I wonder why the authors chose to include this image in a text about patterns. The ladybug is a nice part of nature, but I thought this text was about patterns. I need to read on to see if there is a reason to use this pretty picture here.

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CROSS-CURRICULAR PERSPECTIVES

Science



Did you know that ladybugs are really a kind of beetle sometimes called a ladybird beetle? In the Infographic on pp. 234–235 in the *Student Interactive*, you read about the amazing ways plants and animals depend on each other. Ladybugs are very useful to gardeners and farmers who are trying to grow plants for us to eat. These attractive little beetles eat other insect pests like aphids and mites, which can ruin crops and cause diseases in orchards.

First Read

Connect

THINK ALOUD When I see the ladybugs here, it reminds me of when I drew ladybugs in art. I made sure to add the right number of spots on their backs. The spots on the ladybugs I drew had a number pattern, but not a growing pattern like shown in the illustration on this page.

Close Read

Identify Main Idea and Details

Remind students that main ideas are supported by details. Have students scan p. 246 for details that would help them explain something about the topic “patterns.” Have students underline supporting details that explain a growing number sequence.

See student page for possible responses.

DOK 1

OBJECTIVE

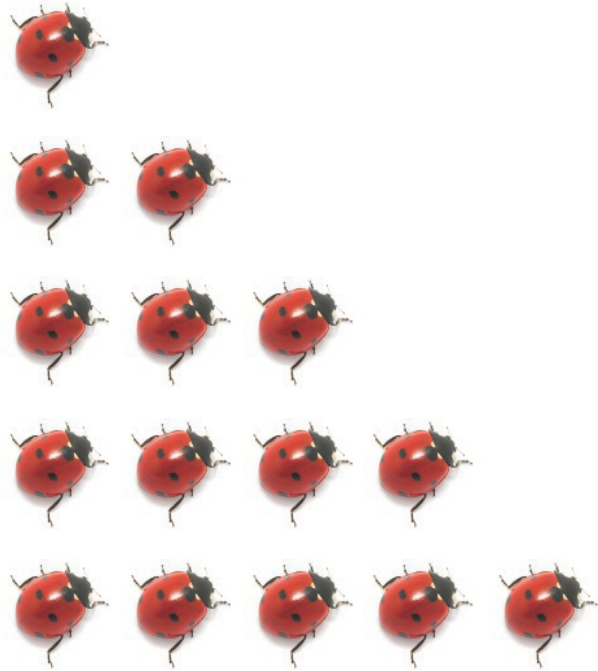
Recognize characteristics and structures of informational text.

CLOSE READ

Identify Main Idea and Details

Underline supporting details about a growing number sequence.

15 Here is a pattern of ladybugs.



sequence a series of things in order

16 The pattern rule is 1, 2, 3, 4, 5. This is called a growing number sequence. A sequence is a series of numbers in order. This sequence “grows” from small to large.

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Possible Teaching Point

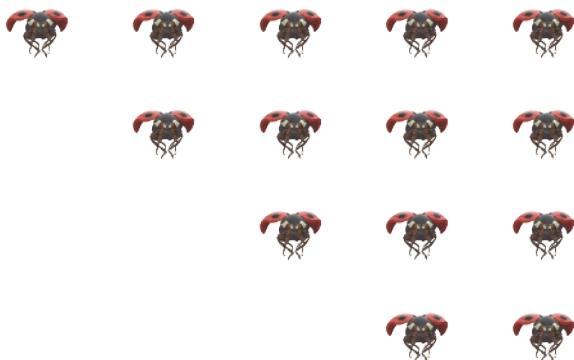
Read Like a Writer | Author's Craft

Analyze the Image The authors use the ladybug illustrations to inform the reader about different kinds of patterns. Take a second look at the image and ask: How does the image help me see a pattern rule?

Discuss how the ladybug rows go from only one to a set of five. Ask the students to explain what the term *growing number* means as they examine the illustration. Conclude that each row increases by one. Therefore, the sequence or pattern *grows*.



17 Each ladybug has two wings. The pattern rule for the ladybugs' wings is **2, 4, 6, 8, 10**. It's also a growing number sequence.



18 This ladybug is spreading her wings. Ladybug, ladybug, fly away!



CLOSE READ

Monitor Comprehension

Look at the picture of the ladybugs. **Highlight** the pattern rule in the text that describes what the picture shows.

First Read

Generate Questions

THINK ALOUD As I read I'm going to mark places that I don't understand, or places that seem confusing to me. At first, I don't understand why this pattern is 2, 4, 6, 8, 10. I will go back and read this more carefully.

Close Read

Monitor Comprehension

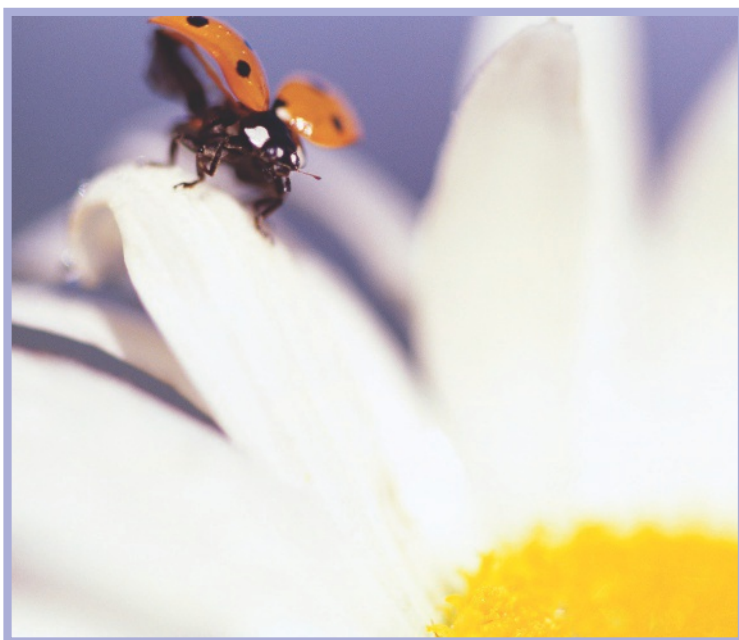
Have students look at the picture on p. 247 and then highlight the text that describes the ladybug pattern sequence. If the number sequence doesn't make sense at first, try rereading for more detail. Ask: **Why does the ladybug picture show a pattern from 1 to 5 when the text detail says the pattern rule is 2, 4, 6, 8, 10?**

Possible response: Clues would be found in the detail that tells that each ladybug has two wings. If the pattern rule is for the ladybugs' wings, then each image counts as two.

DOK 1

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Analyze the Image The pattern illustration on p. 247 could fool the reader without the text. Analyze the first sentence on the page. How does the image at the bottom of the page help bring meaning? The text tells that each ladybug has two wings. The image at the bottom shows the ladybug spreading her wings. Discuss how the image describes the pattern rule of 2, 4, 6, 8, 10. Conclude that if you focus on the ladybugs and not the wings, you might think the pattern is 5, 4, 3, 2, 1. The image and text work together to provide the correct information to the reader.

First Read

Respond

This page surprises me because the rocks are used to show two different patterns. I wonder if I can think of any other patterns to make with the same set of rocks. Can you think of any other patterns?

Possible response: Maybe the rocks could be used in a size rule pattern, largest to smallest. They could also be placed in a repetitive pattern.

Close Read

Identify Main Idea and Details

Have students scan **paragraph 19**. Ask: *What pattern rule is described in this paragraph and what details explain the rule?* Underline the details that describe the color pattern as students respond. **See student page for possible responses.**

DOK 1

Monitor Comprehension

Have students look at the visual on the bottom of p. 248. Ask: *What pattern rule do you see?* Have students reread **paragraph 20** and highlight details that describe the pattern rule. Revisit the visual to make sense of the pattern.

DOK 1

OBJECTIVE

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

CLOSE READ

Identify Main Idea and Details

Underline the details that describe the pattern rule of color. How do these details help you recognize the main idea?

- 19 There are lots of rocks in the backyard. Let's make a pattern of different color stones. White, gray, white, black is the pattern rule here.



Monitor Comprehension

Reread paragraph 20. Highlight details that describe a different pattern rule for the rocks.

- 20 Now let's make a number sequence that counts by 3: 3, 6, 9, 12, 15. That rocks!



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ELL Targeted Support Use Visuals Guide students to understand that they can use visuals to confirm the meaning of a word they have learned.

Display the pattern in paragraph 20. Say: *This pattern is a sequence. The numbers are in order.* Have students use the context clue and visual to build meaning. Then, ask students to fill in the following sentence frame: *A ___ is the order of when something happens.* Explain to students that sequences can be found everywhere. Brainstorm a list of places where we find sequences. (timelines, stories, recipes) **EMERGING/DEVELOPING**



- 21 Good thing you're wearing a jacket. It's starting to rain. But up in the sky is a rainbow!
- 22 The colors on a rainbow are always in the same order: red, orange, yellow, green, blue, indigo, violet.
- 23 A rainbow is a pattern of colors across the sky!

CLOSE READ**Monitor Comprehension**

Highlight details you could reread to help you understand the way the pattern rule of a rainbow is determined.



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First Read

Notice

THINK ALOUD As I read about rainbows, I noticed a word that tells me something I didn't know before. I notice the pattern of colors in the picture. I notice the list of color words in the text. One thing I did not know is that the colors in a rainbow are *always* in the same order. Because of the word *always*, I will be able to remember the pattern better, realizing that it stays the same from rainbow to rainbow.

Close Read

Monitor Comprehension

Remind students to reread and use visual images to help with understanding. Ask: **Which details help explain the color pattern found in a rainbow?** Highlight the details as the students respond. **See student page for possible responses.**

Ask students to explain how the picture helps them understand the rainbow pattern rule.

Possible response: The picture helps me remember that the rainbow colors are in a certain order every time.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

CROSS-CURRICULAR PERSPECTIVES

Science



Rainbows are beautiful to the eye, and scientifically they are quite amazing. You will most often catch a glimpse of a rainbow when the sun comes out after a rain. The arc-shaped colors are caused by the bending of the sun's rays when they pass through the raindrops. The colors separate when they come out of the drops, creating a beautiful sight. It is interesting to realize that this natural wonder of nature contains its own repeating pattern.

First Read

Connect

I think this text is interesting because I have experienced seeing the seasons of spring, summer, fall, and winter change dramatically. Some people live where they don't see many seasonal changes. What pattern of seasonal change do you have where you live?

Possible response: Students may experience fall leaves and snow. Some students may only feel a change in temperature.

Close Read

Identify Main Idea and Details

Have students underline details that explain repeating patterns in **paragraph 24** and share. **See student page for possible responses.** Ask: *What can the reader tell about the main idea based on these details?*

Possible response: The detail telling that the seasons repeat each year is about nature. I think all the details point to a main idea that recognizes that nature has patterns.

DOK 2

OBJECTIVE

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

CLOSE READ

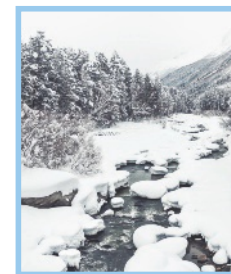
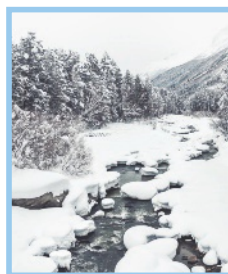
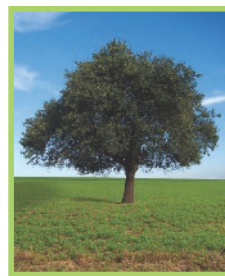
Identify Main Idea and Details

Underline details that explain a repeating pattern in nature. How do these details help you recognize the main idea?

24 Did you know nature follows a pattern?

The seasons repeat themselves year after year in the same order: spring, summer, fall, winter, spring, summer, fall, winter.

25 Nature looks different as each season passes.



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Possible Teaching Point



Word Study | Syllable Patterns

Use the Word Study lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to review how to use syllable division to figure out pronunciation. Ask students to look for two-syllable words with one consonant in the middle: *nature, seasons, repeat*. These words may have a VC/V or a V/CV pattern. If they hear a long vowel sound in the first syllable, it will be a clue that the pattern will be V/CV. Ask them to divide the words into syllables and pronounce each one to be sure.



- 26 In springtime, many creatures come out from their winter homes. This butterfly was tucked in a cocoon, but now it's out.
- 27 The butterfly is symmetrical. Its left wing has the same spotted pattern as the right wing.
- 28 When a pattern is the same on both sides of an object, the object has **symmetry**.

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CLOSE READ**Identify Main Idea and Details**

Underline details that explain a butterfly's special pattern.

symmetry being the same on both sides

First Read**Respond**

Symmetry is very interesting because I can find it in many places. Yes, the butterfly shows me a clear example of symmetry, but when I think about it, I can see this type of pattern all around me in nature. What living objects have you seen that are symmetrical?

Possible response: Human bodies are symmetrical with two arms, two legs, two hands, two feet, etc. Animals and insects have symmetry with sets of legs.

Close Read**Identify Main Idea and Details**

Have students scan **paragraphs 26–28** to look for the key word and topic *pattern*. Ask: **What pattern rule is described and what details explain it?** Underline the details as students respond. **See student page for possible responses.**

Ask students to explain the pattern rule of symmetry.

Possible response: The pattern will be the same on both sides of the object.

DOK 1

OBJECTIVE

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

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

Figurative Language Help students develop a clear understanding and appreciation of figurative language. In paragraph 26, the author says, "This butterfly was tucked in a cocoon, but now it's out." Ask students what image they see after hearing that sentence. Ask: **What does the word tucked mean? When do we most often hear the word?**

Brainstorm why the author might have chosen to use this expression to explain a butterfly appearing after winter.

First Read

Connect

Showing an image of a snowflake as an example of symmetry makes sense to me. When we cut out paper snowflake designs, we make one cut into folded paper and then there are two identical sides. That's symmetry. What other objects can you make in art that reveal symmetry?

Possible response: Valentine hearts, holiday trees, paper doll chains, ink blots, etc.

Close Read

Monitor Comprehension

Remind students how pictures, headings, and repeated signal words act as clues in informational text. Use the pictures to confirm or clarify the text information, especially if there is any confusion. Say: *After looking at the snowflakes, highlight the text details that help you understand symmetry.* See **student page for possible responses.** Ask students how recognizing symmetry in nature contributes to understanding the main idea in this text.

Possible response: Understanding that symmetry is an easily found pattern in nature helps explain the main idea.

DOK 2

OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

CLOSE READ

Monitor Comprehension

Look at the pictures of snowflakes. **Highlight** a detail in the text that helps you understand what you see in the pictures about symmetry.

29 Other things in nature have symmetry.

Snowflakes have the same pattern on both sides.



30 And this leaf has symmetry, too.



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Possible Teaching Point

Read Like a Writer | Author's Craft

Analyze the Image The images of the leaf and snowflakes on this page can help the students gain understanding about symmetry. By showing more examples, the authors not only reinforce the meaning of the word, but they encourage the reader to look for symmetry in nature. Ask students to think of and then draw other objects in nature that have a symmetrical pattern.



- 31 Patterns are all around us. They make nature beautiful and they help us make sense of our world.
- 32 What patterns do *you* see in nature?

CLOSE READ

Identify Main Idea and Details

Underline the details about the effect that patterns have on the world. Explain how these details help you recognize the main idea.



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First Read

Respond

THINK ALOUD It is interesting to read that the authors think patterns make nature beautiful. This makes me wonder how patterns contribute to an item's beauty. Our minds must like the order created by patterns. I am interested in learning more about the order of patterns in nature. I want to look for more patterns and decide if they look beautiful.

Close Read

Identify Main Idea and Details

Have students read **paragraph 31** to find details explaining the effect of patterns on the world. Underline the students' responses as they point them out. **See student page for possible responses.**

Ask students to explain how these final details help them determine the main idea.

Possible response: The detail that says patterns make nature beautiful helps me realize that I can find even more patterns in nature. These details help me determine that "*I can see patterns in nature*" is the most important idea about the topic, the main idea.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Graphic features are used wisely to communicate the main idea of the informational text, *Patterns in Nature*. To help students develop a clear understanding of the main idea and supporting details, the authors chose illustrations to show information about a variety of patterns.

Discuss the meaning of this illustration and how it supports the authors' purpose in writing the text. Ask why the authors might have chosen an image of a child holding a beautiful butterfly for the final page.

Respond and Analyze



OBJECTIVES

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

Determine the meaning of general academic and domain-specific words and phrases.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

My View

Use these suggestions to prompt students' initial responses to reading *Patterns in Nature*.

- **Brainstorm** Can you think of other examples of patterns that can be made from nature?
- **Discuss** What patterns have you noticed in nature that aren't made by humans?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of an informational text use domain-specific words to share main ideas and details about a topic. In *Patterns in Nature*, the vocabulary words *nature*, *patterns*, *repeat*, *sequence*, and *symmetry* give important information about the main ideas of the text. Explain that students can use a print or online dictionary to define scientific words and phrases that they encounter as they read informational texts.

MODEL AND PRACTICE Model completing the first matching item on p. 254: *The definition in the first box says "a series of things in order." I look at the word choices. I know that symmetry isn't the right word, so I can eliminate that. I have to choose between pattern and sequence. Since the definition says "in order," I think it applies best to the word sequence, so I draw a line from the box to the word sequence.*

ELL Targeted Support Use Linguistic Support Explain that understanding the selection vocabulary words will help enhance students' understanding of the topic as they read.

Ask students to listen as you say each selection vocabulary word. Model with pictures as needed. As you show each picture, ask students to say the word that each picture represents. **EMERGING**

Say simple sentences with a vocabulary word missing from each sentence. Have students listen and then say the correct word to complete the sentence. **DEVELOPING**

Have students write sentences using two or three of the vocabulary words. Ask students to read their sentences to a partner. Then have students listen and identify the vocabulary words their partner chose. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 254 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 Use Independent Text Have students find and list unfamiliar domain-specific words and phrases that give information about the main ideas of their independent reading texts. Then have them look for context clues, supporting information, or a print or online dictionary to determine the meaning of each word or phrase.

QUICK CHECK

Notice and Assess Can students identify words that support main ideas in *Patterns in Nature*?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T52–T53.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T52–T53.

Check for Understanding MyTURN Have students complete p. 255 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 254–255



VOCABULARY

Develop Vocabulary

Authors often use domain-specific words, or words that relate to the topic, in informational text. Domain-specific words can help readers better understand the main ideas and details in the text.

MyTURN Draw a line from each word to its definition. Then complete the sentences.

a series of things in order	being the same on both sides	sets of things that repeat in order
patterns	sequence	symmetry

Note: Lines connect 'a series of things in order' to 'sequence', 'being the same on both sides' to 'symmetry', and 'sets of things that repeat in order' to 'patterns'.

Possible responses:

1. Patterns in nature include the four seasons: spring, summer, fall, and winter.
2. An example of a sequence is a pattern of ladybugs that gets larger in number.
3. An example of symmetry in nature is a butterfly that has the same pattern on both wings.

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How do you know that *Patterns in Nature* is informational text?
DOK 2 The text includes a main idea, details, and domain-specific vocabulary that inform the reader about patterns in nature. The text also has photos and illustrations that help the reader understand details in the text.
2. Why do the authors compare a butterfly's wings to a snowflake in paragraphs 27–29?
DOK 2 The authors want to show examples of symmetry in nature to help readers understand the topic better.
3. By the end of the text, what can the reader conclude about pattern rules?
DOK 2 There are many kinds of pattern rules. Pattern rules may be based on color, size, number, and shape.
4. How are a sequence and a pattern related? Cite text evidence in your analysis.
DOK 3 The text says a sequence is “a series of numbers in order” and “a pattern is a set of things that are repeated again and again in a certain order.” So, a sequence and a pattern are related because they both tell about the order of things in a group.

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Word Study Syllable Patterns

OBJECTIVES

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

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

LESSON 2

Apply Syllable Patterns VC/V and V/CV

APPLY MyTURN Direct students to complete the activity on p. 260 of the *Student Interactive*.

tiger

satin

wagon

final

lizard

lemon

paper

focus

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



STUDENT INTERACTIVE, p. 260



WORD STUDY

Syllable Patterns

Syllable Patterns VC/V and V/CV Two-syllable words that have one consonant in the middle may have the VC/V or V/CV pattern.

Look at the word *nature* in paragraph 1 of *Patterns in Nature*. It has the V/CV pattern: *na / ture*. The first syllable ends in a vowel which spells a long *a* sound. It is an open syllable. The first syllable in the word *finish* ends in a consonant. It has the VC/V pattern: *fin / ish*. Syllables that end in consonant sounds are closed syllables.

My TURN Read each word. Then sort the words by their syllable pattern.

tiger wagon lizard paper
satin final lemon focus

VC/V		V/CV	
wagon	satin	tiger	final
lizard	lemon	paper	focus

High-Frequency Words

High-frequency words are words that you will see often when you read. Read these high-frequency words: *certain*, *half*.

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LESSON 2

Apply Syllable Patterns VC/V and V/CV

LESSON 1

Teach Syllable Patterns VC/V and V/CV

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Diphthongs *ou*, *ow*,
oi, *oy*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

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

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Active readers pay attention to the domain-specific words that authors use to share information about a topic. This can help readers better understand the ideas the author is trying to teach. Have students look back at *Patterns in Nature* for some domain-specific words the author uses to convey information about patterns.

ELL Targeted Support

Have students use visual and text examples to enhance their understanding of the vocabulary.

Have students choose pictures from a magazine, a book, or online that illustrate the words *nature*, *patterns*, *repeat*, *sequence*, and *symmetry*.

EMERGING

Work with students to create verbal and pictorial clues that help define the vocabulary words *nature*, *patterns*, *repeat*, *sequence*, and *symmetry*. **DEVELOPING**

Have student pairs work together to draw pictures and write word phrases that illustrate each vocabulary word: *nature*, *patterns*, *repeat*, *sequence*, and *symmetry*. **EXPANDING**

Have student pairs work together to write a sentence using each word: *nature*, *patterns*, *repeat*, *sequence*, and *symmetry*.

BRIDGING



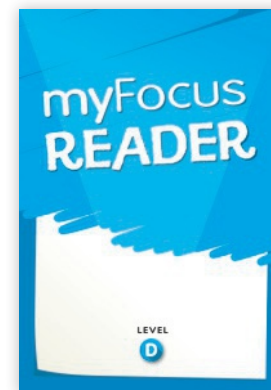
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 18–19 in the *myFocus Intervention Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how patterns in nature help plants and animals.



Provide instructional support for comprehension and word study—syllable patterns VC/V and V/CV and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with expression. Tell them to vary their tone of voice to make their reading more interesting. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

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

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the domain-specific words the author used to share information about a topic and how students figured out unfamiliar words as they read.

Possible Conference Prompts

- What words did the author use to share information with the reader?
- How does each word help a reader understand the author’s main ideas?
- What helped you understand the word?

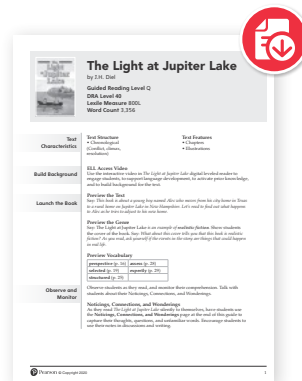
Possible Teaching Point Readers pay attention to the important words an author uses to share information about a topic.

Leveled Readers



DEVELOP VOCABULARY

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



Whole Group

Share Bring the class back together as a whole group. Ask one or two students to share some new vocabulary words they learned from their reading, what the words mean, and how the words help a reader learn new information about the topic.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Patterns in Nature* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers



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

Literacy Activities



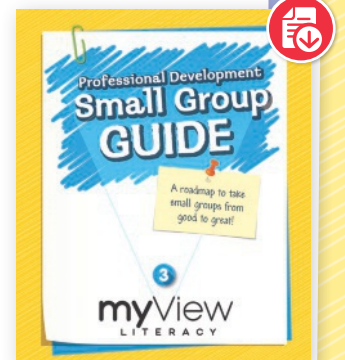
Students can

- complete the graphic organizer on *Student Interactive* p. 254.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 255.
- play the *myView* games.
- take turns with a partner reading a text with appropriate expression.

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.



Identify Main Idea and Details



OBJECTIVES

Evaluate details to determine key ideas.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about main idea and details, such as:

- How can you investigate patterns in nature?
- What features of animals make a pattern?

ELL Access

Discuss with students the importance of understanding the main idea of a passage. Students may benefit from using an idea web with the main idea in the middle and supporting details as the side spokes.

Minilesson

FOCUS ON STRATEGIES Readers identify the main idea of the text they are reading, as well as details that support the main idea.

- Ask yourself what the text is mostly about.
- Pay attention to key words, headings, or diagrams.
- Find details that support the main idea of the text.
- Explain how the details support the main idea.

MODEL AND PRACTICE Use the Close Read note on p. 240 of the *Student Interactive* to model how to identify main idea and details.

- Which details tell you how to identify a pattern? I see that paragraph 2 starts with “A pattern is,” so I think that paragraph might provide me with information on how to identify a pattern. The paragraph says a pattern is “a set of things that are repeated again and again in a certain order.” I’m going to underline that detail that helps me understand how to identify a pattern.
- Have pairs find and underline another detail in the paragraph. Then have them explain how the detail supports the main idea that you can see patterns in nature.

ELL Targeted Support Respond to Questions Tell students that responding to questions about a main idea is a good way to check that they understood a text.

Have students respond to simple yes or no questions about the main idea and supporting details in *Patterns in Nature*. **EMERGING/DEVELOPING**

Have students respond to more complex questions about the main idea and supporting details in *Patterns in Nature*.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying main idea and details.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Identify Main Idea and Details and then use the text evidence from their annotations to complete the chart on *Student Interactive* p. 256.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice a main idea or a supporting detail about the main idea. Direct them to write on a sticky note whether the text states a main idea or a detail and explain how each detail relates to the main idea.

QUICK CHECK

Notice and Assess Can students identify the main idea and details of a text?

Decide

- **If students struggle**, revisit instruction about identifying main idea and details in Small Group on pp. T60–T61.
- **If students show understanding**, extend instruction about identifying main idea and details in Small Group on pp. T60–T61.

STUDENT INTERACTIVE, p. 256



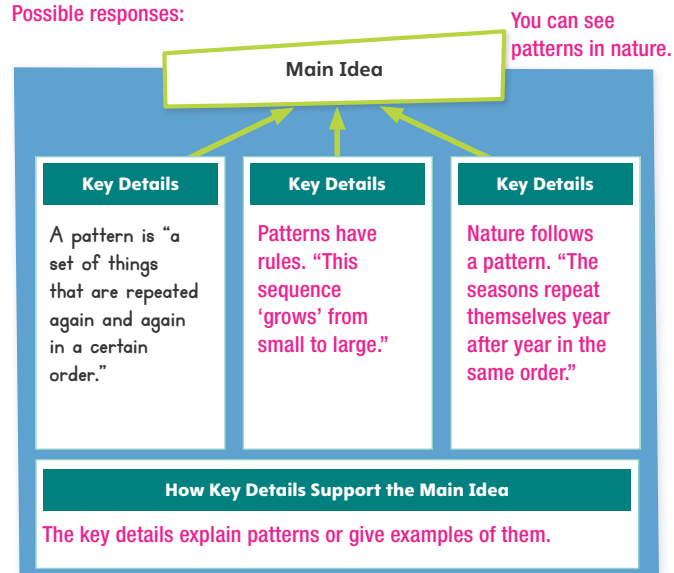
CLOSE READ

Identify Main Idea and Details

The **main idea** is the most important idea about a topic. **Details** are facts, examples, and other information about the topic. They support the main idea. As you read, evaluate details to help you determine the main idea. Explain how the details support the main idea.

1. **MyTURN** Go to the Close Read notes in *Patterns in Nature* and underline the parts that help you identify the main idea and details.
2. **Text Evidence** Use some of the evidence you underlined to complete the chart. Identify key details in the text and evaluate the details to determine the main idea.

Possible responses:



Read Like a Writer

OBJECTIVE

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

Explain the Use of Graphic Features

Minilesson

FOCUS ON STRATEGIES Authors of informational texts use graphic features for specific purposes. Illustrations are one type of graphic feature. Authors use illustrations for the specific purpose of showing readers more information.

- Illustrations can show an example of or more details about something described in the text.
- Illustrations can show something that is not easily described in words or not described in the text.

MODEL AND PRACTICE Model explaining the author's use of illustrations by directing students to the top of p. 261 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the authors Jennifer Rozines Roy and Gregory Roy use the text to show the pattern of ladybugs.
2. Ask how the illustration helps readers see the pattern rule. Ask if they could visualize the pattern without the illustration.
3. Guide students to understand that the illustration shows the pattern, which allows the authors to achieve their purpose of making it easier to understand the information presented in the text.

ELL Targeted Support Patterns Have students work with a partner to create and describe patterns.

Have students look at the ladybug illustration and ask them leading questions, such as: *What pattern does this illustration show?* **EMERGING**

Have partners create the pattern in the ladybug illustration and describe it using the sentence frame: *The pattern rule is _____.* **DEVELOPING**

Have partners create the same pattern shown in the ladybug illustration and write sentences to describe the pattern and pattern rule. **EXPANDING**

Have students describe the pattern to their partners and draw the pattern based on their descriptions. **BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Patterns in Nature* and identify other graphic features. Help guide their search by reminding them that illustrations are graphic features. Then have them focus on specific examples of illustrations by completing the activities on p. 261 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 261



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use graphic features in informational texts to help readers understand ideas. In *Patterns in Nature*, the authors use illustrations to show information about patterns.

Model Look at the image from *Patterns in Nature*.



visual information

- 1. Identify** The pattern rule is *red, green, green, yellow*.
- 2. Question** How does the image help me see a pattern rule?
- 3. Conclude** I can use color to see a pattern rule.

Look at the image.



My TURN Follow the steps to analyze the image.

- 1. Identify** The pattern rule is large, small.
- 2. Question** How does the image help me see a pattern rule?
- 3. Conclude** I can use size to see a pattern rule.

Word Study Syllable Patterns

OBJECTIVE

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

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that understanding syllable patterns, such as open syllable V/CV and closed syllable VC/V, can help them read words.

MODEL AND PRACTICE Show students the words *punish*, *radar*, and *major*. Guide students to identify the syllable pattern in each word. Then have them determine whether the first syllable in each word is open or closed. Then have them read the words.



APPLY Have students complete *Word Study* p. 45 from the *Resource Download Center*.

Name _____

Word Study

Syllable Patterns VCV and VICV
Words with closed syllables have a VCV pattern. There is a consonant at the end of the first syllable, and the vowel in the syllable has a short vowel sound. Words with open syllables have a VICV pattern. There is a vowel at the end of the first syllable, and it has a long vowel sound.

MY TURN Decode the following words by sorting the VCV and VICV words.

VCV Words have a short vowel sound			VICV Words have a long vowel sound		
linen	lemon		later	motor	
rapid	punish		spider	acorn	

music	oven	comet	salad	rodent	hoping
cabin	pilot	female	local	given	river

VCV Words
 oven _comet_ _music_ _rodent_
 salad _given_ _hoping_ _pilot_
 cabin _river_ _female_ _local_

Grade 3, Unit 2, Week 1
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Word Study, p. 45



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Syllable Patterns VC/V and V/CV

LESSON 2

Apply Syllable Patterns VC/V and V/CV

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Diphthongs *ou, ow, oi, oy*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

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

Teacher-Led Options

Strategy Group

IDENTIFY MAIN IDEA AND DETAILS


Teaching Point Readers pay attention to the main idea of a text, as well as details that support that main idea. This helps them better understand the important ideas the author is trying to share. Work with students to complete the graphic organizer on *Student Interactive* p. 256.

ELL Targeted Support

Write the main idea *You can see patterns in nature* on a chart. Tell students this is the main idea of the text. Underneath, write *Details* and attach pictures of patterns from *Patterns in Nature*. Label each type of pattern (repeat, sequence, and symmetry), and have students repeat each term and discuss its meaning. **EMERGING/DEVELOPING**

Help students to determine that the main idea of the text is *You can see patterns in nature*. Have students write this main idea at the top of their papers and label it as the main idea. Then have them write *Details* underneath and discuss with them the terms *repeat*, *sequence*, and *symmetry* as terms that illustrate supporting details about patterns. Have student pairs create and label each type of pattern.

EXPANDING/BRIDGING

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

Intervention Activity



IDENTIFY MAIN IDEA AND DETAILS

Use Lesson 35, pages T227–T232 in the *MyFocus Intervention Teacher's Guide* for instruction on identifying main ideas and details.

LEVEL D • READ

Lesson 35 Main Idea and Details

DIRECTIONS Read the following passage about *Curiosity*, a vehicle that explores Mars, and think about the main idea in each paragraph and the text as a whole.

Curiosity Explores Mars

- 1 Scientists want to know more about the planet Mars. They want to know about the weather and landscape on Mars. They also want to know whether there was ever life on Mars. To find out, scientists have sent special vehicles called rovers to explore the planet. The newest is a smart little rover named *Curiosity*.
- 2 Mars rovers have wheels. Instead of seats they have cameras, long arms, and tools. Each rover has a special job.
- 3 One of *Curiosity's* jobs is to learn about what Mars was like in the past. It does this by studying rocks, dirt, and dust. It looks for signs that water and life once existed there. These signs of life are so small that they can only be seen through a microscope.
- 4 *Curiosity* is built to travel the rocky ground of Mars. Its six big wheels let it roll and climb. *Curiosity* has traveled a lot. It has been to places such as Yellowknife Bay and Mount Sharp. *Curiosity* uses its 17 cameras to take pictures along the way.
- 5 The rover also has many ways to study rocks. It can use a robotic arm to scoop up rocks. It can also use a drill to dig down into the rocks. It can even use a laser to zap rocks into dust. Tools inside *Curiosity* study the dirt to see what it is made of. The rover learns all kinds of things about Mars this way.

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Reading Informational and Argumentative Text T • 227

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.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY MAIN IDEA AND DETAILS

Talk About Independent Reading Ask students to look back at their sticky notes in their books and to share what they learned about finding a main idea and supporting details.

Possible Conference Prompts

- What was the main idea of your book?
- How did you identify the main idea?
- What were some details the author used to support the main idea?

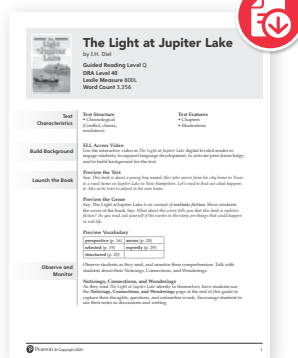
Possible Teaching Point Readers pay attention to the main idea in an informational text and details that support the main idea.

Leveled Readers



IDENTIFY MAIN IDEA AND DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify main ideas and details, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the main idea of their reading and some details that support the main idea.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Patterns in Nature* or to 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



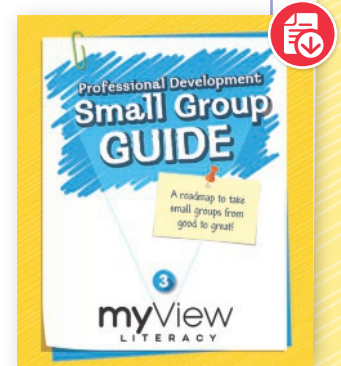
Students can

- complete the graphic organizer on *Student Interactive* p. 256.
- practice this week’s academic vocabulary words by using them to discuss a text of their choosing.
- play the *myView* games.
- choose a passage from a text and, with a partner, take turns reading the passage with appropriate phrasing.

SUPPORT PARTNER READING

As partners read, have them identify key details that support the main idea of their text.

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



Monitor Comprehension



OBJECTIVE

Monitor comprehension and make adjustments such as re-reading, using background knowledge, checking for visual cues, and asking questions when understanding breaks down.

ADDITIONAL VOCABULARY

Integrate Offer students practice using the unit Academic Vocabulary words to monitor comprehension. Ask:

- What animal do you associate with a symmetrical pattern?
- In the pattern of spring, summer, fall, and winter, what season do you prefer?

Minilesson

FOCUS ON STRATEGIES Readers monitor their own comprehension by asking themselves if they can identify the main idea and supporting details in a text.

- Ask yourself if you can say what the text is mostly about.
- Use headings, definitions, or pictures to help you comprehend the author's main idea.
- As you read, look for details that support the main idea. Being on the lookout for details will help you make sure you are comprehending what you read.

MODEL AND PRACTICE Use the Close Read note on p. 241 of the *Student Interactive* to model how to monitor comprehension about main idea and details. I reread paragraphs 4 and 5. Paragraph 4 talks about searching for patterns in the backyard and finding a tall tree with green leaves. Those sentences mention leaves but do not give any key details about leaf patterns. Paragraph 5 says, "There is no special order to the leaves. They do not form any pattern." Those two sentences tell us important details about where you *won't* find leaf patterns. I'm going to highlight those sentences because they give key details about leaf patterns.

ELL Targeted Support Monitor Understanding Read aloud a paragraph from *Patterns in Nature* to help students practice monitoring their understanding of spoken language during classroom instruction and interactions.

After reading, have students answer leading questions to help them monitor their understanding, such as: *Have you ever seen _____? Where was it? What did it look like?* **EMERGING**

After reading, have small groups discuss similar patterns they have seen in nature using sentence frames such as: *A pattern I have seen in nature was _____. It looks like _____. Have you seen a _____ pattern?* **DEVELOPING**

After reading, have student pairs describe examples of patterns they have seen in nature and take turns drawing their descriptions. **EXPANDING**

Ask volunteers to describe patterns they have seen in nature to the class. Then have students write a short paragraph summarizing their classmates' descriptions. **BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension in order to identify main idea and details.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Monitor Comprehension and use the text evidence from their annotations to complete *Student Interactive* p. 257.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they notice text clues about the main idea and details. On each sticky note, have them write either the main idea or how the detail supports the main idea.

QUICK CHECK

Notice and Assess Can students monitor comprehension?

Decide

- **If students struggle**, revisit instruction for monitoring comprehension in the Small Group on pp. T68–T69.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on pp. T68–T69.

STUDENT INTERACTIVE, p. 257



READING WORKSHOP

Monitor Comprehension

As you read, monitor your understanding of the main idea and details. Notice whether the text makes sense to you. Use strategies to help you understand the text, such as rereading, using background knowledge, asking questions, and annotating the text.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you understand the main idea and details.
2. **Text Evidence** Use some of your highlighted text to monitor your comprehension of the text.

Possible responses:

Text I Did Not Understand	Comprehension Strategy I Used	How the Strategy Helped
<p>"There is no special order to the leaves. They do not form any pattern."</p> <p>"2, 4, 6, 8, 10"</p>	<p>I reread the text about what a pattern is and looked at the photo.</p> <p>I reread the definition of a growing sequence. I also looked at the picture of ladybugs.</p>	<p>I understood that leaves do not form a set that repeats in a certain order.</p> <p>I realized that the numbers referred to a growing number of ladybugs that each has two wings.</p>
<p>"The colors on a rainbow are always in the same order: red, orange, yellow, green, blue, indigo, violet."</p>	<p>I reread the definition of a pattern rule and the order of rainbow colors. I also looked at the photo of the rainbow.</p>	<p>I remembered that a pattern rule can be about the order of colors. The order is always the same in a rainbow.</p>

Write for a Reader

OBJECTIVE

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

Use Graphic Features

Minilesson

FOCUS ON STRATEGIES Writers use graphic features, such as illustrations, for specific purposes. One of those purposes is to provide additional information given by the text.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 262 of the *Student Interactive*.

1. Write the following sentence on the board: *A repeating pattern is a pattern that repeats itself over and over.*
2. Think aloud: *I want to show an illustration of a repeating pattern as an example. I am going to use shapes to show my repeating pattern. Draw a repeating pattern of circle, triangle, square, circle, triangle, square on the board. This illustration supports the text because it shows an example of a repeating pattern.*
3. Have students brainstorm different illustrations that could support the sentence.

ELL Targeted Support Describing Patterns Have students work with partners to describe the illustrations of patterns in the text.

Have partners take turns identifying the pattern shown in each illustration from the text using the sentence frame: *The pattern in this illustration is ____.* (e.g., leaf, twig, leaf, twig) **EMERGING/DEVELOPING**

Have partners work together to write sentences about the patterns in the text using the frame: *The pattern in this illustration is ____.* **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Jennifer Rozines Roy and Gregory Roy's use of illustrations as examples for their own writing. Then guide students to complete the activity on p. 262 of the *Student Interactive*.

Writing Workshop

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

STUDENT INTERACTIVE, p. 262



DEVELOP AUTHOR'S CRAFT

Write for a Reader

When you read informational text, look for graphic features such as illustrations to help you understand ideas or concepts in the text.

MyTURN Think about how Jennifer Roy and Gregory Roy used images to show different concepts about patterns in *Patterns in Nature*. Identify a pattern you learned about. Write about the pattern and use an illustration to show the pattern.

1. Write a sentence that tells about a pattern.

Students should write a complete sentence that tells about a specific pattern.

2. Draw an illustration that shows the pattern.

Students should draw an illustration that shows the pattern described in question 1.

3. Explain how your illustration shows the details that you described in your sentence.

Students should effectively describe how the illustration helps to explain the pattern.

Think of interesting ways to illustrate your ideas!



Word Study Spiral Review

OBJECTIVE

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Diphthongs *ou*, *ow*, *oi*, *oy*

FOCUS ON STRATEGIES Review the strategies from the previous week for using the diphthongs *ou*, *ow*, *oi*, and *oy*.

MODEL AND PRACTICE Write the following words on the board: *couch*, *powder*, *boiling*, and *loyal*. Have volunteers identify the diphthongs in each word. Ask volunteers to use their knowledge of the diphthongs to pronounce the words.

APPLY Have students work independently to find words that have the diphthongs *ou*, *ow*, *oi*, and *oy* in a story they recently read. Using a four-column chart, have students sort the words according to the diphthongs. Challenge them to add new words with diphthongs to their charts.



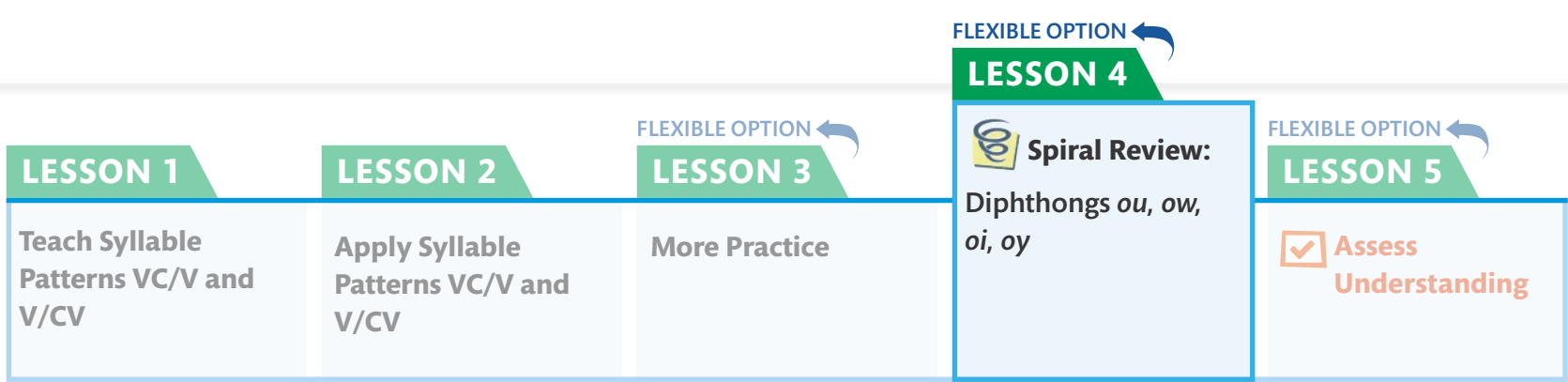
ELL Targeted Support

Diphthongs *ou, ow, oi, oy* Have students complete the activities below to practice identifying and pronouncing diphthongs.

Write the words *now* and *know* on the board. Point out the *ow* in both. Pronounce the words and have students identify the fact that *now* and *know* are both spelled with *-ow* endings, but are pronounced differently. **EMERGING/DEVELOPING**

Write the words *point, boy, and join* on note cards. Have pairs read the words to each other, emphasizing the diphthongs. **EXPANDING**

Have partners make words by writing the diphthongs and then substituting different beginning letters. Have them pronounce the words and note the differences. **BRIDGING**



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

Teacher-Led Options

Strategy Group

MONITOR COMPREHENSION

Teaching Point Skilled readers monitor their comprehension as they read. That is, they stop and ask if they understand what they are reading. Guide students to read a passage from *Patterns in Nature*, then pause to determine if they can summarize what they read.

ELL Targeted Support

Encourage students to use single words or short phrases to practice monitoring their comprehension of *Patterns in Nature*.

Ask students to verbally answer the questions:

What is an idea you just read about? What are some other details you read about? Write students' answers on a chart. **EMERGING**

Have small groups answer the question: **What did you read about?** Ask volunteers to share their group's responses with the class. **DEVELOPING**

Have partners make an idea web using the question: **What idea did you read about?** Then use the web to write a paragraph about *Patterns in Nature*. **EXPANDING**

Have students write a paragraph that answers the question: **What idea did you read about?** Remind them to support their writing with details.

BRIDGING



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

Intervention Activity

MONITOR COMPREHENSION

Use Lesson 26, pp. T167–T172, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL D • READ

Lesson 26 Monitor Comprehension

DIRECTIONS Read the following story.

Race Day

- 1 Every year the students at Teton General Elementary School eagerly awaited the arrival of race day. There were races for each grade. Then there was the final race among the winners of all the grades. This was no regular foot race. It was a car race. The teams built their own cars for race day. Charlie was excited to learn who was on his team.
- 2 *This year will be different*, Charlie thought. *My teammates will like my idea this time*. In years past, Charlie's ideas were not very popular.
- 3 In first grade, Charlie's job was to figure out what the team should use to build the car. He thought construction paper would be great, but the rest of his team said, "NO!" Charlie hung his head. They were right. It was a bad idea. Another team used construction paper, and their car blew the wrong way in the breeze.
- 4 In second grade, Charlie's job was to decorate the car to show how fast it was. "Let's paint it yellow with black spots—like a cheetah!" he exclaimed. His team said, "NO!" They painted the car red with a lightning bolt. It looked pretty cool. It was better than a spotted car. This year was time for Charlie to shine.
- 5 Mr. Zane called out the team names. Charlie, Jason, Julia, and Thandar sat around a table and shared ideas. At first, Charlie was quiet. He didn't want Thandar to make fun of him. She wasn't mean, but she was very smart.

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Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short passage with appropriate expression and intonation. Have partners give feedback.

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

MONITOR COMPREHENSION

Talk About Independent Reading Ask students to reread their sticky notes. Have students talk with a partner about the main idea and details that support it.

Possible Conference Prompts

- What was your reading mostly about?
- How did you identify the main idea?
- How does each detail support the main idea?

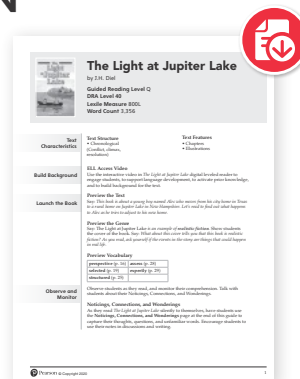
Possible Teaching Point You can monitor your own comprehension by finding the main idea of an informational text and thinking about how details support it.

Leveled Readers



MONITOR COMPREHENSION

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



Whole Group

Share Bring the class back together as a whole group. Invite students to share how they monitored their comprehension to help identify the main idea and details of a text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a 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



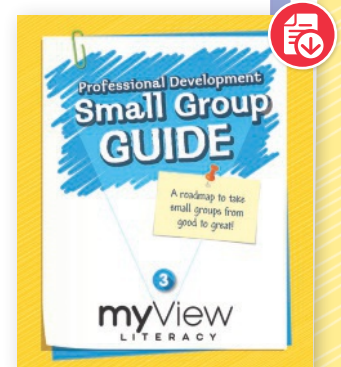
Students can

- complete the graphic organizer on *Student Interactive* p. 257.
- write about their book in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Help students select a “just right” text for their independent reading, with high-interest content on or just above students' current reading level.

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



Reflect and Share



Patterns in Nature

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- What are some features of patterns in nature?
- What might you do if you wanted to investigate patterns in nature?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions, they should listen actively and ask relevant questions, or questions that are related to the topic and seek clarity.

- Listen actively, or think carefully about important ideas speakers are discussing. Then make comments that are pertinent, or related to the discussion.
- Ask questions related to the topic and to what others have said about the topic.

MODEL AND PRACTICE Model asking relevant questions using the Talk About It prompt on p. 258 of the *Student Interactive*.

If my discussion partner told me she had seen a pattern in nature last week when she went on a hike with her family, I could ask, “How did you know it was a pattern?” “How would you describe the pattern?” and “Does the pattern help a plant or animal survive?”

ELL Targeted Support Express Ideas Give students an example of a pattern in nature that helps plants and animals survive. Tell students to ask relevant questions for clarity.

Show pictures of animal camouflage from books or online pages and help students describe how the animals’ patterns help them survive. **EMERGING**

Display the following sentence frames: A ____ has a pattern of _____. This pattern helps it survive in nature because _____. Provide support as needed to help students complete the sentence frames. **DEVELOPING**

Have pairs carefully observe pictures of animals in nature, and use complete sentences to describe the animals and how their patterns help them survive. **EXPANDING**

Have students explain how patterns in nature help animals survive using specific details from the text. **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 other patterns that occur in nature. Remind them to ask and answer questions. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to ask and answer questions in discussions about other patterns that can be found in nature.

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.

 QUICK CHECK

Notice and Assess Can students compare across informational texts?

Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on pp. T74–T75.
- **If students show understanding**, extend instruction about informational texts in Small Group on pp. T74–T75.

STUDENT INTERACTIVE, p. 258



RESPOND TO TEXT

Reflect and Share

Talk About It The authors of *Patterns in Nature* describe some of the patterns that occur in plants, animals, the sky, and the seasons. What other patterns have you read about in texts this week? What patterns in nature have you seen? Use text evidence to discuss how patterns help plants and animals survive.



Ask Relevant Questions When listening, it is important to ask relevant questions about ideas you do not understand.

- Do not interrupt the speaker. Raise your hand and wait to be called on.
- Make your questions clear and related to the topic.
- Listen carefully to all speakers.

Use these sentence starters to guide your questions:

I do not understand how . . .

Please explain why . . .

Weekly Question

How do patterns in nature help plants and animals?

Word Study Syllable Patterns

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE



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



FLEXIBLE OPTION

LESSON 5

Assess Understanding

To assess students' understanding of the syllable pattern VCV, provide them with the following words.

final

broken

value

divide

ruler

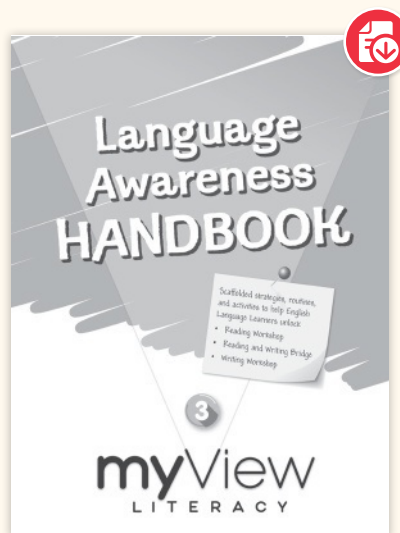
minute

Have students use their knowledge of the VCV syllable pattern to sort the words into two categories: open syllable V/CV and closed syllable VC/V. (V/CV: *final, broken, ruler*; VC/V: *value, divide, minute*) Then have students read each word.



Develop Language Awareness

For additional practice with syllable patterns, complete the activity on p. 20 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand syllable patterns.



FLEXIBLE OPTION

LESSON 5

LESSON 1

Teach Syllable Patterns VC/V and V/CV

LESSON 2

Apply Syllable Patterns VC/V and V/CV

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Diphthongs *ou, ow, oi, oy*

Assess Understanding

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

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers can learn more about a topic by comparing informational texts about the same topic. They pay attention to the main ideas and supporting details from more than one text about the same topic. Help students make an idea web relating to the question *How do patterns in nature help plants and animals?* Have students look back in their texts to provide answers to the question to complete the outer spokes of the web.

ELL Targeted Support

Have students fill in the sentence starter: _____ from the text _____ is one example of a pattern in nature.

Write the sentence starter on the board. Work with small groups examining the texts for evidence to complete the sentence. Have groups share their sentences aloud.

EMERGING/DEVELOPING

Have student pairs examine their texts to find one example to fill in the sentence starter. They should use the sentence starter to inspire an illustration of the pattern. **EXPANDING/BRIDGING**



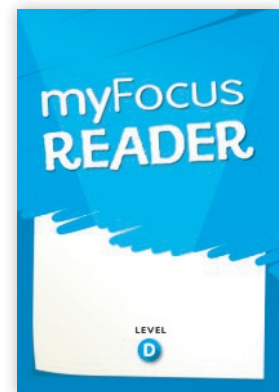
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 18–19 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of patterns in nature. Encourage them to compare texts and use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on patterns in nature 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 have learned about patterns in nature. Have them refer to p. 258 in the *Student Interactive* if desired.

Possible Conference Prompts

- What patterns in nature did you discover in your reading?
- How would you describe these patterns?
- Do the patterns help animals and plants survive? If so, how?

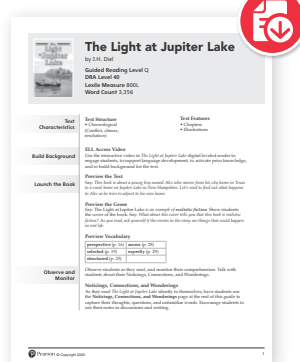
Possible Teaching Point Readers think about other informational texts about the same topic and how the main ideas and details are alike and different.

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*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the patterns in nature that they read about in their texts.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Amazing Interactions” 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 forms of interactions based on the infographic.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T474–T475, for

- teacher’s summary of chapters in *Wetlands*.
- 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 texts and analyze the structure of an informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of an informational text to write a how-to article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavvasRealize.com](https://www.savvasrealize.com):

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Media: Weekly Question T80–T81
- Listening Comprehension: Read Aloud “The Dreamtime of the Australian Aborigines” T82–T83
- Informational Text T84–T85
- ☑ **Quick Check** T85

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T86–T87
- Word Study: Teach *r*-Controlled Vowels T88–T89

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T93
- Literacy Activities T93

BOOK CLUB T93 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T356–T357
 - » Develop an Engaging Main Idea
 - » Share Back

INDEPENDENT WRITING

- How-to Article T357
- Conferences T354

WRITING BRIDGE

- Spelling: *r*-Controlled Vowels T358 **FLEXIBLE OPTION**
- ☑ **Assess Prior Knowledge**
- Language and Conventions: Spiral Review: Singular and Plural Nouns T359 **FLEXIBLE OPTION**

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T94–T109
 - » Preview Vocabulary
 - » Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*
- Respond and Analyze T110–T111
 - » My View
 - » Develop Vocabulary
- ☑ **Quick Check** T111
- » Check for Understanding

READING BRIDGE

- Word Study: Apply *r*-Controlled Vowels T112–T113
- High-Frequency Words T112

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T115
- Literacy Activities T115

WRITING WORKSHOP

MINILESSON

- How-to Article T360–T361
 - » Develop Relevant Details
 - » Share Back

INDEPENDENT WRITING

- How-to Article T361
- Conferences T354

WRITING BRIDGE

- Spelling: Teach *r*-Controlled Vowels T362
- Language and Conventions: Oral Language: Irregular Plural Nouns T363 **FLEXIBLE OPTION**

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T116–T117
 - » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*
- Quick Check T117

READING BRIDGE

- Read Like a Writer: Precise Verbs T118–T119
- Word Study: More Practice: *r*-Controlled Vowels T120–T121 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

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

WRITING WORKSHOP

MINILESSON

- How-to Article T364–T365
 - » Add Facts and Definitions
 - » Share Back

INDEPENDENT WRITING

- How-to Article T365
- Conferences T354

WRITING BRIDGE

- Spelling: More Practice: *r*-Controlled Vowels T366 **FLEXIBLE OPTION**
- Language and Conventions: Teach Irregular Plural Nouns T367

LESSON 4

READING WORKSHOP

CLOSE READ

- Evaluate Details T124–T125
 - » Close Read: *Weird Friends: Unlikely Allies in the Animal Kingdom*
- Quick Check T125

READING BRIDGE

- Write for a Reader: Precise Verbs T126–T127
- Word Study: Spiral Review: Syllable Patterns VC/V and V/CV T128–T129 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131

WRITING WORKSHOP

MINILESSON

- How-to Article T368–T369
 - » Write a Command
 - » Share Back

INDEPENDENT WRITING

- How-to Article T369
- Conferences T354

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Patterns VC/V and V/CV T370 **FLEXIBLE OPTION**
- Language and Conventions: Practice Irregular Plural Nouns T371

LESSON 5

READING WORKSHOP

COMPARE TEXTS

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

READING BRIDGE

- Word Study: *r*-Controlled Vowels T134–T135 **FLEXIBLE OPTION**
- Assess Understanding T134

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T137
- Literacy Activities T137

BOOK CLUB T137 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T372
 - » Clarify Steps Using Strong Verbs
 - » Share Back

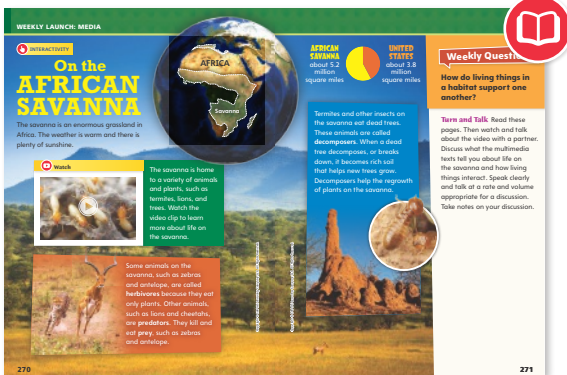
INDEPENDENT WRITING

- WRITING CLUB** T373 **SEL**
- Conferences T354

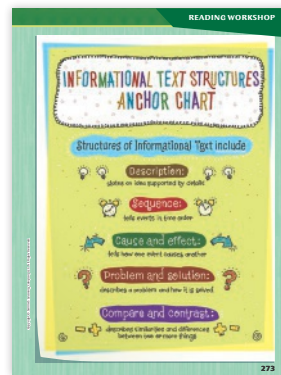
WRITING BRIDGE

- Spelling: *r*-Controlled Vowels T374
 - Assess Understanding T374
- Language and Conventions: Standards Practice T375 **FLEXIBLE OPTION**

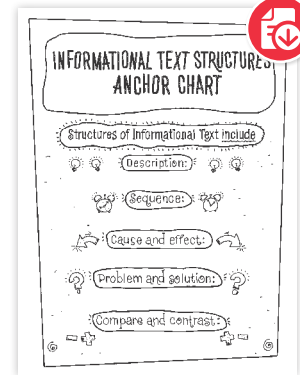
Materials



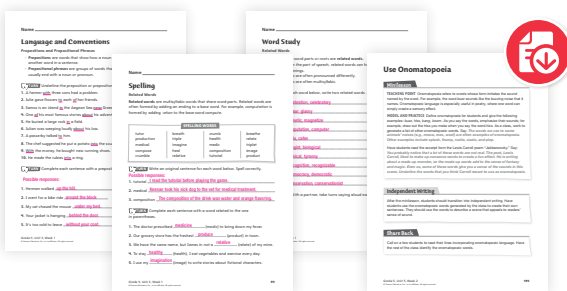
MEDIA
On the African Savanna



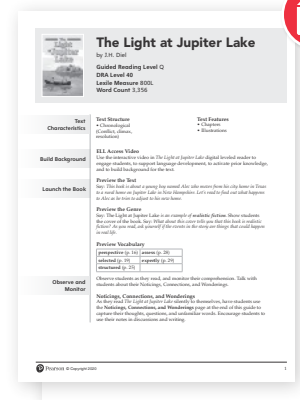
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

finally
money

Develop Vocabulary

predators
protection
immune
species
emerges

Spelling Words

morning
format
explore
cardboard
soared
darkness
alarm
adore
target
absorb

Challenge Spelling Words

bargain
argument
departure

Unit Academic Vocabulary

prefer
features
investigate
associate
avoid

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, ask relevant questions to clarify information, and use your own context.

ELL Language Transfer
Compare the title of the book, *The Dreamtime of the Australian Aborigines*, with the title of the video.

ELL Strategy
• actively: actively
• compare: compare

FLUENCY
Read the Dreamtime of the Australian Aborigines. Read actively about a story section, and ask relevant questions to clarify information. Use your own context to help you understand the information. Compare the information in the video with the information in the book. Write a question about the information in the book.

THINK ALOUD
I read the book about the Dreamtime of the Australian Aborigines. I was interested to learn that the Dreamtime is a time when the spirits of the ancestors are active. I was also interested to learn that the Dreamtime is a time when the spirits of the ancestors are active. I was also interested to learn that the Dreamtime is a time when the spirits of the ancestors are active.

Informational Text
Tell students you are going to read about an informational text. Have students listen as you read "The Dreamtime of the Australian Aborigines." Students should focus on the facts they hear and have those facts related to the main idea of the text. Encourage students to ask questions to help clarify those facts.

START-UP
READ-ALOUD ROUTINE
Preview the book's cover. Read for elements of informational text.
READ the entire text aloud without stopping for Think Aloud callouts.
REPEAT the text aloud, reading to model Think Aloud strategies related to the genre.

The Dreamtime of the Australian Aborigines
About 20,000 years ago, humans first came to Australia. They walked across a land bridge that existed back then, but long after humans arrived in Australia, the sea came on. They could hardly cross the land bridge and left the people cut off from the rest of the world. These people were the Aborigines. Aborigines lived in small groups on their own continent.

Aborigines lived in this life in a place with plenty of food. There were no predators to fear. One time, they began to tell stories. These stories explained how the continent was created. The Spirit Things came up from under the ground. They dug out the man valleys. They pushed up the mountains. They made the rain forest. Whenever the Spirit Things were, they left sacred places. The people's stories were soon being passed on to the Dreamtime.

The Dreamtime became more than stories about the past. It taught the Aborigines how to behave. Dreamtime told Aborigines about special ceremonies for men and women. Children learned how to share food and water and to help members of society. Aborigines learned not to fight, brag, or try to push other people around. As a result, they lived in peace. They lived in peace and plenty, and everyone had a place in the community.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• engages students to learn about their independent reading levels.
• builds students' comprehension.
• reinforces students' reading language development.
• provides an opportunity to teach fluency and expression reading.
• fosters a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the title of the story.
• Determine the reading level.
• Write your independent reading level. Record Think Alouds on sticky notes and place in the book at the points where you plan to stop to think with students.
• Determine the genre of the text.

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

DURING READING
• You can choose to stop and reading to students get to get the most and enjoy. Think Aloud and open-ended questioning for a change also into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching points.
• Use Think Alouds to model strategies and make use of in-classroom comprehension and content reading strategies.
• Help students draw connections to their own experiences, think they have read or learned in the past, or the world.

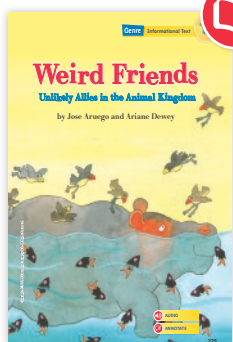
AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support reader comprehension by modeling the "before and after" of the story.
• Choose one page a Student Response Form available on Read.com.

Finals Teaching Points
• Record the story.
• Record the author.
• Record the title.
• Record the genre.
• Record the theme.
• Determine Point of view.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Dreamtime of the Australian Aborigines"



SHARED READ
Weird Friends: Unlikely Allies in the Animal Kingdom

BOOK CLUB

Titles related to Spotlight Genre and Theme: T476-T477

Mentor STACK

Writing Workshop T353

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

Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

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

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Knows and can describe patterns, cycles, systems, and relationships within the environments.

ACADEMIC VOCABULARY



Language of Ideas Students access ideas through the use of Academic Vocabulary. After you discuss the media, ask:
[How have plants and animals been successful at living together?](#)
[How does the media help you understand that what an animal eats depends on its habitat?](#)

- associate
- prefer
- features
- investigate
- avoid

Explain that these words will help students read and write about the Essential Question.

Explore the Media

Remind students of the Essential Question for Unit 2: *How do plants and animals live together?* Point out the Week 2 Question: *How do living things in a habitat support one another?*

Direct students' attention to the media on pp. 270–271 in the *Student Interactive*. Explain that the weekly launch combines video, photos, text, and audio to provide information. Have them discuss how plants and animals support one another in a habitat.  

Use the following questions to guide discussion:

- How do herbivores interact within a savanna environment?
- How do zebras and antelope support predators?
- How do decomposers like termites keep the savanna covered in plants?

WEEKLY QUESTION Reread the Week 2 Question: *How do living things in a habitat support one another?* Remind students that the media provides facts to help answer that question. Explain that this week they will be learning even more about how living things help each other.

TURN, TALK, AND SHARE Ask students to use the Turn and Talk directions on *Student Interactive* p. 271 to discuss the elements of the savanna and how living things interact. Have students speak coherently about the topic under discussion, employing the conventions of language to communicate ideas effectively.



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 Point out the highlighted words in each box that end in *-or* or *-er*. Suggest other words, such as *player*, *catcher*, *sculptor*, or *conductor*. Explain that the endings *-or* and *-er* can be added to verbs to describe someone or something that is performing an action. Discuss how a player plays, a catcher catches, a sculptor sculpts, and a conductor conducts. Ask volunteers to point to the words *predator* and *decomposer*. Invite students to listen carefully as you find the root words that describe the actions.

Discuss the pictures. Have students name the animals, plants, and landforms they can see. Preview important vocabulary: *savanna*, *termites*, *lions*, *zebras*, *antelope*, and *prey*. Ask: **Why do some animals eat both plants and other animals?** **EMERGING**

Preview the visuals. Discuss how each image relates to the topic. Preview important vocabulary: *savanna*, *termites*, *lions*, *zebras*, *antelope*, and *prey*. **DEVELOPING**

Preview the visuals. Discuss how each image relates to the topic. Preview important vocabulary: *savanna*, *interact*, *prey*, *insects*, *predator*, *decomposers*, *herbivores*, and *prey*. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 270-271



WEEK
2

WEEKLY LAUNCH: MEDIA

INTERACTIVITY

On the AFRICAN SAVANNA

The savanna is an enormous grassland in Africa. The weather is warm and there is plenty of sunshine.



AFRICAN SAVANNA
about 5.2
million
square miles

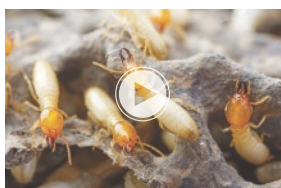


UNITED STATES
about 3.8
million
square miles

Weekly Question

How do living things in a habitat support one another?

Watch



The savanna is home to a variety of animals and plants, such as termites, lions, and trees. Watch the video clip to learn more about life on the savanna.

Termites and other insects on the savanna eat dead trees. These animals are called **decomposers**. When a dead tree decomposes, or breaks down, it becomes rich soil that helps new trees grow. Decomposers help the regrowth of plants on the savanna.



Some animals on the savanna, such as zebras and antelope, are called **herbivores** because they eat only plants. Other animals, such as lions and cheetahs, are **predators**. They kill and eat **prey**, such as zebras and antelope.



270

271

Listening Comprehension

OBJECTIVE

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

ELL Language Transfer

Cognates Point out the Spanish cognates in “The Dreamtime of the Australian Aborigines.”

- ceremony : *ceremonia*
- society : *sociedad*
- community : *comunidad*
- connection : *conexión*

FLUENCY

Display “The Dreamtime of the Australian Aborigines.” Model reading aloud a short section, asking students to listen for your prosody, or expression, and how you vocalize punctuation. Carefully sound out the pronunciation of terms from other languages. Have students select a portion of text to practice expressive reading.

THINK ALOUD

Analyze Informational Text

I can see from the title that this article is about something called the Dreamtime. I will listen to find out what this term means. I hear that the Dreamtime is made up of stories that tell how the land was created. This article tells about stories and the people who made up the stories. I can learn about the people by the types of stories they tell.

Informational Text

Tell students you are going to read aloud an informational text. Have students listen as you read “The Dreamtime of the Australian Aborigines.” Students should focus on the facts they hear and how those facts are related to the main idea of the text. Encourage students to ask questions to help clarify those facts.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of informational text.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre.

The Dreamtime of the Australian Aborigines

Around 40,000 years ago, humans first came to Australia. They walked across a land bridge that existed back then. Not long after humans inhabited Australia, the oceans rose. Rising ocean levels swallowed the land bridge and left the people cut off from the rest of the world. These people were the Aborigines. Aborigines lived in small groups on their own continent.

Aborigines lived a rich life in a place with plenty of food. There were no predators to fear. Over time, they began to tell stories. These stories explained how the continent was created. The Spirit Beings came up from under the ground. They dug out the river valleys. They pushed up the mountains. They made the water holes. Wherever the Spirit Beings went, they left sacred places. The people’s stories were soon being retold as the Dreamtime.

The Dreamtime became more than stories about the past. It taught the Aborigines how to behave. Dreamtime told Aborigines about secret ceremonies for men and women. Children learned how to share food and water and be helpful members of society. Aborigines learned not to fight, brag, or try to push other people around. As a result, they lived in peace. They had no wars or poverty, and everyone had a place in the community.



“The Dreamtime of the Australian Aborigines,” continued

Dreamtime was a sacred way of life for people. Each Aborigine was spiritually connected to an animal or a place. The elders, or older members, in each group decided on the match between a person and a specific animal or location. The connection became that person’s own unique Dreaming. The person’s connection might be the Emu Dreaming or the Rainbow Snake Dreaming. That match became his or her personal lifelong guide.

As the Aborigines migrated across their territory, the Dreaming guided and helped with the journey. Their story became a song that taught survival skills to new generations. Today the Aborigines give voice to the same songs as their ancestors. Their children’s children will walk into the future singing the Dreaming.

The Aborigines invented the boomerang. The boomerang is a weapon that, once thrown, circles back to the person who threw it. Aborigines created the didgeridoo. The didgeridoo is a hollow musical instrument. It makes a steady moaning sound. Many people say that the greatest contribution Aborigines made to the human race is the Dreamtime. The Aborigines’ own special outlook on life lives on today.

THINK ALOUD

Analyze Informational Text

I realize the author uses the text structures of sequence and description to explain how the Aborigines came to Australia and created the Dreamtime. As I listen, I learn the details of the Dreamtime. I hear details in different paragraphs that explain how the Aborigines lived within their environment. I understand how the details the author reveals connect to the survival of the Aborigines over time. I can understand how the Dreamtime helped Aborigines live in their society. I see that the stories taught Aborigines to interact peacefully. I see how the Dreamtime shaped Aboriginal culture in the past and how it can shape the future.

WRAP-UP

Aborigines		
History	Dreamtime	Inventions

Use a 3-column chart to list details about each key idea in the informational text.

FLEXIBLE OPTION

INTERACTIVE



Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can learn more about informational texts and analyze the structure of an informational text.

OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

LANGUAGE OF THE GENRE

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

- text features
- sequence
- cause and effect
- problem and solution
- description
- categories

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students add to the chart as they read.
- Add informational text titles as they read throughout the week.

ELL Language Transfer

Cognates Point out the related Spanish cognates:

- sequence : *secuencia*
- problem : *problema*
- solution : *solución*

Minilesson

FOCUS ON STRATEGIES Lead a discussion about the underlying structure and organization of informational texts. Encourage students to express their own ideas clearly and build upon the ideas of others.

- Is information presented in the order it occurred in time? The author is using a sequence text structure when placing events or information in time order, or sequencing.
- Does the main idea suggest that an event or situation caused a change? The author is using a cause-and-effect text structure.
- Does the main idea point to a problem? Some informational texts state a problem and then offer one or more solutions. The author is using a problem-and-solution text structure.
- Does the author describe details or put ideas into groups? The author is using a description or a category text structure.

MODEL AND PRACTICE Model how to determine the article's text structure. At the beginning of "The Dreamtime of the Australian Aborigines," the author presents facts in the order in which they occurred in time. He explains how the first Aborigines came to Australia and then discusses how the Dreamtime came to be. I see that as the author explains the meaning of the Dreamtime, he describes the past, present, and future of the Aborigines. This shows me that the information in the article is organized by both sequence and description. The main idea is that the Dreamtime is a special way to look at and interact with the world.

Remind students that authors use the same text structure throughout the article. This points readers to the ideas they want to share.

ELL Targeted Support Text Structure Have students find words that indicate the article has a sequence text structure.

Ask students to identify words and phrases that show time order, such as *40,000 years ago*, *first came*, and *not long after*. Have volunteers explain what they mean. **EMERGING/DEVELOPING**



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 if students show understanding.

OPTION 2 Use Independent Text Have students use text structure graphic organizers to determine how the text is organized. Students can explain whether the facts are organized by sequence, cause and effect, or problem and solution.

QUICK CHECK

Notice and Assess Can students recognize informational text and identify the text structure?

Decide

- **If students struggle**, revisit instruction about informational text structure in Small Group on pp. T92–T93.
- **If students show understanding**, provide practice using the strategies for reading informational text in Small Group on pp. T92–T93.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 272 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 272–273



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational texts and analyze the structure of an informational text.

Spotlight on Genre**Informational Text**

Text structure is the way a piece of writing is organized. Writers of informational text choose the text structure that best helps readers understand the information. Some common text structures include

- Sequence
- Cause and effect
- Problem and solution

Establish Purpose The purpose, or reason, for reading an informational text is often to learn more about a particular topic.

Think about your purpose before reading a text.

**My PURPOSE**

TURN and TALK With a partner, discuss different purposes for reading *Weird Friends*. Then set your purpose for reading this text.

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INFORMATIONAL TEXT STRUCTURES ANCHOR CHART**Structures of Informational Text include**

Description:
states an idea supported by details

Sequence:
tells events in time order

Cause and effect:
tells how one event causes another

Problem and solution:
describes a problem and how it is solved

Compare and contrast:
describes similarities and differences between two or more things

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

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

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

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their native language as a strategy for understanding and remembering the Academic Vocabulary words. Point out the following cognates:

- associate : *asociado*
- prefer : *preferir*
- features : *facción*
- investigate : *investigar*

WEEKLY STANDARDS PRACTICE

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

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Guide students to identify synonyms and antonyms in a text. Say that antonyms are words with meanings that are opposite or nearly opposite. *Tall* and *short* are antonyms. Synonyms are words with meanings that are the same or similar, like *old* and *ancient*.

- When reading weekly texts, students can look for synonyms or antonyms that help explain a word's meaning.
- A dictionary or thesaurus can help students identify, use, and explain synonyms and antonyms of Academic Vocabulary words.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *prefer*.

- If I came across the word *prefer* in a text, I could look for a synonym to help define the word. I might see synonyms like *care*, *favor*, or *like*. I might also see antonyms like *dislike*, *disfavor*, or *ignore*. By comparing and contrasting these antonyms and synonyms, I can understand that to like one thing and dislike another thing is to *prefer* the first thing.
- Have students work with a partner to identify synonyms and antonyms in text they are reading. Students can then discuss their words in a group and verify meanings in a print or digital resource.

ELL Targeted Support Academic Vocabulary Present the Academic Vocabulary words *associate*, *prefer*, *features*, *investigate*, and *avoid* by writing them on the board.

Pronounce each word and ask students to repeat it. Then have students spell each word out loud. Review possible meanings for these words, using cognates if appropriate. **EMERGING/DEVELOPING**

Use each word in an oral sentence that helps explain its meaning, such as: *My coat is wet because I could not avoid the rain.* Have students work in pairs to identify synonyms and antonyms. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students follow the same strategy as they complete the chart on p. 295 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 295



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Synonyms and Antonyms Words that have the same or similar meanings are **synonyms**. For example, *cold* and *frigid* are synonyms. Words that have opposite meanings are **antonyms**. *Hot* and *cold* are antonyms. Finding synonyms and antonyms can deepen your understanding of a word's meaning.

Learning Goal

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

MyTURN For each word below,

1. **Read** the definition of each word.
2. **Write** a synonym and explain its meaning.
3. **Write** an antonym and explain its meaning.
4. **Use** a print or digital dictionary or thesaurus as needed.

Possible responses:

Synonyms	Words	Antonyms
connect	associate: to make a connection between two people or things	disassociate, disconnect
favor	prefer: to like something more than another thing	dislike, disfavor
research	investigate: to examine or look closely at something	ignore, neglect
dodge	avoid: to keep away from a person, place, or thing	seek, meet

Word Study *r*-Controlled Vowels

OBJECTIVE

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

LESSON 1

Teach *r*-Controlled Vowels

FOCUS ON STRATEGIES Many vowels that are followed by the letter *r* change because of the *r*. These are called *r*-controlled vowels. The vowel pattern *ar* can spell the sound heard in the word *car*. The vowel patterns *or*, *ore*, *oar* can spell the vowel sound heard in the word *for*.

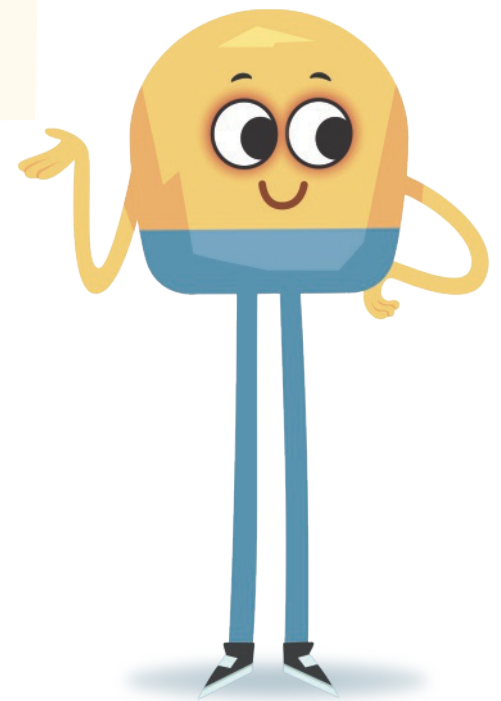
MODEL AND PRACTICE Display the following multisyllabic words with *r*-controlled vowels: *formal*, *target*, *cardboard*. Have students decode each word. Then have them identify the spelling of each *r*-controlled vowel. (*or*; *ar*; *ar*, *oar*)



ELL Targeted Support

r-Controlled Vowels Display these words: *star, fork, bookstore, and soar*. Have students identify the letters that make the sound /ar/ or /or/ in each word. (star, fork, bookstore, soar) **EMERGING/DEVELOPING**

Display these words: *starfish, morning, bookstore, party, soar, chore, racecar*. Have students underline the letters that make the sound /ar/ or /or/ in each word and pair the words with the same r-controlled vowel. (starfish, party, racecar; morning; bookstore, chore; soar) **EXPANDING/BRIDGING**



LESSON 1

Teach *r*-Controlled Vowels


LESSON 2

Apply *r*-Controlled Vowels

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

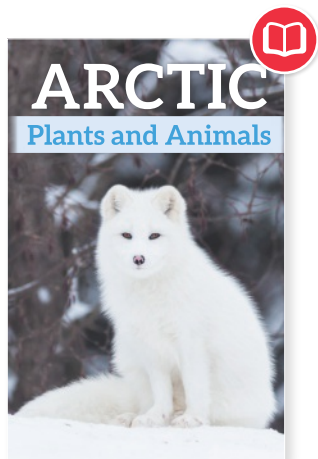
 **Spiral Review:**
Syllable Patterns
VC/V and V/CV

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 L

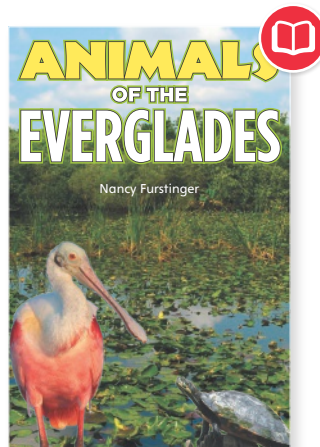
Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Description



LEVEL M

Genre Informational Text

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Description



LEVEL M

Genre Animal Fantasy

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

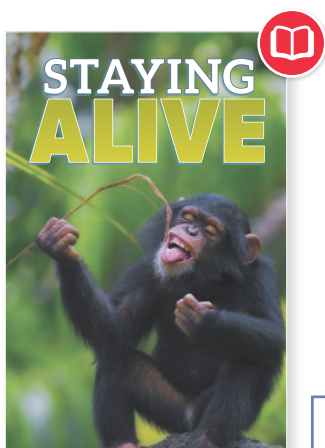
- What elements help you identify this book as informational text?
- Is the book a fictional story or does it report real-world facts and events? How can you tell?
- Does the book use graphic features to help you understand the topic? What kinds?
- Is a main idea stated with details? Name the details.

Develop Vocabulary

- What vocabulary words were new to you?
- How did you use context clues or digital and print resources to help you understand the meaning of new words?
- What is the meaning of the word ____?
- What new words do you still need to know after reading this book?

Discovering Text Structure

- Did the author organize the text with sequence, cause-and-effect, or problem-and-solution structures? How could you tell?
- Did the author use descriptions or categories to organize the information?
- Were the main idea and details presented in a text structure? Which structure?



LEVEL N

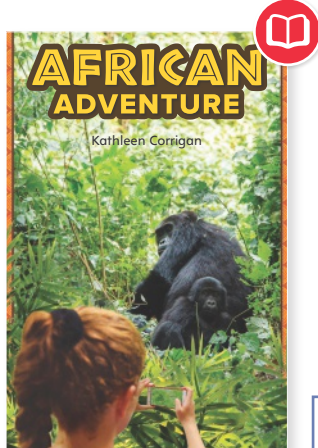
Genre Informational Text

Text Elements

- Many three-syllable words
- Some new vocabulary explained in the text

Text Structure

- Description



LEVEL O

Genre Realistic Fiction

Text Elements

- Multiple characters to understand
- Figurative language

Text Structure

- Blog Posts



LEVEL P

Genre Informational Text

Text Elements

- Some content-specific words defined in text
- Denser format of text

Text Structure

- Compare and Contrast

Evaluating Details

- Did the author use the text structure to supply details that supported the main idea? How?
- What are some details you remember that were not part of the main idea? What was the author's purpose for including those details?
- How did photographs or their captions help you understand the text?

Compare Texts

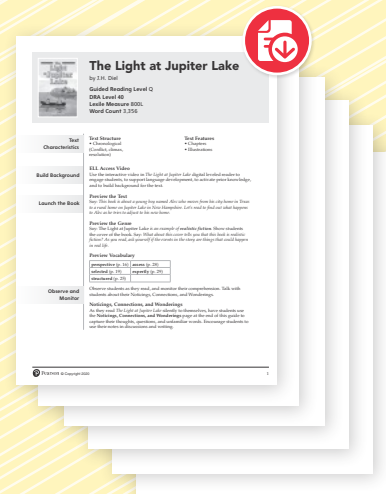
- What other informational texts have you read that were similar to or different from this book?

Word Study

For Possible Teaching Points, use 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. T85 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to review how informational text can be organized. Pay attention to the many ways that authors present information to construct meaning. The structure helps an author achieve his purpose. Review the Anchor Chart on p. 273 of the *Student Interactive*. Ask students to identify text structures as defined on pp. 273–274.

ELL Targeted Support

Remind students that informational text presents main ideas and details in an organized way.

Review the anchor chart on *Student interactive* p. 273 with students. Display a list of text structures on the board and briefly describe characteristics of each: *time order, cause and effect, problem and solution, compare and contrast*. Tell students to copy each text structure into their notebooks. **EMERGING/DEVELOPING**

Complete the activity above. Then, have students identify informational texts they have read. Ask them to describe how each text was organized, and classify each text structure as a group.

EXPANDING/BRIDGING



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

Intervention Activity

IDENTIFY INFORMATIONAL TEXT

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

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

A Lot to Learn

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

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Reading Informational and Argumentative Text T • 215

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 234–235 to generate questions about the ways plants and animals depend on each other and their habitat. Throughout the week, have students conduct research about one of 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 discuss the text structure the author used in the book they are reading.

Possible Conference Prompts

- Is there more than one main topic in the book? Explain your answer.
- Were the supporting details for the main ideas organized using the text structure you expected?

Possible Teaching Point Ask yourself questions to help you understand the structure of the informational text you are reading. For example, does the text discuss a problem and suggest a way to deal with it?

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T90–T91.
- For instructional support on how to identify the characteristics of informational texts, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class together again in whole group. Invite students to tell about their informational text topics and two important ideas they learned about the topics. Reinforce that the purpose of informational text is to inform readers.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected informational book.
- read or listen to a previously read leveled reader or selection.
- continue reading their Book Club text or one of the books from the suggested titles on p. T471.

Centers



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

Literacy Activities



Students can

- write questions about their reading in a reading notebook.
- reread with a partner.
- play the *myView* games.
- complete an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T476–T477, for

- teacher's summary of chapters in *Wetlands*.
- 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



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. 274 of the *Student Interactive* and define them as needed.

predators: animals that live by eating other animals

protection: safety

immune: not affected by something, such as an illness

species: a group of living things that are the same in most ways

emerges: comes out of a hidden place

- *These words will help you understand details in *Weird Friends*. As you read, highlight the words when you see them in the text. Ask yourself what they convey about the living things in the text.*

Read

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

FIRST READ STRATEGIES

NOTICE Remind students that text and images work together to present information.

GENERATE QUESTIONS Ask students to jot down questions that relate to their purpose for reading the text.

CONNECT Ask students to think about how the information in this text is similar to what they have read in other informational texts.

RESPOND Have students stop every few pages to discuss with classmates the information they read.

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 Draw Tell students that drawing pictures can help them understand and remember word meanings.

Write a vocabulary word on the board. Ask students to help you draw a picture representing the word. Have volunteers give you details that form a picture of the living thing or concept that the word names. Do this for all of the vocabulary words. **EMERGING/DEVELOPING**

Have students write each vocabulary word on a blank sheet of paper, leaving room to draw. Ask students to read one of the words and draw a representation of what the word means. Have students illustrate each of the vocabulary words in this way, and ask volunteers to show their drawings to the class. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they know but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about animals that help each other survive.

STUDENT INTERACTIVE, pp. 274-275



Meet the Author

Jose Aruego and Ariane Dewey worked as a team to write and illustrate *Weird Friends*. They have worked together on many other books about animals, including *We Hide, You Seek*. Dewey, a painter, added her vibrant colors to Aruego's fun sketches.

Weird Friends

Preview Vocabulary

As you read *Weird Friends*, pay attention to these vocabulary words. Notice how they provide explanations for details in the text and help you better understand the topic.

predators	protection
immune	species
	emerges

Read

Before you begin, preview the illustrations to help you picture what you will be reading about. Follow these strategies when you read this **informational text** the first time.

<p>Notice</p> <p>text and images that make you wonder about the text.</p>	<p>Generate Questions</p> <p>about your purpose for reading.</p>
<p>Connect</p> <p>this text to what you have read in other informational texts.</p>	<p>Respond</p> <p>by discussing your thoughts as you read.</p>

First Read

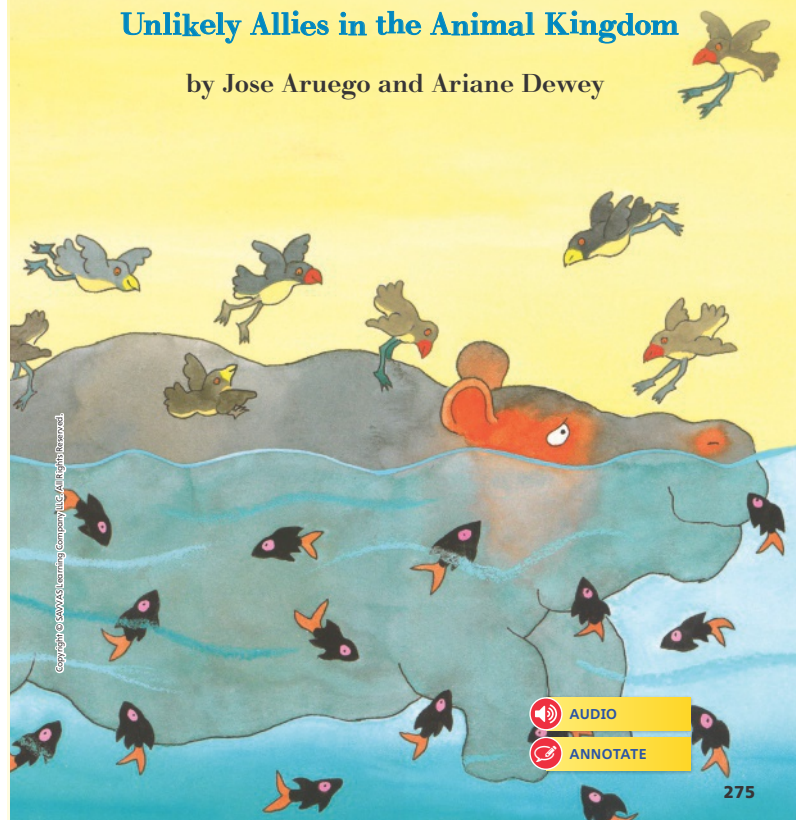
Genre Informational Text



Weird Friends

Unlikely Allies in the Animal Kingdom

by Jose Aruego and Ariane Dewey



AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD Looking at the illustration, I notice the birds all over the zebra. I also read that animals can help each other. I wonder how the animals work together. I will continue reading to find out.

Close Read

Evaluate Details

Have students read **paragraph 1**. Ask: *What can you tell about the key idea based on the details in this paragraph?* Highlight relevant details that describe how animals help each other as students point them out. **See student page for possible responses.**

Ask students to explain how these details help them understand the key idea in the paragraph.

Possible Response: Details such as “they share food or a home” and “warn one another” help me determine that the key idea is animals helping each other.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight the series of details that describes different ways that animals help one another to survive. Evaluate these details to determine an important idea.

predators animals that live by eating other animals

protection safety

- 1 Sometimes in the wild, animals you might think could hurt each other actually help each other in surprising ways. They **share food or a home**. They **warn one another of approaching predators**. They **cluster side by side for protection**. Some animals even **give others a good bath**. Their survival often depends on these weird friendships.



CROSS-CURRICULAR PERSPECTIVES

Science



In every environment, there is a food chain that forms a circle. In the African savanna, for example, the bacteria and insects in the soil help feed the plants. The plants help feed the herbivores, and the predators eat the herbivores. When any plant or animal dies, it is broken down by insects and bacteria. Have students connect this information to the savanna media on pp. 270–271 of the *Student Interactive*.



The Clown Fish and the Sea Anemone

- 2 The bright little clown fish needs protection from its enemies. So it chooses a poisonous sea anemone to be its bodyguard. For about an hour, the clown fish carefully darts in and out of the anemone's deadly tentacles. Little by little, it becomes immune to their sting. Then it moves in. The clown fish is safe from predators. So is the anemone, because its enemy, the butterfly fish, is afraid of the clown fish's bite.

CLOSE READ

Analyze Text Structure

Underline the details that help you recognize the clown fish's problem and the solution to its problem.

immune not affected by something, such as an illness

First Read

Respond

THINK ALOUD A poisonous sea anemone can be a bodyguard. That seems surprising to me. How can that be?

The clown fish moves in and out of the anemone's tentacles and becomes immune to the sting. That is really remarkable. It now can use the anemone to hide from its predators. How animals work together in nature is amazing.

Close Read

Analyze Text Structure

Explain that text structures are the ways authors organize information and ideas in informational texts. When reading, students can look for clues to help them determine the type of text structure an author used.

Have students scan **paragraph 2** to find and underline relevant details that show the clown fish's problem and the solution to its problem. **See student page for possible responses.**

Ask students to explain how these details help them recognize the text structure in the paragraph.

Possible Response: The detail "needs protection" shows that the clown fish has a problem. The next sentence begins with "So," and talks about what the clown fish does to solve the problem.

DOK 2

OBJECTIVE

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



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Possible Teaching Point



Read Like a Writer | Author's Craft

Precise Verbs Authors use precise verbs to convey a specific meaning. Call attention to the sentence in paragraph 2: "For about an hour, the clown fish carefully darts in and out of the anemone's deadly tentacles." Discuss how the word *darts* conveys a more precise meaning than the word *swims*. Point out that using precise verbs can convey an exact meaning. For more instruction on Precise Verbs, see pp. T118–T119.

First Read

Generate Questions

THINK ALOUD As I read, I think back to my purpose for reading this text. I notice that the egret is on top of the rhino. I assume they help each other, but what kind of friends are they? What do they do to help each other?

Close Read

Vocabulary in Context

Have students determine the meaning of *attention* in **paragraph 4**. Ask: *How do you know that the egret is determined to get the rhino's attention?*

Possible Response: First the egret screams, and if that doesn't work, it taps on the rhino's head.

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

Context clues are words and sentences around an unfamiliar word that help readers understand the meaning of the word.

Use context clues before and within the sentence to determine the meaning of *attention*.

Underline the context clue that supports your definition.

The Rhino and the Cattle Egret

3 As they graze across the plains, a rhino and her calf stir up grasshoppers. But the rhino can't see very well and may not notice danger approaching. So she lets a sharp-eyed cattle egret perch on her back to act as a lookout. The egret is rewarded with an endless feast of grasshoppers.

4 If the egret spies danger, it screams. And if that doesn't get the rhino's attention, it taps on the rhino's head until the mother and baby gallop to safety.



CROSS-CURRICULAR PERSPECTIVES

Science



Mutualism describes a relationship between two types of animals that help each other. *Mutual* means “both,” so there is something good in the friendship for both animals. Some birds on the African savanna have a mutualistic relationship with grazing animals. They not only eat the pests that harm the animals but also sound a warning call to protect their hosts when predators are nearby. The birds have developed this behavior to benefit not just their hosts but themselves as well. Have students connect this information to the savanna media on pp. 270–271 of the *Student Interactive*.



The Blind Shrimp and the Goby

- 5 One species of shrimp is completely blind. But it knows how to get help. It digs a hole in the sand, crawls in, and waits for a goby fish to swim in for shelter. The goby has a place to hide, and the blind shrimp has a guide to lead it when it's safe to go out.
- 6 While they're feeding, the shrimp's antennae feel the goby's every move. If a predator approaches, the goby flicks its tail, and the two swim quickly back into their safe burrow.

CLOSE READ

Analyze Text Structure

Underline details in paragraph 5 that allow you to recognize the shrimp's problem and the solution to its problem.

species a group of living things that are the same in most ways

First Read

Respond

THINK ALOUD I am interested in how the blind shrimp gets around. The blind shrimp seems to know that the goby fish is helping because it lets the fish live in its dug-out space. The shrimp's sense of touch must be really sensitive to always know where the goby fish is just by using its antennae.

Close Read

Analyze Text Structure

Remind students that text structures are the ways that authors organize information. Texts can be organized in a few patterns, such as problem and solution, cause and effect, description, compare and contrast, and sequence of events.

Have students scan **paragraph 5** and underline details that help them recognize the shrimp's problem and the solution to its problem. **See student page for possible responses.**

Ask students to explain how these details help them recognize the text structure of the paragraph.

Possible Response: The detail "is completely blind" shows that the shrimp has a problem. It can't see predators coming. The next sentence states that the shrimp digs a hole and waits for a goby fish to find it. The goby fish is the shrimp's guide in return for shelter, which solves the shrimp's problem.

DOK 2

OBJECTIVE

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



Possible Teaching Point



Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T86–T87 in the Reading-Writing Workshop Bridge to underscore how words in a text can help students understand the meaning of an unfamiliar word. For example, if the word *guide* was unfamiliar, readers could use the word *lead* to help them figure out the meaning. *Guide* and *lead* are synonyms, words that have the same or nearly the same meaning.

First Read

Connect

THINK ALOUD I remember pages 270 and 271 where I read about the African savanna and the animals that live there. I recall that the text said that the zebras were herbivores because they eat plants. Now I see from the illustration that the ostriches are eating grasses. They must be herbivores, too.

Close Read

Evaluate Details

Have students scan **paragraphs 7 and 8**. Ask: *What physical traits do zebras and ostriches have that help them against predators?* Highlight the details about zebras and ostriches as students point them out. **See student page for possible responses.**

Ask students to explain how these details help them determine key ideas about how animals can protect each other.

Possible Response: The detail “Ostriches have terrific eyes. Zebras have terrific ears” shows that each animal has a strong sense that also helps the other animal.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details about ostriches and zebras that explain the advantages they have against predators. How do these details help you understand how animals can protect each other?

The Ostrich and the Zebra

- 7 Ostriches have terrific eyes. Zebras have terrific ears. When the two get together, nothing can sneak up on them. That’s why ostriches and zebras often roam the savanna together, chomping on seeds and grasses.
- 8 The ostriches look, and the zebras listen, for predators. The first to detect a hungry lion warns the others, and before it can attack, they all flee to safety.



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ELL Targeted Support **Linguistic Support** Help support understanding of the idea presented on the page.

Work with students to develop a sensory chart: eyes: see, look; ears: hear, listen; nose: smell; hands: touch, feel; mouth: taste. Then together complete these sentence frames: *Ostriches have terrific eyes to ____.* *Zebras have terrific ears to ____.* Continue by guiding students to complete the sentence frame: *The ostrich and the zebra work together to ____.* **EMERGING/DEVELOPING**

Have student pairs read the text. Then have them describe the relationship between the zebra and the ostrich, using key vocabulary from the text.

EXPANDING/BRIDGING



The Red Phalaropes and the Sperm Whale

- 9 The red phalaropes follow a pod of sperm whales as they swim far out to sea. The birds hover over the water and wait for a whale to come up for air.
- 10 As soon as a whale surfaces, the birds land on its back and begin to pry parasites from cuts and cracks in its skin. Being free of these pests makes the whale feel better, and the phalaropes enjoy a tasty meal. But the birds have to eat quickly, because once the whale blows, it takes a breath, slaps its tail, and dives deep into the ocean.



CLOSE READ

Analyze Text Structure

Underline the sentence that describes what causes the sperm whale to feel better.

First Read

Notice

THINK ALOUD From reading paragraph 9 and studying the illustration, I understand that the red phalaropes hover over the sperm whale and wait for it to surface and take a breath. I wonder what the birds do for the whale and what they do when the whale goes back under the water. I will continue reading to find out.

Close Read

Analyze Text Structure

Have students scan **paragraph 10**. Ask: *How do the red phalaropes help the sperm whale?* Underline relevant details that describe what the birds do as students point them out. **See student page for possible responses.**

Ask students to explain how these details help them recognize the text structure in the paragraph.

Possible Response: The details help me understand a cause-and-effect relationship. Parasites get stuck in the cuts and cracks in the whale's skin, causing the whale pain. Because the birds pry the parasites from the cracks, the whale feels better.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Read Like a Reader | Author's Craft

Text Features Call attention to the subtitle "The Red Phalaropes and the Sperm Whale." Point out that authors use subtitles to help readers understand the main idea of each section of the text. Ask students what they learned about in this section. Add that the subtitles can also help readers locate information quickly and move easily through the text.

First Read

Generate Questions

THINK ALOUD As I read, I continue to think about my purpose for reading this text. On this page, the subtitle is “The Red Ants and the Large Blue Butterfly.” What information will I learn about these two insects? Why are they weird friends?

Close Read

Analyze Text Structure

Point out that authors often use signal words, such as *first*, *after*, *then*, and *soon*, to describe the order in which events happen.

Have students scan **paragraph 11** to find and underline words and phrases that show the sequence of the ants’ activities. **See student page for possible responses.**

Ask students to explain how the text structure of sequence contributes to the authors’ purpose.

Possible Response: The authors’ purpose is to inform. The text structure helps me better understand the order in which the ants help the caterpillar become a butterfly.

DOK 2

OBJECTIVES

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

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

CLOSE READ

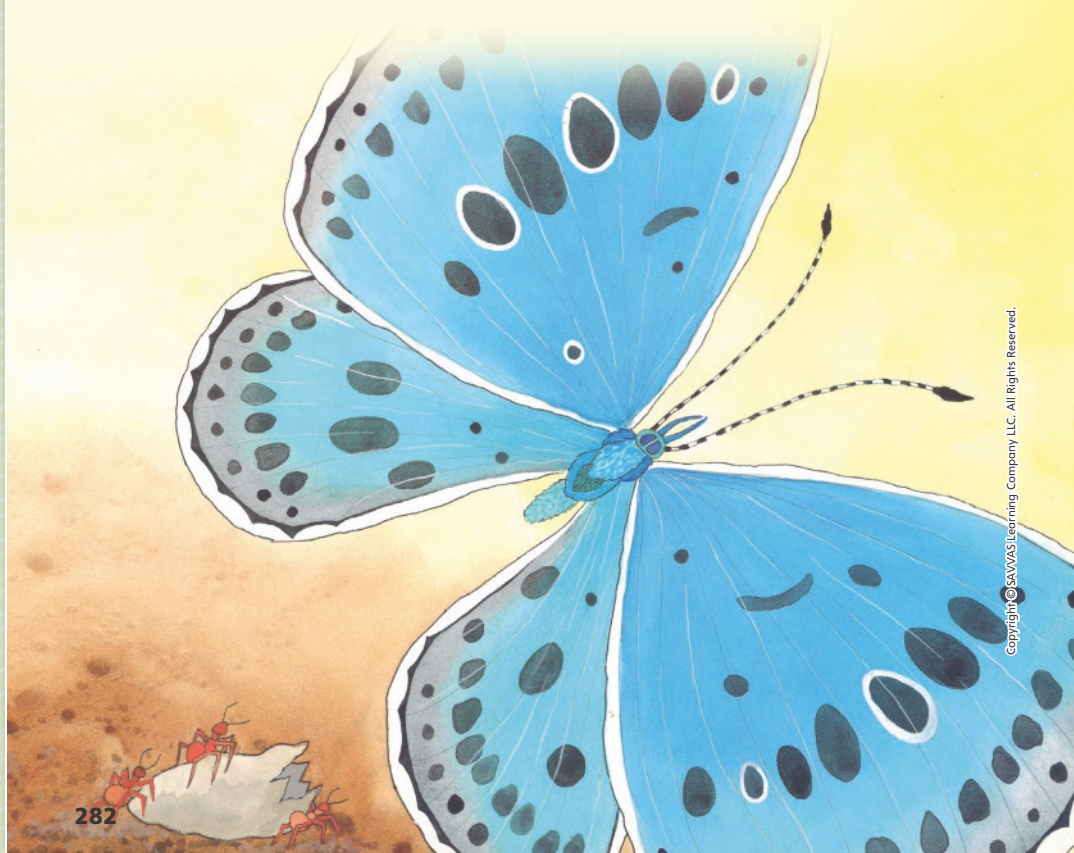
Analyze Text Structure

Underline words and phrases that show the sequence of the ants’ activities. Explain how this text structure contributes to the author’s purpose.

emerges to come out of a hidden place

The Red Ants and the Large Blue Butterfly

11 When red ants find a particular type of caterpillar, they lug it back to their nest. There, they tickle its tummy till it oozes the sweet honeydew they love to sip. In return, the ants feed the caterpillar all it can eat. The caterpillar lives unharmed in the ants’ nest for eleven months, eating and pupating. Finally, it emerges as a Large Blue Butterfly, shakes out its wings, and flies away. Soon, the ants will go in search of another caterpillar.



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CROSS-CURRICULAR PERSPECTIVES

Science



Compared with the size of their body parts, ants have much thicker muscles than humans do. Ants can carry 10 to 50 times their own weight. This is why the ants in the text can carry the caterpillar to their nest, even though it is much bigger and heavier than they are. Ants also work together to bring food back to their nests. Their collective strength and cooperation helps them stock their nests with enough food to last them through harsher seasons.



The Hermit Crab and the Sea Anemones

12 When a hermit crab needs a new home, it finds an empty shell, moves in, and sticks sea anemones on top for protection. The anemones' stinging tentacles scare away octopuses, which love to eat hermit crabs. Anemones can't walk, so the crab provides them with transportation to new feeding spots. And because crabs are messy eaters, there are always food scraps for the anemones to nibble.

CLOSE READ

Vocabulary in Context

Use a context clue within the sentence to determine the meaning of *transportation*.

Underline the context clue that supports your definition.

First Read

Notice

THINK ALOUD In the illustration, the sea anemone is on top of the hermit crab. The text states that the anemone sticks to the hermit crab and that the anemone's stinging tentacles scare off octopuses, which eat hermit crabs. So that's how the sea anemone helps the hermit crab. I wonder how the hermit crab helps the anemone.

Close Read

Vocabulary in Context

Have students determine the meaning of the word *transportation* in **paragraph 12**. Ask: *What advantage do the sea anemones get from the crabs besides transportation?*

Possible Response: Because the crabs are messy, the sea anemones also get food scraps while they are moving from place to place.

DOK 2

OBJECTIVE

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



Possible Teaching Point



Word Study | *r*-Controlled Vowels

Use the *r*-Controlled Vowels lesson on pp. T88–T89 in the Reading-Writing Workshop Bridge to teach students that when a vowel is followed by *r*, it is considered “*r*-controlled.” Add that the vowel sound is affected by the letter *r*. Have students find and read the word *hermit*, paying attention to the sound of the *r*-controlled syllable, *her*.

First Read

Connect

THINK ALOUD I just read on the previous page that the sea anemone scares away the octopus. In paragraph 14, I read that the baboons scare away attackers from the impalas. In this way, these two friendships are similar.

Close Read

Analyze Text Structure

Have students scan **paragraph 14**. Ask: *What happens when the impalas start dancing nervously?* Underline words and phrases that show the cause of the impalas' dance and its effect as students point them out. **See student page for possible responses.**

Ask students how the words and phrases help them recognize the cause-and-effect text structure in the paragraph.

Possible Response: The phrase "If the impalas notice a predator" is followed by information about their dance. This shows that the predator causes the impalas to dance. The dance then warns the baboons, who scare off the predator. That is the effect of the dance.

DOK 2

OBJECTIVE

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

CLOSE READ

Analyze Text Structure

Underline the cause and effect of the impalas dancing.

The Impalas and the Baboons

- 13 At the water hole, a herd of delicate impalas stays close to a troop of tough baboons. The impalas use their excellent senses of smell, hearing, and sight to detect danger.
- 14 If the impalas notice a predator approaching, they dance nervously. That warns the baboons, who bare their fangs and snarl to scare the attacker away.



CROSS-CURRICULAR PERSPECTIVES

Science



Some creatures are actually formed by a colony of organisms. The Portuguese man-of-war is one of those creatures. Creatures formed by multiple organisms are called siphonophores. Corals are also made up of multiple organisms. The Portuguese man-of-war is formed by four organisms called polyps, each with a specific function. A polyp on top acts like a bladder to keep the colony afloat. Another polyp forms the tentacles, and they are the part of the colony that delivers a deadly venomous sting. A third polyp digests food, and the fourth serves to reproduce.



The Horse Mackerel and the Portuguese Man-of-War

- 15 When the horse mackerel is pursued by an enemy, it races for home.
- 16 The mackerel's home is a colony of small organisms living together called a Portuguese man-of-war. It has venomous ribbons that can reach seventy feet long and that shoot paralyzing, barbed harpoons into whatever they touch. But they don't harm the horse mackerel, because it doesn't feel their sting. **The mackerel is safe and the man-of-war is well fed, because any predator that comes too close will end up as the man-of-war's dinner.**

CLOSE READ

Evaluate Details

Highlight information about the man-of-war and horse mackerel. Evaluate the details in the text to determine an important idea.

First Read

Respond

THINK ALOUD I wonder how the horse mackerel manages to live inside the tentacles of a dangerous animal.

The text states that the mackerel does not feel the sting of the Portuguese man-of-war, so maybe it has something special on its skin that other fish do not have. Or maybe the mackerel has a different sense of touch than other fish.

Close Read

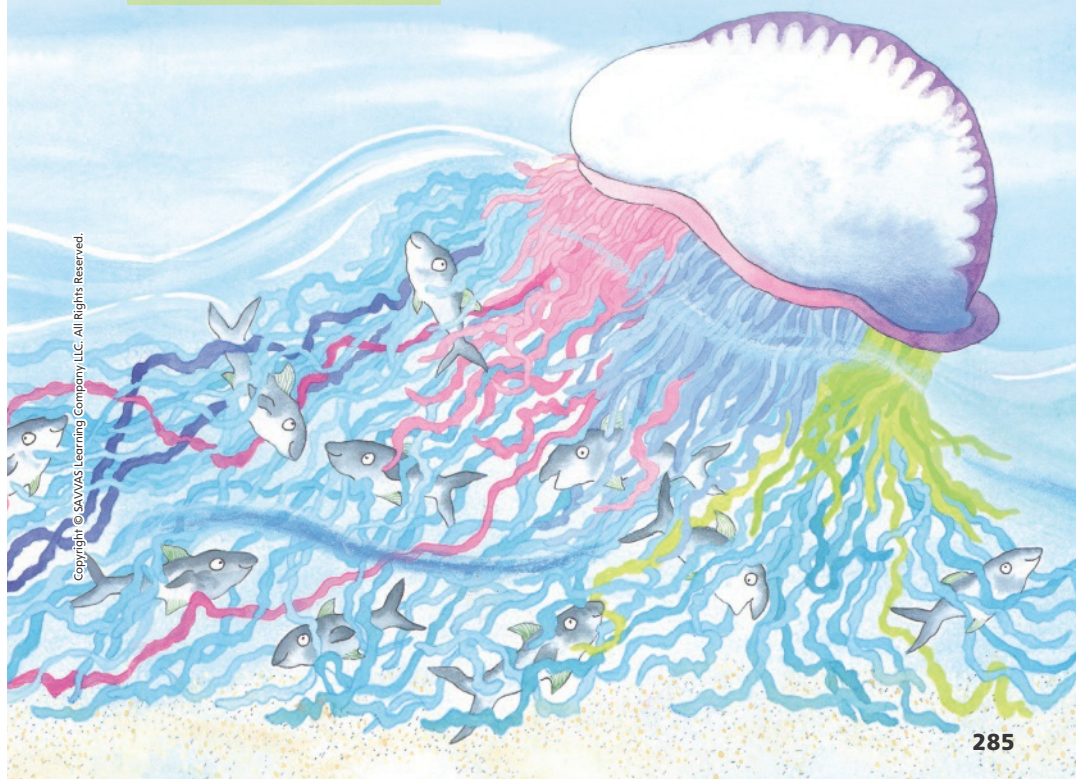
Evaluate Details

Have students scan **paragraph 16**. Ask: *How do the horse mackerel and the Portuguese man-of-war help each other?* Have students evaluate details in the text to help them determine the key idea. Highlight the key idea about the relationship as students point it out. **See student page for possible responses.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Sensory Details Explain that authors use sensory details, or words and phrases that appeal to our senses, to express ideas and provide clear examples. Have students locate and read the sentence in paragraph 16 that begins "It has venomous ribbons." Point out that phrases such as *venomous ribbons*, *seventy feet long*, and *paralyzing, barbed harpoons* help provide a clear picture of the Portuguese man-of-war.

First Read

Connect

How is the relationship between the forest mouse and beetles similar to that of the oxpeckers, the black labeo fish, and the hippo?

What other information have you read in which animals help in this way?

Possible Response: The beetles clean the forest mouse, and the oxpeckers and black labeo fish clean the hippo.

Close Read

Evaluate Details

Have students scan **paragraphs 17 and 18**. Ask: *What can you tell about the relationship between the forest mouse and the beetles and the relationship between the hippo and the birds and fish?* Highlight relevant details that describe how the forest mouse and the hippo are helped by other animals as students point them out. **See student page for possible responses.**

Ask students to explain how these details help them understand how animals help the mouse and hippo.

Possible Response: The beetles clean the mouse, and the birds and fish clean the hippo. These details help me understand how the animals help.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight phrases that tell how the forest mouse and hippo are helped by other animals.

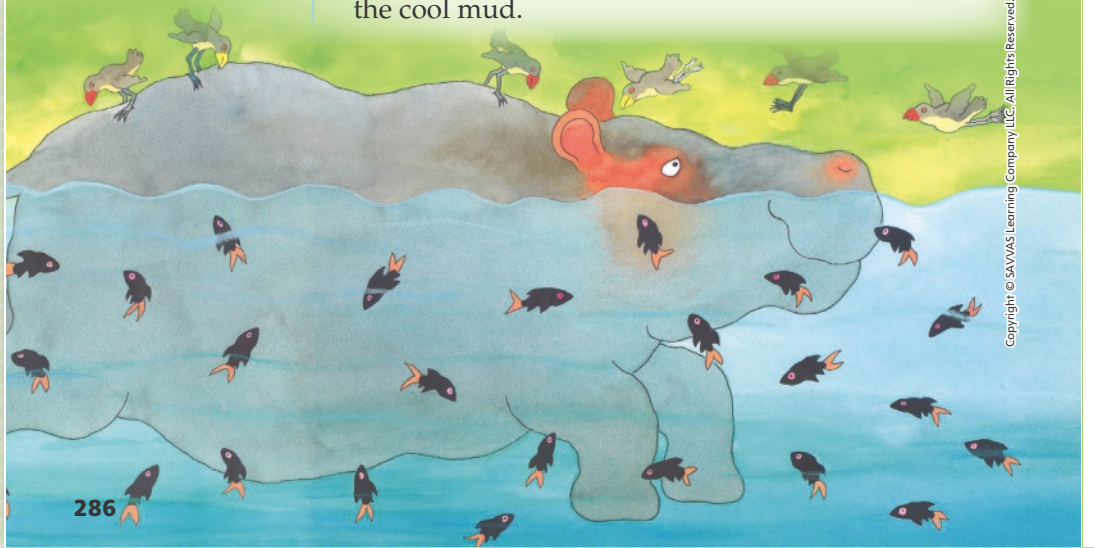


The Forest Mouse and the Beetles

17 At night, the forest mouse scampers around the rain forest looking for food, with beetles clinging to its fur and face. But the mouse doesn't mind, because the beetles eat the fleas that infest its fur. During the day, while the mouse sleeps, the beetles dismount and eat the bugs in the mouse's burrow. The beetles are always well fed, and the mouse and its house are free of itchy insects.

The Hippo, the Oxpeckers, and the Black Labeo Fish

18 The hippo can't scrub itself, so it wades into the river and waits for oxpeckers to land on its back. These birds peck off and eat ticks and other bothersome bugs. Meanwhile, in the water below, black labeo fish gobble up anything clinging to the rest of the hippo. When all the parasites have been removed, the hippo naps in the cool mud.



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ELL Targeted Support Confirm Understanding Use the visuals on the page and gestures to clarify information presented.

Confirm understanding by pointing to the illustrations and asking: *Is this the forest mouse? Are these beetles? What are the beetles doing? What are the oxpeckers and black labeo fish doing?* **EMERGING/DEVELOPING**

Read aloud paragraph 17. Encourage discussion about the relationship between the mouse and the beetles. Ask: *Why doesn't the mouse mind having the beetles in its fur? Why do the beetles like being in the mouse's burrow?*

Continue the same procedure for paragraph 18. **EXPANDING/BRIDGING**



The Wrasse and the Google-Eye Fish

19 When the wrasse is hungry, it dances on its head and wags its tail to announce that its cleaning station is open. Soon, lots of filthy google-eye fish are lining up for a bath. Like a small vacuum with teeth, the wrasse nips gunk from gills and scours parasites off scales. All the fish get a good washing, and the wrasse has a hearty meal.

CLOSE READ

Analyze Text Structure

Underline details that help you recognize the cause and effect of the wrasse opening its cleaning station.

First Read

Generate Questions

THINK ALOUD As I read, I always keep my purpose for reading in mind. The subtitle for this page is “The Wrasse and the Google-Eye Fish.” I have been learning a lot about different animal relationships. What kind of a relationship do the wrasse and google-eye fish have? What information will I learn?

Close Read

Analyze Text Structure

Remind students of the text structures they have identified throughout this text: problem and solution, cause and effect, and sequence.

Have students scan **paragraph 19** to find and underline details that show the cause of the wrasse opening up a cleaning station and the effect of fish lining up to be cleaned. **See student page for possible responses.**

Ask students to explain how these details help them recognize the structures of informational text, including cause and effect.

Possible Response: The phrase “filthy google-eye fish are lining up for a bath” comes after the wrasse opens its cleaning station. This shows that the effect of opening a cleaning station is that the fish line up to be cleaned. The cause of opening up the cleaning station is the wrasse’s hunger.

DOK 2

OBJECTIVE

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



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Possible Teaching Point



Read Like a Writer | Author's Craft

Precise Verbs Remind students that authors use precise verbs to convey a specific meaning. Call attention to the sentence in paragraph 19: “Like a small vacuum with teeth, the wrasse nips gunk from gills and scours parasites off scales.” Discuss how the words *nips* and *scours* convey stronger meanings than *eats* and *takes off*. Ask students to demonstrate the verbs *nips* and *scours*.

First Read

Notice

THINK ALOUD In paragraph 20, the text states how slow and lazy the tuatara is. The illustration helps me understand what the tuatara looks like. It looks slow and lazy. I will continue reading to see how a lazy and slow reptile could help a sooty shearwater.

Close Read

Evaluate Details

Have students read **paragraphs 20 and 21**. Ask: *Why does the sooty shearwater let the tuatara stay in its nest?* Highlight relevant details that describe how the tuatara helps the sooty shearwater as students point them out. **See student page for possible responses.**

Ask students to explain how these details help them understand the relationship between the tuatara and the sooty shearwater.

Possible Response: The tuatara has been doing a job that the sooty shearwater needs done. The sooty shearwater allows the tuatara to stay in its burrow because the tuatara is helpful.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Evaluate Details

Highlight details that explain why the sooty shearwater allows the tuatara to stay in its burrow.

The Tuatara and the Sooty Shearwater

- 20 The tuatara is a slow and lazy reptile. It rarely even builds its own nest. Instead, the tuatara finds a sooty shearwater's cliff-top burrow and moves in while the bird is out.
- 21 But the tuatara is a good guest. It **licks up every last slug, moth, worm, and beetle** in the tunnel. **When the sooty shearwater returns, the nest is clean,** and the tuatara is welcome to stay.



CROSS-CURRICULAR PERSPECTIVES

Science



Birds and reptiles have some common ancestors, and they both lay eggs. When the babies hatch, pests in the nest or predators can deprive birds and reptiles of their young. However, some birds help protect reptiles, and some reptiles help protect birds.



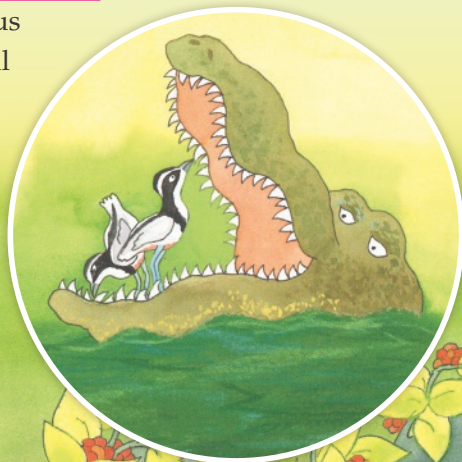
The Water Thick-Knees and the Crocodile

- 22 A bird called a water thick-knees sometimes builds its nest next to a crocodile's home. When the crocodile leaves to go hunting, the bird watches both of their nests.
- 23 If trouble threatens the eggs or young in either nest, the bird screeches until the crocodile comes charging home. The water thick-knees and her family are safe beside their ferocious neighbor, because the crocodile will not eat its babysitter.

CLOSE READ

Analyze Text Structure

Underline the effects of water thick-knees building their nests near crocodile nests.



First Read

Connect

THINK ALOUD The water thick-knee bird protects the nest of the crocodile. It babysits the eggs. When I look back on what I just read, I remember that the tuatara also protects the nest of the sooty shearwater by getting rid of pests. I learned from the two passages that reptiles and birds are connected in a positive way.

Close Read

Analyze Text Structure

Remind students that a cause is why something happened and the effect is what happened.

Have students scan **paragraphs 22 and 23** to find and underline the effect of water thick-knee birds building their nests near crocodile nests. **See student page for possible responses.**

Ask students to explain how these words and phrases help them recognize the cause-and-effect text structure in the paragraph.

Possible Response: The water thick-knee bird and its family are safe because the bird builds its nest near the crocodile's nest. By building the nest nearby, the bird is protected by the crocodile.

DOK 2

OBJECTIVE

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



Possible Teaching Point



Read Like a Writer | Author's Craft

Graphic Features Point out that throughout this text the authors presented information in both words and illustrations. As readers, students used both the text and illustrations to understand ideas. Guide a discussion to find out the information students learned from studying the illustrations.

Respond and Analyze



OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

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

My View

Use these suggestions to lead a discussion in which students respond to *Weird Friends*. Encourage them to express their ideas clearly and build upon the ideas of others.

- **Consider** What did you enjoy most about *Weird Friends*?
- **Connect** How did this text compare with other informational texts you have read?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Remind students that authors of informational text about nature often use scientific words to describe living things. The vocabulary words *predators*, *protection*, *immune*, *species*, and *emerges* are scientific words that the authors of *Weird Friends* used to describe the living things and how they behave.

MODEL AND PRACTICE Provide support to help students fill out the chart on *Student Interactive* p. 290.

- To complete the chart, I read the vocabulary words and the column headings. Then I read the text in the second column of the chart and write the vocabulary word that best matches each description.
- After writing the vocabulary word, I consider what the word helps me understand and complete the sentence “This word helps me know . . .”
- Finally, I use the vocabulary word in a sentence. I compose a sentence that provides an example or a description that helps me learn the word’s meaning.

ELL Targeted Support Vocabulary Remind students that learning domain specific words will help them understand texts better.

Display the weekly vocabulary words *predators*, *protection*, *immune*, *species*, and *emerges*. Explain that these scientific words are often used in science texts about animals. Review the pronunciation of each word with students. Then read the definition of each word and have students identify the word that matches the definition to demonstrate comprehension of these content-area words. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 290 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students identify scientific or specific words that the author used to describe the topic of their independent reading text. Have students select five of these words and create a word scramble using the words. Encourage students to exchange their word scrambles with a partner and solve, or unscramble, one another's words.

Quick check

Notice and Assess Can students identify specific or scientific words that the author uses to describe the topic?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T114–T115.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T114–T115.

Check for Understanding MyTURN Have students complete p. 291 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 290–291



VOCABULARY

Develop Vocabulary

In informational text, authors often use specific words that explain the topic. When reading informational texts about nature, notice scientific words that describe living things and how they behave.

MyTURN Add the vocabulary word from the word bank to tell what the author is describing. Then complete the remaining columns of the chart.

Word Bank		
immune	species	predators

Possible responses:

Vocabulary Word	The author is describing . . .	This word helps me know . . .	Example Sentence
predators	animals that live by eating other animals.	which animals are considered predators and how they behave.	Lions are predators.
species	a group of living things that are the same in most ways.	how scientists describe or categorize living things.	An oxpecker is a species of bird.
immune	a living thing unaffected by something, such as an illness.	how clown fish can live with sea anemones.	A clown fish is immune to the poison of a sea anemone.

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How can the reader identify *Weird Friends* as informational text?

DOK 2

The text has a text structure that informs readers about animals that help each other. The text and pictures help readers understand how the animals protect, feed, and clean each other.

2. Why do you think the authors included headings and sections in the text?

DOK 2

The authors included headings and sections in the text to organize information for readers. The headings help readers know exactly which animal pairs are discussed in the text.

3. What can the reader conclude about the relationship between zebras and ostriches?

DOK 2

Ostriches have very good eyesight, and zebras have very good hearing. Together they can tell when predators are nearby and warn each other. The reader can conclude that this friendship keeps the animals safer than they would be alone.

4. How would you prove that a pair of animal friends can help each other survive? Use text evidence in your response.

DOK 3

The friendship between the red ants and the large blue butterfly proves that animal friends can feed each other. The ants bring a certain kind of caterpillar back to their nest and sip its honeydew. In return, the ants feed the caterpillar. The animal friends give each other the food they need to survive.

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Word Study *r*-Controlled Vowels

OBJECTIVES

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

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

LESSON 2

Apply *r*-Controlled Vowels

APPLY MyTURN Direct students to complete the activity on p. 296 in the *Student Interactive*.

before

forest

garden

hardy

onboard

organisms

Have students write the words and use them in sentences.

High-Frequency Words

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



STUDENT INTERACTIVE, p. 296



WORD STUDY

r-Controlled Vowels

r-Controlled Vowels are vowels that are followed by the letter *r*. The *r* changes the sound of the vowel. The *r*-controlled vowel sound you hear in the word *part* can be spelled *ar*. The *r*-controlled vowel sound you hear in the word *port* can be spelled *or*, *ore*, or *oar*.

My TURN Read each word with an *r*-controlled vowel. Then write each word in the correct column based on how the sound is spelled.

before forest	garden hardy	onboard organisms
------------------	-----------------	----------------------

Sound of <i>ar</i>	Sound of <i>or</i>		
<i>ar</i>	<i>or</i>	<i>ore</i>	<i>oar</i>
garden, hardy	organisms, forest	before	onboard

High-Frequency Words

High-frequency words are words that you will see many times as you read. Read these high-frequency words: *finally*, *money*.

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LESSON 2

Apply r-Controlled Vowels

LESSON 1

Teach *r*-Controlled Vowels

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Syllable Patterns
VC/V and V/CV

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T111 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers of informational text pay attention to the specific words that authors use in the text. These words help readers better understand the topic and the key ideas of the text.

ELL Targeted Support

Explain to students that they can use words they know to help them learn new words, such as the scientific words in the text.

Direct students to work in pairs to choose illustrations of animals or situations in *Weird Friends* that represent the weekly vocabulary words. Have students label the illustrations with the vocabulary words and ask them to use words they know to explain the connection between the vocabulary words and the illustrations. **EMERGING**

Have students use familiar words and phrases to explain the meaning of the weekly vocabulary words. **DEVELOPING**

Have students create an illustrated glossary of the weekly vocabulary words. Direct students to include an explanation of each word using familiar words and phrases. **EXPANDING**

Have students use familiar words and phrases to write a brief paragraph about animal friendships that includes each of the weekly vocabulary words. **BRIDGING**



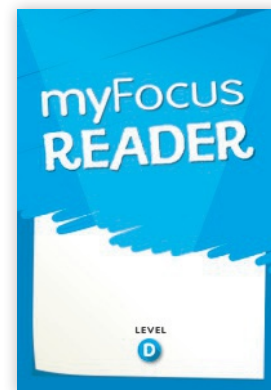
For additional support, see the online *Language Awareness Handbook*.

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 on specific or scientific words used in informational text.



Provide instructional support for comprehension and word study—*r*-Controlled Vowels and Academic Vocabulary.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader that they found interesting. Have student pairs take turns reading the passage smoothly, without stopping in the middle of sentences. Tell students to read at a slow and steady pace so that they can sound out words and respond to punctuation while they are reading.

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 specific or scientific words the author used in their independent reading text and how they figured out unfamiliar words as they read.

Possible Conference Prompts

- What words did the author use to describe relationships between animals?
- How did you figure out unfamiliar words?

Possible Teaching Point Readers pay attention to the author’s choice of words to better understand key ideas in the text.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T90–T91.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Encourage students to share new vocabulary words they learned from their reading. Ask them to define the words and explain why they think the words will be useful to know.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



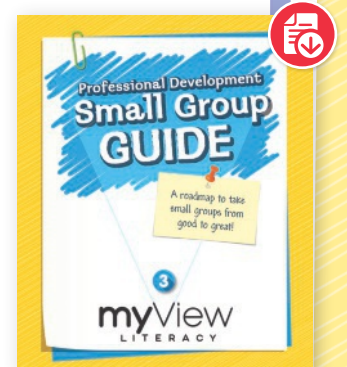
Students can

- complete the graphic organizer on *Student Interactive* p. 290.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 291.
- play the *myView* games.
- quiz a partner on the meanings of the weekly vocabulary words.

SUPPORT INDEPENDENT READING

Have students record and define scientific or interesting words they encounter in their independent reading.

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



Analyze Text Structure



Weird Friends

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Provide opportunities for students to apply the unit Academic Vocabulary words to topics in the lesson. Give students sentence starters, such as:

- Clown fish avoid predators by _____.
- Tuatara do not build their own homes but prefer to live in _____.

ELL Access

Have students look back at the Informational Text Structures Anchor Chart on *Student Interactive* p. 273. Review each type of text structure and assist students in creating a list of the text structures that they can use as a reference as they analyze text structure in this lesson.

Minilesson

FOCUS ON STRATEGIES Identifying the text structure that an author uses to organize the text helps readers understand key ideas and how the key ideas are related.

- Reread the text and ask yourself, “How did the author organize this text?” Look for signal words, such as *because*, *then*, *cause*, or *next* that show the relationship between key ideas in the text.
- To identify the text structure, use the signal words to determine the author’s organization of key ideas.

MODEL AND PRACTICE Use the Close Read note on p. 277 of the *Student Interactive* to model how to annotate the text to analyze text structure.

- Which details give clues to the authors’ organization of key ideas in the text? In paragraph 2, the first sentence tells that a “clown fish needs protection from its enemies.” The second sentence states, “So it chooses a poisonous sea anemone to be its bodyguard.” The word *so* helps me identify a relationship between the ideas in these two sentences. This helps me identify that the authors use a problem-and-solution text structure to describe the partnership between the clown fish and sea anemone.
- I underline the first two sentences in paragraph 2 because they include details that help me analyze text structure and recognize the clown fish’s problem and the solution to its problem.
- Guide students to recognize characteristics and structures of informational text by identifying the cause and effect, problem and solution, and other text structures in *Weird Friends*.

ELL Targeted Support Use Signal Words Explain to students that learning signal words will help them analyze texts.

Have students scan the text for signal words, such as *because*, *then*, *cause*, or *next*. Use each word they find in a simple sentence. Then, challenge students to fill in sentence frames, such as *The fish hid behind the bigger fish _____ he did not want to be seen.* **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text structure.

OPTION 1 MyTURN Have students annotate the text using other Close Read notes for Analyze Text Structure and then use the text evidence from their annotations to complete the chart on p. 292 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark text details that show relationships between key ideas and help them identify the text structure in their independent reading text.

QUICK CHECK

Notice and Assess Can students analyze and identify text structure?

Decide

- **If students struggle**, revisit instruction for analyzing text structure in Small Group on pp. T122–T123.
- **If students show understanding**, extend instruction for analyzing text structure in Small Group on pp. T122–T123.

STUDENT INTERACTIVE, p. 292



CLOSE READ

Analyze Text Structure

Authors use **text structure** to organize information. Recognizing text structure helps readers understand ideas and how ideas are related. One type of text structure shows problems and solutions.

1. **MyTURN** Go to the Close Read notes in *Weird Friends*. Underline the parts that help you analyze text structure.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Animal	Problem	Solution
clown fish	"The bright little clown fish needs protection from its enemies."	"So it chooses a poisonous sea anemone to be its bodyguard."
blind shrimp	"One species of shrimp is completely blind."	"It digs a hole in the sand, crawls in, and waits for a goby fish to swim in . . . the blind shrimp has a guide to lead it when it's safe to go out."

How does the problem-and-solution text structure help you understand the text?

This structure helps me understand what problems two animals have and how they use animal friends to solve their problems.

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Read Like a Writer

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Analyze Precise Verbs

Minilesson

FOCUS ON STRATEGIES Writers choose precise verbs because those verbs create different shades of meaning for the reader.

- To analyze how an author uses precise verbs, read the text and identify verbs that convey a specific action or state of being.
- Think about how a precise verb conveys more meaning than another verb that describes the same basic action. What is the author's purpose for including the precise verb?

MODEL AND PRACTICE Explain that students will analyze how authors Jose Aruego and Ariane Dewey use precise verbs to achieve specific purposes in *Weird Friends: Unlikely Allies in the Animal Kingdom*. Model analyzing precise verbs using p. 276 of the *Student Interactive*.

1. Read the page aloud. Have students identify the precise verb *warn*.
2. What are some other verbs the authors could have used instead of *warn*? What does the verb *warn* convey?
3. Discuss students' responses to the questions and explain that the authors chose to use a precise verb like *warn* instead of *tell* to show that the animals are in danger.

ELL Targeted Support Use Precise Verbs List verbs that describe the way someone runs, such as *jog*, *sprint*, or *trot*.

Discuss the shades of meaning of these verbs and have students use them in sentences. **EMERGING/DEVELOPING**

Have students brainstorm a list of other verbs that are similar. Ask volunteers to use these verbs in sentences and discuss their different meanings. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students back to *Weird Friends: Unlikely Allies in the Animal Kingdom* and circle some precise verbs. Then have them describe how the author's use of precise verbs achieves a specific purpose by completing the activity on p. 297 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 297



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use literal language, such as precise verbs, to convey a specific meaning.

Model ! Read the sentence from *Weird Friends*.

They **warn** one another of approaching predators.

precise verb

- 1. Identify** The authors chose the precise verb *warn*.
- 2. Question** How does *warn* convey a more precise meaning than the word *tell*?
- 3. Conclude** *Warn* is a more precise verb than *tell* because *warn* has a meaning that suggests that danger is around.

Read the sentence.

They cluster side by side for protection.

My TURN Follow the steps to analyze the sentence. Describe how the authors use a precise verb.

- 1. Identify** The authors chose the precise verb cluster.
- 2. Question** How does the verb convey a more precise meaning than the word *stand*?
- 3. Conclude** The verb cluster is a more precise verb than *stand* because Possible response: it suggests that the animals are grouped tightly together.

Word Study *r*-Controlled Vowels

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that the *r*-controlled vowel pattern *ar* can spell the vowel sound heard in the word *car*. The *r*-controlled vowel patterns *or*, *ore*, *oar* can spell the vowel sound heard in the word *fort*. Knowing how to decode these patterns can help students read words correctly.

MODEL AND PRACTICE Display the following multisyllabic words with *r*-controlled vowels, and have students use their knowledge to decode each word: *surfboard*, *organ*, *farther*, *orchard*, *garbage*.



APPLY Have students complete *Word Study* p. 46 from the *Resource Download Center*.



Name _____

Word Study

r-Controlled Vowels Some vowels are followed by the letter *r*, and some vowel combinations include the letter *r*. These vowels can be affected by the letter *r*. For example, the vowel *a* is affected by the letter *r* in the word *garden*. The *r* controls the vowel sound of the *a* when *garden* is pronounced.

My Turn Fill in the blanks with *ar*, *or*, *er*, or *oar* to form words. Then decode the words by saying each word aloud. An example has been completed for you. Example: transp. **ort** t

1. c. ar ton	6. e. er th
2. b. or e	7. st. or
3. c. er se	8. sh. ar k
4. do. or knob	9. ign. or
5. r. er _____	

Turn to Talk Work with a partner and write a sentence for two of the words you created.

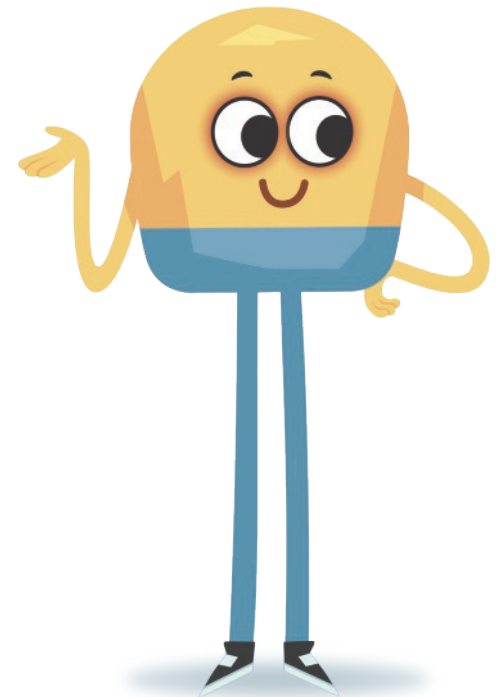
High-Frequency Words

Being able to read high-frequency words helps you to read fluently.

Turn to Talk With a partner, make an index card for each word: *finally*, *money*. Say each word aloud. Add the cards to a word wall.

Grade 3, Unit 2, Week 2
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Word Study, p. 46



FLEXIBLE OPTION
LESSON 3

More Practice


LESSON 1

Teach *r*-Controlled Vowels

LESSON 2


Apply *r*-Controlled Vowels

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Syllable Patterns
VC/V and V/CV

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T117 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT STRUCTURE

Teaching Point To identify text structure as you read informational text, look for clues to the relationships between key ideas. Recognizing text structure helps you better understand the topic presented in informational text.

ELL Targeted Support

Help students recognize words and phrases associated with different types of text structures.

Have student pairs use the illustrations to identify relationships between the animals. Help students use these relationships to identify the text structure. For example, the illustration of the blind shrimp and goby fish shows the two animals escaping a predator. Assist students in finding words and phrases in the text that indicate the problem-and-solution structure of the text. **EMERGING/DEVELOPING**

Have students work with a partner to analyze the text structure in the selection. After reading the text on each page, have students discuss the words and phrases that they think are clues to identifying the text structure. Encourage students to create a list of signal words that indicate different types of text structures. Provide support by reviewing and discussing students' lists as a group. **EXPANDING/BRIDGING**



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

Intervention Activity



ANALYZE TEXT STRUCTURE

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher's Guide* to provide instruction on narrative nonfiction and informational texts.

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

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

A Lot to Learn

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

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Reading Informational and Argumentative Text T • 215

Fluency

Assess 2–4 students



PROSODY

Have partners read a passage with fluent phrasing.

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. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3-4 minutes
per conference

ANALYZE TEXT STRUCTURE

Talk About Independent Reading Prompt students to share specific details in the text that helped them figure out the author’s organization of the text.

Possible Conference Prompts

- How would you describe the author’s organization of the text?
- What words helped you recognize relationships between key ideas in the text?
- How does analyzing the text structure help you better understand the central idea of the text?

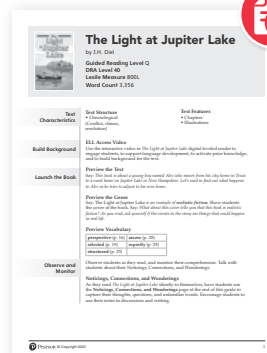
Possible Teaching Point Authors do not tell readers what text structure they use. Readers examine the text to figure out how the author organized information.

Leveled Readers



ANALYZE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T90–T91.
- For instructional support on how to analyze text structure, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Provide an opportunity for students to share what they have learned about text structure.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Weird Friends* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- develop a summary of a passage they read.

Centers



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

Literacy Activities



Students can

- compare and discuss responses in the chart on *Student Interactive* p. 292.
- discuss with a partner the text structures of independent reading texts.
- play *myView* games.
- review types of text structures using the Anchor Chart on *Student Interactive* p. 273.

SUPPORT PARTNER READING

During partner reading, remind students to listen actively while their partner is reading and track the text as it is read.

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



Evaluate Details



Weird Friends

OBJECTIVES

Evaluate details read to determine key ideas.

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

ADDITIONAL VOCABULARY

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

- How do the features of ostriches and zebras help them protect each other?
- How does the horse mackerel's home help it avoid being attacked by its predators?

Minilesson

FOCUS ON STRATEGIES Readers of informational text evaluate details as they read to determine key ideas in the text.

- Look for details, such as examples, descriptions, or facts, that the author uses to explain the topic.
- Evaluate the details by asking yourself, “What does this detail tell me about the topic? Is this an important detail that helps me understand a key idea in the text?”

MODEL AND PRACTICE Use the Close Read note on p. 276 of the *Student Interactive* to model how to annotate the text to evaluate details.

- In paragraph 1, the authors describe different ways that animals help one another survive. I highlight the details that tell about animal survival.
- Then, I carefully reread and evaluate these details. I can tell that these are important details to include because they help me see how animal relationships aid survival. I can use the details read to determine the key idea of the text on this page: To survive, some animals form friendships with other types of animals. I write this key idea in the margin of the page.

ELL Targeted Support Express Ideas Explain that sharing thoughts, feelings, and ideas about a text during discussion or instruction is an excellent way to monitor understanding.

Have students compose simple sentences to check their understanding during discussion, such as *I think _____. I agree with your idea about _____. EMERGING*

Have students restate their classmate's comments and ask questions to monitor their understanding during discussions, such as *You said _____. Does that mean you think _____? DEVELOPING*

During discussions, have students monitor their comprehension by repeating the ideas of others. Provide sentence frames, such as *I also think that _____ is an important detail in the text. I disagree because I think _____. EXPANDING/BRIDGING*



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for evaluating details.

OPTION 1 MyTURN Have students annotate the text using other Close Read notes for Evaluate Details and then use the text evidence from their annotations to complete p. 293 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they notice important details that help them determine key ideas in the text.

QUICK CHECK

Notice and Assess Are students able to evaluate details to determine key ideas?

Decide

- **If students struggle**, revisit instruction for evaluating details in Small Group on pp. T130–T131.
- **If students show understanding**, extend instruction for evaluating details in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 293



READING WORKSHOP

Evaluate Details

While reading informational text, look for **details** that help you understand important ideas. Evaluate, or judge, which details best support these ideas.

1. **MyTURN** Go back to the Close Read notes and highlight details that help you understand important ideas.
2. **Text Evidence** Use your highlighted text to evaluate details. Cite the details that help you determine important ideas.

Possible responses:

Animal Friends	Details	Important Ideas
ostrich and zebra	"The ostriches look, and the zebras listen, for predators."	Animals can warn each other of danger.
horse mackerel and Portuguese man-of-war	"The mackerel is safe and the man-of-war is well fed."	Animals can help protect other animals from predators.
forest mouse and beetles	"...beetles eat the fleas that infest" the mouse's fur.	Some animals clean other animals' bodies by eating insect pests.

Write for a Reader

OBJECTIVE

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Use Precise Verbs

Minilesson

FOCUS ON STRATEGIES Remind students that authors use precise verbs to make their writing more accurate and engaging. Review how authors Jose Aruego and Ariane Dewey use precise verbs to achieve specific purposes in *Weird Friends: Unlikely Allies in the Animal Kingdom*.

- When using precise verbs, authors consider how these verbs might help them achieve specific purposes. Could a precise verb help readers better understand the text? Could a precise verb help convey a certain visual picture?
- Authors carefully select precise verbs rather than more general verbs to make their writing more interesting to read. Precise verbs allow readers to better appreciate and visualize what authors are writing about.

MODEL AND PRACTICE Discuss how students might use precise verbs for specific purposes in their own writing, using p. 298 of the *Student Interactive*. Model an example: *I have always wanted to write about horses. If I wrote about visiting a horse stable, I would use precise verbs to help readers picture how horses actually move, such as using *gallop* instead of *run*. Another precise verb, *leap*, describes a horse's movement more vividly than a verb like *jump*, which describes a basic action.*

ELL Targeted Support Use Precise Verbs To help students understand the differences in verbs an author might use, ask them to perform the actions that different verbs describe.

Start with general verbs like *speak*, *talk*, and *answer*. Then ask volunteers to demonstrate more specific verbs like *shout*, *whisper*, *mumble*, *laugh*, or *sing*. Have students discuss how these vocal sounds are different. **EMERGING/DEVELOPING**

Have students act out simple verbs. Then introduce more specific verbs and ask them to act them out. Tell students to identify three verbs in their writing that they can make more specific. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Jose Aruego and Ariane Dewey's use of precise verbs as an example for their own writing. Then guide students to complete the activity on p. 298 in the *Student Interactive*.

Writing Workshop

Have students use precise verbs in their how-to article from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to include precise verbs in their writing.

STUDENT INTERACTIVE, p. 298



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use precise verbs to make their writing more accurate and engaging. A precise verb conveys an exact meaning, which can help readers better understand an idea.

MyTURN Think about how Jose Aruego and Ariane Dewey chose precise words to convey an exact meaning.

1. Write at least four precise verbs for the word *move*.
Possible responses: **hop, skip, run, crawl, shuffle**

2. Complete each sentence. Use a precise verb to describe how the animal moves. Include details to help make the sentences engaging.
Possible responses:

The dog **dashes around the yard**

The snake **slithers through the grass**

The clown fish **zooms through the water to safety**

The rhino **lumbers away from the tiger**

3. On a separate sheet of paper, describe how the verbs you chose help you achieve the purpose of telling exactly how the animals move.

Responses should describe how the verbs help readers picture the animals' movements.

You can use a thesaurus to find a precise verb.



Word Study Spiral Review

OBJECTIVE

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Syllable Patterns VC/V and V/CV

FOCUS ON STRATEGIES Review the strategies from the previous week to use the syllable patterns VC/V and V/CV to decode words.

MODEL AND PRACTICE Call on a volunteer to describe the syllable pattern of the word *metal*. Discuss how identifying the VC/V syllable pattern and determining that the first vowel has a short sound helps students know to divide after the consonant: *met-al*. Remind students that a V/CV pattern means that the first syllable ends in a vowel so the vowel sound is long, as in *ta-ken*.

APPLY Have students pair up to apply what they have learned about the VC/V and V/CV syllable patterns to decode the following words: *frozen*, *model*, *moment*, and *limit*. Encourage students to discuss and compare how they used the VC/V and V/CV syllable patterns to read and pronounce the words.



ELL Targeted Support

Syllable Patterns VC/V and V/CV Write the words *later* and *lemon* on the board. Read the words aloud with a VC/V pronunciation and a V/CV pronunciation. Help students determine which pronunciation is correct.

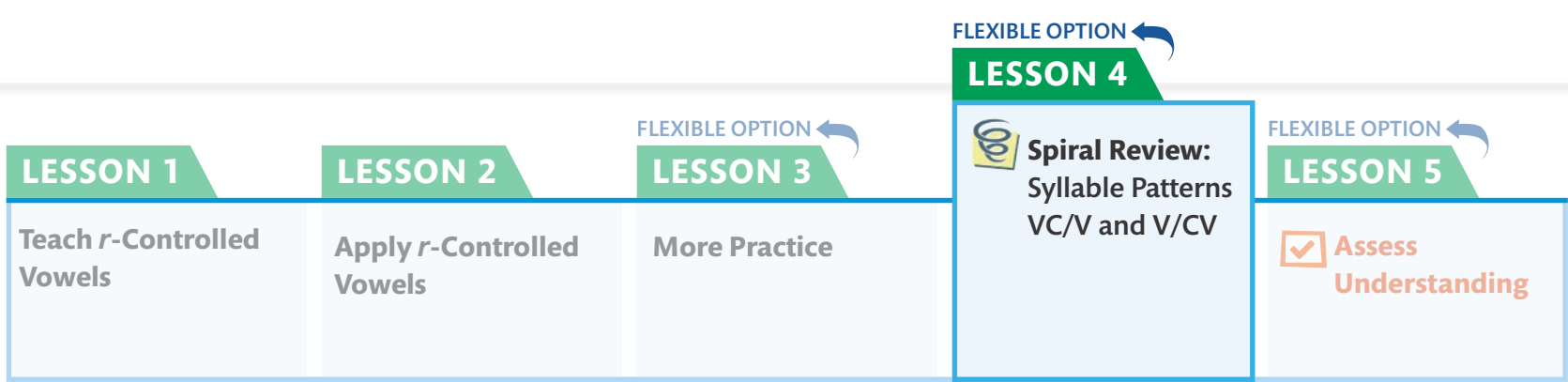
EMERGING

Have students work with a partner to determine the correct pronunciation of the words *later* and *lemon*. **DEVELOPING**

Have students work in pairs to write and pronounce the words *lemon* and *later* and make a slash where the syllables in the words should be divided.

EXPANDING

Have students work individually to divide the words *later* and *lemon* into syllables. Then have students write and divide two more words that follow each pattern. **BRIDGING**



Use the  **QUICK CHECK** on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group



EVALUATE DETAILS

Teaching Point Details that provide important information about the topic can help you determine key ideas in informational text. Have students scan *Weird Friends* for details that support the topic.

ELL Targeted Support Have students open their books to p. 286 of the *Student Interactive*. Have them demonstrate comprehension of the animal pairs by taking notes about details in the text.

Review the text with students and help them identify important details. Have them take notes by drawing an important detail from the text in their notebooks. **EMERGING**

Have students review the text in small groups and take notes with the help of sentence frames, such as: *The detail _____ is important. This detail is important because _____.* **DEVELOPING**

Have students review the text with a partner and then take notes in a two-column chart by writing an important detail in one column and telling how each detail relates to the topic in the other.

EXPANDING

Have students independently take notes by writing details about the text. Then discuss which details are the most important. **BRIDGING**



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

Intervention Activity



EVALUATE DETAILS

Use Lesson 26, pp. T167–T172, in the *myFocus Intervention Teacher's Guide* for instruction on evaluating details.

LEVEL D • READ

Lesson 26 Monitor Comprehension

DIRECTIONS Read the following story.

Race Day

- 1 Every year the students at Teton General Elementary School eagerly awaited the arrival of race day. There were races for each grade. Then there was the final race among the winners of all the grades. This was no regular foot race. It was a car race. The teams built their own cars for race day. Charlie was excited to learn who was on his team.
- 2 *This year will be different*, Charlie thought. *My teammates will like my idea this time.* In years past, Charlie's ideas were not very popular.
- 3 In first grade, Charlie's job was to figure out what the team should use to build the car. He thought construction paper would be great, but the rest of his team said, "NO!" Charlie hung his head. They were right. It was a bad idea. Another team used construction paper, and their car blew the wrong way in the breeze.
- 4 In second grade, Charlie's job was to decorate the car to show how fast it was. "Let's paint it yellow with black spots—like a cheetah!" he exclaimed. His team said, "NO!" They painted the car red with a lightning bolt. It looked pretty cool. It was better than a spotted car. This year was time for Charlie to shine.
- 5 Mr. Zane called out the team names. Charlie, Jason, Julia, and Thandar sat around a table and shared ideas. At first, Charlie was quiet. He didn't want Thandar to make fun of him. She wasn't mean, but she was very smart.

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Fluency

Assess 2–4 students



PROSODY

Ask pairs to take turns reading the passage expressively.

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. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.



Conferring

3 students/3-4 minutes per conference

EVALUATE DETAILS

Talk About Independent Reading Ask students to reread their sticky notes and share examples of important details that helped them determine key ideas in their independent reading texts.

Possible Conference Prompts

- Which details helped you identify key ideas?
- How could you tell whether a detail was important?
- Do you think evaluating details improved your skills as a reader? Explain why or why not.

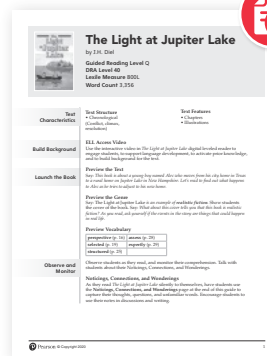
Possible Teaching Point When you evaluate details, you think about what the details tell you about the topic and how they help you understand the key ideas of the text.

Leveled Readers



EVALUATE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T90–T91.
- For instructional support on how to evaluate details, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Encourage students to share what they have learned about evaluating details from their reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a text.
- read a trade book or their Book Club text.
- read a text with a partner, taking turns reading and asking each other questions.

Centers



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

Literacy Activities



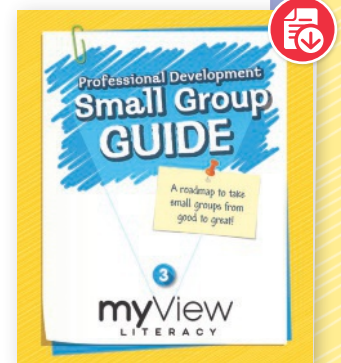
Students can

- complete the graphic organizer on *Student Interactive* p. 293.
- create a graphic organizer that shows key details and ideas of a text they have read.
- play *myView* games.
- with a partner, take turns reading a text with appropriate expression.

SUPPORT INDEPENDENT READING

Have students record the time they spend reading independently each day, encouraging them to increase their daily reading time over the course of the unit.

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



Reflect and Share



Weird Friends

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Provide oral practice using the unit Academic Vocabulary words to reflect on the text and make connections between the text, the unit theme, and Essential Question. Ask:

- How can you associate the topic of *Weird Friends* with the unit theme, *Interactions*?
- Did evaluating details in *Weird Friends* help you investigate an answer to the Essential Question: How do plants and animals live together?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Remind students that when they write a response to informational text, their writing should demonstrate an understanding of the text. To do this, they should identify their purpose for writing and include relevant facts and details to support their response.

MODEL AND PRACTICE Model responding to informational text using the Write to Sources prompt on p. 294 of the *Student Interactive*.

- When I respond to informational text, I first consider my purpose for writing: I will use evidence from the texts I read in this unit to explain how patterns and relationships help plants and animals survive.
- Next, I scan *Patterns in Nature* and *Weird Friends* to find facts and details from the texts that are relevant to my response, and I consider how my response will show an understanding of these texts.
- Then I write my response by composing a sentence that states how patterns and good relationships help plants and animals survive. I provide relevant details from both texts that support my statement.

ELL Targeted Support Respond to Questions Provide support for students' responses to the Write to Sources prompt.

Provide sentence frames that can help students draft their responses to the question, such as: *Patterns and good relationships help plants and animals survive because patterns ____ and good relationships ____.* *Patterns in Nature tells that patterns help ____ by ____.* *Weird Friends tells that good relationships help animals ____ by ____.* **EMERGING/DEVELOPING**

Have students write drafts of their responses to the question and exchange drafts with a partner. Ask partners to review each other's writing and work together to improve their responses by adding relevant details from the texts or strengthening the language to better demonstrate an understanding of the texts. **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 the informational texts they have read in this unit to complete the writing prompt on p. 294 in the *Student Interactive*.

OPTION 2 Use Independent Text Have students review their self-selected independent reading texts for text evidence to support an appropriate response to the Write to Sources prompt.

 QUICK CHECK

Notice and Assess Can students use text evidence to compare texts?

Decide

- **If students struggle**, revisit instruction for responding in Small Group on pp. T136–T137.
- **If students show understanding**, extend instruction for responding in Small Group on pp. T136–T137.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question on a separate sheet of paper.

STUDENT INTERACTIVE, p. 294



RESPOND TO TEXT

Reflect and Share

Write to Sources In this unit so far, you have read about patterns in nature and animal friendships. How do patterns and helping relationships help plants and animals survive? Use evidence from the texts to write a response to this question.


Respond to Informational Text When you respond to informational text, you consider the facts and details presented before you begin writing. Narrow your focus by asking yourself questions:

- What is my purpose for writing?
- What details from the text are relevant to my response?
- How will my response show an understanding of the information in the text?

Write one sentence that responds to the prompt. Identify details from the texts that tell about the survival of plants and animals. Use those details to support your response. Write your response on a separate sheet of paper.

Weekly Question

How do living things in a habitat support one another?



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My VIEW

Write About It For additional practice developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The text states that the survival of many animals depends on "weird friendships." Which "weird" relationship described in the text surprised you the most? Use text evidence to support your opinion.

Word Study *r*-Controlled Vowels

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE



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

FLEXIBLE OPTION

LESSON 5

Assess Understanding

To assess students' understanding of *r*-controlled vowels, display the following multisyllabic words.

margin

florist

carton

storage

boarder

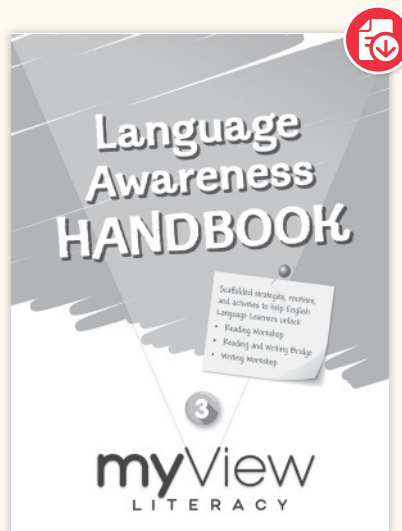
Have students use their knowledge of *r*-controlled vowels and multisyllabic words to read these words.





Develop Language Awareness

For additional practice with *r*-controlled vowels complete the activity on p. 22 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand *r*-controlled vowels.



LESSON 1

Teach *r*-Controlled Vowels

LESSON 2

Apply *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Syllable Patterns
VC/V and V/CV

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T133 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers of informational texts think about how different authors present information. Have students review the infographic on *Student Interactive* pp. 270–271 and describe how its information is similar to and different from *Weird Friends*. Remind students to use text evidence to support their ideas.

ELL Targeted Support Provide support for students as they use key words to compare and contrast the infographic and *Weird Friends*.

Draw a two-column chart on the board to help students identify the similarities and differences between the texts. Ask them to name different key words that apply to each text, and write the words under the correct heading. **EMERGING**

Provide pairs with sentence frames to help them compare and contrast the texts: *The infographic is about ____, but Weird Friends is about ____.* *The infographic and Weird Friends are similar because both texts ____.* Instruct students to use key words, if possible. Have partners take turns reading the sentences aloud. **DEVELOPING**

Have students write sentences identifying a similarity and a difference. Have pairs read their sentences aloud and then explain and discuss the similarities and differences. Ask students to use key words in their discussions.

EXPANDING/BRIDGING



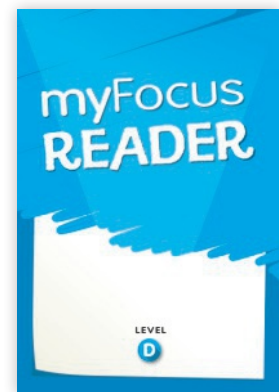
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 20–21 with students. Use the teaching support online at SavvasRealize.com to reteach and reinforce how readers can compare texts and encourage them to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on plant and animal patterns and relationships 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 have learned about making connections between texts.

Possible Conference Prompts

- What characteristics and structures of informational text did you recognize in the texts you read in this unit?
- If you were to write an informational text, how would your text be similar to or different from *Weird Friends*?

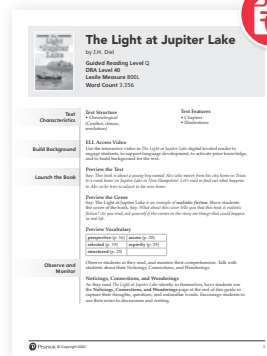
Possible Teaching Point Critical readers reflect on the informational texts they have read to make connections between texts.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T90–T91.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite students to share connections they have recognized among informational texts. Encourage students to comment on the benefits of gathering information from multiple texts.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously-read leveled reader.
- read their Book Club text or one of the books from the suggested titles on p. T471.

Centers



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

Literacy Activities



Students can

- research other animal pairs that benefit each other.
- compare with a partner key ideas in informational texts they have read.
- create a Venn diagram to compare and contrast two texts they have read.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T476–T477, for

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

UNIT 2 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about themes concerning *interactions* by analyzing illustrations in realistic fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of an informational text to write a how-to article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavvasRealize.com](https://www.savvasrealize.com):

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T142–T143
- Listening Comprehension: Read Aloud “Producer and Consumer” T144–T145
- Realistic Fiction T146–T147
- Quick Check T147

READING BRIDGE

- Academic Vocabulary: Context Clues T148–T149
- Word Study: Teach Compound Words T150–T151

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T154–T155
- Strategy, Intervention, and On-Level/Advanced Activities T154
- ELL Targeted Support T154
- Conferring T155

INDEPENDENT/COLLABORATIVE

- Independent Reading T155
- Literacy Activities T155

BOOK CLUB T155 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T380–T381
 - » Develop an Introduction
 - » Share Back

INDEPENDENT WRITING

- How-to Article T381
- Conferences T378

WRITING BRIDGE

- Spelling: Compound Words T382 **FLEXIBLE OPTION**
- Assess Prior Knowledge
- Language and Conventions: Spiral Review: Irregular Plural Nouns T383 **FLEXIBLE OPTION**

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T156–T169
 - » Preview Vocabulary
 - » Read: *Wolf Island*
- Respond and Analyze T170–T171
 - » My View
 - » Develop Vocabulary
- Quick Check T171
- » Check for Understanding

READING BRIDGE

- Word Study: Apply Compound Words T172–T173
- High-Frequency Words T172

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T174–T175
- Strategy and Intervention Activities T174
- Fluency T174
- ELL Targeted Support T174
- Conferring T175

INDEPENDENT/COLLABORATIVE

- Independent Reading T175
- Literacy Activities T175
- Collaboration T175

WRITING WORKSHOP

MINILESSON

- How-to Article T384–T385
 - » Organize Ideas into Steps
 - » Share Back

INDEPENDENT WRITING

- How-to Article T385
- Conferences T378

WRITING BRIDGE

- Spelling: Teach Compound Words T386
- Language and Conventions: Oral Language: Singular Possessive Nouns T387 **FLEXIBLE OPTION**

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Illustrations T176–T177
 - Close Read: *Wolf Island*
 - Quick Check** T177

READING BRIDGE

- Read Like a Writer: Analyze Author’s Message T178–T179
- Word Study: More Practice: Compound Words T180–T181 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T182–T183
- Strategy and Intervention Activities T182
- Fluency T182
- ELL Targeted Support T182
- Conferring T183

INDEPENDENT/COLLABORATIVE

- Independent Reading T183
- Literacy Activities T183
- Partner Reading T183

WRITING WORKSHOP

MINILESSON

- How-to Article T388–T389
 - Organize Steps into Sequence
 - Share Back

INDEPENDENT WRITING

- How-to Article T389
- Conferences T378

WRITING BRIDGE

- Spelling: More Practice: Compound Words T390 **FLEXIBLE OPTION**
- Language and Conventions: Teach Singular Possessive Nouns T391

LESSON 4

READING WORKSHOP

CLOSE READ

- Synthesize Information T184–T185
 - Close Read: *Wolf Island*
 - Quick Check** T185

READING BRIDGE

- Write for a Reader: Use Author’s Message T186–T187
- Word Study: Spiral Review: *r*-Controlled Vowels *ar, or, ore, oar* T188–T189 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T190–T191
- Strategy and Intervention Activities T190
- Fluency T190
- ELL Targeted Support T190
- Conferring T191

INDEPENDENT/COLLABORATIVE

- Independent Reading T191
- Literacy Activities T191

WRITING WORKSHOP

MINILESSON

- How-to Article T392–T393
 - Add Illustrations
 - Share Back

INDEPENDENT WRITING

- How-to Article T393
- Conferences T378

WRITING BRIDGE

- Spelling: Spiral Review: *r*-Controlled Vowels *ar, or, ore, oar* T394 **FLEXIBLE OPTION**
- Language and Conventions: Practice Singular Possessive Nouns T395

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T192–T193
 - Write to Sources
 - Quick Check** T193
 - Weekly Question

READING BRIDGE

- Word Study: Compound Words T194–T195 **FLEXIBLE OPTION**
 - Assess Understanding** T194

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T196–T197
- Strategy, Intervention, and On-Level/Advanced Activities T196
- ELL Targeted Support T196
- Conferring T197

INDEPENDENT/COLLABORATIVE

- Independent Reading T197
- Literacy Activities T197

BOOK CLUB T197 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T396
 - Develop and Compose a Conclusion
 - Share Back

INDEPENDENT WRITING

- WRITING CLUB** T397 **SEL**
 - Conferences T378

WRITING BRIDGE

- Spelling: Compound Words T398
 - Assess Understanding** T398
- Language and Conventions: Standards Practice T399 **FLEXIBLE OPTION**

Materials

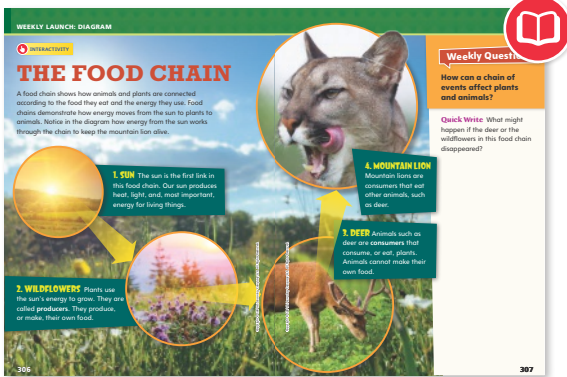
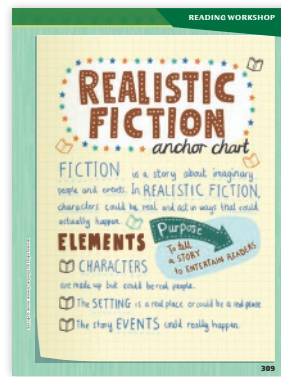
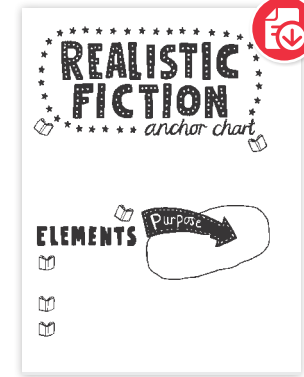


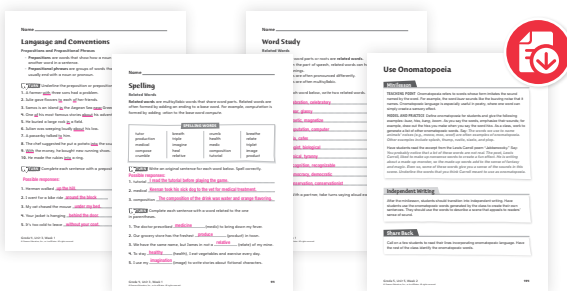
DIAGRAM
The Food Chain



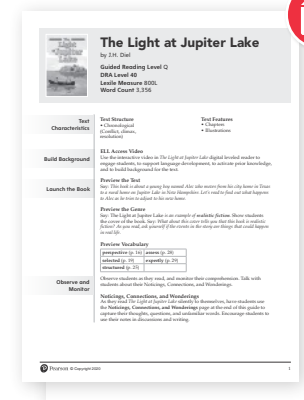
READING ANCHOR CHART
Realistic Fiction



EDITABLE ANCHOR CHART
Realistic Fiction



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

minutes
decided

Develop Vocabulary

depended
well-being
population
available
balance

Spelling Words

popcorn
football
moonlight
eyesight
airport
haircut
fireworks
outside
playground
rattlesnake

Challenge Spelling Words

courthouse
thumbtack
teammate

Unit Academic Vocabulary

prefer
features
investigate
associate
avoid

WEEK 1 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant background knowledge, and use context clues to understand the meaning of words and phrases. Use appropriate fluency skills, including reading aloud with meaning and accuracy.

ELL Language Transfer
Compare "Prod and Cons" to "Producer and Consumer".

FLUENCY
After comparing the Read Aloud Routine, students will read aloud with meaning and accuracy.

THINK ACTIVITY
Students will compare the "Prod and Cons" to "Producer and Consumer".

THINK ACTIVITY
Students will compare the "Prod and Cons" to "Producer and Consumer".



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds are a powerful tool for building students' reading skills and comprehension. They provide an opportunity to model fluency and expression reading, to foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
Identify the key elements of the story.
Determine the Teaching Point.
Identify open-ended questions and "Think Aloud" or "Think Aloud" questions to pose to students at the points where you plan to stop to think with students.

BEFORE READING
Show the cover of the book to introduce the title, author, illustrator, and genre.
Ask the big, open-ended question of the story.
Point out interesting artwork or photos.
Connect prior knowledge and use that background knowledge for understanding.
Discuss key vocabulary essential for understanding.

DURING READING
You can choose to stop and reading to students get to get the most and enjoy. Think Aloud and open-ended questioning for a longer time into the text.
Read with expression to draw in listeners.
Ask questions to guide the discussion and draw attention to the teaching point.
Use Think Aloud to model strategies and model use to monitor comprehension and correct reading that may be needed.
Help students draw connections to their own experiences, text they have read or learned to in the past, or the world.

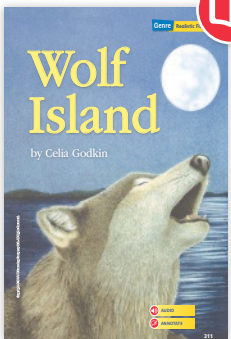
AFTER READING
Summarize and allow students to share thoughts about the story.
Facilitate a discussion by modeling the "Think Aloud" or "Think Aloud" of the story.
Choose and assign a Student Response Form available on ReadOn.com.

Finalists Teaching Points
Identify the story.
Identify the characters.
Identify the Teaching Point.
Identify the Genre.
Identify the Author.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"Producer and Consumer"



SHARED READ
Wolf Island

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T478-T479

Mentor STACK

Writing Workshop T377



LITERACY STATIONS



SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options
- The following assessments are available on SavvasRealize.com:
 - Progress Check-Ups
 - Cold Reads
 - Weekly Standards Practice for Language and Conventions
 - Weekly Standards Practice for Word Study
 - Weekly Standards Practice for Academic Vocabulary
 - Practice Tests
 - Test Banks

Assessment GUIDE

A comprehensive guide for literacy assessment including:
Support for every data to inform instruction
Check for use examples and tools for all types of literacy assessments
Resources for building student literacy skills

3

myView LITERACY

ASSESSMENT GUIDE



Interact with Sources

OBJECTIVES

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

Identify and describe the flow of energy in a food chain and predict how changes in a food chain affect the ecosystem such as removal of frogs from a pond or bees from a field.


ACADEMIC VOCABULARY

Language of Ideas To help students access the ideas in the diagram, ask the following questions featuring the Academic Vocabulary: *In what way does the diagram show how plants and animals associate with each other? How does the diagram help you investigate the connection between plants and animals?*

- associate
- features
- avoid
- prefer
- investigate

Explore the Diagram

Remind students of the Essential Question for Unit 2: *How do plants and animals live together?* Point out the Week 3 Question: *How can a chain of events affect plants and animals?*

Direct students' attention to the diagram on pp. 306–307 in the *Student Interactive*. Explain that a diagram combines words and pictures to show the relationship between ideas. Have students read the diagram and discuss how plants and animals are connected by the flow of energy through a food chain. 

Use the following questions to guide discussion:

- What information in the diagram did you find interesting or surprising?
- How does the diagram use words and images to show a chain of events?
- What would happen to the ecosystem if a connection between one of the links was broken?

WEEKLY QUESTION Reread the Week 3 Question: *How can a chain of events affect plants and animals?* Tell students that they just learned about some of the ways plants and animals are linked to each other through food chains. Explain that they will read more about these associations this week.

QUICK WRITE Have students respond in writing to the question on *Student Interactive* p. 307 and share their responses.



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 Use Visual Support Read aloud the informational paragraphs that accompany the pictures in the diagram. Have students listen carefully as you point out the related visuals in the *Student Interactive*. Preview key vocabulary: *food chain, connected, energy, alive, link, heat, grow*. Encourage students to use these words as they discuss the topic.

Have students point to an image and tell how the image supports something they already know about the topic. Provide the following sentence frames: *I already know that _____ provide energy for _____. I already know that _____ need energy from _____.*

EMERGING

Have students choose an image and write a sentence or two that tells how the image supports something they already know about the food chain. Provide the following sentence frames: *The image of the _____ shows _____. I already know that _____.*

DEVELOPING

Have students work independently to write a sentence about each image, telling how it supports what they already know about the food chain. Ask volunteers to read aloud their sentences. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 306–307



WEEK
3

WEEKLY LAUNCH: DIAGRAM

INTERACTIVITY

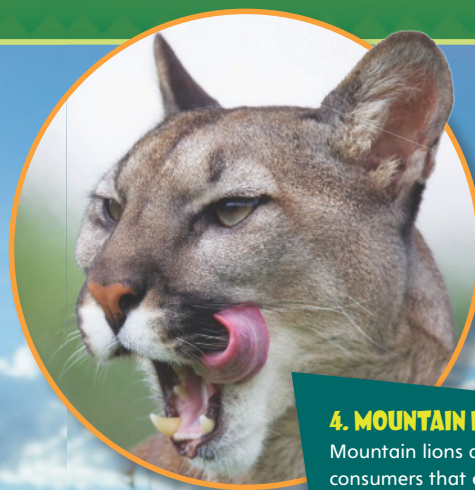
THE FOOD CHAIN

A food chain shows how animals and plants are connected according to the food they eat and the energy they use. Food chains demonstrate how energy moves from the sun to plants to animals. Notice in the diagram how energy from the sun works through the chain to keep the mountain lion alive.



1. SUN The sun is the first link in this food chain. Our sun produces heat, light, and, most important, energy for living things.

2. WILDFLOWERS Plants use the sun's energy to grow. They are called **producers**. They produce, or make, their own food.



4. MOUNTAIN LION Mountain lions are consumers that eat other animals, such as deer.



3. DEER Animals such as deer are **consumers** that consume, or eat, plants. Animals cannot make their own food.

Weekly Question

How can a chain of events affect plants and animals?

Quick Write What might happen if the deer or the wildflowers in this food chain disappeared?

Listening Comprehension

OBJECTIVES

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

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

ELL Language Transfer

Cognates Point out the Spanish cognates in “Producer and Consumer.”

- interest : *interés*
- energy : *energía*
- vegetable : *vegetal*

FLUENCY

After completing the Read Aloud Routine, display “Producer and Consumer.” Model reading a section of the story, asking students to notice that your reading rate is adjusted for accuracy and meaning, not speed, while emphasizing how to use appropriate expression and punctuation with dialogue. Then ask students to read a favorite piece of dialogue to a partner.

THINK ALOUD

Analyze Realistic Fiction

I notice that Jacob is focused on working very hard to plant some seeds. But after reading the dialogue, I also notice that Jacob seems to be a polite boy. He didn't want to stop what he was doing outside, but he was polite when his Grandmother called him to come in. It makes me wonder what Jacob is really up to and why. Since I know that dialogue and plot events are important in realistic fiction, I want to see what else Jacob says and does in the rest of the story.

Realistic Fiction

Tell students you are going to read a realistic fiction story aloud. Have students listen as you read “Producer and Consumer.” Explain that students should listen actively, paying careful attention to the dialogue between characters, the setting, and the plot as you read the story. Prompt students to ask relevant questions to clarify information and to make pertinent comments.

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 the genre and the characters in the story.

Producer and Consumer

The shovel landed with a thud as Jacob grabbed a rake from the pile of tools. With a flurry, the boy began tugging the rake teeth through the freshly dug soil. Unopened seed packets were laid out on the grass.

“Time for lunch,” Grandma called from the screened porch.

“Awww, Grandma, I can't stop now! I need more time. Please?”

Grandma turned back to the kitchen, leaving Jacob to rake. She wondered why he was working so tirelessly. Jacob had never shown interest in yardwork before.

Finally, after the small patch of ground was smooth, Jacob pulled a hoe sideways to dig furrows. These little valleys will make soft beds for the seeds, Jacob thought. By then he was hungry and thirsty.

“Thanks for letting me finish, Grandma,” he panted, running inside. “I must get the seeds planted today. Grandpa said we are expecting rain tonight!”

“And? What is the big rush, Jacob?” she asked.

*“The Producer and Consumer” continued*

“We’ve been studying plants and animals at school, Grandma. I read that many animals depend on plants for food. This is part of the food chain, you know. Some are producers. Some are consumers,” he added with a sparkle in his eyes.

Grandma nodded. “Yes. Of course,” she answered thoughtfully. Still, what was this gardening fever all about, she wondered.

Jacob ate his sandwich quietly while Grandma waited to see if she would hear more of his plan. But, after remembering to say, “Thank you,” he ran back outside to plant.

Jacob planted his seeds carefully, row by row. He stuck the seed packet over a stake at the end of each row. Smiling, Jacob went home knowing his job was at least started.

At last, after a week of both sunny and rainy days, little sprouts pushed their way up through the freshly tilled soil. Jacob proudly took his parents to see the surprise at Grandma’s.

Mother was so surprised. “Jacob, this is wonderful! We will all enjoy fresh vegetables this summer!”

“Good job!” Dad said proudly. “You used a lot of energy on this!”

Jacob smiled and said, “Yes! I wanted to be a producer, not just a consumer! Now I’m BOTH!”

Grandma smiled. Jacob’s big project made sense now. Jacob made the family a part of both sides of the food chain!

**THINK ALOUD**

Analyze Realistic Fiction As I reread the last page, it makes me think that Jacob must have kept the garden a secret from his parents, because of the dialogue between them. Jacob was excited and proud to show his surprise to his parents. They understood the hard work and the benefits for the family. The characters’ dialogue also shows me that Jacob seemed just as excited to explain the reasons behind the hard work he put into planting the garden. I think the author wanted to demonstrate that Jacob is not only polite and a hard worker, but also a quick learner who understands how to apply his new knowledge to help his family and friends.

WRAP-UP**JACOB’S PROJECT**

Consumer

Producer

Use a T-chart to help students show what Jacob did to become a producer, and what he planned to do as a consumer.

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 themes concerning *interactions* by analyzing illustrations in realistic fiction.

OBJECTIVE

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

LANGUAGE OF THE GENRE

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

- characters
- settings
- problems
- plot
- dialogue
- pacing

FLEXIBLE OPTION ANCHOR CHARTS

- Display a poster-sized Anchor Chart related to the one in the *Student Interactive*.
- Review the genre throughout the week by having students add to the chart.

ELL Language Transfer

Cognates Point out the Spanish cognates related to realistic fiction:

- realistic : *realista*
- entertain : *entretener*
- character : *carácter*

Minilesson

FOCUS ON STRATEGIES In this unit, students will read both informational text and realistic fiction. They can learn to recognize the differences in these genres and then adjust their reading strategies accordingly.

- Ask yourself whether the text has a character. If it does, ask if the character is believable and lives in a setting that is possible in real life. This may be a strong indicator that you are reading realistic fiction.
- Does the text contain information, facts, and ideas that attempt to explain something about the natural world or the people in it? Check to see whether the text includes graphics and text features like boldfaced headings, diagrams, charts, and maps. These are all found in informational text, not fiction.

MODEL AND PRACTICE Model determining if the story is realistic fiction: In “Producer and Consumer,” Jacob is making a garden in his grandmother’s backyard. A grandson working on a project at his grandmother’s house seems like a realistic setting with realistic characters. I believe this is an example of realistic fiction.

Model determining if a text is informational: If I read an informational text, I ask myself, What is it the author wants me to learn? I may need to find out the meanings of new vocabulary words, and I will need to use all the graphics and text features to help me determine the main idea of the text.

Discuss the similarities and differences between the genres and how recognizing the genre allows readers to adjust their reading strategies.

FLUENCY Model reading the first page of “Producer and Consumer” with accuracy, demonstrating how to self-correct when a mistake is made. Then have students echo read, following your model phrase-by-phrase.

Follow the same method to model reading the informational text on pp. 306–307 in the *Student Interactive*. Discuss the importance of accuracy in reading to learn.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction.

OPTION 1 TURN, TALK, AND SHARE Have students use the Turn and Talk activity on p. 308 of the *Student Interactive*. Circulate to determine if students are successfully describing the similarities and difference between realistic fiction and informational text.

OPTION 2 Use Independent Text Have students make a T-chart to identify problems that must be resolved. Have students write a brief description of the problem the character or characters encounter on one side of the chart and whether or not they think it is a realistic problem on the other.

QUICK CHECK

Notice and Assess Can students identify realistic fiction stories?

Decide

- **If students struggle**, revisit instruction about realistic fiction in Small Group on pp. T154–T155.
- **If students show understanding**, have them continue to practice the strategies for reading Realistic Fiction in Small Group on pp. T154–T155.

Be a Fluent Reader Remind students that fluency includes reading with accuracy. Have students work with a partner to complete the fluency activity on p. 308 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 308–309



GENRE: REALISTIC FICTION

READING WORKSHOP

Learning Goal

I can learn more about themes concerning interactions by analyzing illustrations in realistic fiction.

Realistic Fiction

Realistic fiction is a made-up story that is written to engage readers. It includes

- Believable **characters** that can be people or animals
- A **plot** or problem with rising tension or excitement
- A **setting** that could be in real life

TURN and TALK With a partner, describe how realistic fiction is similar to and different from informational text. Use the Realistic Fiction Anchor Chart to help you.

Be a Fluent Reader Fluency includes reading with expression and accuracy. Realistic fiction often contains dialogue between characters, which is good for practicing both expression and accuracy.



When you read dialogue aloud,

- Raise or lower the pitch of your voice to express the emotion of the character.
- Read carefully to avoid making mistakes. Use quotation marks to help you group words. Pause when you see a comma or period.

308

REALISTIC FICTION anchor chart

FICTION is a story about imaginary people and events. In **REALISTIC FICTION**, characters could be real and act in ways that could actually happen.

Purpose
To tell a STORY to ENTERTAIN READERS

ELEMENTS

- CHARACTERS** are made up but could be real people.
- The **SETTING** is a real place or could be a real place.
- The story **EVENTS** could really happen.

309

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

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

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

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- associate : *asociar*
- prefer : *preferir*
- investigate : *investigar*

WEEKLY STANDARDS PRACTICE



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

Context Clues

Minilesson

FOCUS ON STRATEGIES Context clues are words and phrases a reader can use to figure out the meaning of unfamiliar words. Context clues may be found in the same sentence as the unfamiliar word or in nearby sentences.

- Identify unfamiliar words as you read.
- Look for familiar words and phrases to help you decide the meaning of unfamiliar words.
- Use a print or online dictionary to confirm a word's meaning.

MODEL AND PRACTICE Model this strategy using the first example in the chart on p. 329 of the *Student Interactive*.

- Read the first example. Then say: *I see the Academic Vocabulary word **associate** in the sentence, so I will underline it. Now I will look for clues that will help me understand the meaning of **associate**. The second sentence says that the smell of cookies and her grandma's house were related in her mind. The word **related** clues the meaning of the word **associate**. When you associate two things, you relate or connect them in some way.*
- Have a volunteer use a print or online dictionary to confirm the meaning of the word *associate*.

ELL Targeted Support Context Clues Have students practice identifying context clues by giving them the definition of the word *avoid* as “to stay away from” and using that definition to identify context clues.

Display the following sentence on paper: *To avoid the barking dogs, the boys walked on the other side of the street.*

Have students point to which words in the sentence reveal the meaning of *avoid* as “to stay away from.” Give them the prompt: *What did the boys do to stay away from the dogs?* **EMERGING/DEVELOPING**

Have students work individually to underline the words that reveal the meaning of *avoid*. Have them discuss their findings with a partner.

EXPANDING/BRIDGING



ASSESS UNDERSTANDING

Apply

MyTURN Have students follow the same strategy as they complete the activity on p. 329 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 329



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Context Clues are words that help you determine the meaning of unfamiliar words. Context clues can be found within and beyond the sentence that contains the unfamiliar word. Once you have used context clues to determine a word's meaning, use a print or digital dictionary or glossary to confirm the meaning.

MyTURN For each sentence,

1. **Underline** the academic vocabulary word.
2. **Highlight** the context clue that helps you determine the word's meaning.
3. **Write** a brief definition based on the clues.

Learning Goal

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

The children prefer the south end of the park. They like it better because the playground equipment is the newest and best.

Definition: like more, favor

The city pool has some new features, including a water slide and a diving board.

Definition: details or special traits

Lee must investigate the attic to figure out what the noise is.

Definition: examine or look closely

To avoid walking through the mud, they took the long way home.

Definition: stay away from

Word Study Compound Words

OBJECTIVE

Decode compound words, contractions, and abbreviations.

LESSON 1

Teach Compound Words

FOCUS ON STRATEGIES Compound words are words formed by combining two or more smaller words. Identifying the smaller words that form a compound word can sometimes help determine the meaning of the compound word.

MODEL AND PRACTICE Display the words *snowball*, *haircut*, and *fireplace* on the board. Guide students to identify the words that make up each compound word. Then have students read, or decode, each compound word.

Guide students to use the individual words to help determine the meaning of each compound word. (*snowball*: a ball made of snow; *haircut*: the act of getting one's hair cut; *fireplace*: a place or area used to make a fire)

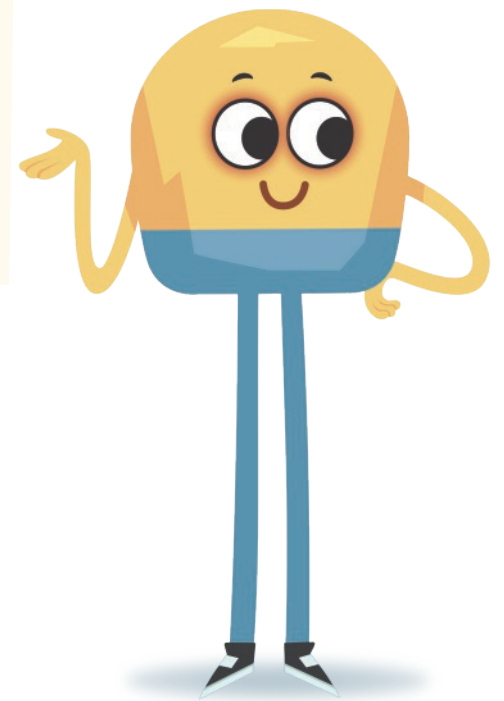


ELL Targeted Support

Compound Words Write the words *any* and *thing* on the board. Have students read the words with you. Then below those words, write the word *anything*. Have students choral read the compound word *anything*. **EMERGING**

Write the words *any*, *thing*, *after*, and *noon* on flashcards. Have students read the words individually. Then have them work with a partner to form and read the compound words *anything* and *afternoon*. **DEVELOPING**

Write the words *any*, *thing*, *after*, and *noon* on flashcards. Have students read the words individually. Then have partners form and read the compound words *anything* and *afternoon*. Ask them to write the compound words they formed on paper. **EXPANDING/BRIDGING**



LESSON 1

Teach Compound Words


LESSON 2

Apply Compound Words

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
r-Controlled Vowels
ar, or, ore, oar

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Matching Texts to Learning

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



Genre Realistic Fiction

Text Elements

- Some new vocabulary
- Multisyllable words

Text Structure

- Chronological



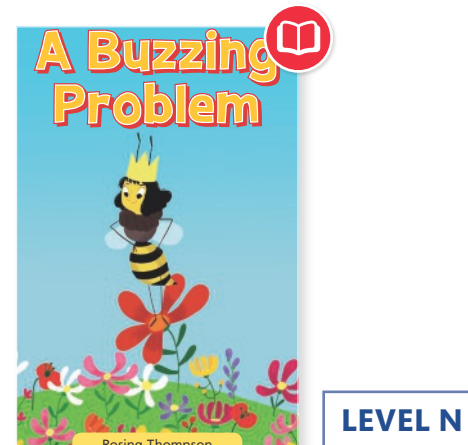
Genre Animal Fantasy

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Chronological



Genre Animal Fantasy

Text Elements

- Multiple characters to understand
- Sentences of varying length and complexity

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

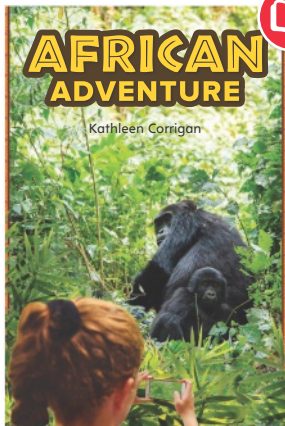
- How can you tell this book is fiction?
- Is the main character believable?
- Is the problem the character must overcome or solve something that might happen in real life?
- Could the story events take place in your life?

Develop Vocabulary

- What interesting vocabulary words did you find?
- Did context clues help you figure out the meaning of ____?
- What words did the author use to describe the main character?

Synthesize Information

- Which details in the illustrations support the evidence in the text?
- What evidence in the illustrations and text helped you understand the problem the characters encountered?
- How did the illustrations and text work together to tell the story?



LEVEL O

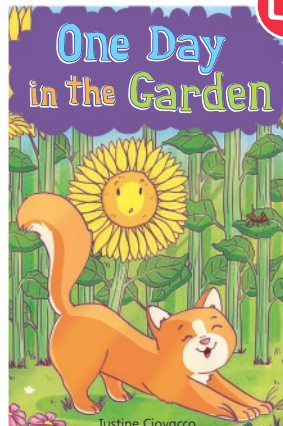
Genre Realistic Fiction

Text Elements

- Multiple characters to understand
- Figurative language

Text Structure

- Blog Posts



LEVEL O

Genre Animal Fantasy

Text Elements

- Multiple characters to follow
- Figurative language

Text Structure

- Chronological



LEVEL P

Genre Science Fiction

Text Elements

- Challenging themes
- Characters revealed by what they say and do

Text Structure

- Chronological

Analyze Illustrations

- How did the author use illustrations to help you understand the story?
- Which illustration most supported the author's description of the main character?
- How do illustrations in informational text compare to using illustrations in realistic fiction? Do they serve the same purpose?

Compare Texts

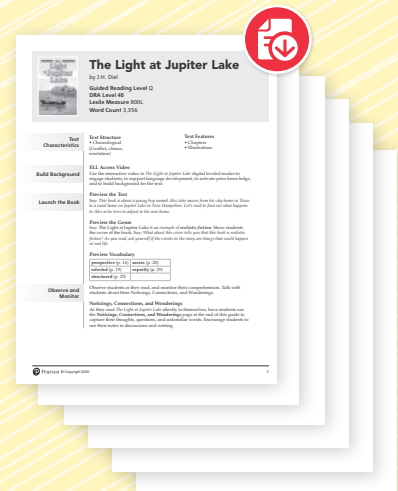
- How does the unit genre of informational text compare to the realistic fiction you have read?

Word Study

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

**LEVELED READER
TEACHER'S GUIDE**

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



Use the  **QUICK CHECK** on page T147 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY REALISTIC FICTION

Teaching Point When you read realistic fiction, the characters should act and respond the way real people or animals would. The setting will be a real place or a place that could be real, and the problem the characters must overcome and the plot events should seem like they could happen in real life. Use the Anchor Chart on *Student Interactive* p. 309.

ELL Targeted Support

Review the primary features of realistic fiction: the characters should seem like real people, the setting should seem like a real place, and the plot should be something that could really happen.

Show the book cover of a realistic fiction text with which students are familiar. Show an illustration of the setting. Ask students to name the setting of the story. Continue showing illustrations as you point out the events and resolution. **EMERGING/DEVELOPING**

Have students discuss realistic fiction story events and use a chain-of-events graphic organizer to label what happened at the beginning, middle, and end of the story. Ask students to use the organizer to retell the events to another student. **EXPANDING/BRIDGING**



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

Intervention Activity



READING REALISTIC FICTION

Use Lesson 21, pp. T133–T138, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of fiction.

LEVEL D • READ

Lesson 21 Genre: Fiction

DIRECTIONS Read each story. Pay attention to the way the ideas and events are organized. Think about who each story is about, where and when it takes place, and who tells the story.

A Forever Home

- 1 The day had come. Sarah really wished Max could stay. The hardest part of fostering was sending animals to their new homes. Usually it was sad, but it wasn't a huge deal. Sarah had her dog Matilda. They were constant companions. But there was something special about Max.
- 2 He was so little. He was so scared when he first came to live with Sarah. He would sit near only Sarah and Matilda. He would climb right into Sarah's lap. He would snuggle up under Matilda's big floppy ear. Sarah and Matilda loved Max.
- 3 Max went everywhere with them. They took him to the park and to the river. They also took him to adoption events. At this last event, someone submitted an application to adopt Max. Sarah was worried.
- 4 "But he is my dog," Sarah insisted, despite her mother's reminders that they couldn't keep every dog they fostered. Max was different.
- 5 The day came for Max to go. Sarah, Matilda, and her mom drove Max to his new home. He looked confused when they drove away without him. Sarah's heart broke, and Matilda would not quit whining.
- 6 Sarah went to bed early, crying herself to sleep with Matilda by her side.
- 7 Early the next morning, Sarah woke up to slobbery licks on her face. "Max! Cut it out!" she said. She sat straight up in bed. "MAX!!!"
- 8 Sarah's mom peeked in. "You were right, Sarah. Max is your dog. And it looks like he is Matilda's, too." The dogs were snuggled up together, wagging their tails like crazy.

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the diagram on *Student Interactive* pp. 306–307 to generate questions about how living things are affected by a chain of events 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 REALISTIC FICTION

Talk About Independent Reading Ask students what characteristics of realistic fiction they have noticed in the book they are reading. Ask how these characteristics helped them understand the author’s purpose.

Possible Conference Prompts

- Who is the most important character?
- What is the character’s main problem or goal?
- What did the character do to solve the problem or reach the goal?

Possible Teaching Point Do you remember what we learned about the characters, setting and events in realistic fiction? The character(s) face a problem they have to resolve in a realistic way.

Leveled Readers



IDENTIFY REALISTIC FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to find the characteristics of realistic fiction, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share

Bring the class together in whole group. Encourage students to tell how they recognized the elements of realistic fiction in their independent reading.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- continue reading their Book Club text or one of the books from the suggested titles on p. T471.

Centers



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

Literacy Activities



Students can

- write about their stories in a reading notebook.
- reread the story with a partner.
- play the *myView* games.
- complete an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T478–T479, for

- teacher’s summary of chapters in *Wetlands*.
- 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



OBJECTIVES

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

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 310 in the *Student Interactive*. Have students share what they already know about the words, and define them as needed.

depended: counted or relied on

well-being: health and comfort

population: the number of animals or people living in a place

available: ready to use

balance: enough different plants and animals to keep a habitat healthy

- These words will help you understand the topic of *Wolf Island*. As you read, highlight the words when you see them in the text. Try to connect these ideas to what you have already read and know. Think about how you can use the words to analyze and discuss other details from the text.

Read

Discuss the First Read Strategies. Prompt students to look at the cover art and consider how it relates to the title of the text, *Wolf Island*. Then have students preview the illustrations and use them to predict what the story is about.

FIRST READ STRATEGIES

NOTICE Ask students to look at the illustrations as they read and compare them to the details provided in the text.

GENERATE QUESTIONS Have students write their questions about the text and illustrations before, during, and after reading. Tell students that this will help them pay attention to details and clarify their understanding.

CONNECT Encourage students to connect this text to what they know about the environment—the plant and animal life of a place as well as the weather, landforms, and soil. Tell students that the story is set in Northern Ontario, Canada, a region on the northern side of the Great Lakes. Show students a map of this region and have them share their prior knowledge or ideas about the environments there.

RESPOND Ask students to keep the Weekly Question in mind as they read: How can a chain of events affect plants and animals? Have students note places in the text that help them answer this question.

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



ELL Targeted Support Contrast Words Tell students that they can contrast uses of the vocabulary words in sentences to understand their meaning. Display the food chain diagram from pp. 306–307 in the *Student Interactive*. For each word, write on the board a pair of simple sentences that discuss the diagram. Use the word differently in each sentence.

Write: *The deer depends on plants for food.* Explain: **That means the deer needs plants to survive.** Then write: *The sun does not depend on plants.* Explain: **That means the sun does not need plants.**

Read the sentences. Have students repeat after you. Tell students to use the words to discuss any topic. **EMERGING/DEVELOPING**

Ask students to write their own pairs of contrasting sentences. Have student pairs check that their partner’s sentences are true.

EXPANDING/BRIDGING

ELL Access

Background Knowledge Students’ prior knowledge of predator-prey relationships and food chains can help them recognize and understand the cause-and-effect relationships between events in the text. Encourage students to share what they already know about the needs of animals and plants in any type of environment.

STUDENT INTERACTIVE, pp. 310–311



Meet the Author



Celia Godkin is a biologist, teacher, author, and illustrator best known for her book *Wolf Island*. Some of her children’s books have environmental themes, including *The Wolves Return*, *Fire!*, and *Skydiver: Saving the Fastest Bird in the World*. Godkin has won several awards, including the Green Earth Book Award.

Wolf Island

Preview Vocabulary

As you read *Wolf Island*, pay attention to these vocabulary words. Notice how they help you understand the topic of the text.

depended	well-being
population	available balance

Read

Preview the illustrations and use them to predict what the story is about. Follow these strategies when you read this **realistic fiction** text the first time.

<p>Notice illustrations that make you wonder about the text.</p>	<p>Generate Questions to clarify details as you read.</p>
<p>Connect this text to what you know about the environment.</p>	<p>Respond by discussing how this text answers the weekly question.</p>

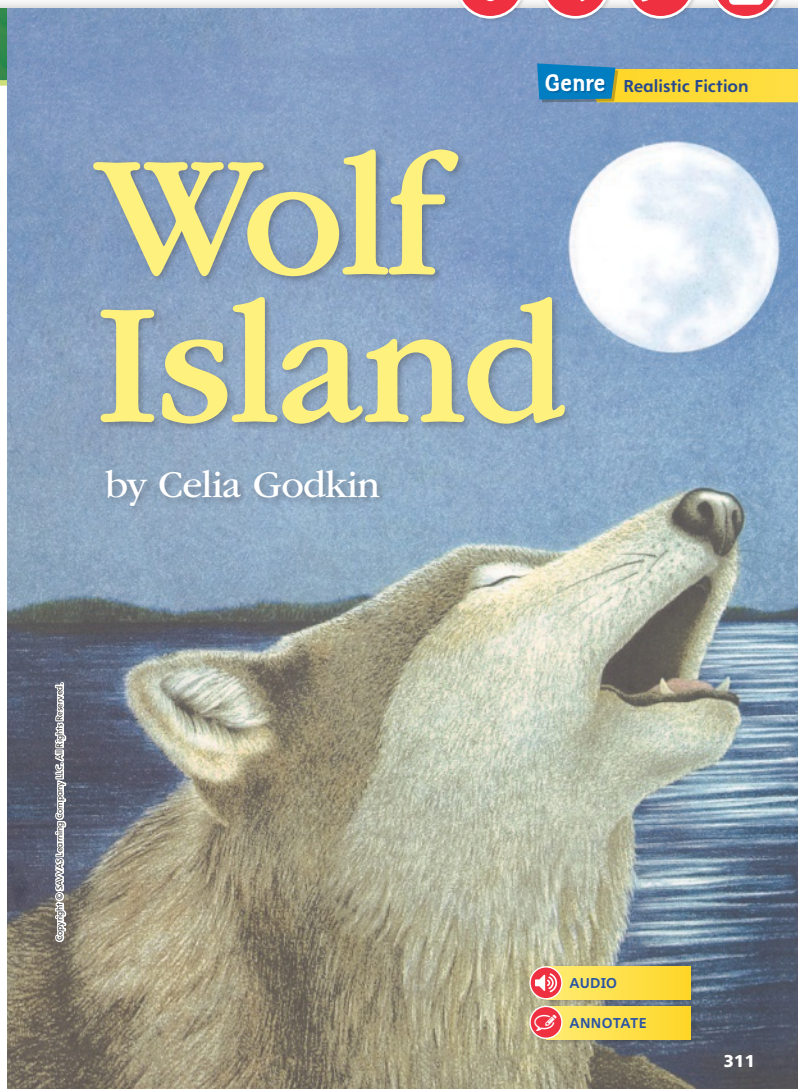
First Read

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Genre Realistic Fiction

Wolf Island

by Celia Godkin



AUDIO

ANNOTATE

First Read

Connect

THINK ALOUD After reading the first paragraph, say: *When I read about the setting, it reminds me of many forests and natural areas that aren't on islands. It's hard to tell how big the island is from looking at the illustration, but I think it must be big for all these animals to live there together. They all need food, water, air, and shelter, or a home to live in.*

Close Read

Synthesize Information

Tell students that they synthesize information when they combine, or put together, information from the text, illustrations, and what they already know, to understand and form ideas about the story.

Have students scan **paragraph 2** and highlight evidence that living things were able to meet their needs on the island. **See student page for possible responses.**

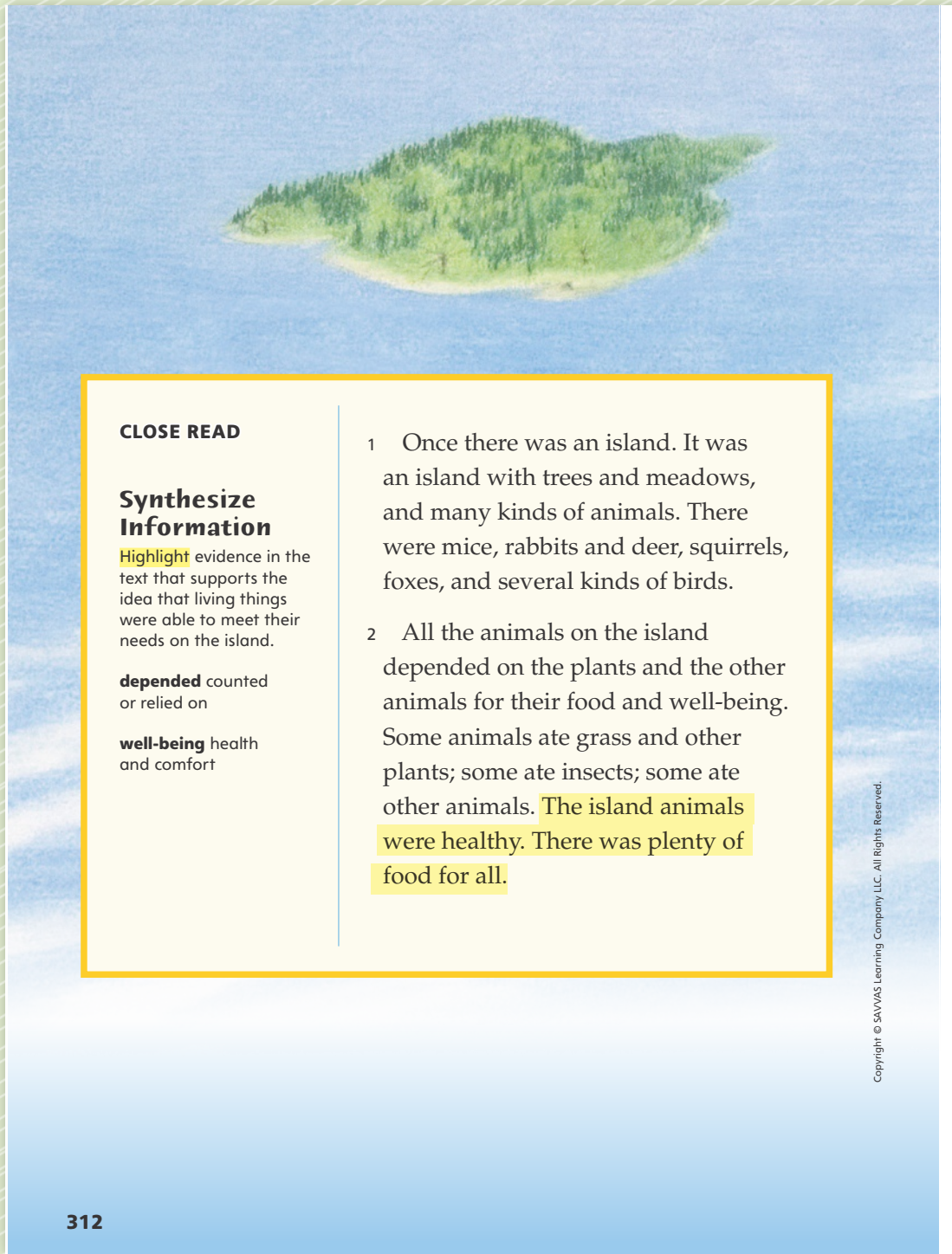
Ask: *How does this evidence suggest that the animals and plants could meet their needs?*

Possible Response: The detail that the island animals had “plenty of food” told me that they had enough to eat. Since they are healthy, I inferred that they must have water to drink and good shelter. The illustration also shows that there are many trees and plants on the island for the animals to live in or eat. There wouldn't be so many plants there if the island wasn't a good environment for them.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.



CLOSE READ

Synthesize Information

Highlight evidence in the text that supports the idea that living things were able to meet their needs on the island.

depended counted or relied on

well-being health and comfort

- 1 Once there was an island. It was an island with trees and meadows, and many kinds of animals. There were mice, rabbits and deer, squirrels, foxes, and several kinds of birds.
- 2 All the animals on the island depended on the plants and the other animals for their food and well-being. Some animals ate grass and other plants; some ate insects; some ate other animals. **The island animals were healthy. There was plenty of food for all.**

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Possible Teaching Point

Read Like A Writer | Author's Craft

Author's Purpose To infer the author's purpose, call students' attention to the first sentence: “Once there was an island.” Discuss how not naming the island is a hint that the text is a fictional story. Introduce the concept of the author's message by asking, *Why might the author want readers to think that the story could happen in any number of places, at any time?* For instruction on identifying the author's message use the Read Like a Writer lesson on pp. T178–T179 in the Reading-Writing Workshop Bridge.



- 3 A family of wolves lived on the island, too—a male wolf, a female, and their five pups.
- 4 One day, the wolf pups were playing on the beach while their mother and father slept. The pups found a strange object at the edge of the water.
- 5 It was a log raft, nailed together with boards. The pups had never seen anything like this before. They were very curious.

CLOSE READ**Analyze Illustrations**

Look at the illustration on this page. Underline details in the text that this illustration helps you understand.

First Read**Generate Questions**

On this page, we meet the wolves of Wolf Island. I can infer that the five “pups” are young wolves, just like puppies are young dogs. Do wolf pups act like dog puppies? What clues does the illustration provide to help answer this question?

Possible Response: The illustration shows that the wolf pups are looking at the raft and touching it, the same way dog puppies touch things with their paws. The wolf pups also look like puppies, so they may have many similar behaviors.

Close Read**Analyze Illustrations**

Remind students that illustrations often help clarify or explain details given in the text.

Have students look at the **illustration**. Ask students to underline details in **paragraphs 4 and 5** that the illustration helps them understand. **See student page for possible responses.**

Ask: **How does the illustration help you understand one of the details that you underlined?**

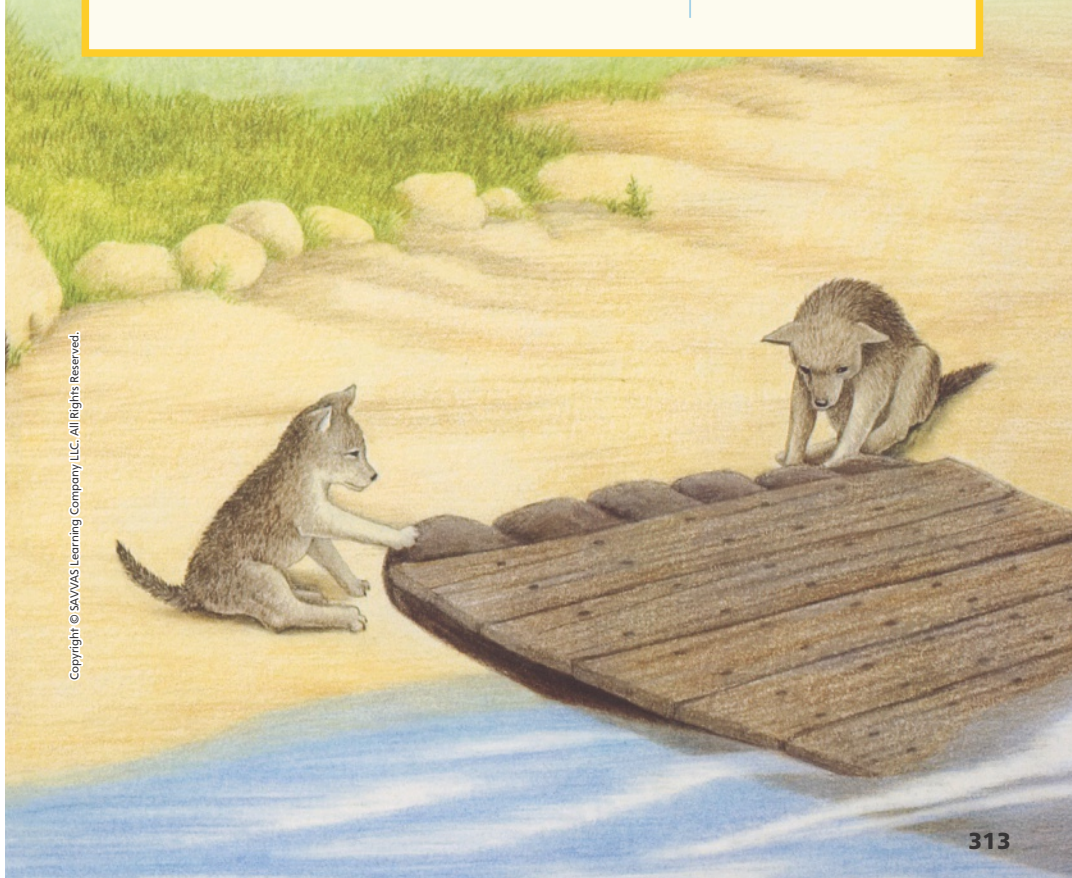
Possible Response: The illustration explained what “a log raft, nailed together with boards” is by showing what it looks like.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

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



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Possible Teaching Point**Academic Vocabulary | Context Clues**

To help students use context clues to determine or confirm the meaning of words, call their attention to the words “male” and “female” in paragraph 3. Ask students if they can define these words and have them locate clues in the text that support their definitions, such as “mother and father.” For further instruction on this strategy, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD The first time I looked at this illustration, I thought it showed the raft while it was still close to the beach and the pups were investigating it. But when I read that the scared pups howled, I looked more closely and saw that two pups have their heads raised and are definitely howling. The pups must have gotten scared closer to shore than I thought!

Close Read

Analyze Illustrations

Tell students that authors choose what is pictured in an illustration for a specific purpose. Point out that illustrations call attention to important events and details in a story by visually showing them.

Have students scan **paragraphs 6–8** and underline important events that are pictured in the illustration. **See student page for possible responses.**

Ask: **How does the illustration help you understand why the event is important to the story?**

Possible Response: The illustration shows that all five pups are on the raft, so I know this is a serious problem. The parents are in danger of losing all their children, and now they must find a way to get back together with them. The illustration also shows that four of the pups look very scared, since they are standing and looking down at the water or at the land while howling. This makes me more worried about them.

DOK 2

OBJECTIVE

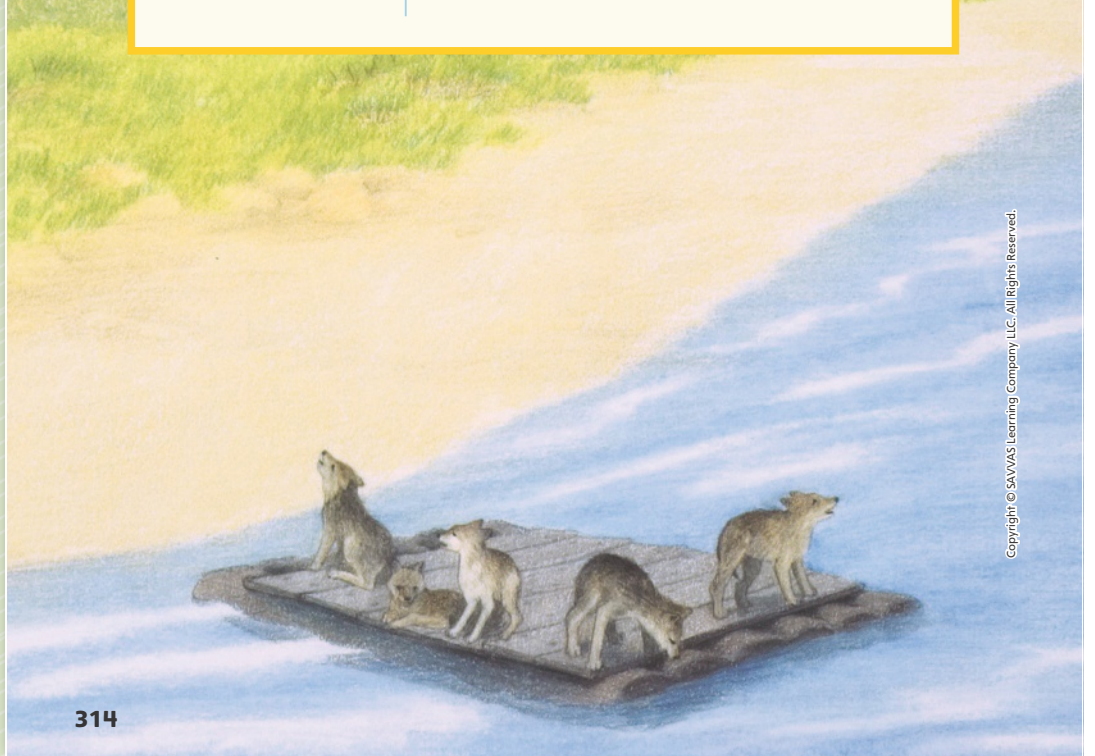
Explain the author's use of print and graphic features to achieve specific purposes.

CLOSE READ

Analyze Illustrations

Underline important events in the story that are pictured in the illustration.

- 6 The wolf pups climbed onto the raft and sniffed about. Everything smelled different.
- 7 While the pups were poking around, the raft began to drift slowly out into the lake. At first the pups didn't notice anything wrong. Then, suddenly, there was nothing but water all around the raft.
- 8 The pups were scared. They howled. The mother and father wolf heard the howling and came running down to the water's edge.



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ELL Targeted Support Expressions Explain that “poke around” can mean to push things around with a finger or just look or search around.

Have students pantomime a wolf pup literally “poking around” with a paw and then a pup figuratively “poking around.” Ask which meaning best fits the story. **EMERGING/DEVELOPING**

Have volunteers draw the literal and figurative meanings of the wolf pups “poking around” on the board. Discuss whether the literal meaning personifies the pups, or makes them act like people. **EXPANDING/BRIDGING**



- 9 The pups couldn't turn the raft back, and the pups were too scared to swim, so the adult wolves swam out to the raft and climbed aboard.

The raft drifted slowly and steadily over to the mainland. Finally, it came to rest on the shore, and the wolf family scrambled onto dry land.

- 10 There were no longer any wolves on the island.

CLOSE READ

Synthesize
Information

Highlight text evidence that you can synthesize with the illustration to help you understand that the island was far from the mainland.

First Read

Connect

THINK ALOUD After reading paragraph 10, say: *Since the wolf pups and their parents were the only wolves on the island, the island may be smaller than I had thought. The illustration makes the island look small compared to the mainland. But I know from science class that there are many kinds of island ecosystems, so it could be normal for an island to have just one wolf family.*

Close Read

Synthesize Information

Tell students that readers synthesize information in steps. Have students scan **paragraph 9** and highlight clues that suggest the island is far from the mainland. **See student page for possible responses.**

Explain that next, readers combine text evidence and their ideas about the text with what the illustrations show. They change their thinking as they consider how this extra information fits with what they read.

Ask: *How do both your text evidence and the illustration support the idea that the island is far from the mainland?*

Possible Response: The raft drifted until it “finally” reached the mainland, so the text suggests the raft took a long time to travel that distance. After looking at the illustration, I understood that the trip did not take that long because the raft “drifted slowly.” The things on the mainland look tiny, so the illustration shows both the island and mainland from high above. This means that the distances are longer than they appear.

DOK 3

OBJECTIVE

Synthesize information to create new understanding.

Possible Teaching Point



Word Study | Compound Words

To help students determine the meaning of compound words, call their attention to the word “mainland” in paragraph 9. Write it on the board and draw a vertical line between “main” and “land.” Explain that “mainland” is a compound word, so its meaning is given by the meanings of “main” and “land.” Ask students to define each word and then the compound word. For further instruction, use the Compound Words lesson on pp. T150–T151 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD This page reminds me that the seasons are a cycle of natural events that cause predictable changes in nature. One effect of fall is that the leaves on trees change color. The winter season causes the trees to lose their leaves and plants to stop growing or die. These changes then affect all the animals that eat plants.

Close Read

Analyze Illustrations

Have students scan **paragraphs 11 and 12** and compare the description of the animals' winter activities with the **illustration**. Then ask students to underline text details that they can use to support their response to this question: *What does the illustration help you understand?* See student page for possible responses.

Prompt students to answer the question and use their text evidence to support their response.

Possible Response: The illustration helps me understand that the “squirrels stored up nuts” so they could eat them in winter, like the squirrel shown in the bottom-left corner. It also explains that even a “thin white layer” of snow makes it a little harder for animals to find food. Seeing the deer digging “through the snow” also makes me realize that squirrels probably gather nuts before winter because they are too small to dig like that.

DOK 2

OBJECTIVES

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

Use text evidence to support an appropriate response.

CLOSE READ

Analyze Illustrations

Underline text details about the animals' winter activities that help you support an appropriate response to this question: What does the illustration help you understand?

- 11 Time passed. Spring grew into summer on the island, and summer into fall. The leaves turned red. Geese flew south, and squirrels stored up nuts for the winter.
- 12 Winter was mild that year, with little snow. The green plants were buried under a thin white layer. Deer dug through the snow to find food. They had enough to eat.



CROSS-CURRICULAR PERSPECTIVES

Science



Perennial grasses and other plants in temperate climates survive through winter by going dormant until the weather warms and it rains. The dormant plants survive off the sugars they produced before winter and stored in their roots. Dormant plants also need much less water in winter and are able to draw what they need from the ground through their roots. The layer of snow that covers the plants insulates the ground and can keep the water in the soil from freezing. Have students connect this information to the “The Food Chain” diagram on pp. 306–307 of the *Student Interactive*.



13 The next spring, many fawns were born.

14 There were now many deer on the island. They were eating large amounts of grass and leaves. The wolf family had kept the deer population down, because wolves eat deer for food.

15 Without wolves to hunt the deer, there were now too many deer on the island for the amount of food available.

CLOSE READ

Synthesize Information

Highlight text evidence that supports the idea that the island changed because the wolves were gone.

population the number of animals or people living in a place

available ready to use

First Read

Respond

This new situation on the island connects to the Weekly Question about how a chain of events can affect plants and animals. What two events is the author linking? How does the first event cause the second event?

Possible Response: The author links the wolves leaving the island with the many deer eating more of the food on the island. The wolves leaving caused the deer population to grow and eat more of the food, because the wolves aren't hunting and eating the deer.

Close Read

Synthesize Information

Have students scan **paragraphs 14 and 15** and highlight text evidence that supports the idea that the island changed because the wolves were gone. **See student page for possible responses.**

Tell students to synthesize their text evidence with what they already know about the story and plots in other realistic fiction stories. Ask: **How does the author introduce a new problem in the story with this information?**

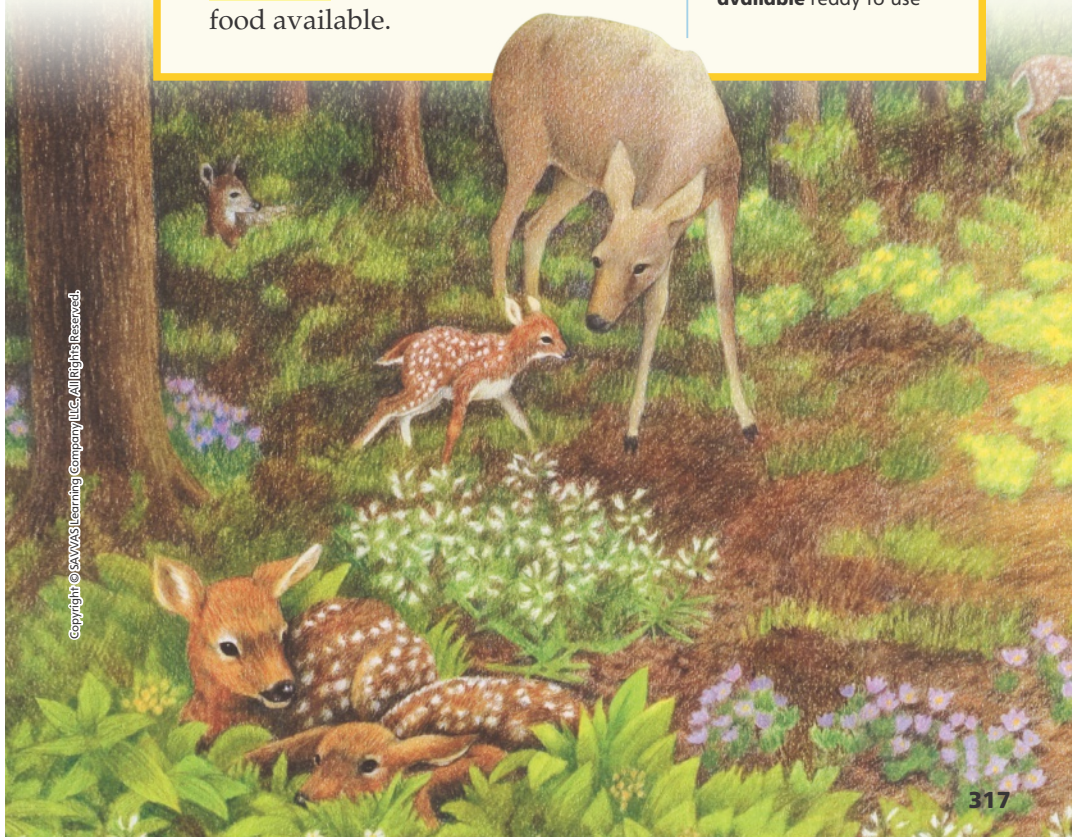
Possible Response: The author first tells readers that the wolves leaving has changed the island by saying “There were now many deer” and pointing out that “the wolf family had kept the deer population down.” The larger deer population is a problem because there are “too many on the island for the amount of food available.”

DOK 3

OBJECTIVES

Synthesize information to create new understanding.

Analyze plot elements, including the sequence of events, the problem, and the resolution.



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CROSS-CURRICULAR PERSPECTIVES

Science



Wolves are the “keystone” species in this ecosystem: they have a greater effect on the balance of species within the community than might be expected by the size of their population. As top predators, wolves maintain the balance of nature by keeping the populations of deer and their other prey in check. Gray wolves (*Canis lupus*) eat other large mammals, such as elk, moose, and caribou. They also eat small mammals, such as rabbits, foxes, beavers, and mice.

First Read

Generate Questions

THINK ALOUD This first sentence suggests the story is skipping ahead in time to the fall. But more deer ate more grass not just in the fall, but in the spring and summer too. Is everything described on this page happening in the time between spring and fall, or just in the fall? I'll jot down this question and look at the illustration and keep reading to find my answer.

Close Read

Synthesize Information

Remind students that *population* refers to the number of living things, not how hungry they are. Then have students scan **paragraphs 17–20** and highlight text evidence that shows that having more deer on the island affects the populations of other animals. **See student page for possible responses.**

Ask: *What can you conclude about the populations of most animals on the island now, aside from the deer?*

Possible Response: The populations of most other animals are probably smaller now. The text says that “not many baby bunnies” and “not many baby mice” were born, so there are fewer babies to add to these populations or take the place of the ones that die. But all animals can die without enough food, and starving animals may be too unhealthy to have many babies. So the populations of hungry foxes, owls, and many other animals could be smaller, too.

DOK 3

OBJECTIVES

Synthesize information to create new understanding.

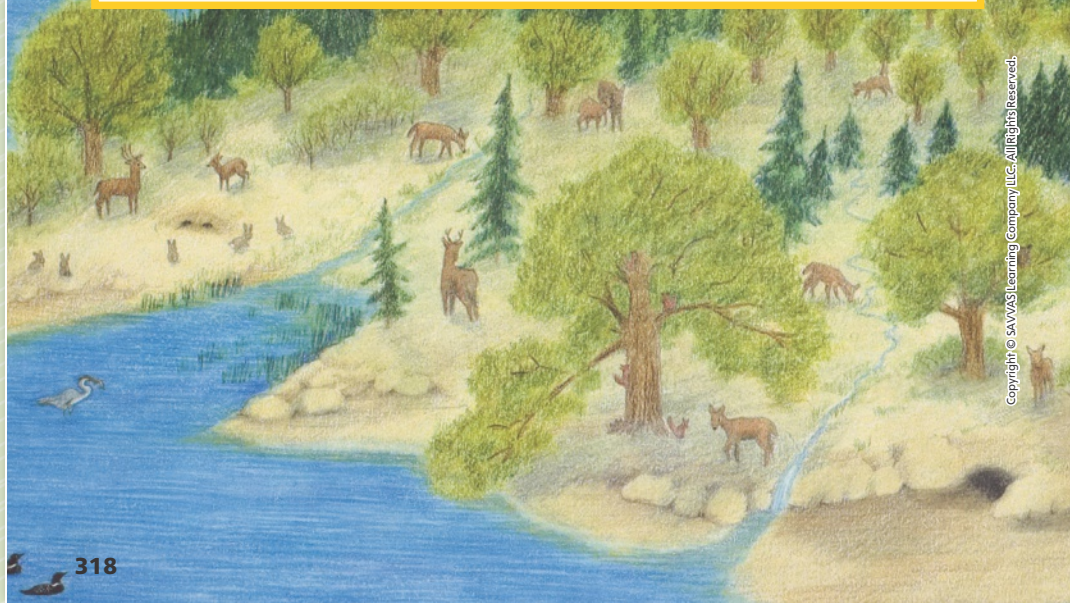
Respond using newly acquired vocabulary as appropriate.

CLOSE READ

Synthesize Information

Highlight text evidence that shows that having more deer on the island affects the populations of other animals.

- 16 Spring grew into summer and summer into fall. More and more deer ate more and more grass and more and more leaves.
- 17 Rabbits had less to eat, because the deer were eating their food. **There were not many baby bunnies born that year.**
- 18 Foxes had less to eat, because there were fewer rabbits for them to hunt.
- 19 Mice had less to eat, because the deer had eaten the grass and grass seed. **There were not many baby mice born that year.**
- 20 Owls had less to eat, because there were fewer mice for them to hunt. Many animals on the island were hungry.



Possible Teaching Point

Read Like A Writer | Author's Purpose

Repetition To explain how the author's purpose and message shape a text, call students' attention to the repetition of the clause "had less to eat" in paragraphs 17–20. Explain that authors repeat clauses to achieve a specific effect. Ask students to describe the effect of repeating “had less to eat” and discuss how the repetition emphasizes the similarity of the animals' situations. For further instruction, use the “Read Like a Writer” lesson on pp. T178–T179 in the Reading-Writing Workshop Bridge.



- 21 The first snow fell. Squirrels curled up in their holes, wrapped their tails around themselves for warmth, and went to sleep. The squirrels were lucky. They had collected a store of nuts for the winter.
- 22 Other animals did not have winter stores. They had to find food in the snow. Winter is a hard time for animals, but this winter was harder than most. The snow was deep and the weather cold.
- 23 Most of the plants had already been eaten during the summer and fall. Those few that remained were hard to find, buried deep under the snow.

CLOSE READ**Vocabulary in Context**

To determine the meaning of multiple-meaning words, readers use context, or words within the sentence and in nearby sentences, to help them.

The word *store* can mean “a building where goods are sold” or “a supply.”

Use context clues within and beyond the sentence to determine the meaning of the word *store* in paragraph 21.

Underline the context clues that support your definition.

First Read**Notice**

THINK ALOUD Reading that “this winter was harder than most” makes me want to compare this illustration with the one of the mild winter on page 316. I can see that the snow is much deeper this winter, because there are almost no plants poking up through the snow. The winter before, some parts of the ground were not covered by snow and you could see the plants there. The animals shown in the illustrations are different, too. I wonder where the deer are this winter, and how they are doing.

Close Read**Vocabulary In Context**

Have students read the Close Read note. Prompt them to determine the meaning of the word *store* in **paragraph 21** and underline the context clues that support their definition. **See student page for possible responses.**

Have students look at the illustration. Ask: **How does the illustration add to your understanding of the squirrels’ winter stores?**

Possible Response: Seeing the squirrel sitting in the hollow tree makes me think that it keeps its store, or supply, of nuts there. I know that squirrels may make homes in hollow trees, and it makes sense that they would keep their supply of food near to where they live and sleep. Also, the squirrel shown standing on the tree branch looks as if he might be visiting the store, and this other meaning of *store* as “a place that sells things” makes more sense to me now, too.

DOK 2

OBJECTIVES

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

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

**Possible Teaching Point****Academic Vocabulary | Context Clues**

To provide practice using context clues, point out the word *remained* in paragraph 23. Have them define *remained* and cite the context clues in the text that helped them determine or confirm the word’s meaning (“Most of the plants had already been eaten,” “Those few.”). For further instruction on defining words with context clues, use the Academic Vocabulary lesson on pp. T148–T149 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD The detail that the owls flew to the mainland “looking for mice” helps me understand how serious the food situation on the island is. I know that owls are excellent hunters. If they have to leave the island to catch mice, there must be too few mice there for all the owls and other animals that also eat mice, such as foxes. The owls have a better chance of surviving, but they might take mice away from the owls and other animals on the mainland.

Close Read

Synthesize Information

Have students scan **paragraphs 24–26** and highlight text evidence that shows the animals competed for food. **See student page for possible responses.**

Ask students to synthesize the information about the animals with what the illustration shows. Ask: **How can you tell whether the illustration shows the island or the mainland?**

Possible Response: I think the illustration shows the island, because the text says the wolf family is “walking along the mainland shore” and they are not shown near the shore pictured here. Also, this illustration shows the many deer that are on the island. Since there is more than one wolf family on the mainland, and they all eat deer, you probably can not find this many deer in a single area there.

DOK 2

OBJECTIVE

Synthesize information to create new understanding.

CLOSE READ

Synthesize Information

Highlight text evidence that shows the animals competed for food.

- 24 Rabbits were hungry. Foxes were hungry. Mice were hungry. Owls were hungry. Even the deer were hungry. The whole island was hungry.
- 25 The owls flew over to the mainland, looking for mice. They flew over the wolf family walking along the mainland shore.
- 26 The wolves were thin and hungry, too. They had not found a home, because there were other wolf families on the mainland. **The other wolves did not want to share with them.**



CROSS-CURRICULAR PERSPECTIVES

Science



A pack of gray wolves (*Canis lupus*) is a family group that consists of the parents—the “alpha” or dominant male and female in the pack—and their offspring from multiple litters. Most packs include 6–10 wolves, though they may have as many as 24. Each pack has a strong social bond and hierarchy among its members, which enables them to collectively hunt their prey and defend their territory against other packs in the area. A pack will mark the border of its territory with urine and feces, in addition to howling together before a hunt, to warn outsiders to stay out of their way. Have students connect this information to the “The Food Chain” diagram on pp. 306–307 of the *Student Interactive*.



- 27 Snow fell for many weeks. The drifts became deeper and deeper. It was harder and harder for animals to find food. Animals grew weaker, and some began to die.
- 28 The deer were so hungry they gnawed bark from the trees. Trees began to die.
- 29 Snow covered the island. The weather grew colder and colder. Ice began to form in the water around the island and along the mainland coast. It grew thicker and thicker, spreading farther and farther out into the open water.

CLOSE READ

Analyze
Illustrations

Underline the detail about the deer that the illustration helps you understand.

First Read

Respond

On this page, we start to learn about some of the worst effects of the earlier changes on the island. How long has it been since the wolves left the island? Why do you think the animals and plants are just starting to die now?

Possible Response: The wolves left in the spring before the mild winter the previous year, so it has been about a year and a half since they left. The animals and plants did not start dying earlier because it took time for their populations to change size and for the food on the island to run out.

Close Read

Analyze Illustrations

Have students look at the illustration. Then ask students to scan **paragraphs 27–28** and underline the detail about the deer that the illustration helps them understand. **See student page for possible responses.**

Point out that the deer are shown in several illustrations throughout the story. Ask: **What does the author help readers understand by showing what the deer look like in different situations?**

Possible Response: I think the illustrations help readers understand how the deer's health is affected by the amount of food they eat. Readers can contrast how skinny and hungry the deer in this illustration looks with the bigger, healthier-looking deer shown on page 316. The deer look the healthiest and happiest in the spring, in the illustration on page 317. Readers can infer that the appearance of the other animals probably changes in the same way as their health changes.

DOK 2

OBJECTIVE

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



321

Possible Teaching Point



Read Like a Writer | Author's Craft

Repetition Ask students to identify the repetition throughout paragraphs 27 and 29, such as with “deeper and deeper” and “colder and colder.” Ask how the repetition of words helps readers understand the difference between this winter and the one before. Have students share their ideas about other reasons why the author used repetition. For further instruction about authors' choices and desired effects, use the Read Like a Writer lesson on pp. T178–T179 in the Reading-Writing Workshop Bridge.

First Read

Notice

The illustration shows that wolf pups grow quickly, like dogs do. They look like adult wolves now. They also look as if they are howling. I know wolves howl to let their family know where they are and find each other. They also howl to protect their territory by warning other wolves to stay away, and to strengthen their relationships with their family members. Why do you think they are howling now?

Possible Response: They might be worried that other wolves have taken over their home on the island, so they howl together to scare them off.

Close Read

Analyze Illustrations

Have students scan **paragraphs 31 and 32** and compare the text information with what the illustration shows. Prompt students to underline a detail about the wolves' return that the illustration helps them understand. **See student page for possible responses.**

Ask: *Why do you think the author chose to show this scene in the illustration?*

Possible Response: The author shows the wolves crossing the ice because their return to the island is what will solve its problem of having too many deer and not enough food. The wolves eat the weak and sick deer on the island, but that would not be a nice picture to look at.

DOK 2

OBJECTIVE

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

CLOSE READ

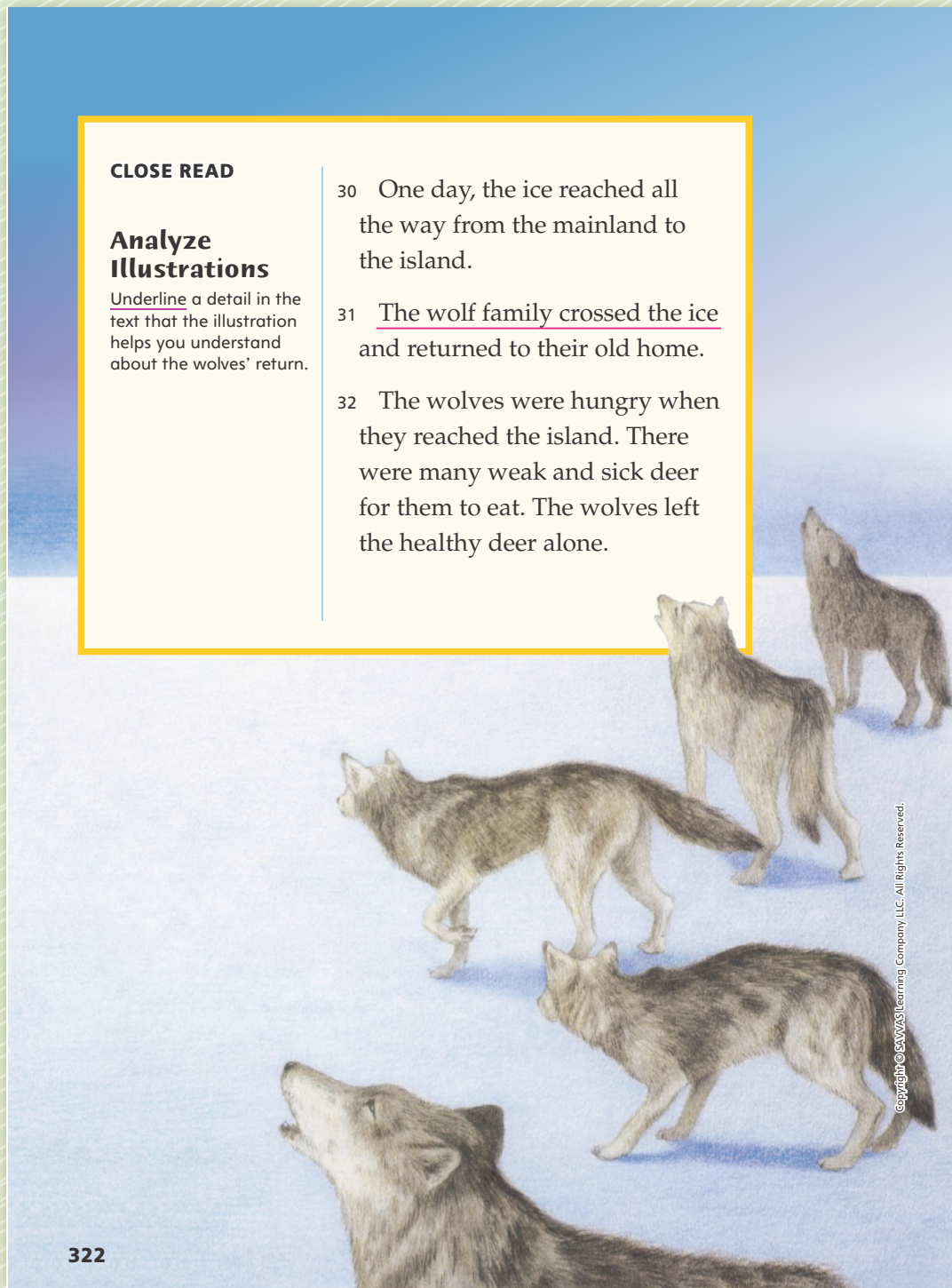
Analyze Illustrations

Underline a detail in the text that the illustration helps you understand about the wolves' return.

30 One day, the ice reached all the way from the mainland to the island.

31 The wolf family crossed the ice and returned to their old home.

32 The wolves were hungry when they reached the island. There were many weak and sick deer for them to eat. The wolves left the healthy deer alone.



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322

Possible Teaching Point

Read Like A Writer | Author's Purpose

Narrative Structure Call students' attention to the phrase "One day" in paragraph 30. Ask students to scan the text on p. 313 to locate another use of this phrase (paragraph 4) and compare and contrast both events that are introduced in this way. Ask: *Do you think the author uses the phrase "One day" to signal or hint at something?* For further instruction about authors' choices and desired effects, use the "Read Like a Writer" lesson on pp. T178–T179 in the Reading-Writing Bridge.



- 33 Finally, spring came. The snow melted, and grass and leaves began to grow. The wolves remained in their island home, hunting deer. No longer would there be too many deer on the island. Grass and trees would grow again. Rabbits would find enough food. The mice would find enough food. There would be food for the foxes and owls. And there would be food for the deer. The island would have food enough for all.
- 34 Life on the island was back in balance.

CLOSE READ

Synthesize
Information

Highlight a text detail that works with the illustration to help you understand one way the island would recover after the wolves' return.

Fluency Practice reading with accuracy by reading paragraphs 30–34 aloud with a partner. When you come to an unfamiliar word, slow down and try to sound out the word.

balance enough different plants and animals to keep a habitat healthy

First Read

Respond

THINK ALOUD The ending of this story makes me think about how not all chains of events in nature end badly for plants and animals. The wolves' return to the island helps to restore the balance of living things in that environment.

Close Read

Synthesize Information

Ask students: **How do the text and illustration work together to show readers one way that the island will recover after the wolves' return?** Have students look at the illustration and scan **paragraph 33** to highlight a detail that the illustration helps them understand. **See student page for possible responses.**

Prompt students to answer the question and cite supporting text evidence.

Possible Response: The text says that “grass and trees would grow again,” and the illustration shows the island looking green again. So showing that the plant populations are back to normal tells readers that there should be enough food for all the plant-eating animals. This means the animals that eat the plant consumers will have enough to eat, too.

DOK 2

Fluency

To develop students' fluency, have them read paragraphs 30–34 aloud with a partner while focusing on reading with accuracy. Remind students that when they come to an unfamiliar word, they should slow down and try to sound out the word. **DOK 1**

OBJECTIVES

Synthesize information to create new understanding.

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

323

CROSS-CURRICULAR PERSPECTIVES

Science



Food relationships are not the only ones that affect the balance within an ecosystem. For example, although giant pandas eat bamboo, they also play a vital role in maintaining bamboo forests. They help distribute bamboo and other seeds that get caught in their woolly coat or that fall off the plants as they forage. This helps the plant species to reproduce and keep the forest healthy, which protects the habitat and food sources of all living things within the ecosystem. Have students connect this information to the “The Food Chain” diagram on pp. 306–307 of the *Student Interactive*.

Respond and Analyze



OBJECTIVES

Use text evidence to support an appropriate response.

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

Identify real-life connections between words and their use.

Discuss how the author's use of language contributes to voice.

Retell Texts Remind students that retelling, or restating text events in logical order, helps them to understand and remember what they have read. Then have them complete *Collaborative Conversations* p. 231 from the *Resource Download Center*.

My View

Use these suggestions to prompt students' initial responses to reading *Wolf Island*.

- **Analyze** How does this story illustrate that animals and plants depend on each other for survival?
- **Share** What about this story did you find interesting?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words to best express their ideas and to build connections for the reader. The vocabulary words *depended*, *well-being*, *population*, *available*, and *balance* help communicate how plants and animals are connected in *Wolf Island*.

- Remind yourself of the word's meaning.
- While reading, ask yourself what connection the author is trying to point out when using the vocabulary words. This may be a connection between plants and animals or between different kinds of animals.

MODEL AND PRACTICE Model filling out the chart on p. 324 of the *Student Interactive* using the word *balance*.

The top box of the chart says, "A habitat that is in _____ does not have too many of one kind of animal." I look at the Word Bank and decide *balance* is the best choice to fill in the blank. By using the word *balance*, the author shows how the types of animals in a habitat affect that habitat.

ELL Targeted Support Vocabulary Display the words in the Word Bank on p. 324 of the *Student Interactive*. Explain that the author is using these words to help the reader understand something in nature.

Explain the meaning of each word, using pictures as necessary. Have students repeat the word. Then write simple cloze sentences for each word and have students choose the appropriate word from the Word Bank to fill in each one. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Have students use these strategies for developing vocabulary.

Apply

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 324 of the *Student Interactive*. They should make sure that the words they choose in the three bottom boxes make sense as supporting evidence for the sentence in the top box.

OPTION 2 Use Independent Text Have students find and list words that describe connections in their independent reading texts. Then have them explain how each word describes a connection or connects to a common topic or subject area.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words connect ideas in *Wolf Island*?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in the Small Group on pp. T174–T175.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T174–T175.

Check for Understanding MyTURN Have students complete p. 325 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 324–325



VOCABULARY

Develop Vocabulary

In realistic fiction and other forms of fiction, authors choose words that tie ideas together. The author of *Wolf Island* chose words that describe the connections between the animals and plants that live there.

MyTURN With a partner, take turns discussing the meanings of the selection vocabulary words. Listen carefully. Then complete each sentence with the word from the word bank that best fits the meaning and connects the ideas in each box.

Word Bank

available balance depended population well-being

A habitat that is in balance does not have too many of one kind of animal.

Wolves on the island depended on deer for food in order to survive.

When the wolves were gone, the population or number, of deer became too large for the amount of food

available on the island.

The well-being, or health and comfort, of all animals improved when the wolves came back to Wolf Island.

324

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

- How do you know that the story is realistic fiction?
DOK 2 The story is made up but the setting could be a real place. The animals act as they do in real life, and all of the events could have happened.
- How does the description of life on Wolf Island after the wolf family leaves reveal the author's voice?
DOK 3 The author uses positive language, such as "there was plenty of food for all" when the wolf family lives there. When the wolves are gone, she uses negative language, such as "Animals grew weaker, and some began to die."
- What might have happened to plant and animal life if the wolves had not returned to the island?
DOK 2 Many of the animals that eat other animals might have run out of food. Eventually, some animals might have died off. The plant life might have remained on the island because it might have grown back with fewer animals left to eat it.
- How could you prove with text evidence that a balance of life on the island is good for all animals and plants on the island?
DOK 3 The text says that life on the island was "back in balance" when the wolves returned and there would not be "too many deer," "Grass and trees would grow again," and that the island "would have food enough for all."

325

Word Study Compound Words

OBJECTIVES

Decode compound words, contractions, and abbreviations.

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

LESSON 2

Apply Compound Words

APPLY MyTURN Direct students to complete the activity on p. 330 of the *Student Interactive*.

everything

afternoon

inside

summertime

anything

campground

outside

doghouse

High-Frequency Words

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



STUDENT INTERACTIVE, p. 330



WORD STUDY

Compound Words

Compound Words are two or more words that combine to form a new word. When you read a compound word, read each word within it without a pause between the two words. In the compound word *tugboat*, the two words that are combined are *tug* and *boat*.

My TURN Read each compound word. Then write the two words that are combined to form the compound word.

Compound Word	Two Words	Compound Word	Two Words
everything	every; thing	anything	any; thing
afternoon	after; noon	campground	camp; ground
inside	in; side	outside	out; side
summertime	summer; time	doghouse	dog; house

High-Frequency Words

High-frequency words are words that you will see often while reading. Read these high-frequency words: *minutes*, *decided*.

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LESSON 2

Apply Compound Words

LESSON 1

Teach Compound Words

FLEXIBLE OPTION
LESSON 3


More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
r-Controlled Vowels
ar, or, ore, oar

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T171 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Active readers pay attention to the words that authors use to tie ideas together. Readers look for words that show how people, places, or things are connected. Have students look back at *Wolf Island* for some words the author used to describe how animals and plants depend on each other for survival.

ELL Targeted Support

Tell students they can understand more about the main idea of a story by looking for key vocabulary words. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Find pictures from a book or online that illustrate the words *depended*, *well-being*, *population*, *available*, and *balance*. Discuss the meaning of each word with students, and have them repeat the words. **EMERGING**

Discuss the meanings of the words *depended*, *well-being*, *population*, *available*, and *balance* with students, using pictorial support as needed. Then write simple cloze sentences for students to complete using the words. Have them read the completed sentences aloud. **DEVELOPING**

Discuss the meanings of the words *depended*, *well-being*, *population*, *available*, and *balance* with students. Have student pairs write each word in a sentence and share with the group.

EXPANDING/BRIDGING



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

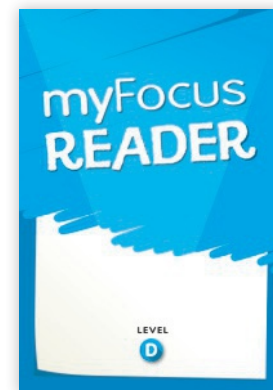
Intervention Activity



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 how the vocabulary words can be used to show connections and interactions between living things.

Provide instructional support for comprehension and word study—compound words and Academic Vocabulary words.



Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage at an appropriate rate. Tell them to make sure they are not reading too slowly, but also that they are not reading so quickly that a person listening can not understand what they are saying. If needed, model reading at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students' oral reading rate and accuracy. Have partners practice reading the passage. Then 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 used to show connections between ideas in the text.

Possible Conference Prompts

- What words did the author use to tell the reader about important connections?
- What does the word tell us about how ideas or things are connected?

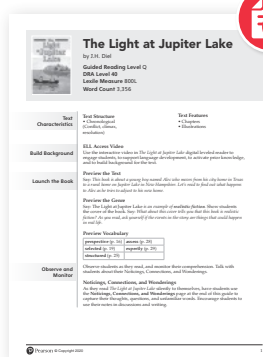
Possible Teaching Point Readers pay attention to the words that authors use in order to learn more about how things or ideas are connected.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some new vocabulary words they learned from their reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Wolf Island* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers



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

Literacy Activities



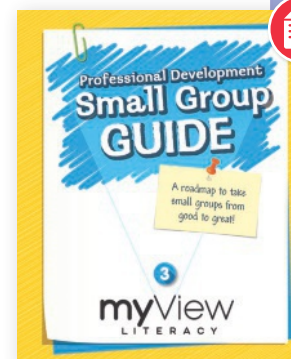
Students can

- complete the graphic organizer on *Student Interactive* p. 324.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 325.
- play the *myView* games.
- take turns with a partner reading a text with appropriate expression.

SUPPORT INDEPENDENT READING

Remind students to monitor their comprehension of the text by asking questions or annotating as they read independently.

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



Analyze Illustrations



OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about illustrations. Give students sentence starters, such as

- What features of the raft can you better understand when you see an illustration of it?
- Which picture shows what happened when the wolf pups decided to investigate the raft?

ELL Access

Discuss with students the importance of using illustrations to help them better comprehend their reading. As a group, analyze a few of the illustrations from *Wolf Island*. First ask students to describe what they see in each illustration. Then use questioning to guide them to connect their description to the story.

Minilesson

FOCUS ON STRATEGIES An author uses graphic features, such as illustrations, photos, maps, diagrams, for specific purposes. Readers can better understand a story by looking carefully at the illustrations and identifying how the illustrations enhance and support the meaning of the text.

- Think about what parts of the story the graphic features illustrate.
- Look for text that describes what is happening in the illustrations.
- Ask yourself why the author and/or illustrator chose to represent that event as an illustration. An illustration can show what is happening in the text. It can also provide additional information.

MODEL AND PRACTICE Use the Close Read note on p. 313 of the *Student Interactive* to model how to annotate text in order to analyze illustrations. [The Close Read note tells me to look at the illustration on this page and underline details in the text that this illustration helps me understand. The illustration shows two wolf pups on the beach discovering a wooden raft. I will underline the text that this illustration helps me to understand: “the wolf pups were playing on the beach,” and “The pups found a strange object at the edge of the water.”](#)

ELL Targeted Support Respond to Questions Tell students that responding to questions about illustrations is a good way to check that they understand how the illustrations relate to the text.

Ask students to explain or describe the most important features of a particular illustration and how those features help them comprehend the text. Ask: [Did the illustration show everything that was written in the text?](#) **EMERGING/DEVELOPING**



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 illustrations.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for “Analyze Illustrations” and then use the text evidence to complete the chart on p. 326 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark illustrations that help them to better understand the text. Have them write on the sticky note which text details the illustration helps them to understand.

QUICK CHECK

Notice and Assess Can students determine how illustrations help them comprehend the text?

Decide

- **If students struggle**, revisit instruction about illustrations in Small Group on pp. T182–T183.
- **If students show understanding**, extend instruction of illustrations in Small Group on pp. T182–T183.

STUDENT INTERACTIVE, p. 326



CLOSE READ

Analyze Illustrations

Authors use graphic features, such as illustrations, to achieve a specific purpose. **Illustrations** add information and details to a story. They often show the setting, characters, and events and emphasize what the text states.

1. **MyTURN** Go to the Close Read notes in *Wolf Island* and underline the parts that help you analyze illustrations.
2. **Text Evidence** Use some of the parts you underlined in the text to complete the chart.

Possible responses:

Text Evidence	Illustration Author Uses to Support Text	How Illustration Achieves Author's Purpose
“the raft began to drift slowly out into the lake”	the wolves on the raft, floating away from the island	I understand that the wolf family is floating away from the island.
“Deer dug through the snow to find food.”	deer eating grass through the snow	I can tell that the deer work harder to find food under snow.
“The wolf family crossed the ice . . .”	wolves walking on ice	I understand how the wolves are able to cross the water to return home.

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Read Like a Writer

OBJECTIVE

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

Analyze Author's Message

Minilesson

FOCUS ON STRATEGIES Authors write for a purpose. That purpose can be to inform, entertain, or express an opinion. Some authors also include a message in their writing. An author's message is the "big idea" of the text, or what the author wants the reader to understand or learn.

- Sometimes authors state their message directly.
- Sometimes readers have to determine an author's message based on ideas presented in the text.
- Readers may have to use the author's purpose and examples to determine the author's message.

MODEL AND PRACTICE Model determining the author's message in *Wolf Island* by directing students to the top of p. 331 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify author Celia Godkin's message about how animals depend on plants and other animals.
2. Ask students to think about why it is important for the author to write about how the animals depended on plants and other animals.
3. Guide students to understand the author's message: Plants and animals depend on each other. The author feels this message is important so readers understand what animals need to survive.

ELL Targeted Support Author's Message Help students identify Celia Godkin's message and purpose for writing *Wolf Island*.

Have partners complete the sentence frame: *Celia Godkin wrote Wolf Island to tell readers how ____.* (animals depend on plants and animals to survive) **EMERGING/DEVELOPING**

Have students complete the sentence frame: *Celia Godkin wrote Wolf Island to tell readers how ____.* (animals depend on plants and animals to survive) Then have partners discuss what the author's purpose was. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to find Celia Godkin's messages in *Wolf Island*. Help guide their search by pointing out details that support the message. Then have students focus on specific examples of Godkin's messages by completing the activities on *Student Interactive* p. 331.

STUDENT INTERACTIVE, p. 331



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors write for a purpose: to inform, entertain, or express an opinion. Some authors provide a message in their writing by telling something they think is important.

Model Read the sentence from *Wolf Island*.

All the **animals** on the island **depended on** the plants and the other animals for their **food and well-being**.

important details
of the author's
message

- 1. Identify** Celia Godkin's message talks about how animals depended on the plants.
- 2. Question** Why is this detail of the message important?
- 3. Conclude** The animals need plants and animals to survive.

Read the passage.

The island would have food enough for all. Life on the island was back in balance.

MyTURN Follow the steps to analyze the passage. Identify and explain the author's message.

- 1. Identify** Celia Godkin's message is that **nature needs to be in balance**.
- 2. Question** Why is this detail of the message important?
- 3. Conclude** This message is important because **nature works best when plants and animals are in balance**.

Word Study Compound Words

OBJECTIVE

Decode compound words, contractions, and abbreviations.

FLEXIBLE OPTION 

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that compound words are made up of two or more words.

MODEL AND PRACTICE Display the words *sunlight*, *toothbrush*, and *backyard*. Guide students to read the smaller words that make up each compound word. Challenge them to use the smaller words to think of a definition for the compound words.



APPLY Have students complete *Word Study* p. 47 from the *Resource Download Center*.



Name _____

Word Study

Compound Words

Compound words are two or more words that combine to form a new word with a single meaning. Knowing how to identify the smaller words that make up a compound word can help you determine the meaning of the compound word.

MY TURN Decode the following words by identifying the words that make up the compound words. Then write the meaning of the word.

1. backbone: back / bone
 meaning: Possible response: a bone in the back of a body

2. shoelace: shoe / lace
 meaning: Possible response: a lace used to tie a shoe

3. sidewalk: side / walk
 meaning: Possible response: a place to walk along the side of the road

MY TURN Combine words in the box to form compound words. Write the meaning of each compound word you form.

coat	over	home	made
------	------	------	------

compound word: overcoat
 meaning: Possible response: a coat that goes over other clothes

compound word: homemade
 meaning: Possible response: something made at home

Grade 3, Unit 2, Week 3
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Word Study, p. 47



FLEXIBLE OPTION
LESSON 3

More Practice


LESSON 1

Teach Compound Words

LESSON 2

Apply Compound Words

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
r-Controlled Vowels
ar, or, ore, oar

FLEXIBLE OPTION
LESSON 5

 **Assess Understanding**

Use the  **QUICK CHECK** on p. T177 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE ILLUSTRATIONS

Teaching Point Readers pay attention to the illustrations in the story and think about what part of the text is being illustrated. Paying attention to illustrations helps them to better understand the characters and events in the story. Work with students to complete the graphic organizer on *Student Interactive* p. 326.


ELL Targeted Support

To help students learn new English words, help them use adjectives to describe the illustrations and verbs to describe what is happening in the illustration, and confirm their understanding of how the illustration relates to the story.

With a group, look at the illustration on p. 314. Ask students to use adjectives to describe the picture. They might say *lonely*, *scared*, or *far away*. Ask them to use verbs to describe what is happening. For example, *floating*, *drifting*, or *howling*. Write the students' word suggestions and have students repeat each one together. **EMERGING**

Have a group finish the following sentence frames about the picture on p. 314. *The wolf pups look ___ and ___. They are ___ and ___.* Have students read completed sentences. **DEVELOPING**

Have pairs work together to write three sentences describing the illustration on p. 314. **EXPANDING/BRIDGING**

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

Intervention Activity



ANALYZE ILLUSTRATIONS

Use Lesson 31, pp. T201–T206 in the *myFocus Intervention Teacher's Guide* for instruction on analyzing text illustrations.

LEVEL D • READ

Lesson 31 Interpret Text Illustrations

DIRECTIONS Read the following passage about starting a community garden. Think about how the illustrations add to the text.

Community Garden

1 Geri liked living in the city. She liked her neighborhood. She liked her apartment building. And she liked living next door to Rosa's Garden Mart. Rosa gave Geri her first after-school job. Geri started out by watering the plants. Then Rosa gave her more responsibilities. Geri learned a lot about plants. When her class decided to plan a community garden, Geri wanted to help.

2 The community garden was actually Fred's idea. Fred lived a few blocks from Geri and was in her class at school. But instead of living next to a nice plant store, Fred lived next to a big, empty lot. Some people treated the lot like a garbage dump. Fred and his family didn't like that. Neither did their neighbors. They formed a committee and got permission to turn the lot into a community garden. The adults got the lot cleaned up. Now Fred and Geri's class at school was in charge of designing and planting the garden. Their teacher, Ms. McMahon, announced that anyone who wanted to help should come to the first meeting of the garden club. The meeting would take place on Friday in the school library during lunchtime.

3 Geri's friend Maria wanted to help, too. Her grandmother had a lot of gardening books. She brought the books with her to the garden club meeting. Maria, Geri, and Fred were the only students there.

Reading Literature T • 201

Fluency

Assess 2–4 students



PROSODY

Have students work with a partner to practice varying the pitch of their voice as they read a short passage with natural 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 three times. Finally, record each student's performance. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

ANALYZE ILLUSTRATIONS

Talk About Independent Reading Ask students to look back at their sticky notes in their books and to share what they learned from the illustrations.

Possible Conference Prompts

- How does the illustration help you understand the text better?
- Why do you think the author chose to illustrate that event?
- What words from the text can you match with the illustration?

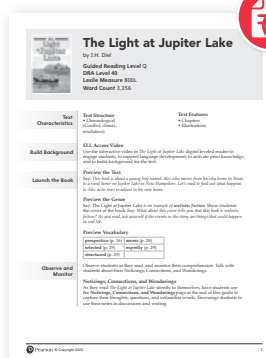
Possible Teaching Point Readers pay attention to an illustration to help them better understand what they read.

Leveled Readers



ANALYZE ILLUSTRATIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to analyze illustrations, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Invite one or two students to share how illustrations can support and confirm their understanding of a text.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Wolf Island* or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in a book.

Centers



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

Literacy Activities



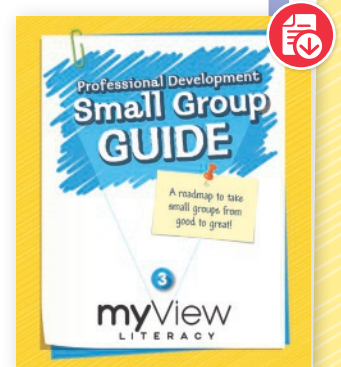
Students can

- complete the graphic organizer on *Student Interactive* p. 326.
- practice using vocabulary and academic vocabulary to discuss the illustrations in a story.
- play the *myView* games.

SUPPORT PARTNER READING

As partners read, have them interpret illustrations by identifying what the illustrations show and how they support the topic of the text.

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



Synthesize Information



OBJECTIVE

Synthesize information to create new understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to synthesize information. Ask:

- What text do you associate the illustration with?
- What features of the illustration are described in the text?

Minilesson

FOCUS ON STRATEGIES Readers use the words they read and the illustrations they see to help them better understand a story. They put together, or synthesize, the information they get from words and illustrations to create new understanding.

- Think about words the author uses to describe events of the story.
- Look at the illustrations of those events to help you better understand what happens in the story.
- Synthesize the information you get from text and illustrations to come to a better understanding of the story.

MODEL AND PRACTICE Use the Close Read note on p. 315 of the *Student Interactive* to model how to annotate the text to synthesize information found in both illustrations and words.

- The note says highlight text evidence. I can synthesize evidence from the illustration to understand that the island was far from the mainland.
- The illustration shows that the raft had to travel across a long stretch of ocean from the island to the mainland. I am going to highlight “the raft drifted” to explain that the raft moved slowly for a long time before it reached the mainland. I am also going to highlight the word “Finally,” which tells me that the wolves had to wait a long time before reaching the mainland.

ELL Targeted Support Prior Knowledge Tell students that good readers use their prior knowledge to help them understand what they read. Model for students how personal experience can help them better synthesize information when reading. Use the text and illustration on p. 315.

After looking at the illustration and corresponding text, ask students questions, such as: *Have you ever been on a boat or raft in the water? Did this experience help you understand what happened to the wolves?* **EMERGING/DEVELOPING**

After looking at the illustration and corresponding text, ask students to write sentences to complete these frames: *The illustration and words remind me of _____. Thinking about that helps me better understand that the wolves _____.* **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for synthesizing information.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Synthesize Information, and then use the text evidence from their annotations to complete p. 327 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they notice illustrations and corresponding text clues. Have them write on the sticky notes the way the illustrations correspond to the words, and what new understanding they have created by synthesizing information using illustrations and words.

QUICK CHECK

Notice and Assess Can students synthesize information using illustrations and words?

Decide

- **If students struggle**, revisit instruction for synthesizing information in Small Group on pp. T190–T191.
- **If students show understanding**, extend instruction for synthesizing information in Small Group on pp. T190–T191.

STUDENT INTERACTIVE, p. 327



READING WORKSHOP

Synthesize Information

Readers **synthesize**, or combine, the information from both illustrations and words to create new understanding of what they read.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you synthesize information.
2. **Text Evidence** Use some of your highlighted text to synthesize information in the story.

Possible responses:

Text Evidence	What the Illustration Shows	What I Learned by Synthesizing This Information
"There were now many deer on the island."	deer and fawns	Without wolves to hunt the deer, the number of deer started to grow.
"There were not many baby bunnies born that year."	animals, mostly deer, during summer	The large number of deer ate the food that other animals needed.
"Grass and trees would grow again."	the island during spring	The return of the wolves allowed the plants on the island to grow again.

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Write for a Reader

OBJECTIVE

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

Use Author's Message

Minilesson

FOCUS ON STRATEGIES Writers write for a purpose: to inform, to entertain, or to express an opinion. Many writers include a message in their writing.

- An author's message tells why something is important.
- The author usually gives an example to show why the message is important.
- The author writes his or her message in a way that helps readers understand why it should be important to them.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 332 of the *Student Interactive*.

1. Write the following message on the board: *It is important to recycle.*
2. Think aloud as you plan a reason why you think this is important and brainstorm how you could work this message into your writing. *Recycling is important because recycling helps save the planet. I'll need to think of a way to tell readers this message. I could write a story about a main character who recycles to help save the planet. That will convey my message about the importance of recycling.*
3. Have students brainstorm other ways they could write about the importance of recycling.

ELL Targeted Support Author's Message Help students practice telling why something is important.

Have partners work together to think of reasons why going to school is important. Have them state their reasons using the sentence frame: *Going to school is important because ____*. **EMERGING/DEVELOPING**

Have students write why something is important using the sentence frame: *____ is important because ____*. Have students share their completed sentence frame with a partner. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

Have students refer to Celia Godkin's purpose for writing as an example for their own writing. Then guide students to complete the activity on *Student Interactive* p. 332.

Writing Workshop

Have students explain the use of author's purpose in their writing from the Writing Workshop. During conferences, support students' writing by helping them think about their message and explain their purpose for writing.

STUDENT INTERACTIVE, p. 332



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers have a purpose for writing and often include a message. Many writers feel their message is important to share with others.

My TURN Think about how Celia Godkin includes details in *Wolf Island* to explain her message about why balance is important. Now write about a message you think is important. Be sure to tell why it is important.

Possible responses:

1. Identify a message you think is important.

I think it is important to recycle.

2. Why do you think this message is important?

I think this message is important because recycling helps the planet by reducing waste and reusing resources.

3. Write a brief story that tells your message. Be sure to include why the message is important.

Garbage day was Josey's favorite day. Every Thursday, Josey could be seen sifting through the garbage cans in front of the houses in the neighborhood. Josey would pick out all of the plastic bottles that people threw away. She knew those plastic bottles would never decompose. She wanted to make sure none of the bottles made it to the landfill. Josey was trying to save the planet, one plastic bottle at a time.

Tell why the message is important.



Word Study Spiral Review

OBJECTIVE

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: *r*-Controlled Vowels *ar*, *or*, *ore*, *oar*

FOCUS ON STRATEGIES Review the strategies from the previous week about *r*-controlled vowels in words with the letter combinations *ar*, *or*, *ore*, and *oar*.

MODEL AND PRACTICE Write the following words on the board: *carpet*, *orbit*, *store*, and *soaring*. Read each word aloud. Have volunteers identify and underline the *r* and *r*-controlled vowel or vowels in each word. (carpet, orbit, store, soaring)

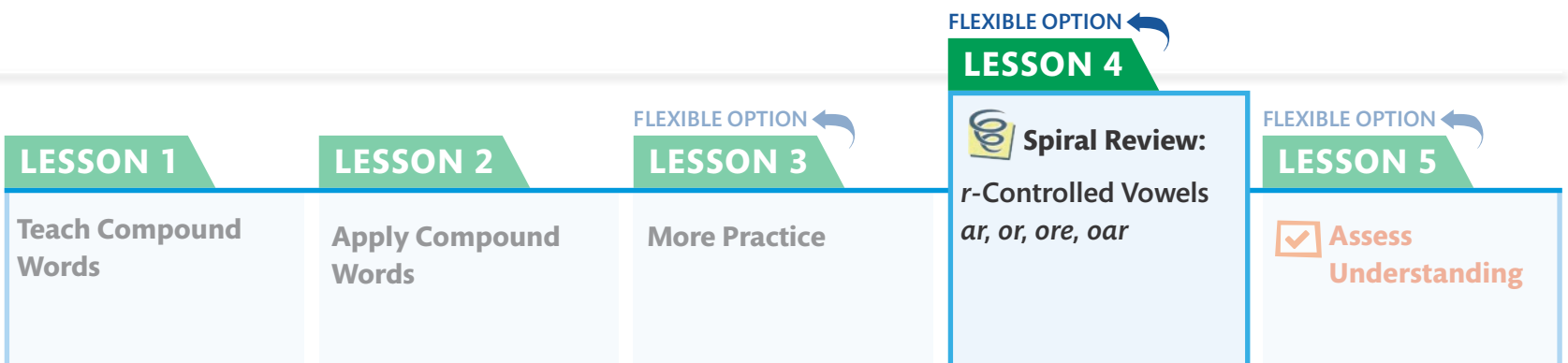
APPLY Have students work independently to find words that have *r*-controlled vowels with the letter combinations *ar*, *or*, *ore*, and *oar* in a story they recently read. Have students write the words and underline the *r* and *r*-controlled vowels in each one. Challenge students to write other words with *r*-controlled vowels that include the letter combinations *ar*, *or*, *ore*, and *oar*.



ELL Targeted Support

r-Controlled Vowels Display these words: *star, fork, bookstore, and soar*. Have students identify the letters that make the sound /ar/ or /or/ in each word. (*star, fork, bookstore, soar*) **EMERGING/DEVELOPING**

Display these words: *starfish, morning, bookstore, party, soar, chore, racecar*. Have students underline the letters that make the sound /ar/ or /or/ in each word and pair the words with the same *r*-controlled vowel. (*starfish, party, racecar; morning; bookstore, chore; soar*) **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

Teacher-Led Options

Strategy Group



SYNTHESIZE INFORMATION

Teaching Point Readers look at both the words and illustrations in a story, then put together, or synthesize, the information they learn from each to create new understanding about the story.

ELL Targeted Support

Encourage students to use single words or short phrases to express their feelings about the events and illustrations in the story to help them synthesize information.

Ask students to orally give their opinions in response to the following questions: **How do you feel when you read about the wolves floating far away from the island? How does the illustration make you feel when you think about it and the words you read?** **EMERGING**

Ask students to write complete sentences by filling in the blanks for the following: *When I read about the wolves floating far away from the island, I feel _____. When I think about the words I read and see the illustration, I feel _____.* **DEVELOPING/EXPANDING**

Ask students to choose an illustration from the story. Have them write about what they see in the illustration and what words describe the illustration. Ask them to write how they feel when they think about both the illustration and the words. **BRIDGING**



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

Intervention Activity



SYNTHESIZE INFORMATION

Use Lesson 31, pp. T201–T206 in the *myFocus Intervention Teacher's Guide* for instruction on interpreting illustrations.

LEVEL D • READ

Lesson 31 Interpret Text Illustrations

DIRECTIONS Read the following passage about starting a community garden. Think about how the illustrations add to the text.

Community Garden

1 Geri liked living in the city. She liked her neighborhood. She liked her apartment building. And she liked living next door to Rosa's Garden Mart. Rosa gave Geri her first after-school job. Geri started out by watering the plants. Then Rosa gave her more responsibilities. Geri learned a lot about plants. When her class decided to plan a community garden, Geri wanted to help.

2 The community garden was actually Fred's idea. Fred lived a few blocks from Geri and was in her class at school. But instead of living next to a nice plant store, Fred lived next to a big, empty lot. Some people treated the lot like a garbage dump. Fred and his family didn't like that. Neither did their neighbors. They formed a committee and got permission to turn the lot into a community garden. The adults got the lot cleaned up. Now Fred and Geri's class at school was in charge of designing and planting the garden. Their teacher, Ms. McMahon, announced that anyone who wanted to help should come to the first meeting of the garden club. The meeting would take place on Friday in the school library during lunchtime.

3 Geri's friend Maria wanted to help, too. Her grandmother had a lot of gardening books. She brought the books with her to the garden club meeting. Maria, Geri, and Fred were the only students there.

Reading Literature T • 201

Fluency

Assess 2–4 students



PROSODY

Have partners read a passage with appropriate phrasing 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 three times. 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 reread their sticky notes. Have students talk with a partner about one of the illustrations and how they synthesized information from the illustration and the text.

Possible Conference Prompts

- Which words were related to this illustration?
- How does the illustration help you better understand the events in the book?
- What new understanding did you create by synthesizing the illustrations and words?

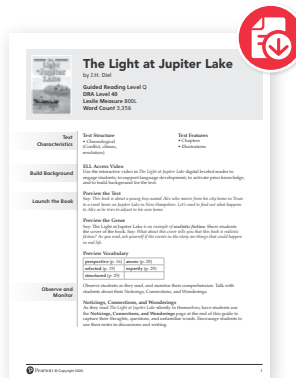
Possible Teaching Point [Synthesizing information using illustrations and words helps a reader better understand the events of a story.](#)

Leveled Readers



SYNTHESIZE INFORMATION

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to synthesize information, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to explain what they learned synthesizing information from the illustrations and words.

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



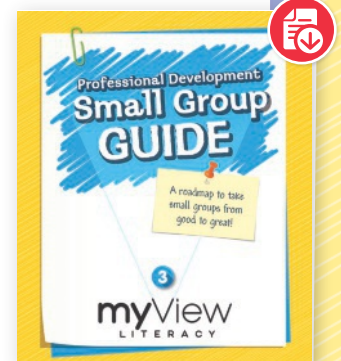
Students can

- complete the graphic organizer on *Student Interactive* p. 327.
- write about their book in their reader's notebook.
- play the *myView* games.
- use the Academic Vocabulary to discuss with a partner how a text relates to the theme.

SUPPORT INDEPENDENT READING

As students read independently, remind them to synthesize information and ideas in their independent reading text with information from other texts and their personal experiences.

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



Reflect and Share



OBJECTIVES

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

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

Use text evidence to support an appropriate response.

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

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- What can be done to avoid a harmful chain of events that affects plants and animals?
- What are examples of animal features that help the animal survive in nature?

Minilesson

FOCUS ON STRATEGIES Explain to students that when they write to sources, they need to use relevant information from texts.

- Choose the two texts you are going to write about, one about balance in nature and another about how animals survive.
- Freewrite your ideas, answering the bulleted questions under Interact with Sources to make sure you stay on topic.
- Finally, draft a response to the prompt that uses the ideas from your freewriting and specific details from the texts.

MODEL AND PRACTICE Model using relevant information to respond to the Interact with Sources bulleted questions on p. 328 in the *Student Interactive*. The first question asks, “What do the texts tell me about relationships between plants and animals?” I might say that in *Wolf Island*, the plants and animals depended on each other for survival, and that is why plants and animals did not do well after the wolves left.

ELL Targeted Support Express Ideas Provide support for students as they respond to the prompt using specific and relevant details.

Assist students in finding examples in the texts of how plants and animals need each other. Ask yes/no questions, such as: *Do plants and animals depend on each other for survival?* **EMERGING**

Have students use the following sentence frame to explain plant and animal relationships in the texts, such as: *When the plants and animals _____, the result was _____.* **DEVELOPING**

Have student pairs discuss the relationship between plants and animals using two or more specific details from the texts. **EXPANDING**

Have individual students explain the relationship between plants and animals utilizing specific details from two or more texts. **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 *Wolf Island* to write about ways that relationships between plants and animals affect the balance of nature.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to discuss other ways that relationships between plants and animals affect the balance of nature.

QUICK CHECK

Notice and Assess Can students make connections across texts?

Decide

- **If students struggle**, revisit instruction on comparing texts in the Small Group on pp. T196–T197.
- **If students show understanding**, extend instruction for comparing texts in Small Group on pp. T196–T197.

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

STUDENT INTERACTIVE, p. 328



RESPOND TO TEXT

Reflect and Share

Write to Sources Scientists continue to explore relationships among plants and animals. Their work helps us learn more about nature. How do relationships between plants and animals affect the balance of nature? Use evidence from two texts you have read in this unit to write a response to this question.



Interact with Sources Before you start writing, choose a text about balance in nature and another text about how animals survive. Identify passages in the texts that tell you about plant and animal relationships and the balance of nature.

Next, freewrite to identify relevant information in the two texts. To get started, ask yourself questions, such as:

- What do the texts tell me about relationships between plants and animals?
- What details explain how plant and animal relationships affect the balance of nature?

Finally, use your freewriting and details from the texts to write your response on a separate sheet of paper.

Weekly Question

How can a chain of events affect plants and animals?

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.

After the wolves return to the island, the author states, “Life on the island was back in balance.” Do you think it would be easy for life on the island to fall out of balance once again? Why or why not? Use text evidence to support your opinion.

Word Study Compound Words

OBJECTIVE

Decode compound words, contractions, and abbreviations.

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 compound words, provide them with the following compound words.

backpack

railroad

waterfall

grasshopper

doorknob

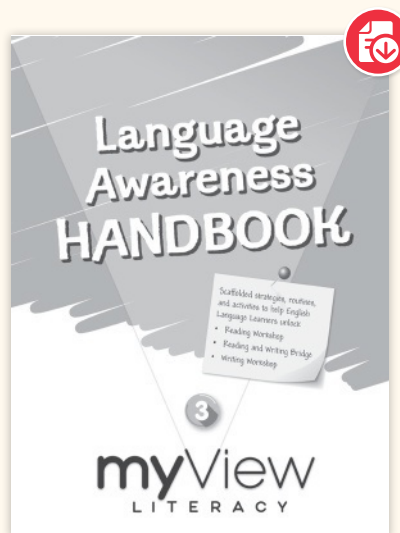
Have students demonstrate their knowledge of compound words to decode (read) each compound word.





Develop Language Awareness

For additional practice with compound words, complete the activity on p. 24 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand compound words.



LESSON 1

Teach Compound Words

LESSON 2

Apply Compound Words

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
r-Controlled Vowels
ar, or, ore, oar

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers put together, or synthesize, information to better understand a topic or idea. Revisit "The Food Chain" diagram and trace the chain of events: the sun shines, wildflowers grow, deer eat the wildflowers, and mountain lions eat the deer. Have students create a similar chain from *Wolf Island*. Discuss with students how the two chains compare and how they show ways plants and animals need each other to survive.

ELL Targeted Support

Have students compare "The Food Chain" diagram with what they learned in *Wolf Island*. Students may work in pairs to complete the sentence starters orally. Then have them write their responses in their notebooks.

Both mountain lions and _____ eat deer. Deer eat wildflowers and _____. **EMERGING**

Both _____ and _____ eat deer. Deer eat _____ and _____. **DEVELOPING**

When the wolves left the island, one effect was that more deer _____. If mountain lions disappeared, one effect would be _____.

EXPANDING

When the wolves left the island, _____. If mountain lions disappeared, _____.

BRIDGING



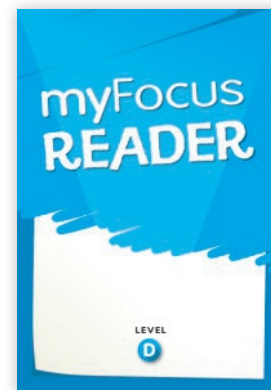
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 22–23 with students. Use the teaching support online at www.SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how plants and animals depend on each other. Encourage them to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on relationships in nature 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 relationships in nature. Have them refer back to p. 328 of the *Student Interactive*.

Possible Conference Prompts

- What is one example of a chain of events from your reading that shows how plants and animals depend on each other for survival?
- What does the information from different texts tell you about how the relationship between plants and animals affects the balance of nature?

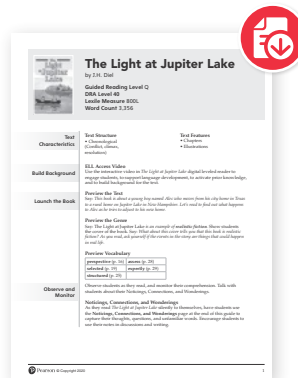
Possible Teaching Point Readers synthesize the information they have learned from each text to draw conclusions about a bigger idea.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T152–T153.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Have students share how they synthesized information about the relationship between plants and animals.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Amazing Interactions” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers



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

Literacy Activities



Students can

- write in their reader’s notebook in response to the Weekly Question.
- research other ways that plants and animals depend on each other in nature.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T478–T479, for

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

UNIT 2 WEEK 4

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about themes concerning *interactions* by analyzing the text structure of persuasive texts.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of an informational text to write a how-to article.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on [SavvasRealize.com](https://www.savvasrealize.com):

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T202–T203
- Listening Comprehension: Read Aloud “Recess for Middle School” T204–T205
- Persuasive Text T206–T207
- Quick Check T207

READING BRIDGE

- Academic Vocabulary: Figurative Language T208–T209
- Word Study: Teach Syllable Patterns T210–T211

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T214–T215
- Strategy, Intervention, and On-Level/Advanced Activities T214
- ELL Targeted Support T214
- Conferring T215

INDEPENDENT/COLLABORATIVE

- Independent Reading T215
- Literacy Activities T215

BOOK CLUB T215 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T404–T405
 - » Edit for Prepositions and Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- How-to Article T405
- Conferences T402

WRITING BRIDGE

- Spelling: Spell Words with Syllable Patterns T406
 - Assess Prior Knowledge T406
- Language and Conventions: Spiral Review: Singular Possessive Nouns T407

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Texts T216–T231
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T232–T233
 - » My View
 - » Develop Vocabulary
- Quick Check T233
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Patterns T234–T235
- High-Frequency Words T234

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T236–T237
- Strategy and Intervention Activities T236
- Fluency T236
- ELL Targeted Support T236
- Conferring T237

INDEPENDENT/COLLABORATIVE

- Independent Reading T237
- Literacy Activities T237
- Collaboration T237

WRITING WORKSHOP

MINILESSON

- How-to Article T408–T409
 - » Revising for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- How-to Article T409
- Conferences T402

WRITING BRIDGE

- Spelling: Teach Words With Syllable Patterns T410
- Language and Conventions: Oral Language: Plural Possessive Nouns T411

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Structure T238–T239
 - » Close Read: *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*
- Quick Check** T239

READING BRIDGE

- Read Like a Writer: Analyze Tone and Voice T240–T241
- Word Study: More Practice: Syllable Patterns T242–T243 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T244–T245
- Strategy and Intervention Activities T244
- Fluency T244
- ELL Targeted Support T244
- Conferring T245

INDEPENDENT/COLLABORATIVE

- Independent Reading T245
- Literacy Activities T245
- Partner Reading T245

WRITING WORKSHOP

MINILESSON

- How-to Article T412–T413
 - » Edit for Singular, Plural, Common, and Proper Nouns
 - » Share Back

INDEPENDENT WRITING

- How-to Article T413
- Conferences T402

WRITING BRIDGE

- Spelling: More Practice: Syllable Patterns T414 **FLEXIBLE OPTION**
- Language and Conventions: Teach Plural Possessive Nouns T415

LESSON 4

READING WORKSHOP

CLOSE READ

- Compare and Contrast Texts T246–T247
 - » Close Read: *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*
- Quick Check** T247

READING BRIDGE

- Write for a Reader: Use Tone and Voice T248–T249
- Word Study: Spiral Review: Compound Words T250–T251 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T252–T253
- Strategy and Intervention Activities T252
- Fluency T252
- ELL Targeted Support T252
- Conferring T253

INDEPENDENT/COLLABORATIVE

- Independent Reading T253
- Literacy Activities T253

WRITING WORKSHOP

MINILESSON

- How-to Article T416–T417
 - » Edit for Adverbs That Show Time and Manner
 - » Share Back

INDEPENDENT WRITING

- How-to Article T417
- Conferences T402

WRITING BRIDGE

- Spelling: Spiral Review: Compound Words T418 **FLEXIBLE OPTION**
- Language and Conventions: Practice Plural Possessive Nouns T419

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T254–T255
 - » Write to Sources
- Quick Check** T255
- » Weekly Question

READING BRIDGE

- Word Study: Syllable Pattern VCe T256–T257 **FLEXIBLE OPTION**
- Assess Understanding** T256

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T258–T259
- Strategy, Intervention, and On-Level/Advanced Activities T258
- ELL Targeted Support T258
- Conferring T259

INDEPENDENT/COLLABORATIVE

- Independent Reading T259
- Literacy Activities T259

BOOK CLUB T259 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T420
 - » Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences
 - » Share Back

INDEPENDENT WRITING

- WRITING CLUB** T421 **SEL**
- Conferences T402

WRITING BRIDGE

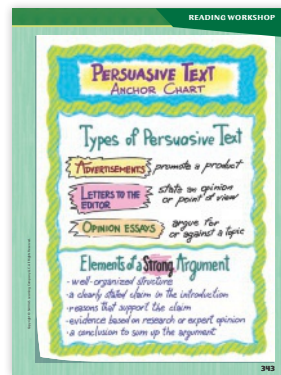
- Spelling: Syllable Pattern VCe T422
- Assess Understanding** T422
- Language and Conventions: Standards Practice T423 **FLEXIBLE OPTION**

UNIT 2 WEEK 4 WEEK AT A GLANCE: RESOURCE OVERVIEW

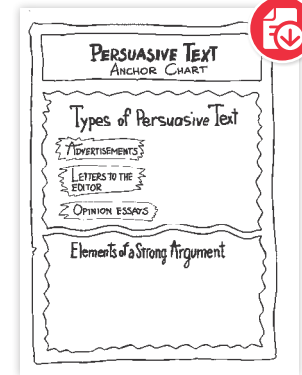
Materials



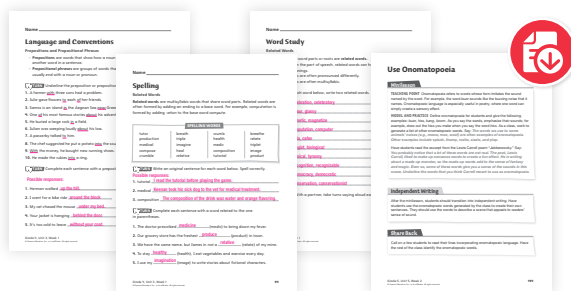
INFOGRAPHIC
Bringing Animals Back



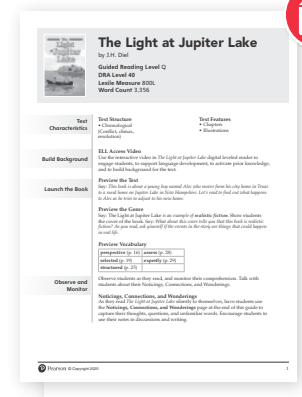
READING ANCHOR CHART
Persuasive Text



EDITABLE ANCHOR CHART
Persuasive Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

fact
course

Develop Vocabulary

habitat
solitary
multiplied
eliminated
reintroduced

Spelling Words

dispute
expose
mistake
compete
translate
include
explode
despite
subscribe
reptile

Challenge Spelling Words

incubate
stipulate
confinement

Unit Academic Vocabulary

prefer
features
investigate
associate
avoid

WEEK 1 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

OBJECTIVE
Recognize characteristics and elements of argumentative text.

ELL Language Transfer
Explain how and why the author's purpose is to persuade the reader.

FLUENCY
Read fluently with accuracy and expression.

THINK ALOUD
Use think-aloud strategies to monitor and adjust comprehension.

Recess for Middle School
Some students think that as students get older, they don't need a break in the form of recess in the morning and afternoon. Making them think, in the ability of a student to work long hours without a play period.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:
• Model students to learn about their independent reading level.
• Model students' comprehension.
• Enhance students' overall language development.
• Provide an opportunity to model strategy and response reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select the text from the Read Aloud Trade Book Library or the school or district library.
• Identify the big idea of the story.
• Determine the Teaching Points.
• Write open-ended questions and modeled Think Alouds on sticky notes and place on the back of the pages where you plan to stop to model and discuss.

BEFORE READING
• Discuss the cover of the book to introduce the title, author, illustrator, and genre.
• Slide the big idea or theme of the story.
• Ask for students' opinion of the book.
• Gather prior knowledge and build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

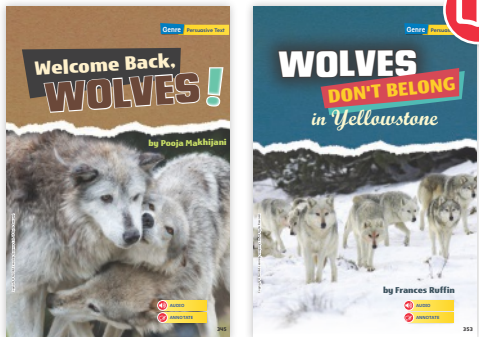
DURING READING
• Model comprehension by "think-aloud" to students get the gist of the story and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with students to model comprehension.
• Ask questions to guide the discussion and draw attention to the teaching points.
• Use Think Alouds to model strategies which students use to monitor comprehension and respond to the text.
• Ask students to share comprehension to their own experience, books they have read or listened to in the past, or the week.

AFTER READING
• Summarize and draw students to share thoughts about the story.
• Support deeper comprehension by modeling the theme or big idea of the story.
• Discuss and assign a Student Response Form available in ReadAloud.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Recess for Middle School"



SHARED READ
Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone

BOOK CLUB

Titles related to Spotlight Genre and Theme: T480-T481

Mentor STACK

Writing Workshop T401



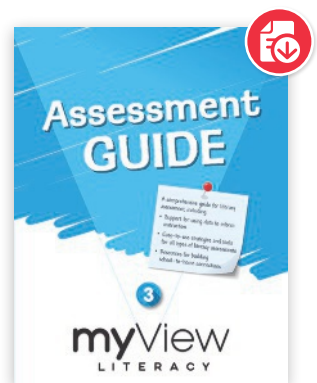
LITERACY STATIONS



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.

The student knows and can describe patterns, cycles, systems, and relationships within the environments.

ACADEMIC VOCABULARY


Integrate Students should use the Academic Vocabulary to express ideas in everyday speech. After you discuss the infographic, ask: *How does reintroducing animals into a habitat associate with an improvement in that habitat? How do the features in the infographic help you understand that the loss of an animal from its habitat threatens that habitat?*

- associate
- prefer
- features
- investigate
- avoid

Explain to students that these words will help them read and write about the Essential Question.

Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do plants and animals live together?* Point out the Week 4 Question: *How does reintroduction of a species affect plants and animals in a habitat?*

Direct students' attention to the infographic on pp. 340–341 in the *Student Interactive*. Remind students that an infographic uses a variety of visual images, graphics, a map, or photographs to provide more details to text. Have students look over the infographic and explain in their own words what is happening to the four different kinds of animals. 

Use the following questions to guide discussion:

- What are some reasons why animals are reintroduced into a habitat?
- How can you tell if the reintroduction of the animals mentioned in the infographic has been successful?
- Which of these reintroduced animals was in the greatest danger of dying out?

WEEKLY QUESTION Reread the Week 4 Question: *How does reintroduction of a species affect plants and animals in a habitat?* Remind students that the facts they need to answer this question are provided in the infographic. Explain that this week they will be exploring the process of reintroducing animals into a habitat.

ANNOTATE Ask students to use the annotate directions on *Student Interactive* p. 341 to mark the parts of the infographic that best answer the weekly question. Tell students to be ready to provide reasons for their choices during discussion.



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.



ELL Targeted Support Visual Support Point out the animal in each photograph and reinforce identification by reading the animal's name. Then have students read the name of each animal.

Discuss the photographs. Have students point out any plants, weather conditions, and landforms they see. Preview important vocabulary: *habitat*, *reintroduction*, *condors*, *disease*, *livable*, *antelope*, and *Arabia*. Ask: **What are some of the reasons these animals almost disappeared from certain places?** Have students answer in complete sentences if possible, or provide them simple sentence frames. **EMERGING/DEVELOPING**

Based on the photographs, discuss the ideas behind reintroduction. Have students talk about how these animals could be brought back into the habitats they left. Ask students to suggest problems the animals might face during reintroduction.

EXPANDING/BRIDGING

STUDENT INTERACTIVE, pp. 340–341



WEEKLY LAUNCH: INFOGRAPHIC

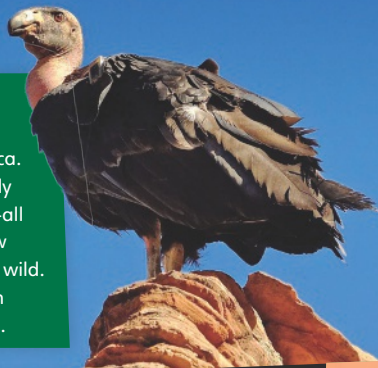
INTERACTIVITY

BRINGING ANIMALS Back

An animal may disappear from a particular place due to human activity. Later on, people may help that animal return to its natural habitat.

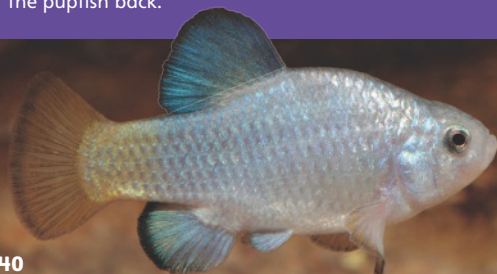
CALIFORNIA CONDORS

The California condor is the biggest bird in North America. In the 1980s, there were only about 20 left in the world—all living in zoos. In 1992, a few were released back into the wild. Today, more than 400 live in California and nearby areas.



DESERT PUPFISH

The desert pupfish lives in harsh places where other animals cannot easily live. It disappeared from more liveable places when other animals moved in and took over. Today, work is under way to bring the pupfish back.



340



BIGHORN SHEEP

Bighorns are wild sheep that live in the American West. By the 1940s, they had died out in Oregon due to hunting and disease. Scientists brought many back from Canada and other places. Today, there are about 3,500 in Oregon.

ARABIAN ORYX

An oryx is an antelope that was hunted until only six remained in the wild in 1972. Several countries have worked with zoos to bring the oryx back to Arabia. Today, over 1,000 live in the wild.



WEEK
4

Weekly Question

How does reintroduction of a species affect plants and animals in a habitat?

Annotate Underline details in the infographic that you think most clearly answer the Weekly Question. Share your work with a partner and explain. Take notes on your discussion.

341

Listening Comprehension

OBJECTIVE

Recognize characteristics and structures of argumentative text.

ELL Language Transfer

Cognates Point out the Spanish cognates in “Recess for Middle School.”

- maturity : *madurez*
- transition : *transición*
- adolescence : *adolescencia*

FLUENCY

Model reading aloud the first few paragraphs of “Recess for Middle School,” asking students to focus on key words and punctuation marks. Call attention to the importance of reading with expression. Have students use a portion of text to practice expressive reading.

Persuasive Text

Tell students you are going to read aloud persuasive text. Have students listen as you read the text “Recess for Middle School.” Explain that students should listen actively, paying careful attention to the facts in the passage as you read. Prompt them to ask relevant questions to clarify information and to make pertinent comments.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of persuasive 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.

THINK ALOUD

Analyze Persuasive Text

I can tell from the first sentence of the second paragraph that the author is making a claim and stating his or her opinion. The author thinks recess in middle school is a good thing. I can see that the author tries to convince the reader to accept the opinion by using personal experiences shared by middle school students.

Recess for Middle School

Part of growing up is the transition from grade school to middle school. Some educators think that as students get older, they don’t need a break in the form of recess in the morning and afternoon. Maturity, they think, is the ability of a student to work long hours without a play period.

Many people believe this idea. However, others have a different way of thinking about recess. They think it is good for all students to take a breather in the middle of the morning. How often have you found yourself losing your attention in the middle of math? It is not a sign of maturity to keep reading the same paragraph over and over because you are unable to keep your focus. It is perfectly normal to want to do something different. And as anyone who has watched a movie or two knows, sometimes you have to stand up and move around after you have been sitting for a long time.

*“Recess for Middle School,” continued*

Actually, there is evidence that suggests recess is good for you. Studies done in recent years showed that many students misbehaved in the afternoon at one middle school. Teachers decided to let students take a 15-minute break in the afternoon. They could sit outside in the yard or hang out in the lunchroom. After this change of pace, they came back focused and alert. The need to punish students for bad behavior dropped dramatically. Teachers applauded the change. They recommended the same opportunity in the morning so students could blow off steam.

Other schools have used recess to bring students together. Older students often separate into groups. Some schools have encouraged older students to play childhood games. Students were required to team up with other students who were not part of their social group. Administrators found that by playing a game like tag or capture the flag, students made new friends. The interaction also helped cut down on the number of disagreements among the students in the school.

An organized “downtime” helps in other ways, too. Schools often have a hard time finding adults to monitor students during recess. A Parents At Lunch program, called PAL, brought in parent volunteers. They got to know their child’s friends and school better. In other schools, the principal and superintendents hung out with their students. Both the students and faculty had an opportunity to get closer.

Critics say recess is not necessary or that it is only for young students. But it is a simple solution that recharges students and helps them focus in school.

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

I can see that the author offers evidence, such as a scientific study, examples, and facts, to support the reasons for thinking the way he or she does.

ELL Access

To help prepare students for the oral reading of “Recess for Middle School,” make sure they understand the meaning of recess. Go over the ideas the author mentions in the first paragraph that explain why middle school students do not have recess. Discuss terms like “a breather” and “to blow off steam.”

Read aloud this summary of the article:

The author believes that recess helps refresh students, increases concentration, and prevents misbehavior. Recess also helps students meet new friends and get to know their teachers better.

WRAP-UP

Recess	
Claim	Support

Use a T-column chart to help students describe the author’s claim and evidence backing it up. Ask: *What is the author’s claim and support?* Use the chart to record students’ responses.

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.



Persuasive Text

LEARNING GOAL

I can learn more about themes concerning *interactions* by analyzing the text structure of persuasive texts.

OBJECTIVE

Establish purpose for reading assigned and self-selected texts.

LANGUAGE OF THE GENRE

After discussing the genre and Anchor Chart, remind students to use words related to persuasive text in their discussions.

- argument
- claim
- persuasive
- opinion
- point of view
- evidence

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students add to the chart as they read.
- Ask students to suggest headings and graphics.
- Add persuasive text titles as students read throughout the week.

ELL Language Transfer

Cognates Point out the related Spanish cognates:

- argument : *discusión*
- persuade : *persuadir*
- audience : *audiencia*
- opinion : *opinión*

Minilesson

FOCUS ON STRATEGIES Persuasive writing is text that presents an author's argument about a topic. Authors use the text structure of claim and support. Evidence supports their claim and persuades the reader to agree with the author's opinion.

- The author of persuasive text makes a claim, provides evidence that supports the claim, and appeals to the audience's emotions through word choice.
- The author also uses relationships, such as cause and effect, to present evidence that supports the claim in a logical order.

MODEL AND PRACTICE Model how to determine the article's text structure. In the beginning of "Recess for Middle School," the author identifies the topic and presents the claim that all students should have recess, or free time, during school. I notice that the author supports this claim by organizing the text into sections that present information about causes for problems in school and the effects of recess on student behavior. This helps me identify that the author uses a cause-and-effect text structure to persuade the reader to agree with the claim that all students should have recess.

ELL Targeted Support Linguistic Support Ask students to find words that indicate the author's opinion.

Tell students to restate the author's opinion about middle school recess. Compare and contrast recess in middle school with recess in third grade. **EMERGING/DEVELOPING**

Have students restate the author's opinion as well as the reasons he or she thinks the opinion is correct. Invite students to give their opinions on the subject. **EXPANDING/BRIDGING**

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify persuasive text.

OPTION 1 TURN, TALK, AND SHARE Tell students that one way to analyze persuasive text is to identify its intended audience or reader. Have students work with a partner to complete the Turn and Talk activity on p. 342 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students ask questions to determine the author's opinion in text they are reading independently. Students can write the opinion and then list supporting evidence from the text under it. Students can also give examples of language the author uses to appeal to readers' emotions.

 **QUICK CHECK**

Notice and Assess Can students recognize persuasive text and identify the author's opinion and evidence?

Decide

- **If students struggle**, revisit instruction about persuasive text structure in Small Group on pp. T214–T215.
- **If students show understanding**, provide practice using the strategies for reading persuasive text in the Independent Reading and Literacy Activities in Small Group on pp. T214–T215.

STUDENT INTERACTIVE, pp. 342–343



GENRE: PERSUASIVE TEXT

READING WORKSHOP

Learning Goal

I can learn more about themes concerning interactions by analyzing the text structure of persuasive texts.

Persuasive Text

A **persuasive text**, or argumentative text, gives an opinion and develops an argument to support that opinion. Writers of persuasive texts

- Identify the **audience**, or readers they want to convince
- Make a **claim**, or statement of opinion
- Provide **reasons** to support the claim
- Use evidence, examples, and **facts**, not opinions or personal beliefs, to support the reasons
- Use specific words to **appeal to readers' emotions**

What can you say to make me change my opinion?



TURN and TALK Discuss with a partner how persuasive text is similar to or different from informational text. Use the Persuasive Text Anchor Chart to help you understand persuasive text. Take notes on your discussion.

My NOTES

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PERSUASIVE TEXT ANCHOR CHART

Types of Persuasive Text

- ADVERTISEMENTS** promote a product
- LETTERS TO THE EDITOR** state an opinion or point of view
- OPINION ESSAYS** argue for or against a topic

Elements of a Strong Argument

- well-organized structure
- a clearly stated claim in the introduction
- reasons that support the claim
- evidence based on research or expert opinion
- a conclusion to sum up the argument

Academic Vocabulary

LEARNING GOAL

I can develop knowledge about language to make connections between reading persuasive texts and writing a how-to article.

OBJECTIVES

Distinguish the literal and nonliteral meanings of words and phrases in context.

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their first language as a strategy for understanding and remembering the Academic Vocabulary words. Point out the following cognates:

- associate : *asociar*
- prefer : *preferir*
- investigate : *investigar*

WEEKLY STANDARDS PRACTICE



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

Figurative Language

Minilesson

FOCUS ON STRATEGIES A word or phrase can have both a literal meaning, or a dictionary meaning, and a nonliteral meaning, beyond a dictionary meaning. Figurative language gives words meanings beyond their everyday dictionary definitions. A simile is a type of figurative language that uses the word *like* or *as* to compare two things.

- To identify a simile, look for a sentence with the word *like* or *as* and two things that are being compared. Read the whole sentence and use context clues to help you determine the meaning of the simile.

MODEL AND PRACTICE Model this strategy using the first sentence of the activity on p. 365 of the *Student Interactive*.

- I read the first sentence and look at the underlined simile. The two things being compared are *cheering sounds* and *music to my ears*. People enjoy hearing music so the comparison helps me understand that the person likes the cheering sounds.
- The literal meaning of *cheering sounds, like music to my ears*, would not make sense. Cheering has no rhythm and no musical notes. It is not music.
- Next, I look in the word bank for a word with a meaning close to the meaning of the simile *like music to my ears*. That word is *associate*. The person associates cheering with the feeling of scoring a goal.
- Have partners apply this strategy to another word.

ELL Targeted Support Learn New Expressions Read aloud the simile in the first sentence of the activity on *Student Interactive* p. 365. Have students share other sounds that would be music to their ears. **EMERGING**

Help student pairs identify and read aloud several similes in the text. Have them discuss the meaning of each simile. **DEVELOPING**

Have pairs read aloud and discuss the meanings of similes in the text and then share their ideas. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow this same strategy as they complete the chart on p. 365 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 365



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Figurative language gives words a meaning beyond their usual, everyday definitions. One type of figurative language is a simile, which compares two things using the word *like* or *as*.

Learning Goal

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

My TURN For each sentence below,

1. **Read** each underlined simile.
2. **Match** the word in the word bank with the simile that best relates to the word's definition.
3. **Choose** two of the similes. Then write two sentences that each include a simile and its related academic vocabulary word.

Word Bank

prefer features investigate associate

The cheering sounds, like music to my ears, reminded me of scoring the big goal. associate

They look for evidence as thoroughly as a detective in order to solve the mystery. investigate

The petals, stems, and leaves of the flowers are as pretty as a rainbow. features

They would rather run like the wind than walk. prefer

Possible response: I will investigate the mystery as thoroughly as a detective. The colorful features of the peacock are as pretty as a rainbow.

Word Study Syllable Patterns

OBJECTIVE

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

LESSON 1

Teach Syllable Patterns

FOCUS ON STRATEGIES With the VCe, or vowel-consonant-e, syllable pattern, a silent *e* at the end of a word gives the vowel in that syllable a long sound. Recognizing the VCe syllable pattern helps readers decode and pronounce familiar and unfamiliar words.

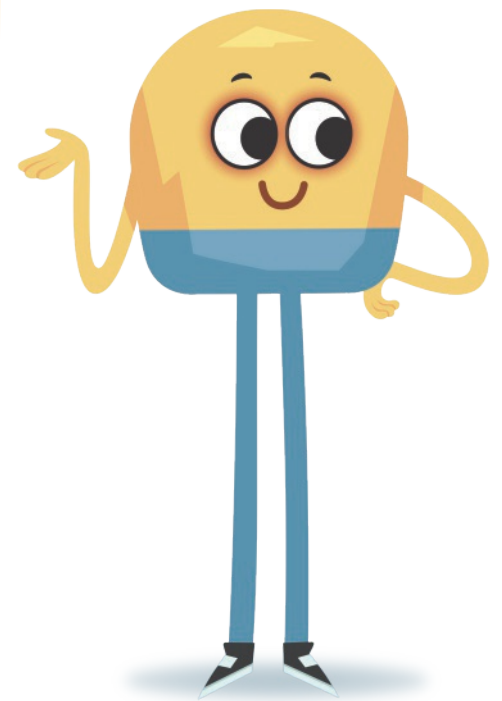
MODEL AND PRACTICE Direct students' attention to the chart on p. 366 in the *Student Interactive*. Read the activity directions and review the chart with students. Model pronouncing the long *a*, *e*, *i*, *o*, and *u* vowel sounds and have students repeat them after you. Then explain that students will write two words in each row that have the long vowel shown in the middle column.

Model how to examine the last three letters of the word *ignite*. Then ask students to use the VCe syllable pattern to read the word *ignite*. Have students use this strategy to find another word in the word bank with a long *i* in the final syllable. Review students' work to monitor their comprehension.



ELL Targeted Support

VCe Syllable Pattern Focus on words that include the VCe syllable pattern. Display the following words: *explode*, *excite*, *relate*, *locate*. Say: The word *explode* has the syllable pattern *-ode*. Point out the vowel (o), consonant (d), silent e. Model circling the VCe syllable pattern in *explode*. Echo-read each of the remaining words with students as you circle the VCe syllable pattern in each word. **EMERGING**



LESSON 1

Teach Syllable Patterns


LESSON 2

Apply Syllable Patterns

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

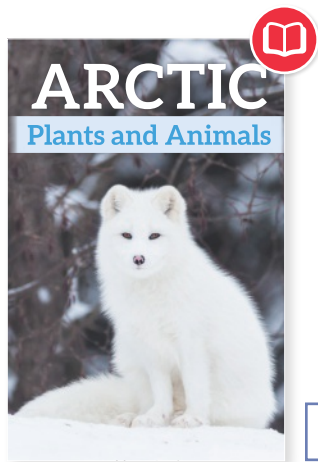
 **Spiral Review:**
Compound Words

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Matching Texts to Learning

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



LEVEL L

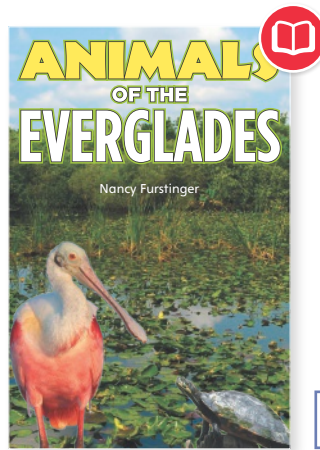
Genre Informational

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllable words

Text Structure

- Description



LEVEL M

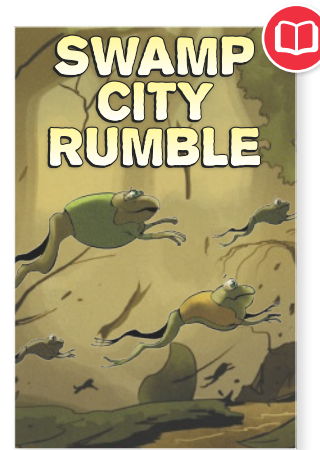
Genre Informational

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Description



LEVEL M

Genre Animal Fantasy

Text Elements

- Most content carried by text
- Multisyllable words

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Persuasive Text

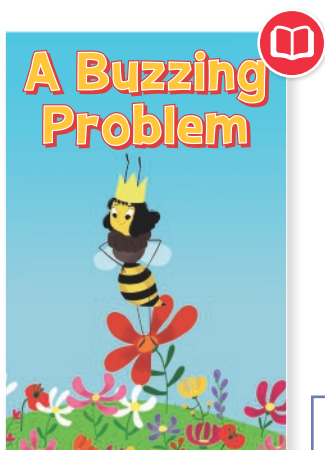
- What elements help identify this book as persuasive text?
- What is the clearly stated opinion of the author?
- What kind of evidence does the author present in support of the opinion?
- What is the point of view of the author?

Develop Vocabulary

- What specific words does the author use to appeal to the emotions of the reader?
- What are the meanings of the words ____ and ____?
- What new words does the author use to present evidence of his or her claim?

Analyzing Text Structure

- What text structure did the author use to present the claim and evidence?
- How did the author identify the audience?
- Did the author use descriptions or categories to organize the information? How can you tell?
- In what part of the text structure did the author present reasons to support his or her claim?



LEVEL N

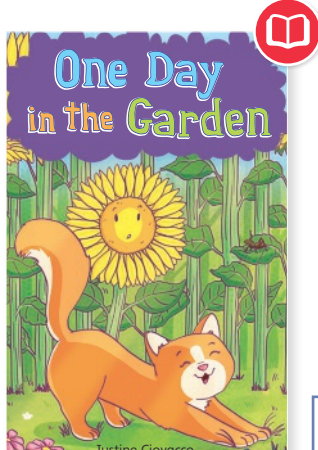
Genre Animal Fantasy

Text Elements

- Multiple characters to understand
- Sentences of varying length and complexity

Text Structure

- Chronological



LEVEL O

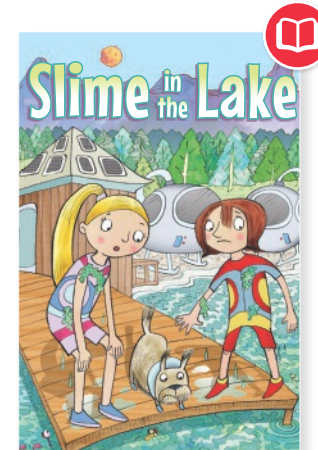
Genre Animal Fantasy

Text Elements

- Multiple characters to follow
- Figurative language

Text Structure

- Chronological



LEVEL P

Genre Science Fiction

Text Elements

- Challenging themes
- Characters revealed by what they say and do

Text Structure

- Chronological

Compare and Contrast Texts

- Which parts of one text contrasted with the author's opinion in the other text?
- What evidence did the authors of each text present to support their opinions?
- Which author's argument was the most effective in your opinion?
- What words did both authors use to appeal to their readers?

Connect Texts

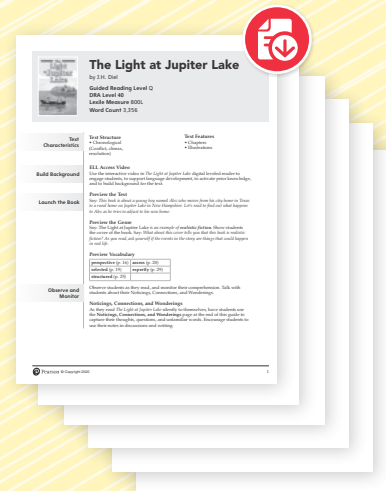
- What other persuasive texts have you read that were similar to or different from this book?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T207 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY PERSUASIVE TEXT

Teaching Point Let's review how persuasive text can be organized. Authors often state claims that they support with strong evidence.

Review the Anchor Chart on p. 343 of the *Student Interactive*. Using the chart, decide what opinions, claims, evidence, examples, and facts are offered in *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*. Ask students to identify these elements as defined on pp. 342–343.

ELL Targeted Support

Remind students that persuasive text always presents an author's opinion, which is what the author thinks or feels about a specific topic. Help students identify authors' arguments and how they are supported.

Show the titles *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*, and point out the words in each title that give a hint of the author's opinion. Words like “Welcome” and “Don't Belong” show which argument each author supports. **EMERGING**

Have students discuss why there are two different opinions about wolves. Help them understand that ranchers who raise cattle fear the wolves will harm their cattle. **DEVELOPING**

Have students discuss the problems and advantages of reintroducing a species into its old habitat. **EXPANDING/BRIDGING**



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

Intervention Activity



IDENTIFY PERSUASIVE TEXT

Use Lesson 34, pp. T221–T226, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of argumentative text.

LEVEL D • READ

Lesson 34 Genre: Argumentative Texts

DIRECTIONS Read “Bike Lanes for Oakhurst” silently. Watch for the author’s claim as you read.

Bike Lanes for Oakhurst

- 1 It is time for Oakhurst to create bike lanes. Riding a bike in our town means sharing the road with motorists. There are more cars than ever on our streets. Riding a bike can be risky. Some people don't feel safe riding bikes in our town. Yet bike riding has many good benefits. Some reasons that Oakhurst needs bike lanes are safety, cleaner air, and better health.
- 2 Let's first take a look at safety. People who live in cities with bike lanes have far fewer biking injuries. A report in *Cycle Times* states that bike injuries fall by 50% when cities provide bike lanes. Last year, the *Oakhurst Times*, reported ten bike accidents. Two of them involved students cycling to school. The report states that these accidents would not have happened if the cyclists had been on bike lanes.
- 3 Another reason our town would benefit from bike lanes is the environment. More bike lanes mean fewer cars on the road. A study from the Clean Air Board shows that cities with the worst air pollution also had the most traffic. If more people felt safer biking to work and school, there would be less traffic and cleaner air.

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Reading Informational and Argumentative Text T • 221

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 340–341 to generate questions about ways plants and animals depend on each other for survival. Throughout the week, have students research one of the questions. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

Conferring

3 students/3-4 minutes
per conference

IDENTIFY PERSUASIVE TEXT

Talk About Independent Reading

Ask students to discuss the persuasive text structure the author used in their book and explain how it helps support the author’s opinion.

Possible Conference Prompts

- How many opinions were stated in the book?
- How did the evidence and facts support the author’s opinion and point of view?

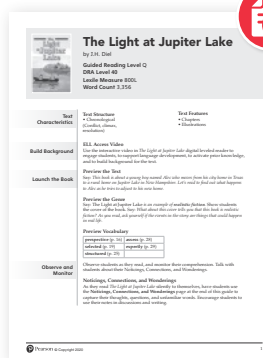
Possible Teaching Point Think about what people say when they are arguing for something they believe in. How do they try to convince you?

Leveled Readers



IDENTIFY PERSUASIVE TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to identify the features of persuasive text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Ask students to share their persuasive text topic and two important ideas they learned. Reinforce that the author’s purpose in persuasive text is to state an opinion and convince readers to agree.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected persuasive text.
- read or listen to a previously read leveled reader or selection.
- continue reading their Book Club text or one of the books from the suggested titles on p. T471.

Centers



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

Literacy Activities



Students can

- write questions about their reading in a reading notebook.
- reread for a partner.
- play the *myView* games.
- complete an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T480–T481, for

- teacher’s summary of chapters in *Wetlands*.
- 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 Texts



Welcome Back, Wolves!

Compare Texts

Before students read *Welcome Back, Wolves!*, tell them that afterwards, they will compare and contrast its point of view to that of *Wolves Don't Belong in Yellowstone*.



Wolves Don't Belong in Yellowstone

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.

Preview Vocabulary

- Introduce the vocabulary words on p. 344 in the *Student Interactive*. Have students share what they know about the words. Define as needed.

habitat: the natural home of a plant or an animal

solitary: single or alone

multiplied: increased greatly in number

- Ask: [Based on the selection title, what might be the author's opinion about wolves?](#)

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.

Read

Discuss the First Read Strategies. Guide students to establish an appropriate purpose for this first read of a persuasive text.

FIRST READ STRATEGIES

NOTICE Ask students to pay attention to details in the text and images that seem important and to use those details to make predictions about the text.

GENERATE QUESTIONS Encourage students to write questions about the text before, during, and after reading to help clarify their understanding.

CONNECT Remind students to connect what they read to what they already know about the world. Explain that this connection can help them understand the argument.

RESPOND Ask students to respond to the text by discussing with a partner. Have pairs discuss whether they agree with the author's opinion and explain why or why not.

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 Visualize To remember a new word, students should visualize, or create a mental picture, of its meaning.

Model visualizing a keyword by sketching an image. Ask students to identify the matching vocabulary word. **EMERGING/DEVELOPING**

Model selecting and visualizing a keyword, as described above. Have students brainstorm keywords and discuss possible corresponding images. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Encourage students to connect this week’s vocabulary to the story *Wolf Island*, the selection for Week 3. For example, the illustrations on pp. 318 and 320 can be used to discuss the meanings of all three vocabulary words in a familiar context. Note that while the words may be approximately the same in Spanish (*hábitat, solitario, multiplicado*), students may still be unfamiliar with the concepts.

STUDENT INTERACTIVE, pp. 344–345



Meet the Author



Pooja Makhijani is a writer, editor, and teacher. She lives with her family and many, many books in New Jersey. She formerly lived in Singapore, a city-state in Asia. In her free time, Pooja Makhijani loves to dance, listen to music, and take photos.

Welcome Back, Wolves!

Preview Vocabulary

As you read *Welcome Back, Wolves!* notice how these vocabulary words relate to the author’s argument.

habitat solitary multiplied

Read

Establish a purpose for reading persuasive text. Follow these strategies when you read this persuasive text the first time.

<p>Notice text and images that help you make predictions about the text.</p>	<p>Generate Questions by asking yourself what the author wants you to understand.</p>
<p>Connect the text to what you know about the world.</p>	<p>Respond by talking about the text with a partner.</p>

First Read

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Genre Persuasive Text

Welcome Back, WOLVES!

by Pooja Makhijani



AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD The title of the text lets me know that I will be reading about wolves. The map on this page shows a place named Yellowstone. After reading the first sentence, I understand what Yellowstone is, and the map tells me where the park is located. I think that this text will be about wolves that live in Yellowstone.

Close Read

Analyze Text Structure

Explain that a claim is a statement that requires supporting evidence. Point out that in a persuasive text authors want readers to agree with their claims, or interpretations of facts. The title of this text provides a clue about the author's main claim.

Have students scan **paragraph 1** and underline the sentence that helps them identify the author's claim about wolves in Yellowstone. **See student page for possible responses.**

Ask: *How does the author help you identify her main claim?*

Possible Response: The phrase “the right decision” is a clue that this is a claim. The phrase “several reasons” tells me that the author will focus on this claim rather than on why the park is ideal for wolves.

DOK 2

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

CLOSE READ

Analyze Text Structure

Underline the sentence that helps you identify the author's claim about wolves in Yellowstone.

habitat the natural home of a plant or animal

1 Yellowstone National Park, with its plentiful food and wide-open spaces, is an ideal habitat for wolves. For many years, though, wolves were banned from the park. The U.S. government thought wolves did more harm than good. Fortunately, the government rethought its decision, and the ban was lifted. Returning wolves to Yellowstone was the right decision for several reasons.



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Possible Teaching Point

Read Like A Writer | Author's Craft

Tone Display the first sentence of the text and underline the phrases *plentiful food, wide-open spaces, and ideal habitat*. Ask: *Do the phrases show that the author has a positive, negative, or matter-of-fact attitude toward the idea?* Explain that readers can infer the author's tone, or attitude toward the subject, from the author's choice of words. Ask students to describe the author's tone in the sentence. For more instruction on tone, see pp. T240–T241 in the Reading-Writing Workshop Bridge.



- 2 In the early 1900s, the U.S. government started a program to control predators in Yellowstone National Park. The government believed wolves and other predators destroyed other park wildlife. Farmers and ranchers supported the program. They said wolves threatened their livestock.
- 3 To control predators, hunters killed them. By 1926, the last Yellowstone wolf pack had been killed. For decades after that, only a few solitary wolves were sighted.

CLOSE READ

Compare and Contrast Texts

Highlight facts about the government's program on wolves in Yellowstone that agree with paragraph 1 of *Wolves Don't Belong in Yellowstone*.

solitary single or living alone

First Read

Generate Questions

THINK ALOUD Paragraph 2 is about the government's decision to ban the wolves in the early 1900s. What does this have to do with the decision to allow wolves back in Yellowstone? I think that the author's first reason to support the decision to return the wolves has to do with why it was a mistake to ban them in the first place.

Close Read

Compare and Contrast Texts

Tell students that authors of persuasive texts select facts that best support their argument. Explain that comparing and contrasting how different authors discuss the same topic helps readers know how each author looks at the topic and feels about it.

Have students scan **paragraphs 2 and 3** and highlight facts about the government's program on wolves in Yellowstone that agree with paragraph 1 of *Wolves Don't Belong in Yellowstone*. **See student page for possible responses.**

Ask: What do both authors tell readers about the government's program to remove wolves?

Possible Response: They both tell readers that the government removed wolves from Yellowstone in the early 1900s. They agree that the government's reason was that wolves were dangerous.

DOK 2

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.



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Possible Teaching Point




Word Study | Syllable Pattern VCe

Use the lesson on pp. T210–T211 to model decoding multisyllabic words with the VCe syllable pattern. Display the word *livestock*. Explain that the silent e in the first syllable signals that the *i* is long. Ask students to locate other words in paragraph 2 with the VCe pattern. (*Yellowstone, wildlife*)

First Read

Generate Questions

 **THINK ALOUD** Does the photo show how the wolves were returned to the park? Also, is the author's claim about biodiversity her first reason the government was right to allow wolves back into Yellowstone? I will write these questions and see whether the text provides answers.



Close Read

Compare and Contrast Texts

Have students scan **paragraph 5** and highlight a key idea about the value of wolves in the park that is different from the information in *Wolves Don't Belong in Yellowstone*. **See student page for possible responses.**

Ask: **How would you contrast the authors' ideas about the importance of wolves to Yellowstone's ecosystem?**

Possible Response: The author of this text says wolves are important because they "improve biodiversity," which helps keep the ecosystem healthy. She states that scientists have known this for a long time. The other author thinks those scientists are wrong and wolves are not necessary because they "may not improve Yellowstone's ecosystem."

DOK 2

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.

CLOSE READ

Compare and Contrast Texts

Highlight a key idea about the value of wolves in Yellowstone that contrasts with the information in *Wolves Don't Belong in Yellowstone*.

- 4 In the 1960s, scientists began to focus on protecting nature rather than controlling it. They wanted to bring wolves back to Yellowstone. Many years later, it happened. By late 2014, there were 104 wolves at the park.
- 5 **As scientists have long realized, wolves improve biodiversity.** Biodiversity is the number of species in an ecosystem, or environment. A healthy ecosystem has many different species.



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CROSS-CURRICULAR PERSPECTIVES

Science



Yellowstone National Park reintroduced 31 gray wolves from Canada in 1995 and 1996. Since then, the park's wolf population has stabilized and remained at around 100 wolves (split among 10 packs) for the last decade. Experts believe that this number is Yellowstone's carrying capacity for wolves, or the maximum population size that the area can support without disrupting the ecosystem, based on the available food, water, habitat, and other resources required by wolves. Have students connect this information to the "Bringing Animals Back" infographic on pp. 340–341 of the *Student Interactive*.



- 6 When wolves disappeared from Yellowstone, other animals were affected. Elk, wolves' favorite food, multiplied. Elk eat willow trees. Soon, the elk were eating more and more trees. Beavers use willows to make their homes, called dams. Because the elk ate so many trees, beavers didn't have enough wood to build dams. Beavers began to disappear from the park.
- 7 Then the wolves returned. They began to eat elk. Willows grew back. Beavers returned to the park. As a result, biodiversity improved.

CLOSE READ

Analyze Text Structure

Underline a detail that supports the author's claim that wolves improve biodiversity.

multiplied increased greatly in number

First Read

Connect

THINK ALOUD The food chain described on this page is similar to the one described in *Wolf Island*. One difference is that the wolves eat elk instead of deer, but this makes sense because the ecosystem in Yellowstone is different from the one in *Wolf Island*.

Close Read

Analyze Text Structure

Remind students that authors persuade readers by providing reasons a claim is or is not true. Explain that authors support their claims with details and evidence, such as examples and facts. Using a variety of reasons and evidence helps authors convince different audiences.

Have students scan **paragraph 7** and underline a detail that supports the author's claim that wolves improve biodiversity. **See student page for possible responses.**

Ask: **Based on the evidence you underlined, what readers do you think the author is trying to convince? Explain your reasoning.**

Possible Response: The author wants to convince readers who do not believe or are not sure that wolves affect biodiversity. She uses facts to point out the effects of returning wolves. I think the author also wants to convince readers who do not understand what biodiversity is. She explains that biodiversity improved so that readers understand that wolves are good for biodiversity.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.



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CROSS-CURRICULAR PERSPECTIVES

Science



The elk in Yellowstone feed on aspen and willow trees in harsh winters. Both tree species require a large amount of water to grow, and ecologists are still determining whether the elk or a long-term drought was responsible for the loss of trees while wolves were banned from the park. Additionally, fewer trees hurt both beavers and the trees themselves. Beaver dams raise the water table in the ground and help make more water accessible to the tree roots.

First Read

Respond

THINK ALOUD I am not sure I agree with the author's second reason why it was the right decision to return wolves to Yellowstone. I understand that ecotourists are good for businesses, but are they good for the wildlife or the environment? What do others think? I will discuss this with a partner.

Close Read

Analyze Text Structure

Tell students that a fact is information that is known to be true and can be proved. An opinion is someone's belief or way of thinking about something. It cannot be proved true or false. Explain that words such as *right*, *wrong*, *feel*, *best*, and *worst* are clues that a statement is an opinion.

Have students scan **paragraphs 9 and 10** and underline the author's opinion about the effect of ecotourists who visit Yellowstone.

Ask: **How do you know that the underlined statement is an opinion?**

Possible Response: The word *good* is a clue that "That's a *good* thing!" is an opinion about ecotourists in the area. Also, it may not be possible to prove that restaurants and hotels use the money from ecotourists in the way the author describes, even if it is true.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

CLOSE READ

Analyze Text Structure

Underline the author's opinion about the effect of ecotourists who visit Yellowstone.



- 8 Daniel Licht is one of many scientists who believe wolves help Yellowstone. "We have these ecosystems that are in dire need of wolves," said Licht. He thinks wolves should be returned to other habitats, too. "The pros, the benefits, would far outweigh the negatives," he said.
- 9 Bringing wolves back to Yellowstone has helped in another way. Wolves bring ecotourists to the park. Ecotourists are people who travel to see nature.
- 10 Ecotourists come from around the world to see Yellowstone's wolves. A 2006 study found that ecotourists spend millions of dollars in and around the park area each year. Some of that money goes to restaurants and hotels. In other words, wolves help people pay their bills. That's a *good* thing!



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Possible Teaching Point

Read Like A Writer | Author's Craft

Tone Call attention to the last sentence in paragraph 10: "That's a *good* thing!" Discuss how this statement reinforces the author's attitude toward ecotourism and allowing wolves in Yellowstone. Point out that the tone of the sentence also gives readers a sense of the author's voice, or personality. Ask: **Does this sentence make you think the author is a serious, quiet person or an enthusiastic person who likes to share her thoughts with others? How might a different type of person express the same idea?**



- 11 The return of wolves has been important for a third reason. It has helped prove that wolves and people can live together in peace.
- 12 No wolf has attacked a human at Yellowstone. And studies show that only a tiny percent of livestock die from wolf attacks. The “big, bad wolf” is a myth.
- 13 Wolves belong at Yellowstone. Now that they’re back, nature is in balance. Tourism is up, too. Predators such as wolves always bring some dangers. However, the good they do far outweighs the risks. Welcome back, wolves!

CLOSE READ

Compare and Contrast Texts

Highlight details that suggest that the author’s purpose for writing this text is different from the author’s purpose for writing *Wolves Don’t Belong in Yellowstone*.

First Read

Respond

THINK ALOUD Reading that wolves kill some livestock reminds me that farmers and ranchers supported the decision to ban wolves. If the author gave a number instead of saying that the percentage was “tiny,” I could judge the seriousness of this problem myself. I will talk with a partner to discuss whether this detail supports the claim about people and wolves living together.

Close Read

Compare and Contrast Texts

Ask students to share their ideas about the author’s purpose for writing the second selection, *Wolves Don’t Belong in Yellowstone*. Then have students scan paragraphs 11–13 and highlight details that suggest that the author’s purpose for writing this text is different from the author’s purpose in *Welcome Back, Wolves!* **See student page for possible responses.**

Ask: How does the author’s purpose for writing *Welcome Back, Wolves!* make the main points of her argument different from the other author’s main points?

Possible Response: Since this author wants to persuade readers that the government was right to allow wolves back, she focuses on why it is good to have wolves in the park. She explains that the wolves keep nature in balance, bring ecotourists, and prove that they “can live together in peace” with humans. The other author wants readers to believe the government made the wrong decision, so her main points are the problems caused by having the wolves in the park.

DOK 3

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.



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ELL Targeted Support Background Knowledge To develop understanding of the “big, bad wolf” reference or the meaning of the word *myth* in paragraph 12, use illustrations of the wolf character in “The Three Little Pigs” or the song “Who’s Afraid of the Big Bad Wolf?” to help explain the quote. Tell students that a myth can be a popular belief that is not true.

Use images to discuss other common myths not from stories (e.g., swallowed gum stays in your stomach). **EMERGING/DEVELOPING**

Discuss other common myths and provide sentence frames to encourage students to volunteer their own. **EXPANDING/BRIDGING**

Introduce the Texts



Welcome Back, Wolves!

Compare Texts

Before students read *Wolves Don't Belong in Yellowstone*, tell them that afterwards, they will compare and contrast its key ideas to those of *Welcome Back, Wolves!*



Wolves Don't Belong in Yellowstone

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.

Preview Vocabulary

- Introduce the vocabulary words on p. 352 in the *Student Interactive*. Have students share what they know about the words. Define as needed.
 - eliminated:** removed
 - reintroduced:** brought an animal or plant back into an area
- Prompt students to look at the selection title and cover art. Elicit that this text will present an opposing opinion from the previous selection. Then ask students to predict how the vocabulary words might be used in the text.
- **As you read, highlight the vocabulary words. Think about how the author uses each word to support her argument.**

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.

Read and Compare



Discuss the First Read Strategies. Explain that for this first read, students' purpose is to understand the author's argument and compare and contrast her main ideas with those in *Welcome Back, Wolves!* Prompt them to consider how the argument in this text will compare with that in the previous text.

FIRST READ STRATEGIES

NOTICE Review that an author's point of view, or viewpoint, is the way an author looks at and feels about a topic. Ask students to pay attention to the author's opinion as well as specific examples and word choice and to consider why the author included those.

GENERATE QUESTIONS Tell students to jot down their questions about the text before, during, and after reading to help them clarify their understanding of information.

CONNECT Encourage students to connect the text to other texts they have read. This connection will help them understand and analyze the author's argument.

RESPOND Have students respond by summarizing the text in their own words.

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



ELL Targeted Support Compare and Contrast Tell students that comparing and contrasting the vocabulary words can help them remember the words' meanings. Draw a Venn diagram on the board and write *eliminated* and *reintroduced* in the circles. Below, write *They eliminated the wolves from the park. They reintroduced the wolves to the park.*

Read the first sentence aloud while gesturing to indicate removing something, and have students repeat both the sentence and motion. Explain that *eliminated* is similar to *took away* or *took out*, and write these phrases in the diagram. Repeat the process with the second sentence, explaining that *reintroduced* is similar to *put back in*. Point out that both vocabulary words are verbs, or action words, and write this in the center of the diagram. Call on volunteers to identify how the words differ and to sketch or act out the meaning of each. **EMERGING/DEVELOPING**


Circle the base words *eliminate* and *introduce* in the sentences. Share the simplified definitions of the vocabulary words and ask volunteers to identify how they are alike and different. Record their answers in the diagram, and challenge students to come up with their own sentences using the verbs. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge To help students understand the relationships between ideas in the text, discuss the signal words and phrases the author uses for contrast. Begin with examples of how *but* is used, and encourage students to share similar words from their first language to reinforce the concept of signal words. Build on students' prior knowledge to explain or review the meanings of *however*, *in spite of*, and *instead*.

STUDENT INTERACTIVE, pp. 352-353

Meet **the Author**



Frances Ruffin has written more than 40 books for children. She says, "I cannot remember a time when I did not read. I love reading, researching, and writing something new. My favorite quotation comes from children's book author Walter Dean Meyers: 'Once I began to read, I began to exist.'"

Wolves Don't Belong in Yellowstone

Preview Vocabulary

As you read *Wolves Don't Belong in Yellowstone*, pay attention to how the author uses these vocabulary words in her argument.

eliminated
reintroduced

Read and Compare

Before you begin, ask yourself, "How does the argument in this text compare to that in the previous text?" Readers of **persuasive texts** follow these strategies when they first read a text.

<p>Notice the point of view of the author.</p>	<p>Generate Questions to clarify information.</p>
<p>Connect this text to other texts you have read.</p>	<p>Respond by summarizing the text in your own words.</p>

First Read


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Genre **Persuasive Text**

WOLVES

DON'T BELONG

in Yellowstone



by Frances Ruffin

AUDIO

ANNOTATE

353

First Read

Notice

THINK ALOUD The first paragraph makes clear that this author disagrees with the claim in *Welcome Back, Wolves!* She calls the scientists and people who wanted to return the wolves to Yellowstone the “pro-wolf side” and includes a photo of them arguing against hunting wolves to eliminate them.

Close Read

Analyze Text Structure

Remind students that authors often make several claims in a persuasive text. Explain that the main claim is the statement that the author will support throughout the whole text.

Have students scan **paragraph 1** and underline the sentence that helps them identify the author’s claim about wolves in Yellowstone. **See student page for possible responses.**

Ask: **How does looking at the structure of the text help you identify the author’s main claim?**

Possible Response: I identified the claim after reading all the paragraphs. Paragraphs 2–4 discuss why people did not like the decision to remove wolves, not how dangerous wolves are, so I knew the author would go on to argue that the decision was the right one.

DOK 2

OBJECTIVES

Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.

Evaluate details read to determine key ideas.

CLOSE READ

Analyze Text Structure

Underline the sentence that helps you identify the author’s claim about wolves in Yellowstone.

eliminated removed

- 1 Gray wolves are too dangerous to roam in Yellowstone National Park. That’s why the government eliminated most wolves from the park in the early 1900s. Removing the wolves was the right decision.
- 2 However, in the 1960s, scientists began arguing for the wolves’ return. Wolves would bring more biodiversity to Yellowstone, they said.
- 3 Many people loved the idea of having wolves in the park again. To them, wolves are predators to admire. They’re powerful, intelligent animals.
- 4 The pro-wolf side won. Today, wolves are back in Yellowstone. And they’re as dangerous as they ever were.



Possible Teaching Point

Read Like A Writer | Author’s Craft

Tone Call attention to the words *eliminated* and *removing* in paragraph 1. Ask: **How do these verbs reveal the author’s attitude toward the wolves and the government’s decision?** Then have students read this sentence from paragraph 2: *Wolves would bring more biodiversity to Yellowstone, they said.* Guide students to recognize that the phrase *they said* suggests that the author is skeptical of the idea.



- 5 Farmers and ranchers speak most loudly against wolves in Yellowstone. **To them, wolves are bad news.**
- 6 Wolves often wander outside their Yellowstone habitat. They end up on nearby lands. Those lands include many farms and ranches. Most farms and ranches have cattle and other livestock.

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CLOSE READ**Compare and Contrast Texts**

Highlight a key detail about farmers and ranchers that is the same in both texts.

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First Read**Connect**

THINK ALOUD I have learned from other texts that wolves eat elk and deer. This page makes me think that they might also eat cattle, or cows grown for meat and milk, and other farm animals. The author of *Welcome Back, Wolves!* stated that wolves attack livestock but kill just a “tiny percent” of them. Now I want to keep reading and see what evidence this author uses to argue that wolves are bad for ranchers and farmers. If the authors’ facts do not agree, I can check information in other texts.

Close Read**Compare and Contrast Texts**

Remind students that authors of persuasive texts present facts to support their argument. Then have students scan **paragraph 5** and highlight a key detail about farmers and ranchers that is the same in both texts. **See student page for possible responses.**

Ask: How does information about farmers and ranchers not wanting wolves in Yellowstone differ between the texts?

Possible Response: In this text, the detail supports the author’s claim that wolves are dangerous and bad for farmers. In the other text, the author mentions this detail only to help explain why the government got rid of the wolves in the 1900s.

DOK 2

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.

Possible Teaching Point**Academic Vocabulary | Figurative Language**

Read aloud this sentence in paragraph 5: *To them, wolves are bad news.* Tell students that the author is comparing wolves to bad news without using the comparison word *like* or *as*. This type of comparison is called a metaphor. Discuss how the wolves in Yellowstone are not literally “news” to the farmers and ranchers. For instruction on figurative language use pp. T208–T209 in the Reading-Writing Workshop Bridge.

First Read

Generate Questions

THINK ALOUD After reading this page, I still am not sure whether the wolves kill cattle for food or another reason. Is the author saying that the ranchers' main problem with wolves is that they make the cattle too scared to eat enough? Does this mean that it does not matter why the wolves kill them or how many they kill? I will write these questions down to help me make sure I understand the information in both texts.

Close Read

Vocabulary in Context

Ask students to locate the word *alert* in **paragraph 7**. Have them use context beyond the sentence to determine the meaning of *alert* and underline the clue. **See student page for possible responses.**

Ask: *How does your context clue support your definition of alert?*

Possible Response: The detail that the cows are “looking around for danger” tells me that an alert is a sign of danger. So *on the alert* probably means “being watchful or paying close attention for possible danger.”

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

Use a context clue beyond the sentence to determine the meaning of *alert*.

Underline the context clue that supports your definition.

- 7 According to many ranchers, wolves create a “landscape of fear.” Cattle stay on the alert while grazing. They spend less time eating and more time looking around for danger. As a result, they eat less. They fail to gain weight.
- 8 When ranchers sell their cattle, they get a higher price for fatter cattle. If cattle fail to gain weight, ranchers make less money.



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Possible Teaching Point



Read Like a Writer | Author's Craft

Imagery Call students' attention to the quote “landscape of fear” in paragraph 7 and elicit that the author is quoting the words of a rancher. Discuss how the phrase “landscape of fear” helps readers understand how much the ranchers dislike wolves.



9 Doug Smith is Wolf Project Leader at Yellowstone. He wanted wolves back at Yellowstone. But even he says, “Life is simpler without wolves. I admit that if you are a rancher, having wolves around is worrisome. I understand that it’s not just the cows they kill; it’s the sleepless nights. I think that’s the best argument to not have them.”

CLOSE READ

Analyze Text Structure

Underline the statements in the quote by Doug Smith that are opinions, not facts.



First Read

Respond

I think Doug Smith may be an expert on the problems caused by the wolves in Yellowstone because his job at the park is Wolf Project Leader. How would you summarize what he is saying in the quote?

Possible Response: I think he is saying that wolves are “bad news” for ranchers not only because they may kill cattle but also because wolves cause ranchers to worry about their cattle’s health and the possible loss of income.

Close Read

Analyze Text Structure

Remind students that an opinion is someone’s belief or way of thinking about something. Have students scan **paragraph 9** and underline the statements in the quote by Doug Smith that are opinions, not facts. **See student page for possible responses.**

Ask: **How well do Doug Smith’s opinions support the author’s argument? Explain your reasoning.**

Possible Response: His opinions do not support the claims that wolves are bad for ranchers and farmers and do not belong in Yellowstone as well as facts would. Instead of saying “having wolves around is worrisome” and “the best argument” is ranchers’ “sleepless nights,” it would be more convincing if he or the author shared facts, such as how many ranchers became sick from worrying or how much money the ranchers have lost since the wolves were brought back.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by distinguishing facts from opinion.



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Possible Teaching Point



Word Study | Syllable Pattern VCe

To remind students that not all multisyllabic words with the VCe syllable pattern have a long vowel sound, read aloud the sentence with the word *worrisome* in paragraph 9. Explain that *worrisome* does not follow the VCe pattern because the second *o* does not have a long vowel sound even though it is followed by a consonant and silent *e*.

First Read

Notice

THINK ALOUD The author's claims about the relationship between wolves and grizzly bears suggest she is more concerned than the other author about how wolves affect people's safety.

Close Read

Analyze Text Structure

Tell students that some claims appear to be facts. Review that a claim is a statement that is supported with reasons and evidence. Authors use the supporting evidence to try to convince their audience to agree with them.

Have students scan **paragraphs 10 and 11** and underline claims that are meant to persuade readers that wolves in Yellowstone cause problems. **See student page for possible responses.**

Say: **Summarize the claims to determine the main idea.**

Possible Response: The main idea is that the wolves in Yellowstone increase the chances that people will be attacked by grizzly bears.

DOK 2

OBJECTIVES

Recognize characteristics and structures of argumentative text by identifying the claim.

Evaluate details read to determine key ideas.

CLOSE READ

Analyze Text Structure

Underline claims you identify that are meant to persuade readers that wolves in Yellowstone cause problems.

- 10 There's another problem too. Wolves increase Yellowstone's grizzly bear population. Grizzlies are scavengers. They eat the prey wolves leave behind. When there are more wolves, grizzlies have more prey to scavenge.
- 11 Hungry grizzlies often eat from garbage dumps and campsites. This increases the chance they'll come face to face with people. Grizzlies are far more likely to attack people than wolves are.



Possible Teaching Point



Academic Vocabulary | Figurative Language

To help students recognize varying types of figurative language, such as idioms, call their attention to the phrase "face to face" in paragraph 11. Have students share their ideas about the meaning of this phrase, and discuss its literal (close together and facing each other) and nonliteral (in person or directly) meanings.



12 Finally, in spite of all the debate, wolves may not improve Yellowstone's ecosystem. Scientists have said that wolves were needed to reduce the elk herd. When there were no wolves, the elk herd grew. Elk eat tree leaves. Some trees suffered when the elk herd grew. After wolves were reintroduced, the elk herd decreased. The trees started to recover. Some scientists, however, say that the trees were simply suffering from drought. Maybe the wolves didn't help them after all.

13 Wolves are not the answer to Yellowstone's problems. Instead, they bring new problems. Yellowstone National Park would be better off without them.



CLOSE READ

Compare and Contrast Texts

Highlight key details of the author's message that contrast with the author's message in *Welcome Back, Wolves!*

reintroduced brought an animal or plant back into an area

First Read

Respond

After reading both texts, I think I can form my own opinion about whether wolves belong in Yellowstone. What is your opinion on this topic?

Possible Response: I think the wolves should be allowed to stay in Yellowstone. The government should do a better job of keeping them inside the park.

Close Read

Compare and Contrast Texts

Have students scan **paragraphs 12 and 13** and highlight key details of the author's message that contrast with the author's message in *Welcome Back, Wolves!* See student page for possible responses.

Say: Explain the difference between the authors' views on the role of wolves in Yellowstone's ecosystem.

Possible Response: This author thinks wolves "may not improve" the ecosystem. The other author believes that wolves are necessary to keep up biodiversity and the ecosystem.

Ask: Which author does a better job discussing both sides of the issue?

Possible Response: I think Pooja Makhijani does a better job because she admits that "predators such as wolves always bring some dangers." Frances Ruffin just states that wolves "bring new problems." She does not mention any benefits.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Word Study | Syllable Pattern VCe

Point out the VCe syllable pattern in the words *debate* and *reduce* in paragraph 12. Have students read the words aloud, share other contexts in which they have heard these words used, and then offer definitions of the words.

Respond and Analyze

Compare Texts



- *Welcome Back, Wolves!*
- *Wolves Don't Belong in Yellowstone*

OBJECTIVE

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

My View

Begin by asking students, “What did you think about these texts?” or “Which text surprised you or interested you the most?”

- **React** Which author do you think was more convincing?
- **Discuss** Do you think wolves should be allowed in Yellowstone?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Explain that to be persuasive, the authors of the two texts about wolves used the words *solitary*, *multiplied*, *eliminated*, and *reintroduced*. Authors also vary their word choices by using vivid and interesting synonyms (words that mean the same) and antonyms (words that are opposites).

MODEL AND PRACTICE Model how to use and explain synonyms and antonyms as you help students complete the chart on p. 360.

- In *Welcome Back, Wolves!*, the author says that only a few solitary wolves were sighted after hunters killed the wolves in Yellowstone. Each wolf was alone—a single wolf. *Single* is a synonym for *solitary*.
- The opposite of a single wolf is many wolves, so an antonym of *single* is *many*.

ELL Targeted Support Linguistic Support Explain that an affix is an additional element that can be added to the beginning of a base word to change its meaning. Begin by acting out the meaning of the word *introduce*. Confirm that students understand its meaning.

Say the word *introduce* and the vocabulary word *reintroduced*. Have students listen for the difference and name the differences they hear. **EMERGING**

Explain that the affix *re-* means “again.” Tell students that *introduce* is the base word. Have students identify the affix at the beginning of *reintroduced* and discuss the meaning of the word, based on its affix. **DEVELOPING**

Say other words with the affix *re-*. Have students listen for the affix and base word and then discuss how the meanings of those words compare and contrast to the meanings of *reintroduced*. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students complete p. 360 of the *Student Interactive*. Tell them they may use a dictionary if they wish. They should be prepared to explain their answers.

OPTION 2 Use Independent Text Model defining an unfamiliar word in a text using a synonym or antonym. Have students find and list five unfamiliar words from their independent reading texts. Ask them to use synonyms, antonyms, or other context clues to define each word. Have them explain the meaning of synonyms in a text.

QUICK CHECK

Notice and Assess Do students show understanding of synonyms and antonyms by giving an example of each for several words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T236–T237.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T236–T237.

Check for Understanding MyTURN Have students complete p. 361 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 360–361



VOCABULARY

Develop Vocabulary

Authors often use synonyms to provide variety in their writing. They also use antonyms to show the opposite of an idea.

MyTURN Review each vocabulary word in the texts. Identify a synonym and antonym for each word and explain its meaning by writing its definition. Then, work with a partner to use each synonym and antonym in a sentence of your own. **Possible responses:**

Synonym	Vocabulary Word	Antonym
single: alone	solitary	together: as a group
increased: became greater in number	multiplied	decreased: became fewer in number
removed: took away	eliminated	added: put into
returned: brought back	reintroduced	rejected: kept out

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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How can the reader identify both texts as persuasive texts?

DOK 2 Both texts make a claim and support it with reasons and evidence. Their reasons are based on facts. Both have conclusions.

2. How does each author use photographs to support the argument for or against wolves in Yellowstone Park?

DOK 2 The author who wants wolves in Yellowstone shows photos of wolves as peaceful and popular with tourists. The author who is against wolves in Yellowstone shows photos of people and animals affected by the reintroduction of wolves.

3. What conclusion can you draw about each author's attitude toward wolves in Yellowstone Park?

DOK 2 Makhijani thinks wolves belong in the park, even if they may harm some cattle nearby. Ruffin thinks that wolves are a danger to farm animals and should be kept out of the park.

4. Which author does a better job of persuading readers about her topic? Use evidence from each text to support your opinion.

DOK 3 Makhijani does a better job. She gives scientific evidence to back up her arguments. Ruffin presents the claims of ranchers and farmers but does not fully support these claims.

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Word Study Syllable Patterns

OBJECTIVES

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

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

LESSON 2

Apply Syllable Patterns

APPLY MyTURN Direct students to complete the activity on p. 366 of the *Student Interactive*.

ignite

trombone

excite

attitude

relate

locate

excuse

complete

Have students use the VCe syllable pattern to identify the long vowel in each word and write the word next to that vowel in the chart.

High-Frequency Words

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



STUDENT INTERACTIVE, p. 366



WORD STUDY

Syllable Patterns

Syllable Pattern VCe, or *vowel-consonant-e*, is a syllable with a long vowel sound. The silent e at the end signals that the first vowel in the syllable is long. For example, the word *Yellowstone* in paragraph 1 of *Welcome Back, Wolves!* has the VCe syllable pattern. The silent e at the end of the word signals that the o in the last syllable is long.

My TURN Read each word with syllable pattern VCe in the box. Write the words in the correct column based on the VCe syllable pattern.

ignite	trombone	excite	attitude	relate
locate	excuse	complete	explode	concrete

locate	←	long a	→	relate
complete	←	long e	→	concrete
ignite	←	long i	→	excite
explode	←	long o	→	trombone
excuse	←	long u	→	attitude

High-Frequency Words

High-frequency words appear often in text but may not follow regular sound-spelling patterns. Read these high-frequency words: *fact*, *course*.

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LESSON 2

Apply Syllable Patterns

LESSON 1

Teach Syllable Patterns

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Compound Words

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T233 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Synonyms are words with the same meaning and antonyms are words with opposite meanings. An author may use an unfamiliar word along with a synonym or an antonym in the text to help the reader figure out what the word means. Have students look back in the two articles on wolves for synonyms or antonyms of various words.

ELL Targeted Support

Tell students that most words have synonyms, which are words that mean the same thing, such as *cold* and *cool*, *freezing*, *chilly*, *icy*. Most words also have antonyms, words that mean the opposite, such as *cold* and *hot*, *boiling*.

Have students use craft sticks to demonstrate *solitary* (one), *multiplied* (many), *eliminated* (removed from a box), and *reintroduced* (put back into a box). **EMERGING/DEVELOPING**

Have pairs define *solitary*, *multiplied*, *eliminated*, and *reintroduced*. Ask students to draw a synonym or antonym for each word.

EXPANDING/BRIDGING



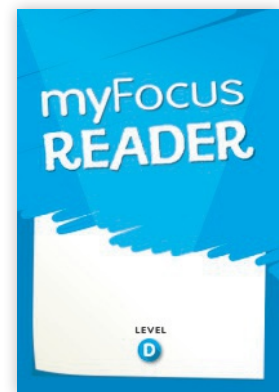
For additional support, see the online *Language Awareness Handbook*.

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 how species interact with their habitats, whether initially or upon reintroduction.



Provide instructional support for comprehension and word study—syllable patterns and Academic Vocabulary words.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from this week's persuasive text or a leveled reader. Ask pairs of students to take turns reading the passage at an appropriate rate for this genre of text, which should be at a slower rate than fiction because facts and arguments require thoughtful comprehension. If needed, model reading at an appropriate rate for persuasive text.

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 Have students tell you synonyms and antonyms they identified in their texts and discuss why the author may have included them.

Possible Conference Prompts

- What words did the author use to tell about living things in habitats?
- Did the author include synonyms or antonyms of the word to emphasize meanings?

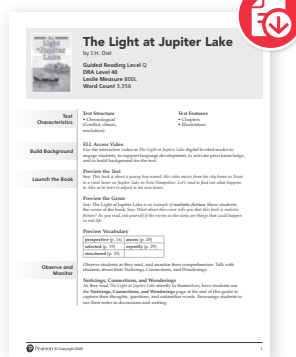
Possible Teaching Point Readers look for synonyms or antonyms to help them figure out the meaning of an unknown word.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to use strategies to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Have one or two students share some new vocabulary words they learned and their meanings, as well as any synonyms or antonyms for those words.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Welcome Back, Wolves!* and *Wolves Don’t Belong in Yellowstone*.
- read a trade book or their Book Club text.
- partner-read a book, looking for synonyms and antonyms and asking questions about the text.

Centers



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

Literacy Activities



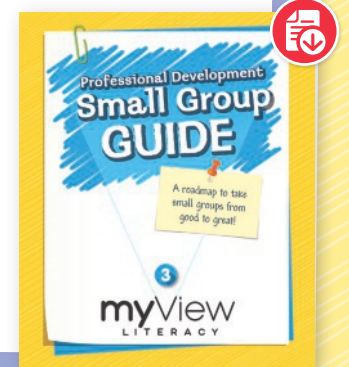
Students can

- complete the graphic organizer on *Student Interactive* p. 360.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 361.
- play the *myView* games.
- choose a passage from a text and look for or think of synonyms and antonyms for several words in the text.

SUPPORT INDEPENDENT READING

Tell students to look for connections among words in their independent reading texts, such as synonyms and antonyms, to develop their vocabulary skills while reading.

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



Analyze Text Structure

Compare Texts



- *Welcome Back, Wolves!*
- *Wolves Don't Belong in Yellowstone*

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.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about creatures and habitats. Give students sentence starters, such as:

- Most people associate wolves with ____.
- Some features of wolves are ____.

ELL Access

Discuss with students the importance of understanding how an author structures or develops a text that gives an argument or an opinion. If students can analyze the structure, it will help them better understand the author's ideas and claims.

Minilesson

FOCUS ON STRATEGIES Readers learn about the structures of different texts to help them understand the texts. A characteristic of persuasive text is a claim with reasons and evidence, or facts, to support the claim. An author can state the claim then give the reasons and evidence or give reasons and evidence and summarize by stating the claim. Authors write for an intended audience, people they want to persuade.

- Determine the text structure the author is using to persuade.
- Think about the overall claim or argument the author is making. A claim is an opinion.
- Look for reasons and evidence that support the claim. Strong evidence will include facts, or information that can be verified as true.
- Practice reading critically by comparing and contrasting the claims and evidence in two texts of the same topic.

MODEL AND PRACTICE Use the Close Read note on p. 346 of the *Student Interactive* to model how to analyze the structure of the text.

- In persuasive text, I look for a claim, or an argument or opinion. Then I look for evidence or reasons the author gives to support the claim. As I look at this paragraph, I see some information about Yellowstone. Then I see that the last sentence is a claim, a statement of what the author thinks, with which some people might disagree. I will underline that sentence. Then I will start to look for evidence that supports the claim.
- Now have pairs find and underline a sentence that states a claim in *Wolves Don't Belong in Yellowstone*, such as in paragraph 1 on p. 354. Remind students that the author will give evidence to support the claim. Have them distinguish the facts from the claim. Also have them identify the intended audience.

ELL Targeted Support Discussion Tell students that understanding the meaning of the word *claim* will help students identify claims as they read.

Have students use sentence frames to build and confirm understanding.
One author claims _____ because _____. The other author claims _____ because _____. EMERGING/DEVELOPING

Have pairs of students look through the two articles to find statements that are claims. Help students identify clues that a claim is being made. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategy for analyzing the text structure of persuasive text.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Analyze Text Structure and then use the text evidence from their annotations to complete the graphic organizer on p. 362.

OPTION 2 Use Independent Text Have students use a T-chart to analyze the characteristics and structure of a persuasive text. Have them label the left column “Claims” and list in it claims they see in the text. Have them label the right column “Reasons and Evidence” and write in it facts and opinions that support the claims. Below the T-chart, have students identify the intended audience of the text.

QUICK CHECK

Notice and Assess Can students analyze structure in persuasive text?

Decide

- **If students struggle**, revisit Small Group on pp. T244–T245.
- **If students show understanding**, extend instruction about analyzing text structure in Small Group on pp. T244–T245.

STUDENT INTERACTIVE, p. 362



CLOSE READ

Analyze Text Structure

Authors of persuasive texts structure their writing in special ways. These authors make a claim, or state an opinion, and support the claim with reasons. Authors must use facts, not opinions or personal beliefs, to support their claims. The goal is to get the audience, or the readers they are trying to convince, to agree with their side of the argument.

1. **MyTURN** Go to the Close Read notes and underline parts that relate to text structure.
2. **Text Evidence** Use some of the parts you underlined to complete the graphic organizer. **Possible responses:**

<p>Welcome Back, Wolves!</p> <p>Claim: “Returning wolves to Yellowstone was the right decision”</p> <p>Audience: readers who do not want wolves in the park or who are undecided</p>	<p>Facts and Opinions That Support Makhijani’s Claim</p> <p>Fact: “the wolves returned. They began to eat elk. Willows grew back. Beavers returned”</p> <p>Opinion: “That’s a <i>good</i> thing!”</p>
<p>Wolves Don’t Belong in Yellowstone</p> <p>Claim: “Removing the wolves was the right decision.”</p> <p>Audience: readers who want wolves in the park or who are undecided</p>	<p>Facts and Opinions That Support Ruffin’s Claim</p> <p>Fact: “Wolves increase Yellowstone’s grizzly bear population.”</p> <p>Opinion: “Life is simpler without wolves. . . . I think that’s the best argument to not have them.”</p>

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Read Like a Writer

OBJECTIVE

Discuss how the author's use of language contributes to voice.

Analyze Tone and Voice

Minilesson

FOCUS ON STRATEGIES An author's *tone* is his or her attitude toward the subject of the text. An author's *voice* is his or her personal style of writing.

- To analyze an author's tone, look for words that show the author's feelings about the subject or topic. Is the author serious or being funny?
- To analyze the author's voice, look for details that show the author's personality, or personal style of writing. Are the sentences short and to the point or long and descriptive?

MODEL AND PRACTICE Model analyzing the author's tone and voice using p. 367 of the *Student Interactive*. Have students follow along as you complete the steps.

1. When I read the passage, I identify words that show how author Pooja Makhijani feels about the topic. The term *dire need* expresses a strong feeling about wolves in Yellowstone and gives the text a serious tone.
2. Then I ask myself how the serious tone of this text contributes to the author's voice. I look for details that help me identify the author's personality and personal writing style.

Encourage students to compare and contrast the tone and voice of author Pooja Makhijani in *Welcome Back, Wolves!* with the tone and voice of Frances Ruffin in *Wolves Don't Belong in Yellowstone*.

ELL Targeted Support Tone and Voice Create a T-chart on the board with the headings *Positive* and *Negative*.

Have students work in groups of different fluency levels to find words in the texts that create a positive or negative tone. (Positive: *ideal, right, healthy, improved, benefits, helped, peace, admire*; Negative: *banned, harm, destroyed, threatened, killed, negatives, attacked, dangerous, bad, fear, worrisome, suffered*) **EMERGING/DEVELOPING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students back to *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*, and have them complete the activity on p. 367 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 367



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use words in a specific way to reveal their voice, or personality. **Tone** is the author's attitude toward the subject. For example, an author may use words in a particular way to create a serious or funny tone.

Model ! Read the sentence from *Welcome Back, Wolves!*

"We have these ecosystems that are in **dire need** of wolves," said Licht.

word choice

- 1. Identify** The words *dire need* create a serious tone.
- 2. Question** How does this tone contribute to the author's voice?
- 3. Conclude** The serious tone lets the reader know that the author believes that wolves are critical to the ecosystem.

Read the passage.

In other words, wolves help people pay their bills.
That's a *good* thing!

My TURN Follow the steps to analyze the passage. Describe how tone helps to reveal the author's voice.

- 1. Identify** The word *good* in *italics* creates a positive tone.
- 2. Question** How does this tone contribute to the author's voice?
- 3. Conclude** The positive tone lets the reader know that the author believes *that wolves bring benefits*

Word Study Syllable Patterns

OBJECTIVE

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

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the VCe syllable pattern can help them decode and pronounce words with a final syllable that includes a vowel, consonant, and silent *e*.

MODEL AND PRACTICE Say: *The word **debate** is used in the text **Wolves Don't Belong in Yellowstone**. I notice the vowel, consonant, and **e** pattern. I use the VCe pattern to decode the word and pronounce the long **a** vowel sound in **debate**.*



APPLY Have students complete *Word Study* p. 48 from the *Resource Download Center*.

Name _____

Word Study

VCe Syllable Patterns
In the VCe, or vowel-consonant-e, syllable pattern, a silent e tells you that the first vowel in the syllable is long. The VCe syllable pattern can help you decode and pronounce single-syllable and multisyllabic words.

- Look for a final syllable with a vowel, a consonant, and a silent e.
- If a single-syllable word ends with a silent e, the vowel is long.

TURN Review the words in the box below. Use the VCe syllable pattern to determine the long vowel sound in each word. Write the word on the correct row of the chart.

vote	confuse	chase	cute
define	space	phone	smile
stampede	compete		

long a	space, chase
long e	compete, stampede
long i	smile, define
long o	vote, phone
long u	confuse, cute

TURN Work with a partner to write sentences using the words.

Grade 3, Unit 2, Week 9
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Word Study, p. 48



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Syllable Patterns

LESSON 2

Apply Syllable Patterns

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Compound Words

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE TEXT STRUCTURE

Teaching Point How do you convince a friend about something? You state your opinion and then give reasons for your opinion. Readers pay attention to the structure of persuasive text—to the way an author makes claims or states opinions and follows them with reasons, evidence, or proof. Work with students to complete the graphic organizer on *Student Interactive* p. 362.

ELL Targeted Support

To help students internalize new English words, guide them in using phrases and sentences that give opinions and support for those opinions.

Have students use similar phrases to complete each sentence: *I think wolves are _____. I believe wolves are _____. In my opinion, wolves are _____.* **EMERGING**

Have students use similar phrases to complete each sentence: *I think wolves are _____ because _____. I believe wolves are _____ because _____. In my opinion, wolves are _____ because _____.*

DEVELOPING

Have students use the text of the articles on wolves to complete this sentence for each author: *_____ believes that wolves are _____ and gives this evidence: _____.* **EXPANDING/BRIDGING**



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

Intervention Activity



ANALYZE TEXT STRUCTURE

Use Lesson 34, pp. T221–T226, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing text structure.

LEVEL D • READ

Lesson 34 Genre: Argumentative Texts

DIRECTIONS Read "Bike Lanes for Oakhurst" silently. Watch for the author's claim as you read.

Bike Lanes for Oakhurst

1 It is time for Oakhurst to create bike lanes. Riding a bike in our town means sharing the road with motorists. There are more cars than ever on our streets. Riding a bike can be risky. Some people don't feel safe riding bikes in our town. Yet bike riding has many good benefits. Some reasons that Oakhurst needs bike lanes are safety, cleaner air, and better health.

2 Let's first take a look at safety. People who live in cities with bike lanes have far fewer biking injuries. A report in *Cycle Times* states that bike injuries fall by 50% when cities provide bike lanes. Last year, the *Oakhurst Times* reported ten bike accidents. Two of them involved students cycling to school. The report states that these accidents would not have happened if the cyclists had been on bike lanes.

3 Another reason our town would benefit from bike lanes is the environment. More bike lanes mean fewer cars on the road. A study from the Clean Air Board shows that cities with the worst air pollution also had the most traffic. If more people felt safer biking to work and school, there would be less traffic and cleaner air.

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Reading Informational and Argumentative Text T • 221

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage at an appropriate rate.

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

ANALYZE TEXT STRUCTURE

Talk About Independent Reading Have students review their sticky notes and share how authors structured persuasive texts.

Possible Conference Prompts

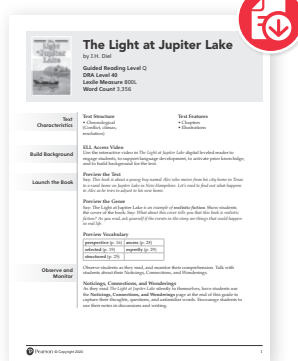
- Where does the author make claims or statements of opinion?
- Where is the author’s evidence or proof?

Possible Teaching Point Readers look for the structure of persuasive text. Usually the author’s evidence follows a claim, but it may come before so the claim summarizes the evidence.

Leveled Readers

ANALYZE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to analyze text structure, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Ask two students to summarize an author’s claim in a text they are reading. Take time to celebrate what students have learned.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Welcome Back, Wolves!* and *Wolves Don’t Belong in Yellowstone* or another text they have previously read.
- read a trade book or their Book Club text.
- support their partners in analyzing the text structure of a passage they read in their book.

Centers

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

Literacy Activities

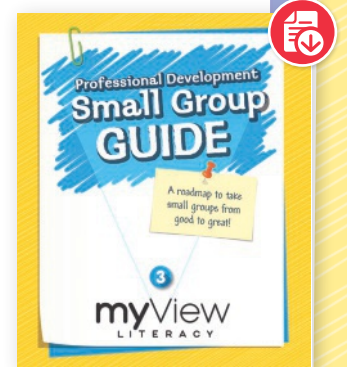
Students can

- complete the graphic organizer on *Student Interactive* p. 362.
- practice this week’s word study focus by creating a chart of words with the VCe pattern.
- play the *myView* games.

SUPPORT PARTNER READING

After reading sections of their text, have partners identify and discuss the text structure, citing details that help them determine how the author organized information in the text.

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



Compare and Contrast Texts

Compare Texts



- *Welcome Back, Wolves!*
- *Wolves Don't Belong in Yellowstone*

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.

ACADEMIC VOCABULARY

Integrate Offer students oral practice as they use the unit Academic Vocabulary words. For example, ask:

- Which groups of people would prefer wolves to be in Yellowstone? Which groups would prefer that wolves not be in Yellowstone?
- How did scientists investigate the question of wolves in Yellowstone?

Minilesson

FOCUS ON STRATEGIES Authors of persuasive text include persuasive words, supporting details, and evidence for the opinions they are stating.

- Evaluate the claims, supporting evidence, and vocabulary to identify the ideas different authors present in their texts.
- Compare and contrast the strength of the evidence and support authors present to determine the strength of an opinion.

MODEL AND PRACTICE Use the Close Read note on p. 347 of *Welcome Back, Wolves!* to model how to use details to compare and contrast key ideas and how to compare and contrast texts.

- **In persuasive text, I look for details that support key ideas I will be comparing and contrasting. The information on p. 347 about what was done in the past is important for comparing that time with the present. The author of the second text on wolves in Yellowstone used this same information on p. 354. I will highlight the second sentence in each paragraph on p. 347, because both sentences include the government information the first author used. On p. 354, I will highlight the first two sentences to compare the use of the same information by the second author.**

ELL Targeted Support Compare Texts Tell students that when good readers need to compare and contrast two texts, they make notes to help them remember details from each text. Refer students to *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*.

Have students make a sticky note for the first article saying “This author wants wolves in Yellowstone” and one for the second article saying “This author does not want wolves in Yellowstone.” Then have students put sticky notes next to pictures or text that support each statement.

EMERGING/DEVELOPING

After reading each text, have individuals or groups of students put sticky notes next to three claims and their support. **EXPANDING/**

BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing and contrasting texts.

OPTION 1 MyTURN Use the Shared Read Have students annotate the text using Close Read notes for Comparing and Contrasting Texts and then use the text evidence from their annotations to complete p. 363.

OPTION 2 Use Independent Texts Have students use sticky notes to mark claims and evidence authors give in two contrasting persuasive texts. Students should then compare ideas and evidence from the two texts.

QUICK CHECK

Notice and Assess Can students use text evidence to compare and contrast?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T252–T253.
- **If students show understanding**, extend instruction in Small Group on pp. T252–T253.

STUDENT INTERACTIVE, p. 363



READING WORKSHOP

Compare and Contrast Texts

Authors use persuasive words to convince readers to agree with their point of view. You can compare and contrast the important points and key details that authors use to support their opinions.

1. **MyTURN** Go back to the Close Read notes in the two persuasive texts. Highlight details that help you compare and contrast the texts.
2. **Text Evidence** Use some of the highlighted text to compare and contrast the two texts. Then evaluate the details you chose to determine the main idea of each text.

Possible responses:



Main Idea of *Welcome Back, Wolves!*:
Wolves improve Yellowstone.

Main Idea of *Wolves Don't Belong in Yellowstone*:
Wolves cause a lot of problems in Yellowstone.

Write for a Reader

OBJECTIVE

Discuss how the author's use of language contributes to voice.

Use Tone and Voice

Minilesson

FOCUS ON STRATEGIES Explain that authors show their voice, or personality, through the language they use in their writing. The words they choose to use to express their tone, or attitude, toward the topic help to give the text feeling and make it more interesting.

Discuss how the language used by Pooja Makhijani and Frances Ruffin contributes to each author's voice in the texts *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone*. Then encourage students to compare and contrast the authors' tone and voice.

MODEL AND PRACTICE Discuss how students might use language to develop tone and voice in their own writing, using p. 368 of the *Student Interactive*. Model an example: *I have strong feelings about littering. I sometimes see people throw their trash on the ground, and I feel upset and disappointed by their careless behavior. To write about littering, I would select words to express exactly how I feel and why I believe people should be responsible with their trash and show concern for the environment.*

Invite students to share words that they think would help you express strong feelings about littering and why people should be responsible with their trash. Then discuss how the words would affect the tone of the writing and contribute to your voice as a writer.

ELL Targeted Support Tone and Voice Remind students that authors choose particular words to express their opinion.

To aid responses to the activity, provide the following sentence frames: *I feel strongly about _____. I believe _____ because _____. _____ makes me feel _____. My language contributes to my voice because it _____. **EMERGING/DEVELOPING***

Have students independently identify a subject and orally describe their feelings about the subject to a partner. Ask pairs to work together to brainstorm words that they can use to express their feelings about the subject. Encourage students to select words from their lists that best match their attitude toward the subject to help them create tone and show their voice in their writing. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to expressive words that Pooja Makhijani and Frances Ruffin use to create tone and show voice as examples for their own writing. Then guide students to complete the activity on p. 368 in the *Student Interactive*.

Writing Workshop

Have students use expressive words to create tone and show their voice in their text from the Writing Workshop. During conferences, support students' writing by helping them incorporate descriptive words to express their attitude toward their topic and express their writing voice.

STUDENT INTERACTIVE, p. 368



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Use language that shows your voice, or personality, in a text. One way to help readers identify your voice is to relay your tone, or attitude, toward a topic.

MyTURN In *Welcome Back, Wolves!* Pooja Makhijani uses language in a purposeful way to express her strong opinion against banning wolves from the park. Identify how you can choose particular words to create a tone and show your voice.

1. Think of a subject you feel strongly about. Write the subject and tell how you feel about it.

Subject:

Students should identify a subject.

My Feelings:

Responses should include adjectives and other words that express students' feelings on the subject.

2. Write about your subject. Choose words that create a tone and show your voice. Discuss how your use of language contributes to your voice.

Responses should include language that creates a tone that helps to reveal the writer's voice and should describe how this use of language contributes to voice.

Choose words that show how you feel.



Word Study Spiral Review

OBJECTIVE

Decode compound words, contractions, and abbreviations.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Compound Words

FOCUS ON STRATEGIES Review the strategies from the previous week to identify how the smaller words that make up a compound word can be used to determine the meaning of the compound word.

MODEL AND PRACTICE Call on a volunteer to identify the two words that make up the compound word *outweigh* from *Welcome Back, Wolves!* Discuss how the meanings of *out* and *weigh* help readers understand the meaning of *outweigh* as “to be greater in weight or importance.”

APPLY Have students work in pairs or independently to determine the meanings of compound words from the texts about wolves in Yellowstone: *livestock*, *campsite*, and *without*. Allow students time to share the meaning of each compound word and discuss how they determined the meanings.

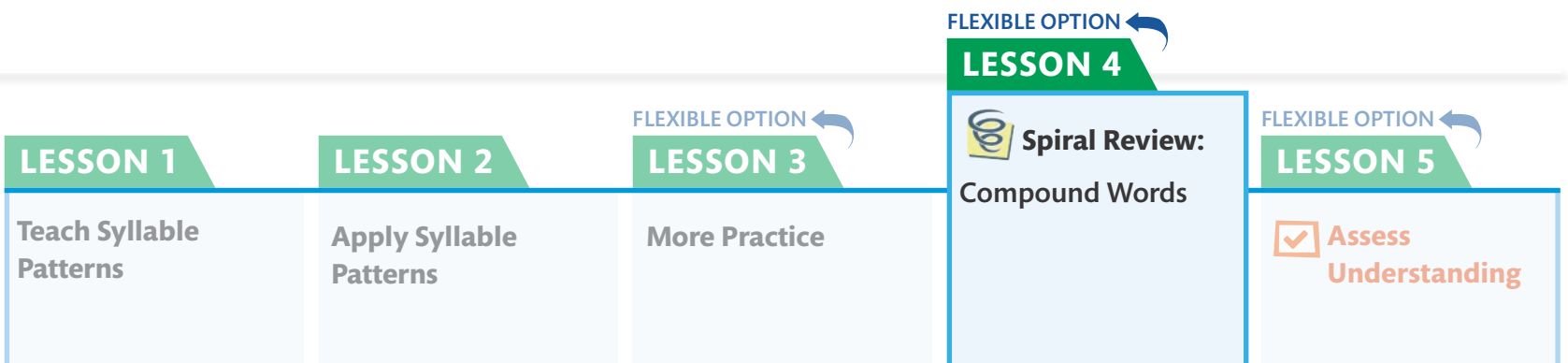


ELL Targeted Support

Compound Words Write the words *any* and *thing* on the board. Have students read the words with you. Then below those words, write the word *anything*. Have students choral read the compound word *anything*. **EMERGING**

Write the words *any*, *thing*, *after*, and *noon* on flashcards. Have students read the words individually. Then have them work with a partner to form and read the compound words *anything* and *afternoon*. **DEVELOPING**

Write the words *any*, *thing*, *after*, and *noon* on flashcards. Have students read the words individually. Then have partners form and read the compound words *anything* and *afternoon*. Ask them to write the compound words they formed on paper. **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T247 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE AND CONTRAST TEXTS

Teaching Point When you compare and contrast texts, you say how they are alike and different. For persuasive texts, you are comparing and contrasting the claims and support or evidence of the different authors. Guide students in finding the claims and evidence in *Welcome Back, Wolves!* and *Wolves Don't Belong in Yellowstone* and in comparing and contrasting the viewpoints of the authors.

ELL Targeted Support

Encourage students to compare and contrast the authors' claims and evidence for various topics.

In groups, have students compare and contrast what the authors say about getting rid of all the wolves in Yellowstone in the early 1900s and reintroducing them in the 1960s. **EMERGING**

In groups, have students compare and contrast what the authors say about getting rid of all the wolves in Yellowstone in the early 1900s, reintroducing them in the 1960s, and their effect on biodiversity. **DEVELOPING**

Have pairs or individual students compare and contrast the authors' claims and evidence about the following: eliminating wolves in Yellowstone in the early 1900s, reintroducing them in the 1960s, the opinions of farmers and ranchers, biodiversity, and danger to people. **EXPANDING/BRIDGING**



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

Intervention Activity



COMPARE AND CONTRAST TEXTS

Use Lesson 42, pp. T273–T278, in the *myFocus Intervention Teacher's Guide* for instruction on comparing two texts.

LEVEL D • READ

Lesson 42 Compare Two Texts

DIRECTIONS Read "Jane Goodall" silently. Then listen as your teacher reads the text aloud. Follow the same process for "Chimpanzees." Consider how the two texts are similar and different.

Jane Goodall

- 1 In 1960, Jane Goodall traveled from England to what is now Tanzania to study wild chimpanzees. She set up a camp in a chimpanzee reserve so that she could live close to the chimpanzees.
- 2 Goodall brought a pair of binoculars and a notebook with her. She used the binoculars to study the chimpanzees from a distance. She wrote about what she saw in her notebook. Goodall watched the chimps as they ate, made tools, and used tools. She was the first person to study wild chimps so closely.
- 3 She watched how the animals acted when they were alone. She also studied how they acted in groups. She noticed that each chimpanzee had its own personality. They were intelligent and could solve problems. Goodall soon realized that they developed close relationships with family members. These relationships could last a lifetime and helped the chimps survive.
- 4 Goodall's work has taught many people about chimpanzees. She created a research center to teach people about them. People also come to the center to learn how to study chimps in the wild. Goodall travels around the world to speak to people about chimpanzees. She speaks to raise awareness about endangered species, especially chimpanzees.

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Reading Informational and Argumentative Text T • 273

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage at an appropriate rate.

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

COMPARE AND CONTRAST TEXTS

Talk About Independent Reading Have students use the sticky notes in their books to compare and contrast the authors' claims and evidence in two persuasive texts on the same topic.

Possible Conference Prompts

- Where in the texts are the authors' claims alike, and where are they different?
- How strong is the evidence each author gives for claims?

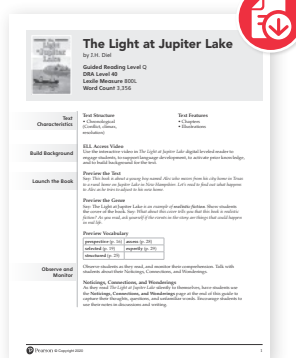
Possible Teaching Point Authors use reasons and evidence in persuasive text to convince readers of their claims. Think about whether you were persuaded by what the authors wrote. How could their arguments have been stronger?

Leveled Readers



COMPARE AND CONTRAST TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to compare and contrast texts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite volunteers to share what they learned today about comparing and contrasting two persuasive texts. Praise them for their insights.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to a persuasive text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading their texts persuasively and at a slower rate.

Centers



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

Literacy Activities



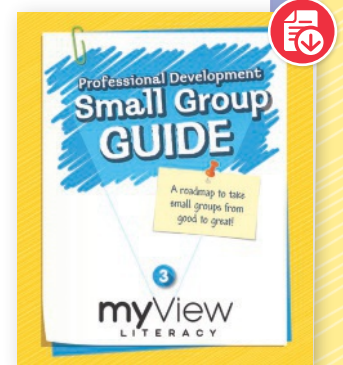
Students can

- complete the graphic organizer on *Student Interactive* p. 363.
- write in their reader's notebook about persuasive texts they have read.
- play the *myView* games.
- with a partner, take turns reading a persuasive text with appropriate expression.

SUPPORT INDEPENDENT READING

As students read independently, remind them to make connections and comparisons between ideas and information from their independent reading text and other texts they have read.

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



Reflect and Share

Compare Texts



- *Welcome Back, Wolves!*
- *Wolves Don't Belong in Yellowstone*

OBJECTIVES

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

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- How might scientists avoid problems when a species of plant or animal is eliminated from a habitat?
- What features of a habitat might be affected when a species of plant or animal is reintroduced into it?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that when they write a response to a prompt, they should think carefully about what the prompt is asking and what would make the strongest response.

- Reflect on the texts you have read and how ideas from them relate to the prompt.
- Make some notes about what you might write in your response.
- Consider strong evidence, facts, and reasons you could use to support your opinions and ideas.

MODEL AND PRACTICE Model thinking about relevant opinions and support you might put into persuasive writing, using the Write to Sources prompt on p. 364 in the *Student Interactive*.

As I think about what makes a habitat healthy, I recall texts I have read. I think a healthy habitat needs a variety of plants and animals living in it because they depend on one another. I read that when wolves were eliminated from a habitat, elk got too strong, and willow trees and beavers got weaker. The habitat was no longer healthy. I will put this evidence that supports my opinion into my response to the prompt.

ELL Targeted Support Add Details Give students an example of a claim along with relevant, strong support and with irrelevant, weak support: **Claim:** A healthy habitat must have water in it. **Strong support:** Animals and plants need water to survive. **Irrelevant support:** It is fun to play in water when you are hot.

Give claims and support, and have students show thumbs up or thumbs down based on whether the support is weak or strong. Have students create similar sentences. **EMERGING/DEVELOPING**

Have pairs of students discuss healthy habitats they have read about and what makes them healthy. Ask students to write strong supporting facts and reasons they could include in a response to the prompt on p. 364.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use text evidence from this week’s texts to write an opinion about a healthy environment and what made it healthy.

OPTION 2 Use Independent Text Have students use their self-selected independent reading texts to write about a healthy environment and what made it healthy. Remind them to support their opinions with text evidence.

QUICK CHECK

Notice and Assess Can students find text evidence to support their opinions?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T258–T259.
- **If students show understanding**, extend instruction in Small Group on pp. T258–T259.

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. 364



RESPOND TO TEXT

Reflect and Share

Write to Sources In this unit, you have read about different habitats and their effects on animals and plants. Think about what makes a habitat healthy for living things. Then write an opinion about what makes a healthy habitat. Include evidence from the texts to support your opinion.



Use Text Evidence Support your opinion with text evidence. Evidence might be facts, reasons, or examples. Ask yourself these questions to help you find the best supporting evidence.

- Does this evidence contain facts, reasons, or examples?
- Does this evidence support my opinion?
- Will this evidence help convince others to agree with my opinion?

Write a sentence that states your opinion about what a healthy habitat is like. Then choose two texts you have read in this unit. Find supporting evidence from each text. Use the questions to decide whether or not to include the evidence to support your opinion. On a separate sheet of paper, write a paragraph that supports your opinion.

Weekly Question

How does reintroduction of a species affect plants and animals in a habitat?

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.

Welcome Back, Wolves! states that “Returning wolves to Yellowstone was the right decision.” On the other hand, *Wolves Don’t Belong in Yellowstone* states that “Removing the wolves was the right decision.” Which claim do you think is true based on the evidence presented by both authors? Use text evidence to support your opinion.

Word Study Syllable Patterns

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE



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

FLEXIBLE OPTION



LESSON 5

Assess Understanding

To assess students' understanding of the VCe syllable pattern, provide them with the following words.

fake

kite

mule

spoke

athlete

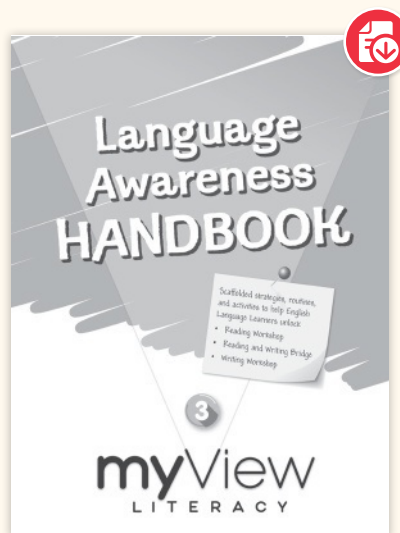
Have students use their knowledge of the VCe pattern to read each word and identify the long vowel in the syllable.





Develop Language Awareness

For additional practice with syllable patterns, complete the activity on p. 26 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand syllable patterns.



FLEXIBLE OPTION

LESSON 5

LESSON 1

Teach Syllable Patterns

LESSON 2

Apply Syllable Patterns

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Compound Words

Assess Understanding

Use the  **QUICK CHECK** on p. T255 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers consider how authors present information about a big idea, such as the future of wolves in Yellowstone Park. The method of presenting information can have a significant impact on the reader. Have students look at the infographic “Bringing Animals Back” on pp. 340–341 of the *Student Interactive*. Tell them to compare how the author presents information in the infographic to the texts read this week.

ELL Targeted Support

Have students think about how people helped the endangered animals on pp. 340–341 in the *Student Interactive*.

Work with students to complete these sentence starters for each animal: ____ helped ____ in _____. Now ____ [a number] animals live in _____. (Note that the second sentence cannot be completed for desert pupfish.) **EMERGING/DEVELOPING**

Have pairs or individual students summarize how people have helped each animal and how many of the animals have been reintroduced into their former habitats. (Note that no numbers are possible yet for desert pupfish.) **EXPANDING/BRIDGING**



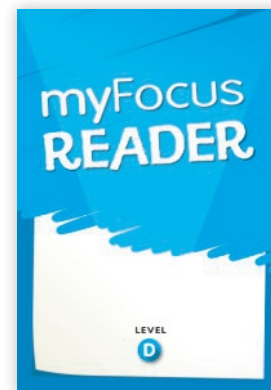
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 24–25 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that allows them to demonstrate how the texts support their understanding of healthy habitats and encourages them to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on using text evidence as support for persuasive text 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 using text evidence to support claims in persuasive text.

Possible Conference Prompts

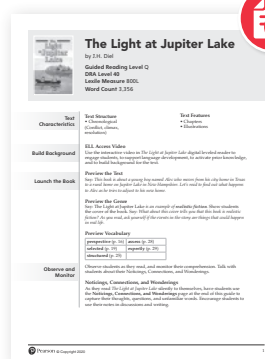
- What claims or arguments did various authors make about healthy habitats?
- Did they include strong evidence?

Possible Teaching Point The author of a persuasive text tries to persuade the reader. Think about how strong the evidence is for the claim the author makes.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T212–T213.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask one or two students to share what they learned today about looking in several texts to find support for a claim or an argument. Take time to praise students for their discoveries.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Bringing Animals Back” 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 habitats and how species of plants and animals affect them and how those environments affect people’s lives.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T480–T481, for

- teacher’s summary of chapters in *Wetlands*.
- 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 texts and explain the author's purpose in an informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of an informational text to write a how-to 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](https://www.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

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T264–T265
- Listening Comprehension: Read Aloud “Amazing Monarchs” T266–T267
- Informational Text T268–T269
- Quick Check** T269

READING BRIDGE

- Academic Vocabulary: Parts of Speech T270–T271
- Word Study: Teach Contractions T272–T273

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T276–T277
- Strategy, Intervention, and On-Level/Advanced Activities T276
- ELL Targeted Support T276
- Conferring T277

INDEPENDENT/COLLABORATIVE

- Independent Reading T277
- Literacy Activities T277

BOOK CLUB T277 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T428–T429
 - » Edit for Legibility
 - » Share Back

INDEPENDENT WRITING

- How-to Article T429
- Conferences T426

WRITING BRIDGE

- Spelling: Spell Contractions T430
 - Assess Prior Knowledge** T430
- Language and Conventions:
 - Spiral Review: Plural Possessive Nouns T431

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T278–T293
 - » Preview Vocabulary
 - » Read: *Nature's Patchwork Quilt*
- Respond and Analyze T294–T295
 - » My View
 - » Develop Vocabulary
- Quick Check** T295
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Contractions T296–T297
- High-Frequency Words T296

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T298–T299
- Strategy and Intervention Activities T298
- Fluency T298
- ELL Targeted Support T298
- Conferring T299

INDEPENDENT/COLLABORATIVE

- Independent Reading T299
- Literacy Activities T299
- Collaboration T299

WRITING WORKSHOP

MINILESSON

- How-to Article T432–T433
 - » Edit for Complete Sentences with Subject-Verb Agreement
 - » Share Back

INDEPENDENT WRITING

- How-to Article T433
- Conferences T426

WRITING BRIDGE

- Spelling: Teach Contractions T434
- Language and Conventions:
 - Oral Language: Main Verbs and Helping Verbs T435

LESSON 3

READING WORKSHOP

CLOSE READ

- Explain Author's Purpose T300–T301
 - » Close Read: *Nature's Patchwork Quilt*
- ✓ **Quick Check** T301

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T302–T303
- Word Study: More Practice: Contractions T304–T305 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T306–T307
- Strategy and Intervention Activities T306
- Fluency T306
- ELL Targeted Support T306
- Conferring T307

INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307
- Partner Reading T307

WRITING WORKSHOP

MINILESSON

- How-to Article T436–T437
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- How-to Article T437
- Conferences T426

WRITING BRIDGE

- Spelling: More Practice: Contractions T438 **FLEXIBLE OPTION**
- Language and Conventions: Teach Main Verbs and Helping Verbs T439

LESSON 4

READING WORKSHOP

CLOSE READ

- Visual Details T308–T309
 - » Close Read: *Nature's Patchwork Quilt*
- ✓ **Quick Check** T309

READING BRIDGE

- Write for a Reader: Use Cause-and-Effect Structure T310–T311
- Word Study: Spiral Review: Syllable Pattern VCe T312–T313 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T314–T315
- Strategy and Intervention Activities T314
- Fluency T314
- ELL Targeted Support T314
- Conferring T315

INDEPENDENT/COLLABORATIVE

- Independent Reading T315
- Literacy Activities T315

WRITING WORKSHOP

MINILESSON

- How-to Article T440–T441
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- How-to Article T441
- Conferences T426

WRITING BRIDGE

- Spelling: Spiral Review: Syllable Pattern VCe T442 **FLEXIBLE OPTION**
- Language and Conventions: Practice Main Verbs and Helping Verbs T443

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T316–T317
 - » Talk About It
- ✓ **Quick Check** T317
- » Respond to the Weekly Question

READING BRIDGE

- Word Study: Contractions T318–T319 **FLEXIBLE OPTION**
- ✓ **Assess Understanding** T318

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T320–T321
- Strategy, Intervention, and On-Level/Advanced Activities T320
- ELL Targeted Support T320
- Conferring T321

INDEPENDENT/COLLABORATIVE

- Independent Reading T321
- Literacy Activities T321

BOOK CLUB T321 **SEL**

WRITING WORKSHOP

MINILESSON

- How-to Article T444
 - » Assessment
 - » Share Back

INDEPENDENT WRITING

- Assessment T445
- Conferences T426

WRITING BRIDGE

- Spelling: Contractions T446
- ✓ **Assess Understanding** T446
- Language and Conventions: Standards Practice T447 **FLEXIBLE OPTION**

Materials

WEEKLY LAUNCH: DIAGRAM

PLANTS and ANIMALS Need Each Other

A food chain shows how each living thing gets food and how energy is passed from one animal to another. A food web is a number of connected food chains.

This marine food web shows how plants and animals in an ecosystem interact. Every organism has its own place and animal web. For instance, at the bottom, animals use plants such as the kelp for water and shade. The plants need animals to spread seed and pollen.

Phytoplankton are microscopic plants in oceans. They are producers because they make their own food.

Zooplankton are tiny animals in the ocean that eat phytoplankton.

A salmon and sand lance fish eat zooplankton.

A puffin is a small seabird that eats the salmon and sand lance.

The rat and fox, small land animals, eat the puffin.

Weekly Question: Why is it important for plants and animals to depend on each other?

Illustrate: Look at the marine food web diagram. Review what you have read so far in this unit, and think about how people are part of a food web. Next, draw a different food web that includes you. Show some of the plants and animals you eat. Label your diagram.

DIAGRAM
Plants and Animals Need Each Other

READING WORKSHOP

FEATURES OF INFORMATIONAL TEXT ANCHOR CHART

- GRAPHIC AIDS PROVIDE ADDITIONAL DETAILS**
Examples: maps, charts, diagrams, tables, photographs, illustrations, sidebars
- ORGANIZATIONAL AIDS HELP READERS FIND TOPICS, WORDS, AND DEFINITIONS**
Examples: table of contents, index, glossary
- STYLE ELEMENTS CALL ATTENTION TO IMPORTANT DETAILS**
Examples: bold print, italic type, headings, labels

READING ANCHOR CHART
Informational Text

FEATURES OF INFORMATIONAL TEXT ANCHOR CHART

- GRAPHIC AIDS PROVIDE ADDITIONAL DETAILS**
Examples:
- ORGANIZATIONAL AIDS HELP READERS FIND TOPICS, WORDS, AND DEFINITIONS**
Examples:
- STYLE ELEMENTS CALL ATTENTION TO IMPORTANT DETAILS**
Examples:

EDITABLE ANCHOR CHART
Informational Text

Language and Conventions

Word Study

Use Onomatopoeia

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake
by J.H. Diaz

Guided Reading Level Q
ORA Level 45
Lexile Measure 750L
Word Count 1,336

Text
Characteristics:
• Informational
• Expository
• Narrative

Text Structure
• Expository
• Narrative

Build Background
ELL Access Yields
Use the background video in The Light at Jupiter Lake digital reader made to support students' reading comprehension; to activate prior knowledge; to build background for the text.

Launch the Book
Preview the Text
Use the text editor to preview the text and make adjustments for any text that is not visible or not in the correct order.

Observe and Monitor
Check for Understanding
Use the text editor to check for understanding during reading.

LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

contain
front

Develop Vocabulary

interdependence
camouflage
adaptations
food chain
biodiversity

Spelling Words

I've
let's
can't
aren't
didn't
won't
couldn't
wouldn't
you've
doesn't

Challenge Spelling Words

would've
should've
o'clock

Unit Academic Vocabulary

prefer
features
investigate
associate
avoid

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVE
Listen actively, use evidence to identify information, and use text to answer questions.

ELL Language Transfer
Explain that the lesson objectives are for "Amazing Monarchs".

FLUENCY
After the Read Aloud, students should be able to read the text aloud with accuracy and fluency.

THINK ALOUD
Readers can use their own thinking to understand the text. Think alouds are a way to share your thinking with others.

Amazing Monarchs
Monarch butterflies are fun to watch as they fly around, flying on their wings. These large orange and black striped wings are trimmed with a perfect pattern of white spots along the edges. Monarch wings are so pretty that they look like an artist could have painted them. But, no. These colorful wings are truly nature's artwork.

The monarch's bright wing colors alert to their consumers, "STOP! Taste of your own vomit!" Because monarch caterpillars feed on milkweed plants, they have a nasty taste to predators. Thankfully, milkweed is not poisonous to the monarch. However, if their predators try to munch on a monarch caterpillar, they will be poisoned.

Another amazing fact about monarchs is that they actually have a short life. Most monarchs are born in the spring and summer, and they live only a few weeks. But monarchs born in the fall and winter can live for seven to eight months! So why is there a difference in their life span?



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:

- Engage students to look about their independent reading level.
- Support students' comprehension.
- Enhance students' overall language development.
- Provide an opportunity to build fluency and improve reading.
- Foster a love and enjoyment of reading.

PLANNING

Select a text from the Read Aloud Trade Book Library or the school or classroom library.

- Identify the key ideas of the text.
- Determine the Teaching Point.
- Write open-ended questions related to the text.
- Write and place in the book at the points where you plan to stop to interact with students.

BEFORE READING

- Show the cover of the book to introduce the title, author, illustrator, and genre.
- Ask the big idea or theme of the story.
- Point out interesting artwork or photos.
- Gather prior knowledge and activate essential background necessary for understanding.
- Discuss key vocabulary essential for understanding.

DURING READING

- You can choose to do a think-aloud to model how to get the most out of the text and apply Think Aloud and other reading strategies to a chapter also into the text.
- Read with expression to draw in listeners.
- Ask questions to guide the discussion and draw attention to the teaching point.
- Use Think Aloud to model strategies and model how to use it to build comprehension and monitor reading level.
- Help students make connections to their own experiences, think they have read or learned in the past, or the world.

AFTER READING

- Summarize and allow students to share thoughts about the story.
- Support deeper comprehension by modeling the Reader's Big Idea of the story.
- Choose and assign a Student Response form available on Read.com.

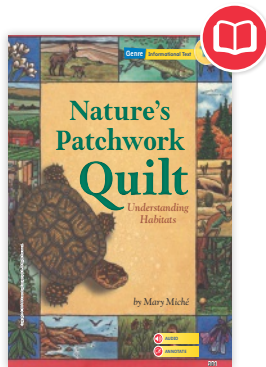
Finalists Teaching Points

- Monitor the story.
- Monitor Comprehension.
- Monitor the Teaching Point.
- Monitor Fluency.
- Monitor Theme.
- Monitor Connections.
- Monitor Point of View.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Amazing Monarchs"



SHARED READ Nature's Patchwork Quilt

BOOK CLUB

Titles related to Spotlight Genre and Theme: T482-T483

Mentor STACK

Writing Workshop T425



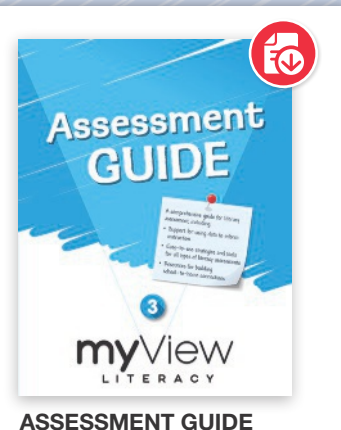
LITERACY STATIONS



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

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

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

Observe and describe the physical characteristics of environments and how they support populations and communities within an ecosystem.

ACADEMIC VOCABULARY


Language of Ideas Developing familiarity with Academic Vocabulary creates opportunities for learning. Discuss the diagram and ask: *What features are used in the diagram to show how plants and animals need each other? How would you investigate what animals eat?*

- associate
- prefer
- features
- investigate
- avoid

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

Explore the Diagram

Remind students of the Essential Question for Unit 2: *How do plants and animals live together?* Point out the Week 5 Question: *Why is it important for plants and animals to depend on each other?*

Direct students' attention to the diagram on pp. 376–377 in the *Student Interactive*. Remind students that a diagram is a chart that combines words, pictures, and graphics to help explain relationships between ideas. Ask students to think about what they have already learned about relationships between plants and animals in Unit 2. Then have students read the diagram and discuss how this information helps them further understand the ways that plant and animal populations support each other. 

Use the following questions to guide discussion:

- Which facts about the interactions between plants and animals are new to you?
- How is this diagram of a food web different from the diagram of a food chain?
- What does this diagram explain about the importance of plant and animal populations in an ecosystem?

WEEKLY QUESTION Read the Week 5 Question together: *Why is it important for plants and animals to depend on each other?* Tell students that they just learned about some of the ways plants and animals depend on each other in a food web. Explain that they will read more about these relationships this week.

ILLUSTRATE Have students complete the assignment on p. 377 of the *Student Interactive* and then share their diagrams with the class.



ELL Targeted Support Use Visual Support Read aloud the short paragraphs in the diagram with each image. Tell students to listen carefully as you read about each relationship in the food web.

Preview the diagram visuals and key vocabulary: *need, depend, food chain, food web, connected*. Explain that these important words help with the meaning of the diagram. Model using the words to describe the diagram. Discuss with students how plants and animals *need* each other to stay alive. Then ask: **What is one way that plants and animals depend on each other?** **EMERGING/DEVELOPING**

Preview the diagram visuals and key vocabulary: *food chain, food web, marine, habitat, pollen, microscopic, producers*. Explain that these important words help with the meaning of the diagram. Have students use the words to describe the diagram. Ask: **What are some ways plants and animals depend on each other in a marine habitat?** **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 376–377



WEEKLY LAUNCH: DIAGRAM

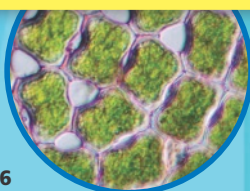
INTERACTIVITY

PLANTS and ANIMALS Need Each Other

A food chain shows how each living thing gets food and how energy is passed from one animal to another. A food web is a number of connected food chains.

This marine food web shows how plants and animals in an Alaskan habitat depend on one another. Every habitat has its own plant and animal web. For instance, in the desert, animals use plants such as the cactus for water and shade. The plants need animals to spread seed and pollen.

Phytoplankton are microscopic plants in oceans. They are producers because they make their own food.



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Zooplankton are tiny animals in the ocean that eat phytoplankton.

Salmon and sand lance fish eat zooplankton.



The rat and fox, small land animals, eat the puffin.



A puffin is a small seabird that eats the salmon and sand lance.



WEEK 5

Weekly Question

Why is it important for plants and animals to depend on each other?

Illustrate Look at the marine food web diagram. Review what you have read so far in this unit, and think about how people are part of a food web. Next, draw a different food web that includes you. Show some of the plants and animals you eat. Label your diagram.

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Listening Comprehension

OBJECTIVE

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

ELL Language Transfer

Cognates Point out the Spanish cognates in “Amazing Monarchs.”

- consumers : *consumidores*
- species : *especies*
- destination : *destino*

FLUENCY

After the Read Aloud Routine, show the text for “Amazing Monarchs.” Model reading a section of the text aloud. Maintain a reasonable rate, adjusted to show the importance of accuracy in informational text with attention to punctuation. Have students pick sentences to practice reading to a partner.

THINK ALOUD

Analyze Informational Text

I noticed from the title and the first sentence that “Amazing Monarchs” is about monarch butterflies. I also see that the author describes how monarchs look and then provides some interesting facts about them. These features tell me that this is an informational text. I will look carefully at what facts and details come next to see if I can figure out what the author’s purpose, or reason, is for writing this passage.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Amazing Monarchs.” Explain that students should listen actively, paying close attention to what the facts and details in the text tell them about the author’s purpose, or reason, for writing about the topic.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of informational text.

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

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

Amazing Monarchs

Monarch butterflies are fun to watch as they flit around, sipping on nectar. Their large orange and black striped wings are trimmed with a perfect pattern of white spots along the edges. Monarch wings are so pretty that they look like an artist could have painted them. But, no. These colorful wings are really nature’s warning.

The monarch’s bright wing colors shout to their consumers, “STOP! Taste at your own risk!” Because monarch caterpillars feed on milkweed plants, they have a yucky taste to predators. Thankfully, milkweed is not poisonous to the monarch. However, if their predators try to munch on a monarch meal, they will be poisoned.

Another amazing fact about monarch butterflies is that they usually have a short life. Most monarchs are born in the spring and summer, and they live only a few weeks. But monarchs born at the end of summer can live for seven to eight months! So why is there a difference in their life span?

*“Amazing Monarchs,” continued*

It seems that monarchs born at the end of summer have a mission. They can’t live through cold winter months, but nature has an escape plan for this beautiful butterfly. Monarchs are famous for traveling long distances to save their species. They will fly many miles south to find warmer weather.

Some go to California, where winters are mild. However, many monarchs go all the way to Mexico. Forests in these warmer climates are the monarchs’ destination. These protective habitats are where they live and feed over winter.

When spring comes, the monarchs begin their journey back north, laying eggs on milkweed plants as they go. The new eggs hatch and grow into caterpillars wherever they were laid. At the end of the chrysalis stage, new butterflies emerge and begin migrating north.

If you study these amazing creatures, you know they need milkweed plants to grow into adults. The monarch butterfly is a clear example of nature’s *interdependency*. But what if there were fewer and fewer milkweed plants? Some people are worried that poisons used to control weeds have killed some of these wild plants.

People have to weigh the costs when they make changes to the ecosystem. Every plant and animal has a stake, and we are *interdependent*. Humans have to use wisdom or see important habitats destroyed.

**THINK ALOUD**

Analyze Informational Text As I read on, I discovered more details that tell how the monarch needs the milkweed plant. Monarchs depend on this plant for food and for protection from predators. I also found out about habitats in Mexico and California that are important to the monarchs’ survival. If the butterflies did not have a warm place to go over winter, they would die. This shows how dependent they are on plants and specific environments, and how careful humans need to be about how they affect these ecosystems. I am sure that the author’s purpose is to inform and persuade readers about this important idea by telling us how amazing monarchs are.

ELL Access

Read aloud this short summary:

In winter, monarch butterflies fly south. In spring, they fly north and lay eggs on milkweed plants. The eggs become caterpillars that eat milkweed plants. There are fewer milkweed plants today. People need to be careful about how they affect these plants.

WRAP-UP**Monarch Butterflies**

food

protection

habitat in winters

Use a 1-column chart to help students note the ways monarch butterflies are interdependent.

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 the author's purpose in an informational text.

OBJECTIVES

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

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

LANGUAGE OF THE GENRE

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

- author's purpose
- facts
- text features
- details
- graphic aids
- organizational aids
- style elements

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- index : *índice*
- information : *información*
- illustration : *ilustración*
- definitions : *definiciones*

Minilesson

FOCUS ON STRATEGIES Informational text always has a purpose to inform or teach the reader. The reader should be able to identify text features that support the author's specific purpose for writing about the topic.

- First, determine what the topic is. You can use your prior knowledge to help you.
- Look for text features. Are there graphics, pictures, maps, or headings to help you learn?
- Read to determine why the author wrote the text. What is the author's purpose? Are there facts and details to support this idea?

MODEL AND PRACTICE Model explaining how informational text features are used to help readers understand facts and details in a text: In "Amazing Monarchs," the author provides facts and details that prove the monarchs depend on other life in the ecosystem. As I read more, I learn that when the monarchs are caterpillars, they eat the milkweed plant. That tells me they need it. There are also details that tell about butterflies flying all the way to Mexico for the winter. This tells me that these butterflies depend on the warmer habitat to live through the winter season. The author uses these facts and details to inform and to persuade readers to care about the monarchs' dependence on plants and a warm winter habitat to live.

Talk about other informational texts or documentary movies students have read or seen. Discuss the characteristics of this genre, and ask students to explain informational text features they observed.

ELL Targeted Support Text Features and Author's Purpose Have students analyze text features to explain the author's purpose.

Show an example informational text to students and explain that the purpose is to inform about a topic. Guide students to identify the topic. Then identify a text feature and work together with students to complete the sentence: *The text feature _____ helps inform about _____ by _____.* Have students echo read the sentence after you. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 378 of the *Student Interactive*. Circulate to determine if student discussions are effective at determining how text features are helpful.

OPTION 2 Use Independent Text Have students find what they think is the most useful text feature in an informational text and share it with the group. Have students explain why it helped them determine what they needed to know: topic, main idea, supporting details, and author's purpose.

QUICK CHECK

Notice and Assess Can students effectively recognize the structures of informational text?

Decide

- **If students struggle**, revisit the information about recognizing informational text in Small Group on pp. T276–T277.
- **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. T276–T277.

STUDENT INTERACTIVE, pp. 378–379



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational texts and explain the author's purpose in an informational text.

Spotlight on Genre**Informational Text**

Writers of **informational text** include features that help readers understand facts and details.

These features may include

- **Organizational aids**, such as sections, headings, a glossary, or an index
- **Time lines, graphs, or other features** to help readers visualize information
- **Captions, labels, or sidebars** to provide additional information
- **Bold or italicized words**
- **Numbered or bulleted lists** to separate pieces of information

Wow! You can learn a lot of interesting facts by reading informational texts!



TURN and TALK Think about an informational text you have read. With a partner, discuss the author's use of print, graphic, and other characteristic features of informational text. Use the Features of Informational Text Anchor Chart to guide your discussion. Take notes on your discussion.

My NOTES

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FEATURES OF INFORMATIONAL TEXT ANCHOR CHART

GRAPHIC AIDS PROVIDE ADDITIONAL DETAILS

Examples: maps, charts, diagrams, tables, photographs, illustrations, sidebars.

ORGANIZATIONAL AIDS HELP READERS FIND TOPICS, WORDS, AND DEFINITIONS

Examples: table of contents, index, glossary.

STYLE ELEMENTS CALL ATTENTION TO IMPORTANT DETAILS

Examples: bold print, italic type, headings, labels.



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Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Use a known root word as a clue to the meaning of an unknown word with the same root.

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- associate : *asociar*
- prefer : *preferir*
- investigate : *investigar*

WEEKLY STANDARDS PRACTICE



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

Parts of Speech

Minilesson

FOCUS ON STRATEGIES Parts of speech are categories of words that include nouns and verbs. Some words can be both a noun and a verb, depending on how the word is used in a sentence. If the word tells what something is, it is a noun. If the word tells an action, it is a verb.

MODEL AND PRACTICE Model this strategy using the example on p. 401 of the *Student Interactive*.

- Read the noun example. Then say: *In this sentence, the word **test** is a noun. It tells about a thing. It names the thing that is going to be taken on Friday.*
- Now read the verb example. *In this sentence, the word **test** is a verb. It tells an action. It tells what teachers do to make sure students understand information.*
- Tell students that sometimes affixes are added to words to change the word from a verb to a noun. For example, the word *avoid* is a verb. When you add the suffix *-ance*, you create the noun *avoidance*.
- Explain to students that words that are more than one part of speech also have multiple meanings. *Use context clues to identify the part of speech and then determine the meaning of the word.* Display the following sentences: *At the veterinarian's office, they nurse injured animals back to health. The nurse told me I did not have a fever.* Ask: *How is the word **nurse** used differently in the two sentences?*

ELL Targeted Support Parts of Speech As students learn about parts of speech, they may have trouble identifying a word's part of speech in a sentence. Help students develop this skill. Write: *The dog runs through the park.*

Ask partners to identify the word that shows action in the sentence. (*runs*) Then ask them to identify the word that is doing the action. (*dog*)

EMERGING/DEVELOPING

Have them underline the verb. (*runs*) Have them circle the noun that is doing the action. (*dog*) Then have students write another sentence using the same verb and noun. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 401 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 401



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Parts of Speech are categories of words: nouns, verbs, adjectives, adverbs, pronouns, interjections, conjunctions, and prepositions. Some words might be more than one part of speech.

Noun: We will take a spelling *test* on Friday.

Verb: Teachers *test* students to check understanding.

Learning Goal

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

My TURN For each sentence below,

- 1. Read** each sentence and underline the academic vocabulary word.
- 2. Identify** the word's part of speech.
- 3. Write** your own sentence using the word as a different part of speech. You may need to use it as a base word or add to the base word. For example, *avoidance* includes the suffix *-ance*.

Possible responses:

Sentence	Part of Speech	My Sentence
The dogs <u>prefer</u> to play in the cooler weather.	verb	His preference is fall over winter. (noun)
I <u>associate</u> that memory with Grandma.	verb	She is a business associate of Mom's. (noun)
The <u>features</u> of the statue look so realistic.	noun	The featureless landscape was dull. (adjective)
Detectives <u>investigate</u> the scene.	verb	The investigator found a clue. (noun)
We <u>avoid</u> taking the long way home.	verb	The accident was avoidable. (adjective)

Word Study Contractions

OBJECTIVE

Decode compound words, contractions, and abbreviations.

LESSON 1

Teach Contractions

FOCUS ON STRATEGIES Contractions are words that have been shortened by combining two words together with an apostrophe. The apostrophe takes the place of one or more letters in one of the words. Contractions are usually pronounced differently from the words that form them. For example, the contraction *it's*, read /i/ /t/ /s/, is formed by the words *it is*, read /i/ /t/ /i/ /z/.

MODEL AND PRACTICE Explain that the contraction *could've* is formed from the words *could have*. Then display the following contractions: *you've*, *I've*, *she's*, *let's*, *wouldn't*. Have students read each contraction and identify the words that were combined to create each contraction.



ELL Targeted Support

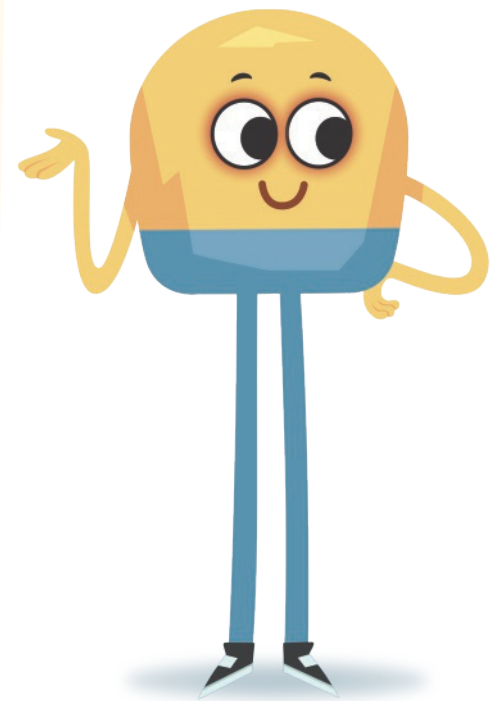
Contractions Write the words *do not* and *don't* on the board. Have students identify which letter the apostrophe takes the place of in the contraction.

EMERGING

Write the words *do not* and *dont* on the board. Have students identify where to place the apostrophe in the contraction. (*don't*) **DEVELOPING**

Write the words *do not* on the board. Have students tell how to combine the words to make a contraction. (*don't*) **EXPANDING**

Write the words *do not* on the board. Have students write the contraction that combines the words. (*don't*) **BRIDGING**



LESSON 1

Teach Contractions

LESSON 2

Apply Contractions


FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Syllable Pattern VCe

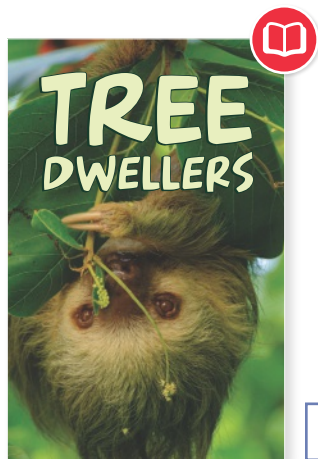
FLEXIBLE OPTION

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 L

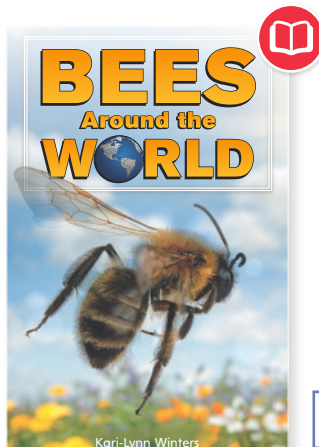
Genre Informational Text

Text Elements

- Some new vocabulary explained in the text
- Challenging multisyllabic words

Text Structure

- Description



LEVEL N

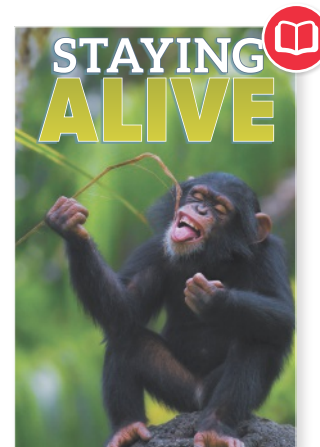
Genre Informational Text

Text Elements

- Many three-syllable words
- Some new vocabulary explained in the text

Text Structure

- Description



LEVEL N

Genre Informational Text

Text Elements

- Many three-syllable words
- Some new vocabulary explained in the text

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

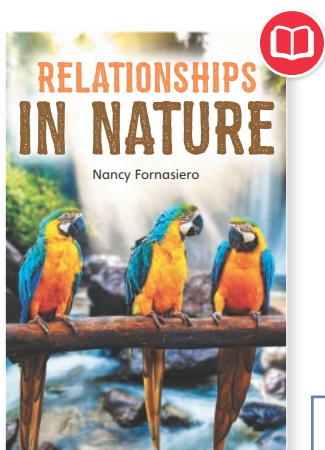
- What tells you that this is informational text? Give me an example.
- What text features were included in this text?
- How did the text features help you identify the topic, the main idea, and supporting details in this text?

Develop Vocabulary

- What domain-specific words are in this text?
- What does ____ mean, and what clues help you figure it out?
- What new words did you find?

Explain Author's Purpose

- What do you think the author wants you to learn about the topic?
- What helped you learn the author's purpose?
- What was the most interesting part of this topic?



LEVEL O

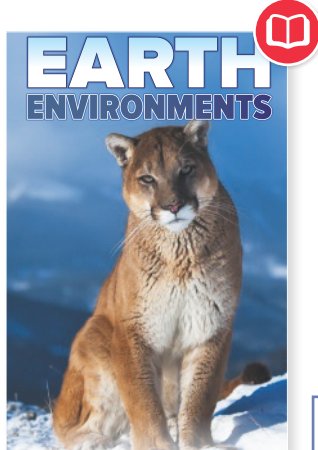
Genre Informational Text

Text Elements

- Multiple subtopics of larger topic
- Prior knowledge needed to understand content

Text Structure

- Description



LEVEL P

Genre Informational Text

Text Elements

- Content may be new to many students
- Denser format of text

Text Structure

- Description



LEVEL P

Genre Informational Text

Text Elements

- Some content-specific words defined in text
- Denser format of text

Text Structure

- Compare and Contrast

Visualizing

- What are some of the details that you visualized in this informational text?
- How did visualizing the details help you understand the author's topic?
- How did visualizing the details help you understand the author's purpose?

Compare Texts

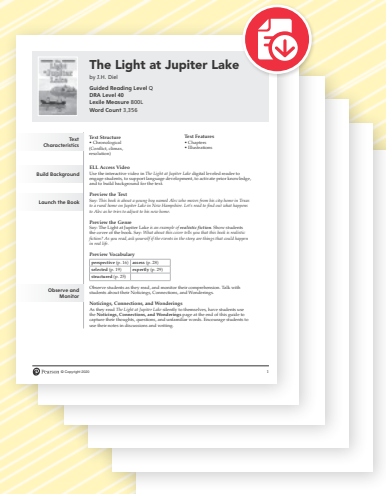
- Have you read other texts on this topic?
- Compare ____ to ____.

Word Study

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

Leveled Reader Teacher's Guides

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



Use the  **QUICK CHECK** on p. T269 to determine small group instruction.

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point As you read, look for text features, such as illustrations, diagrams, maps, and other graphics. For example, bold words and headings can help you identify what is important, while diagrams and other graphics help you visualize information. If these help you understand facts and details in the text, then it is an informational text. Review the anchor chart on *Student Interactive* p. 379. Ask students to look for characteristics of informational text in the infographic on pp. 376–377 of the *Student Interactive*.

ELL Targeted Support

Remind students that informational texts use graphics, organizational aids, and style elements to teach about the facts and details in the text.

Go through the pages of an informational text with which students are familiar, and ask if students notice any text features. List what they find: *pictures, boldfaced words, vocabulary notes*. Have students echo read the list. **EMERGING/DEVELOPING**

Tell students that active readers make pictures in their minds when they read and that this is called visualizing. Have students work with a partner to examine an informational text and find sentences that help the reader create a mental image. Instruct them to discuss what they visualize. **EXPANDING/BRIDGING**

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

Intervention Activity



IDENTIFY INFORMATIONAL TEXT

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

LEVEL D • READ

Lesson 33 Genre: Narrative Nonfiction and Informational Texts

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

A Lot to Learn

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

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On-Level and Advanced



INQUIRY

Question and Investigate Have students use the diagram on *Student Interactive* pp. 376–377 to generate questions. 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 to 4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to name text features they noticed during independent reading. Remind students of the features on the Anchor Chart.

POSSIBLE CONFERENCE PROMPTS

- What text features did you identify?
- Did you find a glossary or index?
- Did a table of contents help you find the information you wanted?

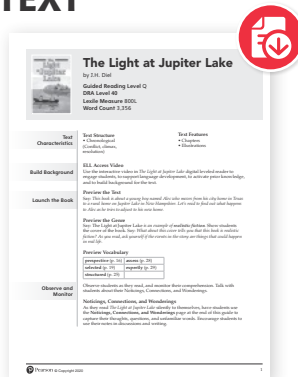
Possible Teaching Point Remember to look for boldfaced words that are important to the topic. These words will help the reader organize the information. Use the table of contents to preview the text.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T274–T275.
- For instructional support on how to find the characteristics of informational texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together and encourage students to share which text features were the most helpful for them and to explain why.

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. T471.

Centers



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

Literacy Activities



Students can

- write about their reading in their reader's notebook.
- retell to a partner.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher's summary of chapters in *Wetlands*.
- 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



Nature's Patchwork Quilt

OBJECTIVES

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

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

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 380 in the *Student Interactive* and define them as needed.

interdependence: animals and plants depend on one another for survival

camouflage: a disguise that hides something from view

adaptations: changes in plants and animals that help them survive in their habitat

food chain: some animals eat other animals that, in turn, eat other animals or plants

biodiversity: the range of many kinds of plants and animals in a habitat

- These words will help you understand the author's purpose for writing *Nature's Patchwork Quilt*. As you read, highlight the words when you see them in the text. Ask yourself what they convey about the topic.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn more about nature and its interdependence.

FIRST READ STRATEGIES

NOTICE Remind students to focus on the images that make you wonder about the text.

GENERATE QUESTIONS Encourage students to think of questions to help make the text clear.

CONNECT Ask students to think about what they already know from their personal experiences.

RESPOND Have students mark interesting or surprising parts as they read.

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



EXPERT'S VIEW 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.



ELL Targeted Support Concept Mapping Have students use concept maps to help them learn relationships between words and meanings. Draw a Venn Diagram and explain the concepts: likenesses and differences. Explain that the author of *Nature's Patchwork Quilt* compares two things that we might think are very different.

Use prior knowledge to access the meanings of the words *quilt* and *nature*. Write *quilt* in one segment and *nature* in the other. Discuss how pieces have to be cut before they can be sewn together to make the quilt. Tap students' knowledge of nature to see if they understand how nature "fits together" also. **EMERGING/DEVELOPING**

ELL Access

Background Knowledge The selection mentions different habitats found in nature. Write or show the word *habitat* and explain to students that they will see this word often in the selection. Tell students that for this first read, they can use their prior knowledge and the images to understand which habitats are being discussed. For example, the quilt image shows the habitat described on that page. Encourage students to circle words that are depicted, and use context clues to develop a basic understanding.

STUDENT INTERACTIVE, pp. 380-381



Meet the Author



Mary Miché has made several collections of songs for children, including *Nature Nuts*, *Peace It Together*, and *Kid's Stuff*. She is also the author of *Weaving Music into Young Minds*, a textbook for adults on how to teach music to young people.

Nature's Patchwork Quilt

Preview Vocabulary

As you read *Nature's Patchwork Quilt*, pay attention to these vocabulary words. Notice how they clarify information in the text.

interdependence	food chain
camouflage	adaptations
	biodiversity

Read

Before you begin, preview the illustrations, and think about how they relate to the title of the text. Follow these strategies when you read this **informational text** the first time.

<p>Notice images that make you wonder about the text.</p>	<p>Generate Questions to clarify information.</p>
<p>Connect this text to what you know from your own experiences.</p>	<p>Respond by marking parts you find interesting or surprising.</p>

First Read

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Genre Informational Text

Nature's Patchwork Quilt
Understanding Habitats
by Mary Miché

AUDIO
ANNOTATE

First Read

Notice

THINK ALOUD The selection begins with beautiful nature pictures placed into a quilt design. When I look more closely, I see that the bigger pictures are habitats and the smaller ones are the plants and animals that live there. These images make me wonder what the author's purpose is. Is it to teach me about making quilts, or about habitats? As I scan the text, I see the word "beauty." I think the author wants me to see the beauty of nature.

Close Read

Explain Author's Purpose

Tell students that authors write for different reasons. These reasons are called the author's purpose, or message. Both the details and the images on the page help to show the author's purpose.

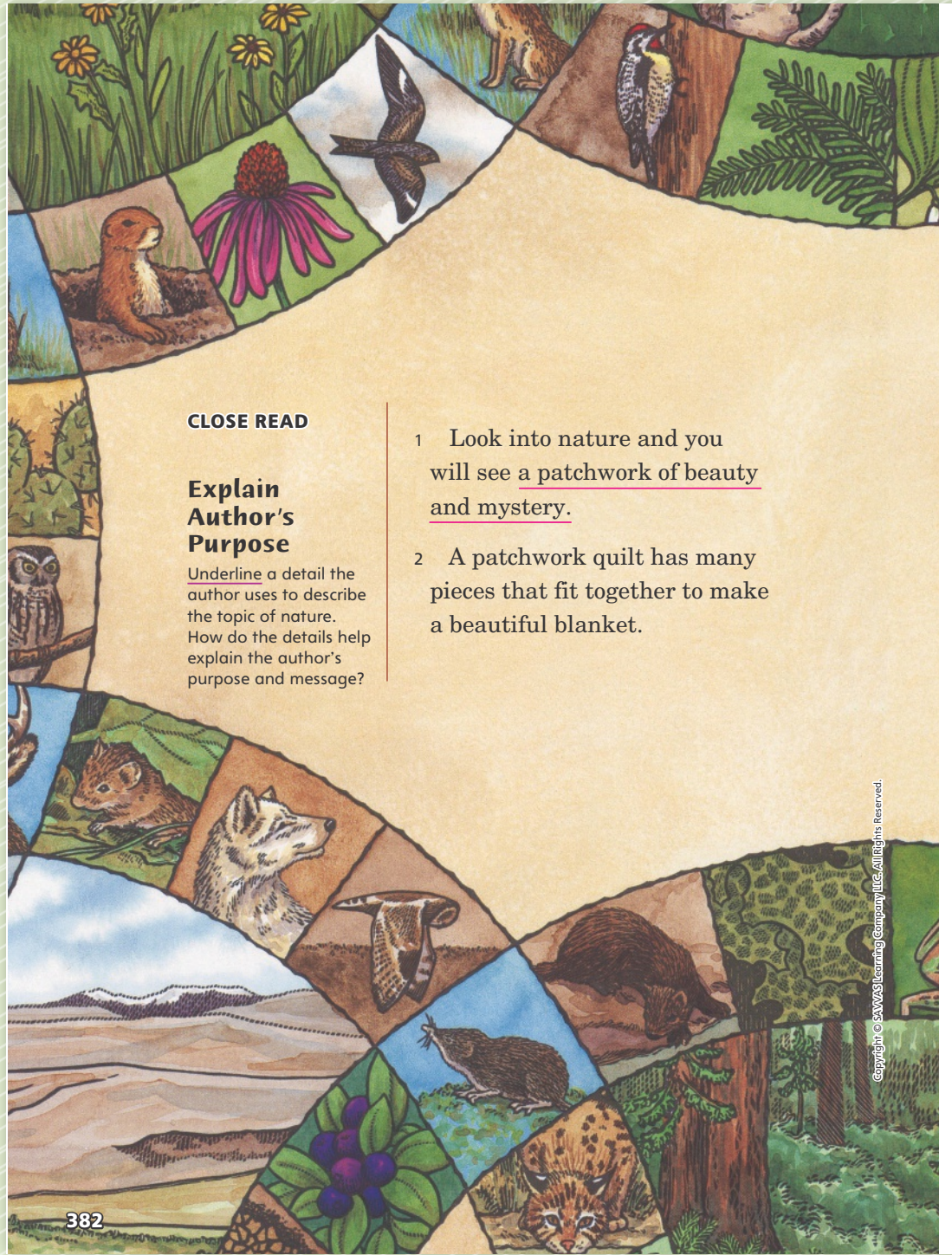
Have students scan **paragraphs 1 and 2**. Ask: *What details in paragraph 1 help you explain the author's purpose?* See student page for possible responses.

Possible Response: The details describing nature as "a patchwork of beauty and mystery" explain how the author feels about nature and what she wants me to know about it.

DOK 2

OBJECTIVE

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



CLOSE READ

Explain Author's Purpose

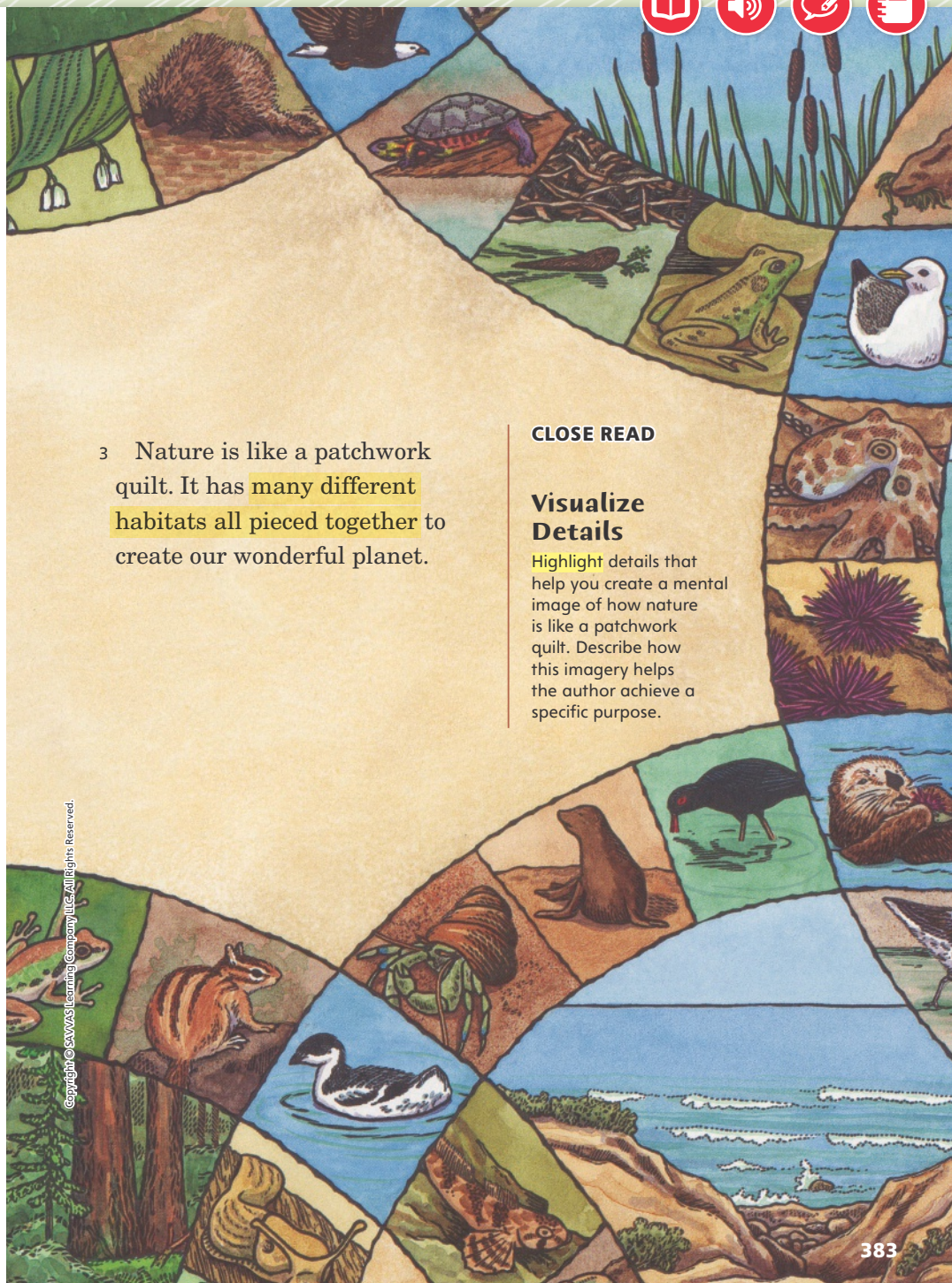
Underline a detail the author uses to describe the topic of nature. How do the details help explain the author's purpose and message?

- 1 Look into nature and you will see a patchwork of beauty and mystery.
- 2 A patchwork quilt has many pieces that fit together to make a beautiful blanket.

ELL Targeted Support Develop Vocabulary The use of the word *pieced* could be confusing as it is used in paragraph 3: "It has many different habitats all pieced together to create our wonderful planet." Explain that the word *pieced* can mean "fit together" as an action word. This usage describes someone fitting pieces, or putting them together.

Write sentences on the board using the word as a verb: *I pieced together my puzzle. She will piece the scraps together to make a doll dress. He pieced together the scraps of wood to build a bird house.* Ask students to echo read each sentence and illustrate the meaning in a quick sketch.

EMERGING/DEVELOPING



3 Nature is like a patchwork quilt. It has many different habitats all pieced together to create our wonderful planet.

CLOSE READ

Visualize Details

Highlight details that help you create a mental image of how nature is like a patchwork quilt. Describe how this imagery helps the author achieve a specific purpose.

First Read

Generate Questions

THINK ALOUD Paragraph 3 describes nature by comparing it to something that is not in nature, a quilt. This makes me curious about why the author compares it to a quilt. I can see from the images on the page that nature is beautiful and that it has many different kinds of animals and plants. Maybe the author uses the words “pieced together” to tell me how the quilt and nature are alike. I know a quilt has many little pieces sewn together. Now I will read to find out what is “pieced together” about nature.

Close Read

Visualize Details

Explain how authors describe things to help a reader imagine how something looks, sounds, smells, or even tastes. These word pictures are called *imagery* because they can create images in the minds of the readers. Sometimes the words help compare less familiar objects to well-known objects.

Have students scan **paragraph 3** and then highlight details that compare nature to a patchwork quilt.

Ask: *Can you explain what imagery the author uses to describe habitats?* See **student page for possible responses.**

Possible Response: The author uses details comparing a quilt to many habitats pieced together creating the planet. This description matches the idea that nature is beautiful.

DOK 2

OBJECTIVES

Create mental images to deepen understanding.

Describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Possible Teaching Point



Read Like a Writer | Author’s Craft

Imagery Authors use details that help readers imagine the ideas they write about. The author introduces the topic by using a metaphor to compare nature to a patchwork quilt. Ask: *Why would the author choose to begin by comparing nature to a quilt?* Have students share their ideas. Discuss how this description adds to their understanding of the topic. Explain how readers are encouraged to visualize the way nature fits together.

First Read

Connect

THINK ALOUD After reading paragraphs 4 and 5, say: I understand how animals and plants need each other for food. I can connect with that idea since I need to eat too. I know quilts are made by sewing little pieces together to make a whole quilt. Since the author compares quilts and nature, I can see how nature is also made up of many parts. All together, these many parts make up our planet.

Close Read

Visualize Details

Remind students that similes are comparisons between two different objects or ideas. These comparisons are useful because they help the reader visualize what the author describes.

Have students scan **paragraphs 4 and 5** and read the Close Read note. Ask students to locate and highlight a sentence with a simile. See student page for possible responses. Ask: *Can you describe how the simile explains the interdependence of plants and animals?*

Possible Response: Plants and animals need each other for survival. Each piece of a quilt needs other pieces, or the pieces are just small scraps.

DOK 3

OBJECTIVES

Create mental images to deepen understanding.

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

CLOSE READ

Visualize Details

Highlight a simile. Explain how the simile conveys the author's purpose of helping the reader create a mental image of the interdependence of plants and animals.

interdependence when things depend or rely on one another

- 4 In a habitat, such as a forest, animals and plants live together. They are food for each other and help the forest grow and develop.
- 5 Each plant or animal depends on others, **like a quilt stitched together**. We call this interdependence.



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Possible Teaching Point

Read Like A Writer | Author's Craft

Cause and Effect Tell students that text structure helps readers understand the author's purpose. Read the passage from *Nature's Patchwork Quilt*: "In a habitat, such as a forest, animals and plants live together. They are food for each other and help the forest grow and develop." Ask: *What is the cause, or the event, that is first described in this paragraph? What is the effect, or result?* Explain that the author used a cause-and-effect structure so readers could see how animals and plants depend on each other. For more instruction on text structure, see pp. T302–T303 in the Reading-Writing Workshop Bridge.



- 6 A desert is another habitat, with plants and animals that can live in a hot and dry climate.
- 7 In a quilt, each piece has its own unique place in the design. In a habitat, each animal and plant has a special role, called its niche.

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CLOSE READ

Explain
Author's
Purpose

Underline details that describe the similarity between quilts and habitats. How does this comparison help explain the author's message?

First Read

Respond

THINK ALOUD I like the way the author not only explains different habitats but also continues the comparison to quilts. It surprised me to read how important each piece of a quilt is. I had never thought about how each piece has a special place in the design. So, to compare the unique place for each quilt piece to the niche of each plant and animal was surprising. It is interesting to think about how my niche is special.

Close Read

Explain Author's Purpose

Remind students that an author does not always state the purposes for a text but that a reader can analyze the text for clues. Review that when we understand the author's purpose, we will understand the text better.

Have students scan **paragraphs 6 and 7** and read the Close Read note. Ask students to underline the details in paragraph 7 that show how quilts and habitats are alike. See student page for possible responses. Ask: **How does the comparison show something about the author's purposes?**

Possible Response: I know the author wants me to see some ways that quilts and habitats are alike. This comparison explains how interdependent the plants and animals are and how each quilt piece needs all the others to become complete. I think the author's purpose is for me to learn about different habitats while appreciating the beauty of nature.

DOK 2

OBJECTIVE

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

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Possible Teaching Point



Read Like a Writer | Author's Craft

Word Choice Have students locate the word "niche" in paragraph 7. The words "special role" come before "niche." Ask students: **Why do you think the author included the word *niche* if he already stated his idea that "each animal and plant has a special role"?** Elicit from students that the author wanted to use a more specific word. Remind students that authors choose words carefully to convey precise meaning.

First Read

Notice

THINK ALOUD I noticed from scanning the text that the prairie dog is a little animal that lives on the prairie. By using the image on this page, I can tell that this is not a normal dog. This image helps me figure out that this creature eats something that grows in the ground, the plant and its roots.

Close Read

Vocabulary In Context

Have students look at **paragraph 8**, and read the Close Read note. Ask students to use context to figure out how the word *roots* is used and what part of speech it represents. Prompt them to underline the clues within the sentence that support their idea. **See student page for possible responses.**

Ask: **How does your underlined context clue support the way *roots* is used?**

Possible Response: The phrase “prairie dogs that eat roots and snakes” is a clue that *roots* is used as a noun here. It is a thing that is eaten.

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

The word *roots* can mean “plant parts that grow underground” or “digs up.”

Underline context clues within the sentence that tell you the meaning of the word *roots* in this text.

food chain a series of living things that depend on each other as food sources

- 8 A prairie is a grassland habitat. Some prairies have prairie dogs that eat roots and plants. Snakes eat the prairie dogs. Hawks eat the snakes.
- 9 This is called a food chain. The prairie plants are the first link, prairie dogs are second, snakes are third, and hawks, at the top of the food chain, are the fourth link.



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ELL Targeted Support Develop Vocabulary The use of the words *prairie dogs* could be confusing in paragraph 8: “Some prairies have prairie dogs that eat roots and plants.”

Draw a web on the board and place the words *prairie dog* in the circle. Have students examine the picture in the middle of the quilt. Ask: **How would you describe this little animal?** Write descriptive words around the words to help students see that this is not a regular dog. Explain that a prairie dog is a small animal that lives in burrows in the ground. **EMERGING/DEVELOPING**

Ask students to write sentences using their descriptions of a prairie dog. **EXPANDING/BRIDGING**



- 10 The ocean, which has 97% of all the water on Earth, has many different habitats. Ocean water near the surface contains very tiny plants called phytoplankton.
- 11 Tiny animals called zooplankton eat phytoplankton. Tiny shrimp called krill eat zooplankton. Little fish called sardines eat krill. Salmon eat sardines. Sharks or seals eat salmon. This is one marine food chain.

CLOSE READ

Explain
Author's
Purpose

Underline details that help explain and support the author's message that the ocean has unique habitats with food chains.

First Read

Respond

THINK ALOUD Reading about the habitat described near the surface of the ocean makes me wonder where the different ocean habitats are. It would be interesting to find out if the habitats in the ocean have anything to do with one another. I think I would like to read more about ocean habitats, because I thought it was one giant habitat, not a whole lot of smaller ones. I guess the smaller habitats are like pieces of a giant ocean quilt.



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CROSS-CURRICULAR PERSPECTIVES

Science



There are many habitats in the ocean, partly because it is so large. The habitat closest to the surface receives enough light that plants can still grow. Interestingly, plants and animals are not evenly divided throughout the oceans. Using what you have learned, where would the phytoplankton's habitat be found in the ocean? Have students connect this information to the Plants and Animals Need Each Other diagram on pp. 376–377 of the *Student Interactive*.

Close Read

Explain Author's Purpose

Have students scan **paragraphs 10 and 11** to look for details supporting the author's message. Ask students to underline any of these details. Explain that so far they have learned that one of the author's purposes has been to compare different habitats to the individual pieces of a quilt. **See student page for possible responses.**

Ask: *How do these details support the author's purpose?*

Possible Response: The phrase "many different habitats" describing what is in the ocean is like the idea of many pieces of a quilt. "Marine food chain" shows the interdependence of the animals in the ocean.

DOK 2

OBJECTIVE

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

First Read

Respond

THINK ALOUD I like the way the author explained adaptations by giving examples. It is interesting to realize that ducks did not always have webbed feet. Now I am curious about other animals and plants that have changed over time so they could have a better chance at survival. This gives me ideas of things I want to learn more about.

Close Read

Visualize Details

Remind students that authors pick their words carefully to help readers visualize the ideas presented. Direct them to look for the word choices that create imagery.

Have students scan **paragraphs 12 and 13** before reading the Close Read note. Ask students to locate and highlight details in **paragraph 13** that help them visualize the way birds and fish make adaptations to survive. **See student page for possible responses.**

Possible Response: The details that describe the webbed feet of swimming birds and the way fish change colors to hide help me picture the adaptations.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

CLOSE READ

Visualize Details

Highlight details that help you create a mental image of the adaptations of birds and fish. Explain how these details help deepen your understanding of the text.

camouflage hide or make harder to see in one's natural surroundings

adaptations changes in plants and animals that help them survive

- 12 The seashore at the edge of the ocean also has many habitats. Different plants and animals live in the shallow water, on the rocks, and in the sand.
- 13 Over generations, plants and animals often change in ways that help them survive. For instance, the **feet of swimming birds changed to have webbing**, which help them swim better than their ancestors did. Some **fish can change colors** to help them hide, or camouflage, themselves. Such changes are called adaptations.



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Possible Teaching Point



Read Like A Writer | Author's Craft

Cause and Effect To help students develop an understanding of why an author would use a cause-and-effect structure, show the example from paragraph 13: "Over generations, plants and animals often change in ways that help them survive." Explain that this is a statement that shows a cause. Then read the next sentences and discuss how the author showed the effects of the changes made for survival. For more instruction on text structure, see Read Like a Writer on pp. T302–T303 in the Reading-Writing Workshop Bridge.



- 14 Lakes and ponds have many tiny plants and animals living in them. They are very small, but you can see them with a magnifying glass or a special tool called a microscope.
- 15 These microscopic plants and animals are food for each other. The way that these plants and animals eat and are eaten is so complicated that we call it a food web.

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CLOSE READ**Explain Author's Purpose**

Underline the author's key ideas about small plants and animals in lakes and ponds. How do these details help explain the author's purpose and message?

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First Read**Connect**

THINK ALOUD I have fished in small ponds and lakes, but I did not realize that there were so many teeny creatures that my eyes cannot see. I thought the water had fish and maybe some moss growing on rocks, but I had no idea there were microscopic plants and animals. Imagine a food web that includes all plants and animals that are invisible to our normal eyesight. Now I wonder if the fish eat any of these "invisible" pieces of nature.

Close Read**Explain Author's Purpose**

Have students scan **paragraphs 14 and 15**. Ask: *What details about small plants and animals help explain the author's purpose?*

Ask students to read the Close Read note and underline the ideas in paragraph 15 that support the author's purpose. **See student page for possible responses.**

Possible Response: The details about how the tiny plants and animals need each other for food explains the idea of interdependence in nature.

DOK 2

OBJECTIVE

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

Possible Teaching Point**Academic Vocabulary | Parts of Speech**

Review that parts of speech are categories of words that tell how words are used. Ask students to locate the word "microscope" in paragraph 14. Explain that by reading the sentence, we can tell that the microscope is a magnifying tool used to see very small plants and animals. That means it is a "thing," which we refer to as a noun. Have students locate the associated word, "microscopic." Explain that "microscopic" describes all kinds of things that are hard to see with your normal vision. Discuss how that part of speech would be an adjective.

First Read

Respond

THINK ALOUD I have found so many new ideas in this text. I am surprised that plants and animals can survive in harsh environments like the Arctic and the mountains. It is interesting how animals know to store food in their burrows or hibernate in caves. It is amazing that the birds have a built-in understanding that makes them fly to warmer places. This information makes me want to learn more about survival techniques in nature.

Close Read

Vocabulary In Context

Explain that words have different meanings depending on the way they are used. Many words can be used as either a noun or a verb. Look for context clues to show whether a word is a noun or a verb.

Call students' attention to **paragraph 17**, and have them read the Close Read note. Ask: *What context clues tell you whether burrows is a noun or a verb in the text?* Have students underline the clues to show whether *burrows* is used as a noun or a verb. **See student page for possible responses.**

Possible Response: The words "animals" and "survive in" help me know that a burrow is a noun, a place underground where the animals go.

DOK 2

OBJECTIVE

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



CLOSE READ

Vocabulary in Context

The word *burrows* can mean "holes in the ground that animals use for shelter" or "dig a hole to hide in."

Underline context clues within the sentence that tell you the meaning of the word *burrows* in this text.

- 16 Arctic and high mountain habitats are very cold much of the year. It's a tough place to live. To survive harsh climates, plants either stay alive all winter under snow or make seeds that can survive the cold.
- 17 Animals store up food to survive in burrows or hibernate in caves. Birds fly to warmer places. Ways of adjusting to the climate are called survival mechanisms.

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CROSS-CURRICULAR PERSPECTIVES

Science



Scientists have run many studies on bird migrations. It seems that these mass flights to change environments involve more than a change in the weather. In part, the birds respond to their own bodies. A gland in the brain sends hormones, causing the birds to store more fat. The gland is often influenced by changes in the length of daylight and the strength of the sun. With these facts, what are two of the most important changes that send birds flying to new locations?



- 18 Rainforest habitats are very wet. Cool rainforests are temperate, such as in North America and New Zealand. Hot rainforests are tropical, such as in South America, Africa, and southern Asia.
- 19 Many rainforest trees are large. Many are cut down. This is called deforestation. Fewer places are left for plants and animals that can only survive in a rainforest.
- 20 Rainforests have lots and lots and LOTS of different kinds of trees, shrubs, mosses, lichens, fungi, insects, reptiles, amphibians, birds and mammals. Many different species together make up biodiversity.

CLOSE READ

Visualize
Details

Highlight text details that help you create a mental image of the different living things found in rainforests. Explain how these mental images deepen your understanding of biodiversity.

biodiversity the existence of many different kinds of plants and animals in an environment



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First Read

Notice

THINK ALOUD After looking at the illustrations, I notice how full of life the rainforest is. Plants, insects, animals, and birds seem to all live together in the rainforest habitat. Seeing how many kinds of plants and animals make their homes in the rainforest helps me understand the importance of this rich habitat. This makes me wonder what will happen if rainforests are cut down.

Close Read

Visualize Details

Have students scan **paragraph 20** and highlight text details that help them visualize biodiversity. **See student page for possible responses.**

Ask: How do the details you selected help you visualize the diversity found in rainforests?

Possible Response: The author repeats the word *lots* three times and even uses capital letters for emphasis. The list of plants and animals in the rainforest also helps me see mental pictures of the many different varieties.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

Possible Teaching Point



Read Like a Writer | Author's Craft

Cause and Effect To help students develop an understanding of text structure, display a T-chart with *Structure* as the title, and *Cause and Effect* as the headings. Discuss paragraph 20, and ask students if they can identify what causes fewer animals and plants to survive in rainforests. Fill in the chart showing the cause of the decrease in rainforest life as deforestation and the result being potential extinction of some plants and animals.

First Read

Generate Questions

THINK ALOUD Since the author's purpose has been to show how different habitats are connected, I want to know more about how people have changed things. This makes me ask some questions. I want to learn how we can protect the animal and plant habitats while also building our people habitats. I also want to know more about how people have changed plants and animals. I also want to know if the changes have been good or not good and why.

Close Read

Explain Author's Purpose

Have students scan paragraphs 21 and 22 and underline details that help describe the changes caused by people. See student page for possible responses.

Ask: How do these details help explain the author's purpose?

Possible Response: These details help me see what part people play in either protecting or changing nature's interdependence. If people change the habitats, then we mess up the "quilt." The plants and animals that depend on each other will not be able to survive.

DOK 3

OBJECTIVES

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

Evaluate details read to determine key ideas.

CLOSE READ

Explain Author's Purpose

Underline details that help the reader understand changes caused by people. Evaluate these details to help you determine the key idea of paragraphs 21 and 22.

- 21 Houses, towns, and cities are habitats for people. People built them over what once was a prairie, desert, forest, or rainforest. People have changed some plants and animals by working with them over generations.
- 22 Dogs, cats, and farm animals, as well as many plants that produce food, are very different from their wild ancestors. When plants and animals are changed by people we call it domestication.



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CROSS-CURRICULAR PERSPECTIVES

Science



The domestication of plants and animals began thousands of years ago as people discovered the benefits. Scientists believe dogs were the first animals people domesticated. Even before dogs became "man's best friend" as pets, they were used to help hunters and wild plant gatherers. When people discovered they could not only gather wild plants but also grow them, this was the beginning of farming. This led to a more reliable food supply. Goats, cows, and other farm animals became a part of agriculture. Many kinds of plants were discovered to be tasty for drinking, like tea, coffee, and cola. Discuss how domestication of plants and animals is part of our food chain, referring to pp. 376–377 of the *Student Interactive*.

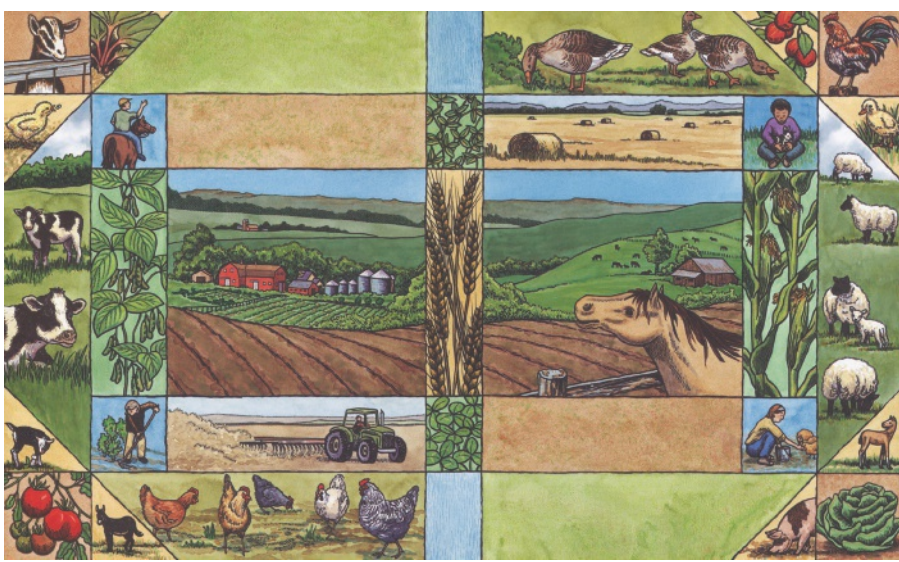


- 23 Ranches and farms are also habitats made by people on what was once prairie, forest, or desert. Often domesticated animals like cows, horses, pigs, and chickens live there. Domesticated plants like tomatoes, corn, and wheat also grow there.
- 24 More and more natural habitats are being taken over by human habitats. When a natural habitat is gone and plants or animals don't have any place left to live, they die. When the last plant or animal of a species dies, the species is extinct.

CLOSE READ

Visualize
Details

Highlight details the author includes to help the reader create a mental image of domesticated animals and plants. How does this mental image deepen your understanding of the text?



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First Read

Notice

THINK ALOUD I notice that the author explains how ranches and farms are people-built habitats. I also notice that these are on land that used to be a habitat to other animals and plants. I realize that people would not have food to eat if they did not farm and raise domesticated animals. However, I also notice that people need to be careful because if they destroy the last of a natural habitat, those pieces of nature can become extinct.

Close Read

Visualize Details

Have students scan **paragraph 23** and highlight details that help build visual images. **See student page for possible responses.**

Ask: How do these details help explain the meaning of “domesticated” plants and animals?

Possible Response: The plants and animals the author names are grown by humans for food and labor. This shows me that *domesticated* might mean “elements of nature that humans have changed to be very useful to them.”

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

Possible Teaching Point



Word Study | Contractions

Use the Word Study lesson on pp. T272–T273 in the Reading-Writing Workshop Bridge to teach students how contractions are formed. Ask them to point out the contraction in paragraph 24 (*don't*), and discuss which two words could have been used in its place.

First Read

Generate Questions

THINK ALOUD Since this is about saving plants and animals and preserving their habitats, I want to know why all people cannot be environmentalists. It seems to me that if everyone works together to help keep the environment safe and clean, it would be better for both people and natural habitats. I want to find out how people and natural habitats can live together with respect for the needs of all.

Close Read

Visualize

Have students scan **paragraph 26** and highlight details that provide mental images of the work environmentalists do. Remind students that when a reader can “see” the ideas, it will help develop the author’s meaning. **See student page for possible responses.**

Ask: *How do the details you located help you understand the meaning of *environmentalist*?*

Possible Response: The details describing what environmentalists do show me the ways they try to save natural habitats.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.



CLOSE READ

Visualize Details

Highlight details that help the reader create mental images of the work environmentalists do. Tell how these mental images deepen your understanding of the importance of preserving habitats.

25 Because plants and animals can’t speak for themselves, many environmentalists have worked hard to save them by preserving their habitats.

26 They clean up rivers, plant trees, help animals, study science, paint pictures, sing songs, write books, give speeches, make movies, persuade policy-makers, give money, organize friends, and much more.

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Possible Teaching Point



Read Like A Writer | Author's Craft

Cause and Effect Use the Read Like a Writer lesson on pp. T302–T303 in the Reading-Writing Bridge to remind students how text structure impacts ideas. Explain that the cause-and-effect relationship between environmentalists and natural habitats ties in to the author’s purpose for the text. Ask students how the author’s purpose is supported by this cause-and-effect structure (exhibits the relationship between people appreciating nature and learning to take care of it).



- 27 When you are in nature, look around at its beauty. Consider how all the plants and animals live together in an interdependent web of life.
- 28 This patchwork quilt of nature covers the whole Earth, your home. It is yours to learn about, to enjoy, to care for, and to love.

CLOSE READ

Explain
Author's
Purpose

Underline details that provide clues about how the author wants readers to think and feel about Earth. How do these details contribute to the author's purpose and message within the text?



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First Read

Respond

THINK ALOUD I am interested in the idea of nature being my beautiful home. It seems to me that people can protect the plants and animals, and still live in their people-made habitats. It is surprising that people do not value the gifts nature gives us enough to care for them.

Close Read

Explain Author's Purpose

Have students underline details in **paragraph 28** that help them know how the author wants the readers to think and feel about Earth. **See student page for possible responses.**

Ask: *How do these details show the author's purpose for writing this selection?*

Possible Response: The author said at the very beginning of the text that nature is a wonder. Now I can tell that the purpose is to help me learn to appreciate Earth and take good care of it.

DOK 2

OBJECTIVE

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

Possible Teaching Point



Academic Vocabulary | Parts of Speech

Direct students to read paragraph 27, and call their attention to the word *interdependent*. Explain that this word is used as an adjective to describe the web of life. If the prefix *inter* is removed, then the base *dependent* is left. Explain that *dependent* can also be an adjective that describes someone or something that needs, or depends on, something else. If the word *dependent* is used as a noun, it refers to a person or thing that needs something else to survive.

Respond and Analyze



Nature's Patchwork
Quilt

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

Identify real-life connections between words and their use.

Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

Recognize characteristics and structures of informational text.

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

My View

Begin by asking students, “What did you think about this text?” or “What part surprised you or interested you the most?”

- **React** Do you agree that the Earth could be compared to a patchwork quilt? Why or why not?
- **Discuss** You live in a human habitat—a city, town, suburb, or farm—that once was a natural habitat. Where do you see evidence of this?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of scientific texts must use words and phrases related to the topic as they give information, and some of the words may be unfamiliar to the reader.

- Sometimes you can use the context to define scientific words and phrases.
- Sometimes you have to look up scientific words and phrases in a print or online dictionary.

MODEL AND PRACTICE Model filling out the chart on p. 396 of the *Student Interactive* using the word *biodiversity*, the sample word:

- The assignment is to write a sentence using a specific word about a habitat. To define *biodiversity*, I look through the selection to find the word and its context. On page 391, I see that the author gives context for its meaning, and it is also defined in the margin.
- Now I can write a sentence that uses the word correctly.

ELL Targeted Support Vocabulary Display the target words from p. 396 of the *Student Interactive*.

Write simple cloze sentences for each vocabulary word. Have students say the words. Have pairs complete the cloze sentences. Help students review how the words are used in the text if necessary. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students complete p. 396 of the *Student Interactive*. They should be prepared to explain their sentences.

OPTION 2 Use Independent Text Have students find and list five scientific words or phrases from informational texts in their independent reading. Using context or a dictionary, they should define each word and write each in a sentence that relates to habitats.

QUICK CHECK

Notice and Assess Do students understand using context to define words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on pp. T298–T299.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on pp. T298–T299.

Check for Understanding MyTURN Have students complete p. 397 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 396–397



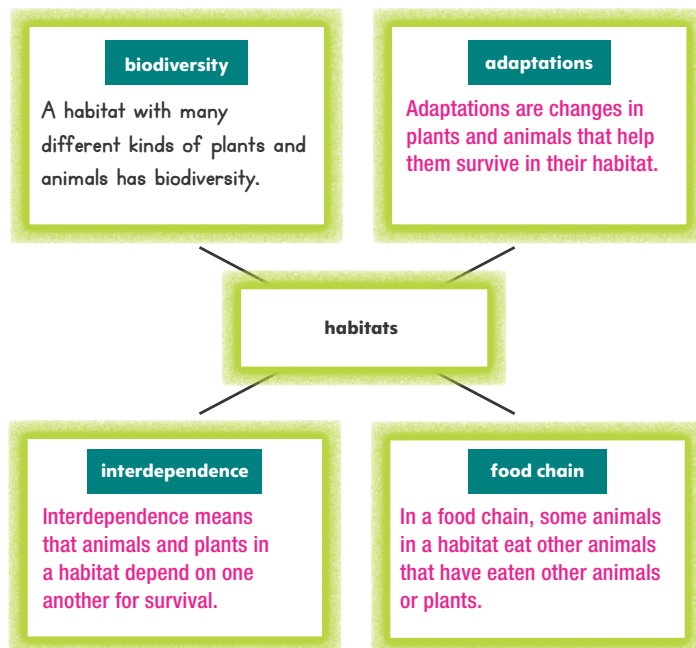
VOCABULARY

Develop Vocabulary

In informational text, authors use specific words to explain a topic. When authors write about scientific topics, such as habitats and nature, they may use scientific words to inform readers about the topic.

MyTURN Look at the word at the top of each box. In the box, write a sentence to show how that word relates to habitats.

Possible responses:



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COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

Possible responses:

1. How can the reader tell that *Nature's Patchwork Quilt* is informational text?
DOK 2
The text includes facts and details that inform readers about how animals and plants depend on one another.
2. Why does the author compare habitats to a patchwork quilt? Use this comparison to explain the author's purpose and message within the text.
DOK 2
The author uses the comparison to help readers understand how habitats are interdependent and to provide the message that people should care for Earth and its web of life.
3. How do survival mechanisms help animals and plants survive in cold climates? Cite text evidence.
DOK 2
Some plants stay alive "under snow or make seeds that can survive the cold." Some animals "store up food to survive in burrows or hibernate in caves. Birds fly to warmer places."
4. When people take over a habitat, how can they affect the animals and plants in that habitat? Use text evidence to support your response.
DOK 2
People can change natural habitats to fit their needs and cause some living things to die if the living things "don't have any place left to live."

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Word Study Contractions

OBJECTIVES

Decode compound words, contractions, and abbreviations.

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

LESSON 2

Apply Contractions

APPLY MyTURN Direct students to complete the activity on p. 402 of the *Student Interactive*.

I'm

I've

she's

they're

we've

High-Frequency Words

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



STUDENT INTERACTIVE, p. 402



WORD STUDY

Contractions

Contractions are shortened forms of two words. An apostrophe (') shows where letters have been left out. Some contractions can be read using regular spellings, such as the word *it's*. Other contractions do not follow this pattern, such as *can't*.

My TURN

1. Read these contractions: *I'm*, *I've*, *she's*, *they're*, *we've*.
2. Combine the words in each row and write the contraction.

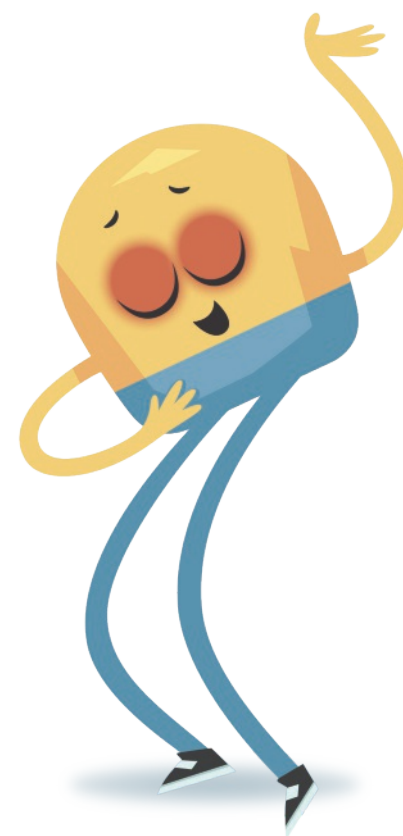
do	+	not	=	don't
can	+	not	=	can't
what	+	is	=	what's

High-Frequency Words

High-frequency words often do not follow regular word study patterns. Read these high-frequency words: *contain*, *front*.

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LESSON 2

Apply Contractions

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Syllable Pattern VCe

FLEXIBLE OPTION
LESSON 5

Assess Understanding

LESSON 1

Teach Contractions

Use the  **QUICK CHECK** on p. T295 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors use special words about a topic when they write informational text. Sometimes authors define these words or provide context clues that help readers determine their meanings. Have students look back in *Nature's Patchwork Quilt* for words they can define from the context or from margin notes.

ELL Targeted Support

Tell students that informational text often has difficult words the author must use in order to write about the topic. Have students use visual and contextual support to enhance their understanding of the vocabulary.

Write vocabulary words and choose pictures from magazines or books that illustrate *food chain*, *biodiversity*, *camouflage*, and *adaptations*. Ask students questions to help them match words and pictures. **EMERGING/ DEVELOPING**

Have pairs of students find definitions and then find pictures that illustrate *food chain*, *biodiversity*, *camouflage*, *adaptations*, and *interdependence*. **EXPANDING/BRIDGING**



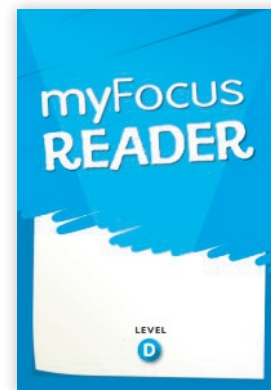
For additional support, see the *Language Awareness Handbook*.

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 how plants and animals depend on each other in a habitat.



Provide instructional support for comprehension and word study—contractions and Academic Vocabulary words.

Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from this week's informational text or a leveled reader. Ask pairs to take turns reading the passage accurately at an appropriate rate for this kind of text, which should be at a slower rate than for reading fiction since comprehending facts may require more thoughtfulness.

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 and record each student's performance. 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 share the meanings of words found in their texts that they learned through context, definitions in the margin, or the dictionary.

Possible Conference Prompts

- What special words did the author use to tell about an informational topic?
- Where did you find clues to help you understand the words?

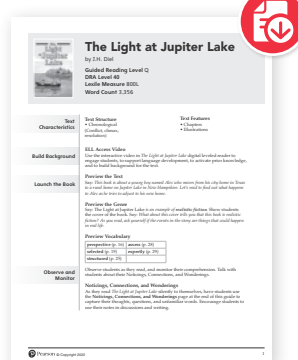
Possible Teaching Point Readers pay attention to words an author uses when writing informational text. Look for the meanings of the words in context or the notes in margin. You may need to look up some words in a dictionary.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T274–T275.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share some new vocabulary words they learned from their reading and tell how they relate to the topic the author was writing about.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Nature’s Patchwork Quilt* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers



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

Literacy Activities



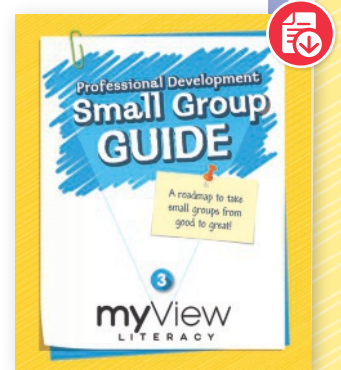
Students can

- complete the graphic organizer on *Student Interactive* p. 396.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 397.
- play the *myView* games.
- find the meanings of topic-related words in an informational text.

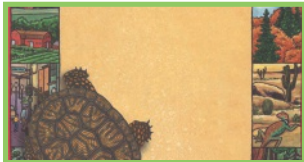
SUPPORT PARTNER READING

Discuss students’ roles as listeners and readers in partner reading, and review active listening techniques and skills for reading aloud.

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



Explain Author's Purpose



Nature's Patchwork
Quilt

OBJECTIVES

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

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit Academic Vocabulary words to talk about the interdependence of plants and animals in a habitat. Give students sentence starters, such as:

- When scientists investigate a healthy habitat, they find ____.
- Some people prefer a ____ habitat, while others prefer a ____ habitat.

ELL Access

Discuss with students the importance of figuring out an author's purpose, or reason for writing. Provide several examples of texts reflecting various purposes, and guide students to classify and record their purposes in a chart.

Minilesson

FOCUS ON STRATEGIES Explain to students that readers will understand and be able to explain the message of a text—what the author wants the reader to know—if they can figure out the author's purpose, or reason for writing.

- An author usually has one of four purposes or basic reasons for writing: to entertain with a story, to inform about something, to persuade or convince about a question or an issue, or to express or describe something.
- Think about *what* the author writes and *how* the author writes the text as you try to figure out the author's purpose.

MODEL AND PRACTICE Use the Close Read note on p. 382 of the *Student Interactive* to model how to annotate the text to figure out the author's purpose.

- This author is using descriptive language on page 382. She uses figurative language by saying that nature looks like a patchwork. The phrase "a patchwork of beauty and mystery" is a clever description, so I can underline this detail to help me figure out what the author's purpose and message are.
- Have students think about this detail and suggest ideas about what the author's purpose might be. Tell students that as they read, they can confirm or change their thinking about the author's purpose.

ELL Targeted Support Analyze Author's Purpose Tell students that authors have a reason for writing a text. Review the meaning of *persuade*, *inform* and *entertain*. Work with students to identify statements that persuade, inform and entertain.

Give students four cards that each list an author's purpose for writing: *to entertain*, *to inform*, *to persuade*, and *to express*. Have students hold up the appropriate card when you describe possible scenarios, such as trying to convince a parent/caregiver to watch a TV show, telling a parent/caregiver about what they learned in science, and so on. **EMERGING/DEVELOPING**

Have pairs of students use the reasons-for-writing cards to discuss a text they have read. Have them also discuss the message that each author was trying to get across to the reader. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for identifying the author's purpose for writing a text.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Explain Author's Purpose and then use the text evidence from their annotations to complete the graphic organizer on p. 398.

OPTION 2 Use Independent Text Have students use sticky notes to mark places that give clues to what the author's purpose might be. After they have read, they should write down their conclusion as to what the author's purpose was and what they think the author's central message is.

QUICK CHECK

Notice and Assess Can students identify clues to the author's purpose for writing?

Decide

- **If students struggle**, revisit instruction about author's purpose in Small Group on pp. T306–T307.
- **If students show understanding**, extend instruction of author's purpose in Small Group on pp. T306–T307.

STUDENT INTERACTIVE, p. 398



CLOSE READ

Explain Author's Purpose

An **author's purpose** is his or her reason for writing. Identifying the author's purpose helps readers understand the message, or meaning, of the text.

1. **MyTURN** Go to the Close Read notes in *Nature's Patchwork Quilt*. Underline the parts that relate to the author's purpose.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

What the Text Says	How Text Relates to Author's Purpose
"a patchwork of beauty and mystery"	The author wants the reader to think of nature as beautiful and mysterious.
"In a quilt, each piece has its own unique place in the design. In a habitat, each animal and plant has a special role."	The author is making a comparison to help the reader better understand the relationship of habitats to one another.
"The way that these plants and animals eat and are eaten is so complicated that we call it a food web."	The author wants the reader to understand that relationships among plants and animals are complicated.

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Read Like a Writer

OBJECTIVE

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

Analyze Text Structure

Minilesson

FOCUS ON STRATEGIES Authors of informational texts use text structures for specific purposes. Authors use the comparison-and-contrast text structure to tell how things are alike and different. Authors use the chronological, or time-order, text structure to present details in the order in which they happened. The cause-and-effect text structure is used to tell how and why events happen.

- The cause tells about an event that happens.
- The effect tells the result of the cause.
- The cause always happens first. It leads to an effect.

MODEL AND PRACTICE Model explaining the author's use of cause-and-effect text structure by directing students to the top of p. 403 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Share that the author Mary Miché uses a cause-and-effect text structure to help readers understand a result of deforestation.
2. Have students identify the cause by asking them to explain what deforestation is. Encourage students to think about how the cutting down of many trees leads to an event, the effect.
3. Guide students to understand that the cause-and-effect text structure tells how deforestation (the cause) leads to fewer places for plants and animals to live and survive (the effect). By using this text structure, the author achieves the purpose of explaining how actions in the rainforest are related and lead to certain effects.

ELL Targeted Support Cause and Effect To help students better understand cause-and-effect relationships, have them work with a partner to discuss these relationships.

Have partners complete the sentence frame with an effect that would result from this cause: *The school bus was late this morning, so we were _____.*

EMERGING/DEVELOPING

Have partners discuss an effect that would result from this cause: *The school bus was late this morning.* **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *Nature's Patchwork Quilt* and identify the author's use of cause-and-effect text structure. Help guide their search by reminding them that the cause tells what happened and the effect tells the result. Then have students focus on a specific example of cause-and-effect text structure by completing the activities on p. 403 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 403



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use a text structure for a specific purpose. Cause-and-effect text structure tells what happened (cause) and the result (effect).

Model Read the passage from *Nature's Patchwork Quilt*.

Many rainforest trees are large. **Many are cut down.** This is called deforestation. **Fewer places are left for plants and animals** that can only survive in a rainforest.

The cause is an event.

The effect is a result of the cause.

- 1. Identify** Mary Miché uses cause and effect to help me understand the result of deforestation.
- 2. Question** What is the cause and effect?
- 3. Conclude** Cutting down trees (cause) results in fewer places for plants and animals (effect).

Read the sentence.

Some fish can change colors to help them hide, or camouflage, themselves.

MyTURN Follow the steps to analyze the passage. Describe the author's use of cause-and-effect text structure.

- 1. Identify** Mary Miché uses cause and effect to help me understand **the result of a fish changing color**.
- 2. Question** What is the cause and effect?
- 3. Conclude** When fish **change color** (the cause), this results in **camouflage** (the effect).

Word Study Contractions

OBJECTIVE

Decode compound words, contractions, and abbreviations.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that contractions are shortened forms of words that have been combined using an apostrophe. Contractions are usually pronounced differently than the words that are represented in the contraction.

MODEL AND PRACTICE Display the following words and have students read them: *couldn't, would've, haven't, don't, can't*. Then have student partners work together to determine the words that were combined to create each contraction.



APPLY Have students complete *Word Study* p. 49 from the *Resource Download Center*.

Name _____

Word Study

Contractions
Knowing the two words that form a contraction can help you decode a contraction and understand its meaning.

- Contractions are shortened forms of two words.
- When a contraction is formed, an apostrophe takes the place of one or more letters.

My Turn! Sort the words by the word used to form the contraction.

it's	hasn't	you've	that's
don't	shouldn't	should've	what's

Contractions formed by combining a word with *is*:
 ___ *it's* ___ ___ *what's* ___ ___ *that's* ___

Contractions formed by combining a word with *not*:
 ___ *hasn't* ___ ___ *don't* ___ ___ *shouldn't* ___

Contractions formed by combining a word with *have*:
 ___ *you've* ___ ___ *should've* ___

My Turn! Write contractions for the words below.
 are not: ___ *aren't* ___
 could have: ___ *could've* ___
 is not: ___ *isn't* ___

Grade 3, Unit 2, Week 5
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Word Study, p. 49



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Contractions

LESSON 2

Apply Contractions

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Syllable Pattern VCe

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T301 to determine small group instruction.

Teacher-Led Options

Strategy Group

EXPLAIN AUTHOR'S PURPOSE

Teaching Point Just as you have a reason for the writing you do, authors have a reason, or a purpose, for writing a text. They write to entertain, inform, persuade, or express. Readers pay attention to clues about the author's purpose because determining the author's purpose helps readers summarize the basic message of the text. Work with students to complete the graphic organizer on *Student Interactive* p. 398.

ELL Targeted Support

Have students match authors' purposes for writing text with sample words the authors might use. Create word cards such as: *entertain, inform, persuade, express, queen said, forest, ran fast, lived happily, scientists, ideas, whales, think, should, reason, tall, beautiful, cloudy, and quiet.*

Work with students to match words to the author's purpose categories. Help them realize that some words can fit several purposes.

EMERGING/DEVELOPING

Have pairs or individual students match words to the author's purpose categories, including duplicate locations, and think of five other words that could be used in a text for each purpose.

EXPANDING/BRIDGING



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

Intervention Activity

EXPLAIN AUTHOR'S PURPOSE

Use Lesson 40, pp. T261–T266, in the *myFocus Intervention Teacher's Guide* for instruction on author's purpose.

LEVEL D • READ

Lesson 40 Author's Purpose and Viewpoint

DIRECTIONS Read "Living in Space" silently. As you read, think about why the author wrote this passage.

Living in Space

- 1 Will people like you and me live on the moon one day? The answer is probably no. The moon is too hot and too far away. In the future, we will probably live on space stations that go around Earth.
- 2 Astronauts are already living on space stations. And they are already solving many of the challenges of living in space. These include eating, exercising, getting clean, and sleeping. Meeting these challenges is important. If astronauts can learn how to live in space more easily, it will be easier for the rest of us to live there, too.
- 3 For example, astronauts have figured out ways to eat and keep food in space. People who live in space have to take their food with them. The food might have to be stored for many months. Scientists have developed special ways to prepare and store food so that it does not spoil. Astronauts are also learning how to grow food in space. It will taste great!
- 4 Exercise in space is another challenge. Scientists say that a person can lift 200 pounds easily in space because there is no gravity. As a result, astronauts need to exercise more to get a good workout. Astronauts have special ways to exercise. They use bikes and weights that are built to be used in space.

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Reading Informational and Argumentative Text T • 261

Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short informational passage with accuracy.

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 three times. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

EXPLAIN AUTHOR'S PURPOSE

Talk About Independent Reading Have students use the sticky notes in their books to discuss the author's purpose for writing the text and the basic message of the text.

Possible Conference Prompts

- Why did the author write this text? What clues support your conclusion?
- What message does the author want you to know? How does the purpose for writing support that?

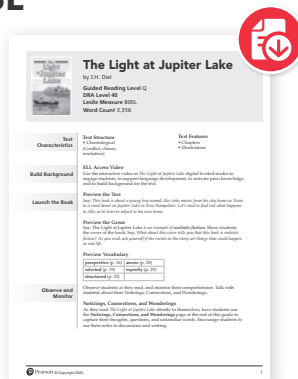
Possible Teaching Point Authors often give clues to why they wrote a text. Find those clues, figure out the author's purpose, and then think about the author's basic message in the text.

Leveled Readers



EXPLAIN AUTHOR'S PURPOSE

- For suggested titles, see "Matching Texts to Learning," pp. T274–T275.
- For instructional support on how to explain author's purpose, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share clues they found in their texts that helped them determine the author's purpose for writing. Celebrate their discoveries.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Nature's Patchwork Quilt* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- analyze clues to an author's purpose for writing.

Centers



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

Literacy Activities



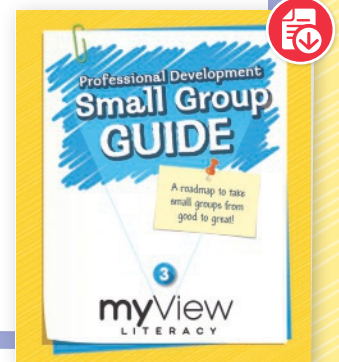
Students can

- complete the graphic organizer on *Student Interactive* p. 398.
- find contractions in various texts.
- play the *myView* games.
- take turns with a partner reading a text accurately at an appropriate rate.

SUPPORT PARTNER READING

Have partners assess their skills by discussing their strengths as readers and listeners, and skills they would like to improve.

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



Visualize Details



Nature's Patchwork Quilt

OBJECTIVES

Create mental images to deepen understanding.

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to practice visualizing details:

- In my mind, I can visualize features of a beautiful habitat, such as ____.
- I associate sights, sounds, and smells such as ____ with a ____ habitat.s

Minilesson

FOCUS ON STRATEGIES Explain to students that readers visualize as they are reading. They use details and imagery to create vivid mental images of what the author is describing. Visualizing can help readers feel that they are experiencing the events described in a text.

- As you read, notice details that help you see in your mind what the author is describing. These details may include figurative language as well as description.
- These mental images will help you understand the text and the author's purpose better.

MODEL AND PRACTICE Use the Close Read note on p. 383 of *Nature's Patchwork Quilt* to model using details to create mental imagery for visualizing text.

- In my mind, I see small pieces of cloth stitched together. The author says habitats are pieced together to create the whole of nature on our wonderful planet. That helps me see nature as a quilt. I will highlight "many different habitats all pieced together" to help me remember this detail that allows me to visualize the text.
- Visualizing habitats as a patchwork quilt helps me understand the author's purpose. The author wants to show that Earth's habitats are all very different, but also part of a whole.

ELL Targeted Support Visualize Tell students that good readers create pictures in their minds as they read to help them understand the text.

Have students think of one color they associate with various habitats (perhaps dark green for forests, blue for ocean, light green for farmland, tan for desert, and so on). Have each student create a nature collage by gluing small pieces of paper of various colors onto a larger sheet. Have partners discuss their collages using prior knowledge. **EMERGING/DEVELOPING**

Have students each create a nature collage from small pieces of paper. Have them write sentences describing their collage. Encourage students to use newly acquired vocabulary. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using details to visualize text.

OPTION 1 MyTURN Use the Shared Reading Have students annotate the text using Close Read notes for Visualize Details and then use the text evidence from their annotations to complete p. 399 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where the author uses details and figurative language that help them visualize the text.

QUICK CHECK

Notice and Assess Can students find details that help them visualize the text?

Decide

- **If students struggle**, revisit instruction in Small Group on pp. T314–T315.
- **If students show understanding**, extend instruction in Small Group on pp. T314–T315.

STUDENT INTERACTIVE, p. 399



READING WORKSHOP

Visualize Details

Authors use descriptive details and imagery to create vivid mental images in readers' minds. These mental pictures deepen readers' understanding of the text and allow them to better understand the author's purpose.

1. **MyTURN** Go back to the Close Read notes and highlight evidence related to visualizing details.
2. **Text Evidence** Use some of the highlighted text to complete the chart.

Possible responses:

Author's Imagery	What I Picture	How It Achieves Author's Purpose
"many different habitats all pieced together"	I imagine each habitat as a separate patch in a quilt that covers Earth.	The image helps the reader picture habitats on Earth as different but connected.
"... feet of swimming birds changed to have webbing ..."	I imagine a duck with webbed feet and think about how webbed feet help ducks swim.	The author describes a familiar animal to help the reader understand how adaptations help animals survive.
"LOTS of different kinds of trees, shrubs, mosses, lichens, fungi, insects, reptiles, ..."	I imagine a rainforest with all kinds of animals and plants.	The author uses this image to help the reader picture biodiversity in a habitat.

Write for a Reader

OBJECTIVE

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

Use Cause-and-Effect Text Structure

Minilesson

FOCUS ON STRATEGIES Writers use the cause-and-effect text structure to achieve specific purposes. This text structure shows how events are related. Writers use it to explain something that happened and the result of what happened.

- Writers use the cause-and-effect text structure to inform readers.
- Cause-and-effect text structure shows how an event leads to, or results in, another event.
- Cause-and-effect text structure informs readers of why an event or result happens.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 404 of the *Student Interactive*. Model an example:

1. Write the following event on the board: *I was late for school today.*
2. Think aloud as you brainstorm how to use the cause-and-effect text structure to talk about this event. *My event is that I was late for school today. This event is a result. I was late this morning because I forgot to set my alarm last night. Because I did not set my alarm, I overslept this morning. As a result, I did not get to school on time.*
3. Have students brainstorm events that could be told using the cause-and-effect text structure. Have them think about the purpose of the cause-and-effect text structure, or why they might use it in their writing.

ELL Targeted Support Cause and Effect Help students understand how to write using the cause-and-effect text structure.

Have partners work together to tell about events in their day using the cause-and-effect text structure. Have them complete the sentence frame: *I completed my schoolwork early. As a result, ____.*

EMERGING/DEVELOPING



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to Mary Miché’s use of cause-and-effect text structure as an example for their own writing. Then guide students to complete the activity on p. 404 of the *Student Interactive*.

Writing Workshop

Have students use cause-and-effect text structure in their writing from the Writing Workshop. During conferences, support students’ writing by helping them find opportunities to meaningfully include cause-and-effect text structure in their writing.

STUDENT INTERACTIVE, p. 404



DEVELOP AUTHOR’S CRAFT

Write for a Reader

Writers use cause-and-effect text structure to explain what happened and the result of what happened.

MyTURN Think about how Mary Miché used a cause-and-effect text structure in *Nature’s Patchwork Quilt*. Now identify how you can use a cause-and-effect text structure in your writing.

Use text structures to organize information.



1. What topic would you choose for a cause-and-effect text structure?
Possible responses: being late for school, trying out for a team, making a new recipe
2. Write a passage that uses a cause-and-effect text structure.
Possible response: Today, my alarm did not go off because I forgot to set it yesterday. As a result, I woke up late and missed the bus. My mom gave me a ride, but I had to wait until she left for work. Because she leaves 30 minutes later, I did not make it to school before the bell rang. Therefore, I was counted as being late.
3. Briefly explain how the use of cause-and-effect text structure contributed to your purpose for writing.
Possible response: By using a cause-and-effect text structure, I could help readers understand what happened in my story, and why it happened.

Word Study Spiral Review

OBJECTIVE

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Syllable Pattern VCe

FOCUS ON STRATEGIES Review the strategies from the previous week about identifying and decoding the syllable pattern VCe.

MODEL AND PRACTICE Write the following words on the board: *grove*, *excite*, *relate*, *entice*, and *altitude*. Have volunteers identify the VCe syllable pattern in each word. Then have students use the long vowel sound of the syllable pattern to read the words.

APPLY Have students work independently to find words that have the VCe syllable pattern in a story they recently read. Have students write the words and underline the VCe syllable pattern. Challenge them to write other words that have the VCe pattern for each vowel.



ELL Targeted Support

VCe Syllable Pattern Focus on words that include the VCe syllable pattern. Display the following words: *explode*, *excite*, *relate*, *locate*. Say: The word *explode* has the syllable pattern *-ode*. Point out the vowel (o), consonant (d), silent e. Model circling the VCe syllable pattern in *explode*. Echo-read each of the remaining words with students as you circle the VCe syllable pattern in each word. **EMERGING**

			FLEXIBLE OPTION	
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Teach Contractions	Apply Contractions	More Practice	Spiral Review: Syllable Pattern VCe	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T309 to determine small group instruction.

Teacher-Led Options

Strategy Group

VISUALIZE DETAILS

Teaching Point As you are reading, try to see in your mind what the author is writing about. Use details and figurative language to create a mental image of the text to help you understand and remember it. Guide students as they look for imagery and figurative language, such as similes.

ELL Targeted Support

Encourage students to use description to help them visualize a scene or a character.

Find an appropriate photo and write a brief sentence about it, such as “The woman is taking her dog for a walk.” Without showing students the photo, have them orally tell what they see in their minds when they read the sentence. Then show the photo, and have them use short words and phrases to describe the woman and the dog.

EMERGING/DEVELOPING

Use the EMERGING level activity, but have pairs work together to rewrite the sentence, giving greater detail and description to help a reader visualize the scene. **EXPANDING**

Have one partner find and read a paragraph in which an author uses similes. The other partner tells in detail what he or she visualizes. Then partners switch roles. **BRIDGING**



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

Intervention Activity



VISUALIZE DETAILS

Use Lesson 26, pp. T167–T172, in the *myFocus Intervention Teacher’s Guide* for instruction on visualizing details.

LEVEL D • READ

Lesson 26 Monitor Comprehension

DIRECTIONS Read the following story.

Race Day

1 Every year the students at Teton General Elementary School eagerly awaited the arrival of race day. There were races for each grade. Then there was the final race among the winners of all the grades. This was no regular foot race. It was a car race. The teams built their own cars for race day. Charlie was excited to learn who was on his team.

2 *This year will be different*, Charlie thought. *My teammates will like my idea this time*. In years past, Charlie’s ideas were not very popular.

3 In first grade, Charlie’s job was to figure out what the team should use to build the car. He thought construction paper would be great, but the rest of his team said, “NO!” Charlie hung his head. They were right. It was a bad idea. Another team used construction paper, and their car blew the wrong way in the breeze.

4 In second grade, Charlie’s job was to decorate the car to show how fast it was. “Let’s paint it yellow with black spots—like a cheetah!” he exclaimed. His team said, “NO!” They painted the car red with a lightning bolt. It looked pretty cool. It was better than a spotted car. This year was time for Charlie to shine.

5 Mr. Zane called out the team names. Charlie, Jason, Julia, and Thandar sat around a table and shared ideas. At first, Charlie was quiet. He didn’t want Thandar to make fun of him. She wasn’t mean, but she was very smart.

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short informational passage with accuracy.

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 three times. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students/3–4 minutes per conference

VISUALIZE DETAILS

Talk About Independent Reading Have students use sticky notes in their books to mark places the author uses details and figurative language that help readers visualize the scene.

Possible Conference Prompts

- What mental images do you visualize as you read this text?
- What details, figurative language, and description did the author use that helped you visualize?

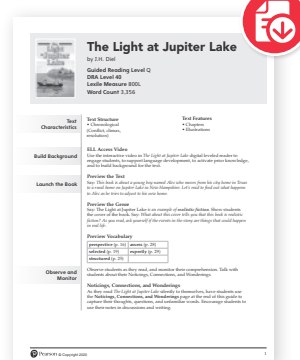
Possible Teaching Point *Visualize what the author is describing. What do you see? Become part of the scene based on the details and figurative language the author uses.*

Leveled Readers



VISUALIZE DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T274–T275.
- For instructional support on how to visualize details, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite volunteers to share texts about which they were able to form vivid mental images because of the author’s use of language and details. Celebrate their sharing.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



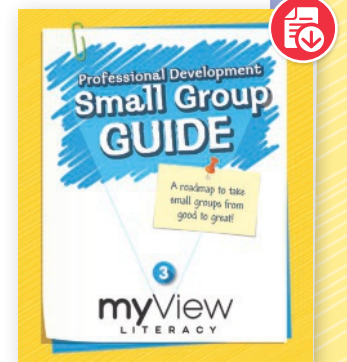
Students can

- complete the graphic organizer on *Student Interactive* p. 399.
- write in their reading notebook about a text for which they created vivid mental images.
- play the *myView* games.
- with a partner, take turns reading the passage with expression.

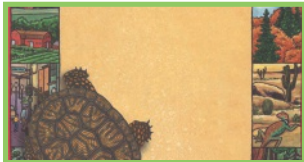
SUPPORT INDEPENDENT READING

Provide an opportunity for students to share and discuss what they have enjoyed most about the independent reading texts they have read during this unit.

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



Reflect and Share



Nature's Patchwork
Quilt

OBJECTIVES

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

Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- What are some features of habitats you have learned about?
- How might humans avoid causing problems in habitats?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions about texts, they should make pertinent comments, or comments that relate to the topic, in order to have meaningful conversations.

- Before making a comment, ask yourself whether it is really about the topic and is related to the discussion that is underway.
- Build on the comments that other people make to stay on the topic and to deepen the conversation. Use language, such as, “I did not understand. Please explain your comment about _____.”

MODEL AND PRACTICE Model making pertinent comments using the Talk About It prompt on p. 400 in the *Student Interactive*.

If my discussion partner looked at the infographic on pages 376 and 377, and said, “I think another link in the food web is that a hawk could eat the fox,” I could reply with the pertinent comment, “I disagree with you, because this is a marine food web, and hawks fly over prairies to hunt.”

ELL Targeted Support Peer Collaboration Have students collaborate with their classmates to answer questions. Ask students to follow along as you read the information on pp. 376–377.

Say: A food chain happens when one animal eats another animal for food. Draw diagrams or pictures demonstrating this idea for students. Ask students to suggest animals that might appear in each part of the food chain. **EMERGING**

Have small groups tell ideas they heard in the text: *All animals eat ____ or other ____.* A ____ is a small animal that ____.

A ____ is a larger animal that ____.

DEVELOPING

Have students write important words as they listen. Then have partners share their words and discuss which ones convey the most important ideas from the text. **EXPANDING**

Have partners discuss which words convey the most important ideas from the text and write a short paragraph about their discussion. **BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for comparing texts and making connections between texts.

OPTION 1 Use the Shared Read Have students use text evidence from multiple texts to compare texts and discuss with a partner whether people should protect natural habitats.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts as evidence and support as they discuss with a partner whether people should protect natural habitats.

QUICK CHECK

Notice and Assess Can students make pertinent comments to support their opinion?

Decide

- **If students struggle**, revisit Small Group on pp. T320–T321.
- **If students show understanding**, extend instruction in Small Group on pp. T320–T321.

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

STUDENT INTERACTIVE, p. 400



RESPOND TO TEXT

Reflect and Share

Talk About It In this unit, you read about many different habitats. Animals and plants depend on their habitat to survive. Should people protect natural habitats? Discuss your opinion and support it using details from the texts.



Make Thoughtful Comments Before you comment during a discussion, be sure it is related to the topic. Remember to

- stay on the topic.
- build on each other's comments.
- ask questions about ideas you do not understand.

Use these sentence starters to guide your comments to make sure they are meaningful.

I disagree with you for this reason: . . .

Please explain your comment about . . .

Weekly Question

Why is it important for plants and animals to depend on each other?

Word Study Contractions

OBJECTIVE

Decode compound words, contractions, and abbreviations.

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 contractions, provide them with the following words.

who's

mustn't

weren't

we've

haven't

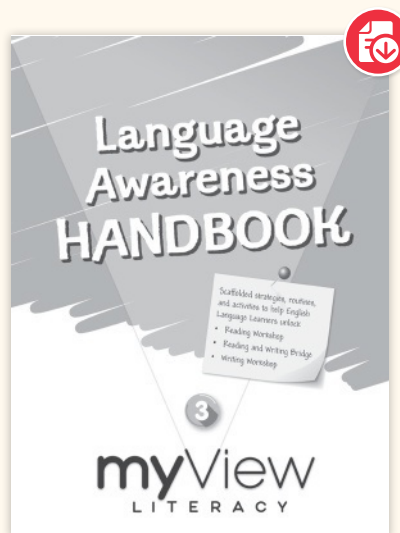
Have students decode, or read, each contraction. Then have them identify the words that were combined to create each contraction.





Develop Language Awareness

For additional practice with contractions, complete the activity on p. 28 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand contractions.



FLEXIBLE OPTION

LESSON 5

LESSON 1

Teach Contractions

LESSON 2

Apply Contractions

FLEXIBLE OPTION

LESSON 3


More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Syllable Pattern VCe

Assess
Understanding

Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers may create graphics to help them keep track of what different texts say about a topic. Notice the arrows in the infographic on pp. 376–377. You can use a similar diagram to show food chains you read about in other texts. Discuss if a flow chart would clarify the food chain information on pp. 386–387 of *Nature’s Patchwork Quilt*. Tell students to make thoughtful comments as they state their opinion.

ELL Targeted Support

Have students use the infographic “Plants and Animals Need Each Other” on pp. 376–377 as a model to create a food chain diagram from *Nature’s Patchwork Quilt* or another text.

Work with students to use simple words to label their food chain diagrams. Ask simple questions about how the two food chain diagrams are similar and different. **EMERGING**

Have students work in pairs to label their food chain diagrams. Have them complete the sentence frames: *The food chains are similar because _____. The food chains are different because _____.* **DEVELOPING**

Have students work in pairs to label their food chain diagrams. Have them write sentences explaining how the food chain diagrams are similar and different. **EXPANDING/BRIDGING**



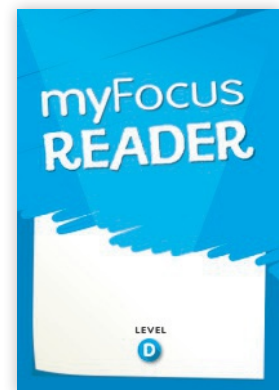
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 26–27 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how plants and animals depend on each other and encourages students to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher’s Guide*, Lessons 1–16.

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on plant and animal interdependence 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 from various texts about how plants and animals depend on each other. Have them refer to p. 400 in the *Student Interactive* if desired.

Possible Conference Prompts

- How did various authors discuss the ways plants and animals depend on each other?
- Did they include clear facts and details?
- Did they include details and use language that helped you create vivid mental images?

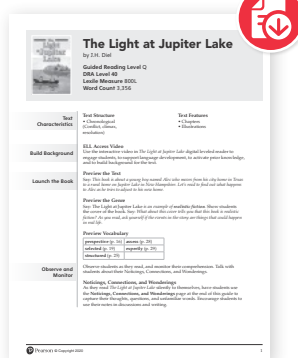
Possible Teaching Point Readers think about other texts they have read to make connections between different ideas and supporting information.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T274–T275.
- For instructional support on how to compare texts, see *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned from different texts about how plants and animals depend on each other. Praise students for sharing their learning.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “Plants and Animals Need Each Other” 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 food chains and food webs in their local area or in parts of the world in which they have an interest.
- play the *MyView* games.

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher's summary of chapters in *Wetlands*.
- 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.

Resources

Stacks of Mentor Texts



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
 - ▶ write in different genres and styles.
 - ▶ apply writing conventions.



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details (Conference Notes Templates are available on SavvasRealize.com).



Conference Routine

Research



Name



Decide on



Teach

Research	A student may discuss the topic of his or her writing and questions he or she may have. Use this as an opportunity to learn about the student’s writing and make decisions to focus conferences.
Name a Strength	Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student’s energy for writing.
Decide on a Teaching Point	Choose a teaching point that focuses on improving the writer within the student and not on improving the student’s writing. A range of teaching points should be covered over the year.
Teach	Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit’s stack serves as an example of what the student’s writing should emulate.



Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION 1

Prompt

Write an informative essay about the services and activities offered through the Hillside Public Library. Use information from the passages in your essay.

Sources

- Memo from the Hillside Head Librarian
- Hillside Library Summer Activity Schedule

ONLINE OPTION 2

Prompt

Write an informative essay about the products Wisconsin and Florida might buy from one another. Use information from the passages in your essay.

Sources

- The Dairy State
- The Sunshine State



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

- read personal narratives
- focus on setting and plot
- use coordinating conjunctions correctly
- write personal narratives

UNIT
4

OPINION WRITING: OPINION ESSAY

Students will

- explore the genre of opinion writing
- learn how to support an opinion with strong reasons
- use linking words and phrases correctly
- write an opinion essay

UNIT
2

INFORMATIONAL TEXT: HOW-TO ARTICLE

Students will

- read how-to articles
- learn how to develop an idea with facts and details
- use prepositions and prepositional phrases correctly
- write a how-to article

UNIT
5

POETRY: POEM

Students will

- explore the genre of poetry
- use imagery, rhythm, and rhyme
- use adjectives to compare accurately
- write a poem

UNIT
3

NARRATIVE: HISTORICAL FICTION

Students will

- explore the genre of historical fiction
- learn how to create characters and plot
- edit for capitalization
- write a historical fiction story



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
2

INFORMATIONAL TEXT: HOW-TO ARTICLE

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• How-to Article• Compose Facts and Details• Brainstorm and Set a Purpose• Plan Your How-to Article
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Develop an Engaging Main Idea• Add Facts and Definitions
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Develop an Introduction• Organize Ideas into Steps• Organize Steps into Sequence• Add Illustrations
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Edit for Prepositions and Prepositional Phrases• Revising for Coherence and Clarity• Edit for Singular, Plural, Common, and Proper Nouns• Edit for Adverbs that Show Time and Manner• Edit for Coordinating Conjunctions to Form Compound Subjects, Predicates, and Sentences
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Edit for Complete Sentences with Subject-Verb Agreement• Assessment

Weekly Overview

Students will

- learn about the characteristics of how-to articles.
- read multiple how-to articles to deepen understanding of the genre.
- plan their own how-to article.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	How-to Article T332	Compose a Headline and Lead T336	Compose Facts and Details T340
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T333	Independent Writing and Conferences T337	Independent Writing and Conferences T341
SHARE BACK FOCUS 5–10 min.	Features of How-to Articles T333	Strong Headlines T337	How Facts and Details Are Related T341
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T334 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Common and Proper Nouns T335 	<ul style="list-style-type: none"> • Spelling Teach: Spell Syllable Patterns T338 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Singular and Plural Nouns T339 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T342 • Language & Conventions Teach Singular and Plural Nouns T343

Mentor **STACK**

- Cricket magazine
- Chop Chop magazine
- Ranger Rick magazine
- Jack & Jill magazine
- Ask magazine

Use the following criteria to add to your how-to article stack:

- The how-to article has a strong headline and lead.
- The how-to article uses facts and details effectively.
- The how-to article has a clear purpose and audience.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK**LESSON 4**

Brainstorm and Set a Purpose T344

Independent Writing and Conferences T345

Topic, Purpose, and Audience T345

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T346
 - **Language & Conventions** Practice Singular and Plural Nouns T347

FAST TRACK**LESSON 5**

Plan Your How-to Article T348

Writing Club and Conferences T348–T349

Freewriting T348

- **Spelling Assess Understanding** T350
- **FLEXIBLE OPTION** ↩
- **Language & Conventions** Standards Practice T351

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Choose a Topic

Too Complicated vs. Too Simple

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

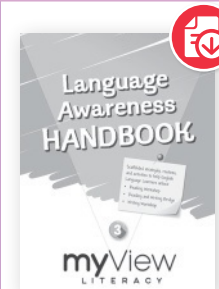
Independent Writing and Conferences

SHARE BACK FOCUS

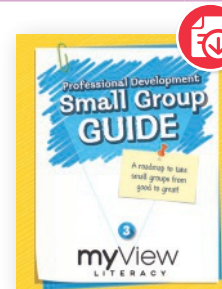
5–10 min.

Topic and Reason for Writing

Complicated or Simple Topics







See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of how-to articles in order to gauge students' ability to plan their own how-to article. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Genre Immersion Lessons		
If students need additional support,		Then review a how-to article from the stack together and discuss its features.
If students show understanding,		Then ask: Which part of the how-to article might be challenging to write?
Compose Facts and Details		
If students need additional support,		Then read a text from the stack and differentiate between facts and details.
If students show understanding,		Then ask: What kinds of facts and details will you use in your article?
Brainstorm and Set a Purpose		
If students need additional support,		Then ask students to determine topic, purpose, and audience in a stack text.
If students show understanding,		Then ask: Why is it important to know who your audience is?
Plan Your How-to Article		
If students need additional support,		Then ask: Why do how-to articles need steps in order? Ask them to order steps in their freewriting.
If students show understanding		Then ask: Are there any steps that are missing in your writing?

Conference Support for ELL

EMERGING

- Present student with a list of ordinal words to use during steps in a process.
- Act out steps in a how-to article as you point to relevant words and phrases.
- Have student draw a picture for each step in the process. Label student's pictures with basic vocabulary.

DEVELOPING

- Read headlines of how-to articles, interpret their meaning, and note their grammatical structure.
- Brainstorm with student a list of procedural vocabulary and transition words to use with steps in a process.
- Assist student as he or she acts out steps in the process of a how-to article from the stack.

EXPANDING

- Read a how-to article from the stack text together, and have student ask questions about content and structure.
- With student, brainstorm an alternative headline for a stack text.
- Discuss how a headline's grammatical structure is different from that of a regular sentence.

BRIDGING

- Discuss how vocabulary and tone change depending on audience.
- Analyze why the headline and lead of a how-to article from the stack are effective.
- With student, brainstorm an alternative lead for a how-to article from the stack.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **singular and plural nouns**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During the week, your ELLs will benefit from additional writing support that increases their understanding of the how-to article genre and of how to plan their own how-to article. These targeted supports were chosen to help students better understand the writing mode and planning process.

Use this note for the minilesson on p. T332.

ELL Targeted Support

HOW-TO ARTICLE

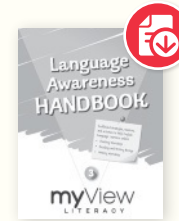
Even if students have not read how-to articles before, they may have given oral instructions to someone. Have students become familiar with the how-to process by giving directions aloud for something simple, such as making a sandwich.

Display a short list of steps in a process. Help students read aloud each step and then act it out. **EMERGING**

Provide pairs with a short list of steps in a process that has some blanks. Have pairs complete the blanks as they read the steps aloud and act them out. **DEVELOPING**

Provide pairs with a simple how-to topic. Have them support each other as they talk through the steps involved. **EXPANDING**

Provide pairs with two simple how-to topics. Have one partner give the other directions that can be acted out. Then have partners switch roles using the second topic. **BRIDGING**



See the *Language Awareness Handbook* for additional support.

Use this note for the minilesson on p. T336.

ELL Targeted Support

TEXT STRUCTURE

A how-to article is composed of distinct features and may use some specialized vocabulary. Have students read a how-to article, getting support from peers and teachers in proportion to their need.

Point out the main parts of a how-to article (headline, lead, steps, etc.) for students. Then do a shared reading of the article. **EMERGING**

Point out common vocabulary in a how-to article, including transition and ordinal words. Then have students take turns reading sections of the article. **DEVELOPING**

Have partners read a how-to article to each other. Have the listener offer support to the reader as needed. **EXPANDING**

Have students read a how-to article individually, seeking support from peers when they encounter a challenging word or phrase. **BRIDGING**

FAST TRACK

How-to Article

OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 265

The screenshot shows a page titled "HOW-TO ARTICLE" under the heading "WRITING WORKSHOP". The main title is "How-to Article". Below it, a definition states: "How-to articles explain a process or how to do something, such as flying a kite or making a pizza." A "Learning Goal" box says: "I can use elements of an informational text to write a how-to article." A "My Turn" section instructs: "Select a how-to article from the classroom library. Then complete the chart." The chart has sections for "Introduction" (The article explains how to:), "Special definitions:", "Materials needed:", and "STEPS:" with four numbered boxes: "1. First", "2. Next", "3. Then", and "4. Last".

Minilesson

Mentor STACK



TEACHING POINT A how-to article is an informative text that explains how to do something. A strong how-to article:

- Includes instructions that readers can follow (steps in a process), which may be numbered and/or in a list.
- Uses precise language (sometimes accompanied by images) that supports readers as they attempt to complete the steps on their own.
- Is written for a specific audience.

MODEL AND PRACTICE Inform students that they will be exploring many how-to articles to familiarize themselves with the genre and support them as they write their own drafts. Select a few how-to articles from the stack. As you read each one, ask the following questions:

- What does this how-to article teach readers to do?
- What are some strong details that will help readers complete the process?
- Who might want to read this article?

Direct students to p. 265 in the *Student Interactive*. Have them use one of the how-to articles you just read to complete the activity.



Independent Writing

Mentor STACK



FOCUS ON FEATURES OF GENRE After the minilesson, students should transition into independent writing.

- If students need extra support in understanding the features of a how-to article, have them explore additional texts from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud highlighting features of how-to articles.
- **Shared** Have students choose a stack text. Help students identify the features of how-to articles.
- **Guided** Use the stack texts to have students identify features of how-to articles and provide explicit instruction as to the purpose of each feature.



Intervention Refer to the *Small Group Guide* for support.

- If students have a strong understanding of the genre, they should begin brainstorming ideas for their own how-to article in their writer's notebook.

See the **Conference Prompts** on p. T330.

Share Back

Have a few students share their responses from the *Student Interactive* page. Ask the class to identify similarities and differences among the how-to articles they have read so far.



Spelling Spell Syllable Patterns

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

total	defend
digit	finish
talent	equal
human	salad
minus	famous

HIGH-FREQUENCY WORDS

certain
 half

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, T350, to assess students' prior knowledge of words with syllable patterns VC/V and V/CV.

For students who understand how to utilize the VC/V and V/CV patterns to help them spell words, include the following Challenge Words with the spelling list.

Challenge Words

library
 mishap
 spiral

ELL Targeted Support

Spell Syllable Patterns Review with students spelling rules for familiar VCV words using flashcards with the syllables *di, git, to, tal, hu, man, sal, and ad*.

Select a card. Show students how to select a second card that could be added to spell a word. **EMERGING**

Have small groups use the cards to complete the frames: di____, to____, hu____, sal____. **DEVELOPING**

Have partners use the cards to spell the words and write them in their notebooks. **EXPANDING**

Have students use the cards to spell the words and use the words to write sentences. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Syllable Patterns


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Syllable Patterns

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Diphthongs *ou, ow, oi, oy*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Common and Proper Nouns

FOCUS ON STRATEGIES Review the language and conventions topic common and proper nouns. See p. T457 in Unit 1.

MODEL AND PRACTICE Display the following sentence: *The teacher works at the school at the end of the street.* Have volunteers identify the common nouns in the sentence. (*teacher, school, street*) Then ask them to suggest proper nouns that could be used in the sentence instead of the common nouns. Revise the sentence using students' suggestions. (*Mrs. Williams works at Central Elementary School at the end of Main Street.*)

APPLY Have students each write a sentence using common nouns. Have students exchange their sentences with partners. Have each partner revise the sentence using proper nouns in place of as many common nouns as possible.

OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Edit drafts using standard English conventions, including capitalization of official titles of people, holidays, and geographical names and places.

ELL Targeted Support

Common and Proper Nouns Help students identify the nouns in simple sentences.

Write the following sentence: *The family drove to Florida.* Have students identify the nouns. **EMERGING**

Use the same sentence as above, but have students identify the common noun and the proper noun by noticing that one is a group of people and the other is the name of a place. **DEVELOPING**

Have students write a sentence with a common and a proper noun. Have them circle the common noun and underline the proper noun. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

Teach Singular and
Plural Nouns

LESSON 4

Practice Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Compose a Headline and Lead

OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 266

HOW-TO ARTICLE

Compose a Headline and Lead

A how-to article has a **headline** instead of a title. The **lead** is similar to an introduction. The lead is brief, interesting, and to the point.

A good lead

- Informs the reader of the topic
- Attracts the reader's attention
- Includes a clear main idea

MY TURN Read the passage. Then complete the chart. Share your ideas.

Start Your Own Aquarium

Imagine graceful goldfish and colorful guppies swimming in your own aquarium. To set up an aquarium, you will need equipment, a few fish, and, of course, fish food. Are you ready to get started?

Headline	Lead
Start Your Own Aquarium	Imagine graceful goldfish and colorful guppies swimming in your own aquarium.
What other headline is possible? Possible response: <i>Easy Steps to Set Up an Aquarium</i>	What makes the lead interesting? Possible response: <i>the adjectives graceful and colorful, the list of materials, the question</i>

266

Minilesson

Mentor STACK 

TEACHING POINT An essay is a short piece of writing, whereas an article is a piece of writing included in a newspaper or magazine. Although the style and content of both can be similar, different terms are used for articles.

- An article has a *headline* instead of a title, and it is meant to grab the reader's attention.
- An article has a *lead* instead of an introduction, and it creates interest and gives an overview of the article's content.

MODEL AND PRACTICE Define the terms *headline* and *lead* for students. Explain that the headline gets readers to begin reading an article, and a lead keeps them reading. Choose a couple of how-to articles from the stack. Read the headline and lead of each one, and ask: **What is the headline? What about it makes you want to read the article? What is the lead? How does it create interest? What does it tell you about the article?**

Direct students to p. 266 in the *Student Interactive*. Have them read the page and complete the activity.

Possible Teaching Point

Language & Conventions | Singular and Plural Nouns

Remind students that plural nouns are often formed by adding -s, but sometimes other spelling changes are required.

- For nouns that end in *sh*, *ch*, *tch*, *x*, *s*, or *ss*, add -es:
 - *wishes*, *peaches*, *crutches*, *boxes*, *buses*, *classes*
- For nouns that end in a consonant and *y*, change the *y* to *i* and add -es:
 - *cities*, *mysteries*, *families*, *ladies*, *countries*, *stories*
- There are irregular plural forms that do not follow any rules:
 - *children*, *people*, *teeth*, *sheep*, *data*



Independent Writing

Mentor STACK



FOCUS ON HEADLINES AND LEADS After the minilesson, students should transition into independent writing.

- If students are still deciding on an idea for their article, have them brainstorm a headline for each one to help them identify which would be most interesting.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model how the writer may have decided on the headline and lead.
- **Shared** Provide students with a how-to headline, and help them compose a lead for it.
- **Guided** Use stack texts to help students analyze what makes a good headline and lead for a how-to article.



Intervention Refer to the *Small Group Guide* for support.

- If students have an idea for a how-to article they want to write, have them create a headline and lead for it.

See the **Conference Prompts** on p. T330.

Share Back

Ask a few students to share their responses from the *Student Interactive* page. Have the class point out the strengths of students' alternative headlines.

Spelling Spell Syllable Patterns

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

total	defend
digit	finish
talent	equal
human	salad
minus	famous

HIGH-FREQUENCY WORDS
certain
half

LESSON 2

Teach

FOCUS ON STRATEGIES Tell students that they can use knowledge of syllable patterns and syllable division to help them spell words correctly. Words with the V/CV pattern, such as the *total* (*to -tal*), end with a vowel sound in the first syllable. That syllable is open. Words with the VC/V pattern, such as the word *salad* (*sal -ad*), end with a consonant sound in the first syllable. That syllable is closed.

MODEL AND PRACTICE Say *equal* and *digit* aloud, emphasizing the syllable divide and the sound of the initial vowel. Have students spell the words to a partner.

APPLY MyTURN

Have students complete the activity on p. 263 of the *Student Interactive* independently.

READING-WRITING BRIDGE

SPELLING

Spell Syllable Patterns

Syllable patterns **VC/V** and **V/CV** can be used to help you to spell words. Divide a **VC/V** word after the consonant. Divide a **V/CV** word before the consonant. A print or digital dictionary can help you divide words into syllables.

MyTURN Sort the words by their syllable patterns. Use a print or digital dictionary to check your syllabication.

SPELLING WORDS		
total digit talent human	minus defend finish	equal salad famous

<p>VC/V</p> <p>digit _____</p> <p>salad _____</p> <p>talent _____</p> <p>finish _____</p>	<p>V/CV</p> <p>defend _____</p> <p>equal _____</p> <p>famous _____</p> <p>human _____</p> <p>minus _____</p> <p>total _____</p>
--	--

High-Frequency Words

High-frequency words appear often in texts. Read these high-frequency words and write them on the lines.

certain certain

half half

263

LESSON 2

Teach: Spell Syllable Patterns

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Syllable Patterns

FLEXIBLE OPTION
LESSON 4

Spiral Review: Diphthongs *ou*, *ow*, *oi*, *oy*

LESSON 5

Assess Understanding



Language & Conventions

Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 2**Oral Language: Singular and Plural Nouns**

FOCUS ON STRATEGIES Discuss that plural nouns name more than one person, place, thing, or idea. Explain that most plural nouns are formed by adding -s to the singular noun. Describe these other possibilities: When a noun ends in *sh*, *ch*, *tch*, *x*, *s*, or *ss*, add -es; if a noun ends in a consonant + *y*, change the *y* to an *i* before adding -es. In addition, explain that some irregular plural nouns are formed in an unusual way and simply must be learned.

MODEL AND PRACTICE Write the following words on the board: *fan*, *box*, *watch*, *class*, *pony*, *woman*. Have volunteers tell what the plurals are for each word. Have the volunteers spell the words as you write them next to the singular words.

APPLY Have students work in pairs. One at a time, have each student say three singular nouns. Have the partner say the plural of each noun. Encourage them to use words from a different rule category each time they say a word.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Common and
Proper Nouns

LESSON 3

Teach Singular and
Plural Nouns

LESSON 4

Practice Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose Facts and Details

OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 267

WRITING WORKSHOP

Compose Facts and Details

A how-to article includes **facts**. A fact is a statement that can be proved. **Details** are also used in informational texts. Details support the facts.

Fact: Some gardens include herbs. **Details:** The herb rosemary is easy to grow. It has beautiful green leaves and small blue flowers. Rosemary smells great and tastes wonderful in food.

WYTURN Read a how-to article from your classroom library. Work with a partner to complete the chart. Find and list three facts. Then list details that support each fact.

Fact 1	Fact 2	Fact 3
Details	Details	Details

267

Minilesson

Mentor STACK



TEACHING POINT A how-to article is an informational text that contains facts and details.

- Facts are statements that can be proved true.
- Details support facts by providing more information about them.
- All facts and details in a how-to article must be relevant to the topic.

MODEL AND PRACTICE Explain that facts are important in a how-to article because they add value to the article and help readers to trust what it says. Details are important because they provide additional information about the facts.

Select one or more how-to articles from the stack. As you read each article, pause intermittently and ask:

- What fact did you just hear?
- What details did you hear that support the fact?
- Why are the fact and details important to this article?

Direct students to p. 267 in the *Student Interactive*. Have them read the top of the page and complete the activity. If they need extra support understanding facts and details, encourage them to use one of the stack texts you just read.

Possible Teaching Point

Writing Process

Prewriting | Mapping Facts and Supporting Details

Remind students that graphic organizers are excellent tools to use when gathering facts and details. Have students write a fact that supports their how-to article in the center circle of a web and then add supporting details around it. This will help them make sure the fact is supported by enough information.



Independent Writing

Mentor STACK



FOCUS ON FACTS AND DETAILS After the minilesson, students should transition into independent writing.

- If students are drafting their how-to article, have them pay attention to which sentences are facts and support them with relevant details.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to demonstrate how a fact is supported with details.
- **Shared** State a fact about a topic and have students brainstorm details that support the fact.
- **Guided** Prompt students to locate key facts in their draft and add details that support their facts.



Intervention Refer to the *Small Group Guide* for support.

- If students have completed a draft, have them add facts and details where they are needed.

See the **Conference Prompts** on p. T330.

Share Back

Invite a few students to share the facts and details they recorded on the *Student Interactive* page. Have the class identify how each set of details is related to each fact.

Spelling Spell Syllable Patterns

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

total	defend
digit	finish
talent	equal
human	salad
minus	famous

HIGH-FREQUENCY WORDS

certain
half

FLEXIBLE OPTION

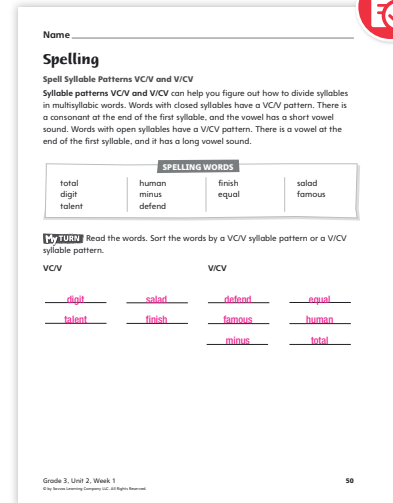
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that identifying whether a word has a V/CV or a VC/V syllable pattern can help them spell words correctly.

MODEL AND PRACTICE Say the following words aloud, and have students use knowledge of syllable division to spell them: *human, minus, digit, finish*. Then have them work with with a partner to divide each word into syllables.

APPLY Have students complete *Spelling* p. 50 from the *Resource Download Center*.



FLEXIBLE OPTION

LESSON 3

More Practice: Spell
Syllable Patterns

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Syllable Patterns

FLEXIBLE OPTION

LESSON 4

Spiral Review:
Diphthongs ou,
ow, oi, oy

LESSON 5

Assess Understanding



Language & Conventions

Singular and Plural Nouns

LESSON 3

Teach Singular and Plural Nouns

FOCUS ON STRATEGIES Remind students that plural nouns name more than one person, place, thing, or idea. Review these guidelines about plurals:

- Most plural nouns are formed by adding -s to the singular noun.
- Some plurals are formed by adding -es.
- Nouns that end in a consonant + y need the y changed to an i before adding -es.
- Some irregular plural nouns are formed in an unusual way. The spellings of those plural nouns need to be learned.

MODEL AND PRACTICE Display the following sentence: *The two bird have nest in two different tree.* Have volunteers help you edit the sentence so that the singular nouns are plural. (*The two birds have nests in two different trees.*)

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Singular and Plural Nouns To support students' understanding of new language structures, review forming plural nouns.

Say: *The chairs are in the room.* Have students identify the plural noun. Then discuss how the sentence would change if *chair* were singular. **EMERGING**

Say: *The girl jumps rope while the boys play catch.* Have students identify the plural noun. Discuss how the sentence would change if *girl* were plural and *boys* were singular. **DEVELOPING**

Say: *The students listen quietly while the teacher reads aloud.* Have students make the singular noun plural and the plural noun singular. Have them say the new sentence aloud, using the correct sentence structure. **EXPANDING/BRIDGING**

LESSON 3

Teach Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 4

**Practice Singular and
Plural Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Brainstorm and Set a Purpose

OBJECTIVES

With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 268



HOW-TO ARTICLE

Brainstorm and Set a Purpose

When writers brainstorm, they are open to all ideas. As you brainstorm ideas for your how-to article, think about your purpose. Once you have your list of topics, focus on who will read your article. Knowing your audience will help you plan your explanation.

My Turn Develop a list of possible topics for a how-to article. Then identify the purpose and audience for your how-to article.

Topics can include things you do well. What are some things you do well and could explain to others?

The purpose of a how-to article is to explain a process. What process do you want to explain?

The audience needs to understand the steps you explain. Who will most likely read your how-to article?

WRITE FOR YOUR AUDIENCE

- I will list the important steps of the process.
- I will list the steps in order.
- I will make my instructions clear and simple.

As you brainstorm for your how-to article, use this checklist to help you focus your steps.

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Minilesson

Mentor STACK



TEACHING POINT When writers are planning a piece of writing, such as a how-to article, two techniques they often use are brainstorming and setting a purpose.

- Brainstorming involves writing down all possible ideas and topics, without judging them.
- Setting a purpose means determining why a how-to article will be written and who will be its intended audience.

MODEL AND PRACTICE Explain that brainstorming and setting a purpose before beginning a draft will form a solid foundation for that piece of writing. Brainstorming many ideas allows a writer to choose the strongest one. Setting a purpose helps a writer to properly develop the idea.

Choose a few how-to articles from the stack. After you read each one, ask:

- What is the topic of this article?
- What is the purpose of this article?
- Who is the audience for this article?

Explain to students that they will have to decide on their own topic, purpose, and audience for their how-to article. Say: **Once you choose a topic, think about the purpose.**

Direct students to p. 268 in the *Student Interactive*. They can use the activity either to further develop their current draft or to plan the next article they will write.

Possible Teaching Point

Spelling | Spell Syllable Patterns

Tell students to use what they know about syllable division to check their spelling as they write. If the first syllable of a word ends with a vowel sound, the word has an open syllable pattern (CV/C). If the first syllable ends with a consonant sound, the word has a closed syllable pattern (CVC).

If students are unsure of a spelling, have them say the word aloud and listen for its syllables.



Independent Writing

Mentor STACK



FOCUS ON TOPIC AND PURPOSE After the minilesson, students should transition into independent writing.

- If students are ready to start a draft, they can use p. 268 in the *Student Interactive* to help them begin.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to brainstorm ideas for a how-to article. Record your ideas in a web.
- **Shared** Provide students with a topic, and have them set a purpose and audience.
- **Guided** Guide students through the steps of choosing a topic, setting a purpose, and considering the audience of their own how-to article.



Intervention Refer to the *Small Group Guide* for support.

- If students are in the middle of a draft, they can use their responses to better focus their writing.

See the **Conference Prompts** on p. T330.

Share Back

Invite a few students to share their responses from the *Student Interactive* page. Have the class offer encouragement and suggestions to improve their topic and purpose.

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

total	defend
digit	finish
talent	equal
human	salad
minus	famous

HIGH-FREQUENCY WORDS

certain
half

Writing Workshop

As students proofread their writing, remind them to check their spellings of words that have the diphthongs *ou*, *ow*, *oi*, and *oy*. Have them make sure they have used the correct diphthong to spell the word correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Diphthongs *ou*, *ow*, *oi*, *oy*

FOCUS ON STRATEGIES Review the spelling rules for spelling words with the diphthongs *ou*, *ow*, *oi*, and *oy*. Remind them that these letters combine to make a single vowel sound.

MODEL AND PRACTICE Display the following base words: *thousand*, *shower*, *enjoy*, and *avoid*. Have volunteers identify the diphthong in each word. Then have them close their eyes and use the diphthong to spell the word correctly.

APPLY Using the Spelling Words from the previous week, invite students to create flashcards for the words and to quiz each other on the correct spellings. Have students use the flashcards to sort the words into categories based on diphthongs.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Diphthongs *ou*, *ow*, *oi*, *oy*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Syllable Patterns

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Syllable Patterns

LESSON 5

Assess Understanding



Language & Conventions

Singular and Plural Nouns

LESSON 4

Practice Singular and Plural Nouns

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 264.

LANGUAGE AND CONVENTIONS

Singular and Plural Nouns

Singular nouns name one person, place, or thing. **Plural nouns** name more than one. For most nouns, add -s or -es to form plurals. For nouns that end with a consonant + y, change y to i and add -es. Some **irregular plural nouns** are not formed in a usual way. Sometimes the singular and plural forms are the same.

Rule	Singular	Plural
add -s	dog, room, tree, computer, chair	dogs, rooms, trees, computers, chairs
add -es to words that end in sh, ch, tch, x, s, or ss	ash, inch, watch, fox, circus, glass	ashes, inches, watches, foxes, circuses, glasses
consonant + y, change y to i and add -es	lady, copy, hobby	ladies, copies, hobbies
irregular plurals	man, mouse, deer	men, mice, deer

MyTURN Edit this draft by correcting errors in singular and plural nouns. Spell each word correctly.

woman dogs
A women walked her two dog down the trail. In the
woods, she saw foxes running. Later, she heard a group
of deers as their hooves made crunching noises on all the
fallen leaves leaf.

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to see if they are using singular and plural nouns correctly. You may wish to have students trade drafts with a partner to check to see if the correct spellings of plural nouns are used.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

Practice Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

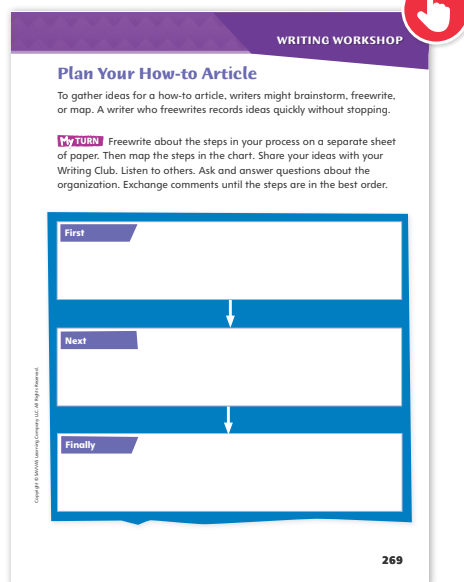
Plan Your How-to Article

OBJECTIVES

With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

Come to discussions prepared, having read or studied the material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

STUDENT INTERACTIVE, p. 269



Minilesson

TEACHING POINT Freewriting is one way that writers can develop ideas for a how-to article (others are brainstorming and mapping). Characteristics of freewriting include:

- Writing quickly without stopping.
- Not judging ideas.
- Following inspiration wherever it leads.

MODEL AND PRACTICE Explain that freewriting involves writing down, as quickly as possible, all the ideas that come to you. Model the freewriting process for students, writing down your ideas for a how-to article as you think them aloud. After you have finished the freewrite, read over your notes with students. Ask: *What surprised you about the freewriting process? How do you think it was helpful? What did you learn that will help you to freewrite?*

Direct students to p. 269 in the *Student Interactive*. Provide time for them to freewrite and complete the chart.

WRITING CLUB

Place students into Writing Club groups. See p. T349 for details of how to run Writing Club. See the **Conference Prompts** on p. T330.

Share Back

Have partners share the results of their freewriting. Have students converse politely to help each other consider steps that may be added to their next draft. Remind the class that freewriting is like a rough rock that will be smoothed and polished through drafting and editing. Invite volunteers to share their freewriting as others actively listen. Allow time for students to ask questions, clarify information, and make encouraging comments.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their plan for a how-to article.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- striking a balance between speaking and listening
- asking questions to clarify information
- making comments that are relevant to the writer and his or her work

What Are We Sharing? Before sharing their work, students should choose one focused area that they would like help with in today's Writing Club. For example, they might choose to discuss their topic, purpose, audience, or steps in a process. Before they share their work, students should inform their Writing Club of what to focus on. This will help direct the group's focus.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- I like the topic you chose because _____.
- Why do you want to write on that topic?
- Why do you think that is the best audience for your how-to article?
- What other steps could you add to your process?
- What did you learn about your topic by freewriting?



Spelling Spell Syllable Patterns

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

total	defend
digit	finish
talent	equal
human	salad
minus	famous

HIGH-FREQUENCY WORDS

certain
half

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. He had a **total** of five pencils in his bag.
2. The first **digit** in the number 100 is 1.
3. She has a real **talent** for singing.
4. I think I am my dog's favorite **human**.
5. Seven **minus** three is four.
6. The ants had to **defend** their home from the anteater.
7. Be sure to **finish** your homework before watching television.
8. I like my snacks to have **equal** parts of fruits and nuts.
9. My dad made a **salad** using vegetables we grew in the garden.
10. The actor is **famous** because he has been in a lot of movies.

FLEXIBLE OPTION
LESSON 1

✓ **Assess Prior Knowledge**


LESSON 2

Teach: Spell Syllable Patterns

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Syllable Patterns

FLEXIBLE OPTION
LESSON 4

 **Spiral Review:**
Diphthongs *ou*,
ow, *oi*, *oy*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Singular and Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

(1) The women ran past the trees and through the lobbys of the two buildings.

Which change needs to be made so that each plural noun is spelled correctly in the sentence?

- A Change *women* to *woman*
- B Change *trees* to *treeies*
- C Change *lobbys* to *lobbies*
- D Change *buildings* to *buildinges*

APPLY Have students complete *Language and Conventions* p. 55 from the *Resource Download Center*.

Name _____

Language and Conventions

Singular and Plural Nouns
Plural nouns name more than one person, place, thing, or idea. Most plural nouns are formed by adding *-s* to the singular noun. When a noun ends in *sh*, *ch*, *rch*, *x*, *s*, or *ss*, add *-es*. If a noun ends in a consonant + *y*, change the *y* to an *i* before adding *-es*. Some plural nouns are irregular. You can use a dictionary to help you identify irregular plural nouns.

WRITE Write the plural noun for each singular noun.

desk desks six sixes
lady ladies glass glasses
mouse mice goose geese

WRITE Circle the singular noun in the sentence that needs to be made plural. Rewrite the sentences using the plural forms of the nouns that should be plural.

Please wash the stack of dirty dish.
Plates wash the stack of dirty plates.
The three cup are cute when they play.
The three pupples are cute when they play.
He has two watch that he wears.
He has two watches that he wears.

Grade 3, Unit 2, Week 1
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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

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:
Common and
Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular and Plural
Nouns

LESSON 3

**Teach Singular and
Plural Nouns**

LESSON 4

**Practice Singular and
Plural Nouns**

Weekly Overview

Students will

- develop an engaging idea for a how-to article.
- develop relevant details, including facts and definitions.
- learn how to write commands using strong verbs.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Develop an Engaging Main Idea T356	Develop Relevant Details T360	Add Facts and Definitions T364
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T357	Independent Writing and Conferences T361	Independent Writing and Conferences T365
SHARE BACK FOCUS 5–10 min.	Evaluating an Engaging Main Idea T357	Choosing Relevant Details T361	Adding Facts and Defining Words T365
 READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T358 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Singular and Plural Nouns T359 	<ul style="list-style-type: none"> • Spelling Teach <i>r</i>-Controlled Vowels T362 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions: Oral Language: Irregular Plural Nouns T363 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T366 • Language & Conventions: Teach Irregular Plural Nouns T367



Mentor STACK



Use the following criteria to add to your how-to article stack:

- The article has a sequence text structure.
- The article includes sequential steps in a process.
- The article presents detailed instructions that explain how to make or do something.



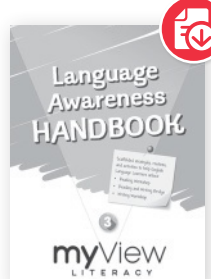
LESSON 4

LESSON 5

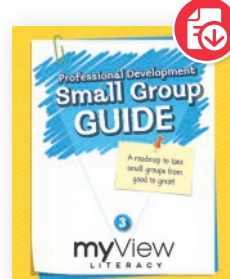
ADDITIONAL RESOURCES

Write a Command T368	Clarify Steps Using Strong Verbs T372
Independent Writing and Conferences T369	Writing Club and Conferences T372–T373
Changing Steps into Commands T369	Revising with Strong Verbs T372
<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Spiral Review T370 • Language & Conventions Practice Irregular Plural Nouns T371 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T374 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T375

<p>MINILESSON</p> <p>5–10 min.</p>	List of Materials	Avoid Unnecessary Details
<p>INDEPENDENT WRITING AND CONFERENCES</p> <p>30–40 min.</p>	Independent Writing and Conferences	Independent Writing and Conferences
<p>SHARE BACK FOCUS</p> <p>5–10 min.</p>	Making a List	Evaluating Details



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 understanding of the basic structure of a how-to article. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT


Conference Prompts

Develop an Engaging Main Idea

If students need additional support,  **Then** discuss what makes a stack text engaging.


If students show understanding, **Then** ask: How can you engage the reader's interest in your idea?

Develop Relevant Details

If students need additional support,  **Then** ask: Are readers clear about sizes and amounts for items in your list?

If students show understanding, **Then** ask: How are your details helpful?

Add Facts and Definitions

If students need additional support,  **Then** ask: Which word or term might a reader need defined?

If students show understanding, **Then** ask: Why should you verify your facts and definitions?

Write a Command

If students need additional support,  **Then** review how to construct imperative sentences.

If students show understanding, **Then** ask: Did you choose a useful verb for each command?

Clarify Steps Using Strong Verbs

If students need additional support,  **Then** review the difference between strong and weak verbs.

If students show understanding, **Then** ask: How would a thesaurus help you find a strong verb?

Conference Support for ELL

EMERGING

- Have students draw a list of materials. Assist students with writing the name of each item.
- Use students' drawings and vocabulary to help frame simple sentences. Each sentence will be a command.
- Use word banks to help students use imperative verbs.

DEVELOPING

- Use a sequence chart to illustrate or list steps.
- Do a Think Aloud to begin a how-to article to model writing a simple command.
- Provide sentence frames to help students describe each step.

EXPANDING

- Discuss with students things they know how to make or things they do well.
- After discussion, have students plan a how-to draft using a sequence chart.
- Use guided writing to help students draft an introduction and steps for their how-to article.

BRIDGING

- Use a sequence chart to help students organize ideas.
- Use guided writing to help students write details for each step.
- Using a stack text, have students identify strong verbs that they might use in their own how-to articles.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **precise verbs** and **irregular plural nouns**.



ELL Minilesson Support

Week 2: Develop Elements

During the week, your ELLs will benefit from additional writing support that allows them to make adjustments to their how-to articles. These targeted supports were chosen to help students add specific details and strong verbs to improve their first drafts.

Use this note for the minilesson on p. T360.

ELL Targeted Support

DEVELOP RELEVANT DETAILS

Because the focus of a how-to article is to explain the steps of a process or explain how to make something, the reader needs some details to succeed. Use recipes as an instructional aid in this lesson.

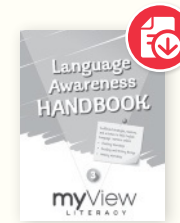
Read aloud a simple recipe. Tell students to repeat each step in order. **EMERGING**

Provide pairs with a list of ingredients that does not have detailed instructions. Have partners take turns asking and answering questions, such as: *How much sugar? What kind of milk?*

DEVELOPING

Provide students with full recipes. Have them discuss the importance of each detail, and why details are important in all how-to texts.

EXPANDING/BRIDGING



See the *Language Awareness Handbook* for additional support.

Use this note for the minilesson on p. T372.

ELL Targeted Support

EDIT FOR VERB TENSE

Explain that editing for verb usage will improve students' writing. Guide students to use appropriate verb tenses as they write.

Review verb tenses with students. Choose a verb, such as *wash*. Use gestures to mimic actions related to the task. Have students write the verb in in the past, present, and future tense. Remind them to use the word *will* when writing future tense. **EMERGING**

Have small groups think of a multiple-step task. Have each student in the group write a different verb related to the task. Assign a verb tense to each group, and have students write their verb in that tense. **DEVELOPING**

Have partners write a list of actions about how to get ready for school, using commands and strong verbs. Remind students that commands and how-to steps should include present or future tense. **EXPANDING**

Have students write a how-to article. Instruct them to use appropriate and consistent verb tense. Have them exchange papers with a partner and edit each other's work, looking for commands and strong verbs. **BRIDGING**

FAST TRACK

Develop an Engaging Main Idea

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

STUDENT INTERACTIVE, p. 301

The screenshot shows a page titled "HOW-TO ARTICLE WRITING WORKSHOP" with the main heading "Develop an Engaging Main Idea". It includes a "Learning Goal" box: "I can use elements of an informational text to write a how-to article." Below this is a "My Turn" section: "Review three how-to articles from your classroom library. Identify each book's main idea and what makes it engaging for readers." There are three identical form boxes, each with "Book Title:", "Main Idea:", and "Why Is It Engaging?" fields. At the bottom, another "My Turn" section says: "In your writing notebook, begin to compose a structured draft of your how-to article by developing an engaging main idea." The page number "301" is in the bottom right corner.

Minilesson

Mentor **STACK**



TEACHING POINT A how-to article needs an engaging main idea to keep the reader interested. An engaging main idea

- Relates to a topic that is current and worthwhile.
- Relates to a topic readers will likely find interesting.
- Relates to a topic the writer finds exciting.

MODEL AND PRACTICE Inform students that developing an engaging main idea for a how-to article is important if the writer wants readers to finish the article. Remind students that if they choose a topic they feel passionate about, they will not only enjoy writing the article, but others will enjoy reading it.

- Read a how-to article from the stack aloud. Ask: **What is the main idea of this article? What words does the writer use to make it engaging? How can you tell the writer is excited about the main idea? Why will readers find this main idea interesting?**
- Direct students to p. 301 in the *Student Interactive*. Have them complete the activity using three different how-to articles from the stack.



Independent Writing

Mentor STACK



FOCUS ON TOPIC Direct students to turn their attention to the second My Turn and transition into independent writing.

- Prompt students to think about how they can make their article engaging. Students may want to consider using humor or focusing on the benefits of their topic.

WRITING SUPPORT

- **Modeled** Display a list of how-to article ideas and do a Think Aloud showing how to make the ideas engaging.
- **Shared** Have students choose a stack text. Prompt them to say why the text is engaging. Transcribe their feedback and have students use these ideas as they develop their rough drafts.
- **Guided** Prompt students to show enthusiasm about the topic as they write, focusing on their introductory paragraph.



Intervention Refer to the *Small Group Guide* for support.

- If students have started their how-to articles, model ways to develop an engaging article and have them use ideas from a stack text.

See the **Conference Prompts** on p. T354.

Share Back

Ask for volunteers to share the main idea in their how-to articles. Guide students in a discussion about why each main idea is interesting and how they can help readers become engaged in the main idea.



Spelling *r*-Controlled Vowels

OBJECTIVE

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

SPELLING WORDS

morning	darkness
format	alarm
explore	adore
cardboard	target
soared	absorb

HIGH-FREQUENCY WORDS

finally
 money

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T374, to assess students' prior knowledge of *r*-controlled vowels.

For students who understand the spelling of words with *r*-controlled vowels, include the following challenge words with the spelling list.

Challenge Words

bargain
 argument
 departure

ELL Targeted Support

***r*-Controlled Vowels** Write examples of *r*-controlled vowels.

Pronounce the word, emphasizing the /r/ sound. Ask: *Can you hear the /r/ sound control the vowel?* **EMERGING**

Have students match different spellings of the /or/ sound to *r*-controlled words. **DEVELOPING**

Ask students to make a list of words with the /or/ sound based on how they are spelled. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell *r*-Controlled Vowels


FLEXIBLE OPTION

LESSON 3

More Practice: Spell *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
 Syllable Patterns
 VC/V and V/CV

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Singular and Plural Nouns

FOCUS ON STRATEGIES Review the language and conventions topic singular and plural nouns. See p. T343.

MODEL AND PRACTICE Share this sentence with students: *Two ladies owned two watches that they gave to two men.* Explain that singular nouns name one person, place, or thing. Most singular nouns are made plural by simply adding -s, but some singular nouns change their spellings to form plurals. As a class, identify the plural nouns in the sentence. Then identify the singular form of these nouns (*lady, watch, man*). Have volunteers explain the changes made to form these plural nouns.

APPLY Have students compose sentences with singular and plural nouns, some with spelling changes. Encourage students to share their sentences with a partner and identify the singular and plural nouns in their sentences.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Singular and Plural Nouns To support students' understanding of new language structures, review forming plural nouns.

Say: *The chairs are in the room.* Have students identify the plural noun. Then discuss how the sentence would change if *chair* were singular. **EMERGING**

Say: *The girl jumps rope while the boys play catch.* Have students identify the plural noun. Discuss how the sentence would change if *girl* were plural and *boys* were singular. **DEVELOPING**

Say: *The students listen quietly while the teacher reads aloud.* Have students make the singular noun plural noun and the plural noun singular. Have them say the new sentence aloud, using correct sentence structure. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION
LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

Teach Irregular Plural
Nouns

LESSON 4

Practice Irregular
Plural Nouns

FLEXIBLE OPTION
LESSON 5

Standards Practice

Develop Relevant Details

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

STUDENT INTERACTIVE, p. 302

HOW-TO ARTICLE

Develop Relevant Details

Relevant details keep a how-to article focused on the main idea. Relevant details also give organization, or structure, to a how-to article. To choose relevant details, writers select only the details that are related to the topic.

MyTURN Write your engaging main idea in the top box. Then develop it by writing relevant details.

MyTURN In your writing notebook, add relevant details to focus and structure your draft of a how-to article.

Ask yourself: Do I really need this detail?

302

Minilesson

Mentor STACK



TEACHING POINT The focus of a how-to article is to explain a procedure. Any details the writer includes should be relevant. Relevant details may include

- Words that describe materials needed.
- Words that help clarify tasks or steps.

MODEL AND PRACTICE Explain to students that the purpose of a how-to article is to instruct readers. Any details that writers include should be relevant and necessary.

- Say: Pretend we are writing an article about making salsa. Write the following sentence on the board: *Put the vegetables into the bowl.*
- Ask: Does the reader know what vegetables to put in the bowl? Are the vegetables supposed to be chopped or sliced? What details can we add to help the reader follow this step?
- Work with students to rewrite the sentence by adding relevant details.

Read an article from the stack. Ask: *What details does the writer include? How do these details help the reader?*

Direct students to p. 302 in the *Student Interactive* and have them develop an engaging main idea with relevant details in the first My Turn.

Possible Teaching Point

Writing Process

Drafting | Concrete Details

Concrete details help readers understand and visualize what is described in a how-to article. To help students write concrete details for their how-to article, have them imagine that they are describing their procedure to a friend as they write. Have them ask themselves:

- What is the purpose, or the desired outcome, of this procedure?
- What do I need to begin and complete this procedure successfully?
- What do I need to do first, second, third, and so on to achieve the desired outcome?



Independent Writing

Mentor **STACK**

FOCUS ON STEPS After students fill in the graphic organizer, they should turn their attention to the second My Turn and transition into independent writing.

- If students need more instruction about how to add details in their articles, they should read and analyze more examples from the stack.

WRITING SUPPORT

- **Modeled** Create a list of materials and steps for a how-to article. Do a Think Aloud to show that it is necessary to include specific details.
- **Shared** Transcribe students' lists and steps and ask questions about quantity, color, size, direction, etc.
- **Guided** Prompt students to highlight details about items they have in their lists as well as in their steps.



Intervention Refer to the *Small Group Guide* for support.

- If students understand the importance of relevant details in a how-to article, they can begin adding details to their rough drafts.

See the **Conference Prompts** on p. T354.

Share Back

Invite a few volunteers to read the details they included in their drafts. Ask the class whether more details are needed. Likewise, ask the class to say whether any details were unnecessary.

Spelling *r*-Controlled Vowels

OBJECTIVE

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

SPELLING WORDS

morning	darkness
format	alarm
explore	adore
cardboard	target
soared	absorb

HIGH-FREQUENCY WORDS

finally
 money

LESSON 2

Teach

FOCUS ON STRATEGIES Remind students that *r*-controlled vowels can be spelled in different ways.

MODEL AND PRACTICE

Write *cardboard* on the board and discuss how the letter *r* affects the *r*-controlled vowels *a* and *oa*. Then have students compare and contrast the spelling of *cardboard* with the spellings of the other multisyllabic spelling words with *r*-controlled syllables.

APPLY MyTURN

Have students complete the activity on p. 299 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Words with *r*-Controlled Vowels

Words with *r*-Controlled Vowels When a vowel is followed by the letter *r*, the *r* changes the sound of the vowel. The *r*-controlled vowel sound you hear in the word **part** can be spelled **ar**. The *r*-controlled vowel sound you hear in the word **port** can be spelled **or**, **ore**, or **oar**.

SPELLING WORDS		
morning	soared	adore
format	darkness	target
explore	alarm	absorb
cardboard		

MyTURN Sort words by their spelling patterns.

<p>oar _____</p> <p>cardboard _____</p> <p>soared _____</p>	<p>ore _____</p> <p>adore _____</p> <p>explore _____</p>
<p>ar _____</p> <p>alarm _____</p> <p>darkness _____</p> <p>target _____</p> <p>cardboard _____</p>	<p>or _____</p> <p>absorb _____</p> <p>morning _____</p> <p>format _____</p>

High-Frequency Words

Read these high-frequency words and write them on the lines.

finally **finally** _____

money **money** _____

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LESSON 2

Teach: Spell
r-Controlled Vowels

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell
r-Controlled Vowels

FLEXIBLE OPTION
LESSON 4

Spiral Review:
 Syllable Patterns
 VC/V and V/CV

LESSON 5

Assess Understanding



Language & Conventions

Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 2**Oral Language: Irregular Plural Nouns**

FOCUS ON STRATEGIES Begin the discussion of irregular plural nouns by providing oral examples of sentences with irregular plural nouns, such as: *The children chased the geese through the leaves. Mice and deer carry ticks that get on your feet.* Remind students that not all nouns add -s to form plurals. Some nouns change their spelling, and others do not change at all.

MODEL AND PRACTICE Using the oral sentences you provided, guide students in identifying the words with spelling changes or no changes for their plural forms (*children, geese, leaves, mice, deer, feet*). Then ask students to identify their singular forms (*child, goose, leaf, mouse, deer, foot*).

APPLY Have students work with a partner to compose their own oral sentences. Have students use both singular and plural forms of nouns with irregular plural forms.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Singular and
Plural Nouns

LESSON 3

Teach Irregular Plural
Nouns

LESSON 4

Practice Irregular
Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Add Facts and Definitions

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

STUDENT INTERACTIVE, p. 303

WRITING WORKSHOP

Add Facts and Definitions

In a how-to article, facts and definitions develop the main idea. A fact can be proved. A definition gives the meaning of a word.

In the following paragraph, facts are underlined and words with definitions are highlighted.

Yellowstone National Park is the habitat, or natural home, for many plants and animals. Yellowstone is home to 67 kinds of mammals, including bears and moose. In addition, songbirds and bald eagles live there. A visitor might talk to a ranger, or park caretaker, to learn more about this park's habitat.

My Turn Complete the chart by listing facts and definitions you might include in your article. Place checkmarks next to sources you used.

Facts	Definitions
1. _____	1. _____
2. _____	2. _____
<input type="checkbox"/> Encyclopedia	<input type="checkbox"/> Dictionary
<input type="checkbox"/> Internet	<input type="checkbox"/> Internet
<input type="checkbox"/> Other _____	<input type="checkbox"/> Other _____

My Turn On your own draft, add facts and definitions that support a clear main idea.

303

Minilesson

Mentor STACK



TEACHING POINT How-to articles are informational texts. Writers use facts to support their instruction. Sometimes writers also need to define technical terms. It's important for writers to

- Add relevant facts to support instruction.
- Use definitions to clarify technical words or terms.

MODEL AND PRACTICE Read a sampling of how-to articles from the stack. As you read, look for facts that support the instruction and for definitions of important or technical words. Stop during the reading to check for comprehension.

- How does this fact relate to the writer's main idea? How is this fact helpful to the reader?
- Why do you think the writer defined this word? Would a reader understand the process if this word were not defined?

Remind students to think about their audience's needs as they decide what facts and definitions to include in their articles.

Direct students to p. 303 of the *Student Interactive*. Read the introductory instruction and model paragraph with students. Point out how the writer sets definitions apart using commas. Point out that the facts include numbers and examples. Then have students complete the first My Turn. Tell them to use a source to verify their facts and definitions.

Possible Teaching Point

Spelling | Words with r-Controlled Vowels

Remind students 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 the vowel sounds in *guardian* and *guitar*, *bird* and *turn*.



Independent Writing

Mentor STACK



FOCUS ON FACTS AND DEFINITIONS After the minilesson, have students return to their drafts and look for any words that might require definitions. They should also look for places where a fact will help the reader better understand the instruction.

- If students need more support, review the stack and show them specific examples.

WRITING SUPPORT

- **Modeled** Use a stack text to point out how writers include pertinent facts and definitions.
- **Shared** Work with groups to transcribe facts and definitions students want to add. Question students as to why they feel their additions are needed.
- **Guided** Encourage students to underline facts in their articles and highlight definitions.



Intervention Refer to the *Small Group Guide* for support.

- Students who are ready may turn their attention to the second My Turn and transition to revising their drafts by adding facts and definitions.

See the **Conference Prompts** on p. T354.

Share Back

Call on a few volunteers who have added facts or given definitions in their drafts. Ask them to share how they made their decisions.

Spelling *r*-Controlled Vowels

OBJECTIVE

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

SPELLING WORDS

morning	darkness
format	alarm
explore	adore
cardboard	target
soared	absorb

HIGH-FREQUENCY WORDS

finally
 money

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that words with *r*-controlled vowels that form the *or* sound can have different spellings, such as *explore* and *soared*.

MODEL AND PRACTICE Write or display the following words: *sport*, *boredom*, *glory*, *coarse*, *score*, and *born*. Have students work in pairs to spell these words with *r*-controlled vowels. Then discuss and review how these words are pronounced and spelled.

APPLY Have students complete *Spelling* p. 51 from the *Resource Download Center*.

FLEXIBLE OPTION

LESSON 3

More Practice: Spell
r-Controlled Vowels

FLEXIBLE OPTION

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Spell
r-Controlled Vowels

FLEXIBLE OPTION

LESSON 4

Spiral Review:
 Syllable Patterns
 VC/V and V/CV

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Irregular Plural Nouns

LESSON 3

Teach Irregular Plural Nouns

FOCUS ON STRATEGIES Remind students that some nouns change their spellings to form plurals and some do not change at all.

MODEL AND PRACTICE Provide the following sentence: *Ten sheep were in the field with oxen and two moose that had big teeth.* Identify the plural nouns (*sheep, oxen, moose, teeth*).

Say: *I see plural forms of sheep, ox, moose, and tooth. I see that some nouns changed their spelling to form plurals and others did not.*

Have students work in pairs to generate sentences using irregular plural forms. Then have students give the singular forms of these nouns.

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Irregular Plural Forms To help students hear irregular plural forms, ask: *If you saw more than one mouse run across the room, would you say, “There are mice in here!” or “There are mouses in here!”?* Point out the spelling of the irregular plural *mice*. **EMERGING/DEVELOPING**

Use the activity above to have partners generate oral sentences with irregular plural nouns, using incorrect forms and correct forms to help students recognize the differences. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

Teach Irregular Plural Nouns

LESSON 4

**Practice Irregular
Plural Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Write a Command

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. 304



HOW-TO ARTICLE

Write a Command

How-to articles explain how to do something, so they often contain command sentences. A command sentence tells someone to do something. The subject of a command is "you," but the word you is not always written. A command sentence usually ends with a period.

My TURN Change each step of a how-to article in the chart into a command. The first one has been done for you.

How to Grow Plants for Food	
1. Gardeners choose seeds for the vegetables they like to eat.	1. Choose seeds for the vegetables you like to eat.
2. Gardeners plant the seeds in soil.	2. Plant the seeds in soil.
3. Gardeners take care of the plants as they grow.	3. Take care of the plants as they grow.
4. Gardeners pick vegetables when they are ripe.	4. Pick vegetables when they are ripe.
5. The vegetables should be washed and cooked.	5. Wash and cook the vegetables.

My TURN On a draft of your how-to article, write the steps as commands.

Write brief and clear command sentences in a how-to article.

304

Minilesson

Mentor STACK



TEACHING POINT An imperative sentence gives a command or makes a request. The purpose of writing commands in a how-to article is to provide clear, short direction.

- Commands in a how-to article should end with a period.
- The subject of the sentence (you) is understood.
- Commands begin with a verb.

MODEL AND PRACTICE Explain that commands are usually short sentences that begin with verbs. Readers do not want to search for the steps when figuring out how to make something or how to follow a procedure.

Read a few how-to articles from the stack. Ask students to help identify sentences that are commands. Ask: **How do the commands make the steps easier to follow? Did you notice that the command sentences are short?**

Direct students to p. 304 in the *Student Interactive*. Read the page together and have students complete the first My Turn on their own.

Possible Teaching Point

Language & Conventions | Irregular Plural Nouns

Remind students that not all plural nouns are formed by adding -s. Some plurals are formed in other ways:

- Adding -es to nouns that end in *sh*, *ch*, *tch*, *x*, *s*, or *ss* (*foxes*, *batches*)
- Changing a final *y* to *i* and adding -es (*bunnies*)
- Spelling changes that need to be learned (*men*, *women*, *feet*, *media*)
- Making no changes in form (*deer*, *moose*, *aircraft*)

As students draft, remind them to spell common irregular plural nouns correctly.



Independent Writing

Mentor STACK



FOCUS ON VERBS After the minilesson, students should transition into independent writing. The second My Turn directs students to revise their drafts by writing sentences in the steps as commands.

- For students who need assistance, have them highlight verbs in each sentence. Then discuss how to revise the sentence by starting with the verb.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model how to turn a sentence into a command.
- **Shared** Have students tell you the steps for making a sandwich. As you write the steps, prompt students to state all sentences as commands.
- **Guided** Encourage students to begin commands with ordinal words, such as *first*, *next*, and *finally*, to keep the tone pleasant.



Intervention Refer to the *Small Group Guide* for support.

- If students have made their edits, have them reread to make sure the verbs they have chosen are helpful and specific to the task.

See the **Conference Prompts** on p. T354.

Share Back

Ask volunteers to read their before and after sentences and to explain what they did to change the sentence into a command.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

morning	darkness
format	alarm
explore	adore
cardboard	target
soared	absorb

HIGH-FREQUENCY WORDS

finally
 money

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with VC/V and V/CV syllable patterns and words with *r*-controlled vowels.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Patterns VC/V and V/CV

FOCUS ON STRATEGIES Review the spelling rule from the previous week about words with the VC/V and V/CV syllable patterns.

MODEL AND PRACTICE Present the following words to students: *habit, table, frozen, and value*. Call on volunteers to use the VC/V and V/CV syllable patterns to pronounce and spell the words.

APPLY Invite students to make flashcards using the spelling words from the previous week. Have the students use the flashcards to quiz each other on the correct spellings, or to create a word search or crossword puzzle using the words with VC/V and V/CV syllable patterns.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Patterns VC/V and V/CV

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell *r*-Controlled Vowels

FLEXIBLE OPTION

LESSON 3

More Practice: Spell *r*-Controlled Vowels

LESSON 5

✓ Assess Understanding



Language & Conventions

Irregular Plural Nouns

LESSON 4

Practice Irregular Plural Nouns

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 300

LANGUAGE AND CONVENTIONS

Irregular Plural Nouns

Irregular Plural Nouns are not formed in usual ways. Some nouns change their spellings to form plurals.

Singular Noun	Irregular Plural Noun
man	men
woman	women
child	children
mouse	mice
deer	deer
sheep	sheep
fish	fish (or fishes)

Singular Noun	Irregular Plural Noun
foot	feet
tooth	teeth
goose	geese
leaf	leaves
life	lives
ox	oxen
moose	moose

My TURN Edit this draft by replacing the incorrect singular nouns with the correct irregular plural nouns.

Two ^{men} man and two ^{children} child watched the deer run through the meadow. A flock of ^{geese} goose flew overhead as the weather turned cold. By the barn, the group of sheep huddled to stay out of the wind. Several ^{mice} mouse scurried to make nests. The ^{leaves} leaf blew off the trees. Winter was on its way.

300

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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check their sentences to make sure they have spelled plural forms correctly. You may wish to have students trade drafts with a partner to check for correct plural forms.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

**Teach Irregular Plural
Nouns**

LESSON 4

Practice Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 5

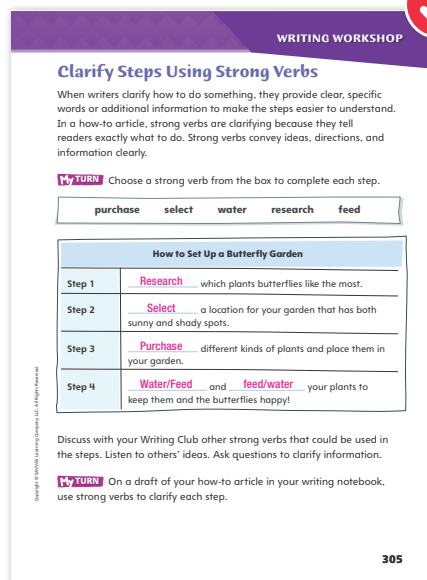
Standards Practice

Clarify Steps Using Strong Verbs

OBJECTIVE

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

STUDENT INTERACTIVE, p. 305



WRITING WORKSHOP

Clarify Steps Using Strong Verbs

When writers clarify how to do something, they provide clear, specific words or additional information to make the steps easier to understand. In a how-to article, strong verbs are clarifying because they tell readers exactly what to do. Strong verbs convey ideas, directions, and information clearly.

My Turn Choose a strong verb from the box to complete each step.

purchase select water research feed

How to Set Up a Butterfly Garden	
Step 1	... Research ... which plants butterflies like the most.
Step 2	... Select ... a location for your garden that has both sunny and shady spots.
Step 3	... Purchase ... different kinds of plants and place them in your garden.
Step 4	... Water/Feed and feed/water ... your plants to keep them and the butterflies happy!

Discuss with your Writing Club other strong verbs that could be used in the steps. Listen to others' ideas. Ask questions to clarify information.

My Turn On a draft of your how-to article in your writing notebook, use strong verbs to clarify each step.

305

Minilesson

Mentor STACK 

TEACHING POINT A strong verb helps the reader visualize the step better.

- Strong verbs are clear and exact.
- Strong verbs make directions easy to understand and follow.

MODEL AND PRACTICE Remind students that commands are often used in how-to articles. To provide clear direction, writers must use strong verbs. Strong verbs help the reader visualize the action better.

Write the following sentence on the board: *Cut the onion*. Have students identify the verb (*cut*).

Ask: *Is the verb cut very exact? Is there more than one way to cut an onion? Let's think of other verbs to use instead of cut.* As students brainstorm, write the list on the board. Explain the small but important differences in meaning between similar verbs such as *slice*, *chop*, *dice*, and *mince*.

Read a few how-to articles from the stack. Ask students to identify the strong verbs that introduce the commands. Create a list of strong verbs and display it in the classroom.

Direct students to p. 305 in the *Student Interactive*. Inform students that after they complete the first My Turn, they should revisit their drafts and replace weak verbs with strong verbs. Encourage students to look for *be* verbs in their articles. Provide students with a thesaurus to help them choose strong verbs.

WRITING CLUB

Place students into Writing Club groups. See p. T373 for details of how to run Writing Club. See the **Conference Prompts** on p. T354.

Share Back

Select a few volunteers to read their how-to articles. Ask the class to identify the strong verbs. Encourage students to make positive suggestions on how to replace weak verbs with strong verbs.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the current draft of their how-to article.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- the importance of speaking one at a time
- how to ask questions that help the group stay on topic
- waiting quietly for their turn

What Are We Sharing? Before sharing their work, have students review the topics covered in this week's minilessons. Then have students choose a specific element that they would like help with in today's Writing Club. Students should inform their Writing Club of the element they wish to discuss before they begin reading their how-to article. This will allow the group to focus on one element and help direct their discussions.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- I think the idea for your how-to article is engaging because ____.
- How did you decide which details were relevant?
- Have you considered defining the word ____?
- Did you find it difficult to change the steps into commands?
- What are some other strong verbs you could add to your article?



Spelling *r*-Controlled Vowels

OBJECTIVE

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

SPELLING WORDS

morning	darkness
format	alarm
explore	adore
cardboard	target
soared	absorb

HIGH-FREQUENCY WORDS

finally
money

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The **alarm** was too quiet to wake me.
2. I take a walk every **morning** at dawn.
3. The kite **soared** over the trees in the high winds.
4. The boxes made of **cardboard** collapsed when they got wet.
5. The kids **adore** the heated pool.
6. The arrow missed the **target**.
7. Firefighters **deserve** awards for being so brave.
8. My father will **explore** the old house with a flashlight.
9. They used towels to **absorb** the leaking water.
10. The teams stopped playing because of **darkness**.

LESSON 5

Assess Understanding

FLEXIBLE OPTION 
LESSON 1

Assess Prior Knowledge


LESSON 2

Teach: Spell *r*-Controlled Vowels

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell *r*-Controlled Vowels

FLEXIBLE OPTION 
LESSON 4

 Spiral Review:
Syllable Patterns
VC/V and V/CV



Language & Conventions

Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice


Display the sentence and have students respond independently.

The women spend much of their lifes catching fish and collecting leaves for food.

Which plural noun is incorrect?

- A *women*
- B *lifes*
- C *fish*
- D *leaves*

APPLY Have students complete *Language and Conventions* p. 56 from the *Resource Download Center*.



Name _____

Language and Conventions

Irregular Plural Nouns
Certain words form their plural without adding -s or -es. These words have their own special plurals. Some involve a change in spelling. Others don't change at all. For example, the word *deer* can be singular or plural. You can tell whether *deer* is singular or plural from the way it is used in a sentence.

Write Read each sentence. For each underlined noun write its plural form.

1. That woman led troops in battle. women
2. Theo cut his foot on some glass. feet
3. A leaf blew around the backyard. leaves
4. A mouse ran across the floor. mice
5. Your life is yours to live the way you want. lives
6. A child played in the yard all day. children
7. Brianna carried a fish in a tank. fish
8. The goose made loud honking noises. geese
9. Daniel found a shark tooth in the sand. teeth
10. The man ate his lunch outside. men

Grade 3, Unit 2, Week 2
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OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

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:
Singular and
Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Irregular Plural Nouns

LESSON 3

**Teach Irregular Plural
Nouns**

LESSON 4

**Practice Irregular
Plural Nouns**

Weekly Overview

Students will

- learn about strong introductions and conclusions.
- understand how to organize steps in a process.
- write their how-to articles ensuring strong structure throughout.

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 Introduction T380	Organize Ideas into Steps T384	Organize Steps into Sequence T388
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T381	Independent Writing and Conferences T385	Independent Writing and Conferences T389
SHARE BACK FOCUS 5–10 min.	Reader Expectations T381	Challenges of Organizing Ideas into Steps T385	Improving the Organization of Steps T389
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T382 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Irregular Plural Nouns T383 	<ul style="list-style-type: none"> • Spelling Teach: Spell Compound Words T386 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Singular Possessive Nouns T387 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T390 • Language & Conventions Teach Singular Possessive Nouns T391

Mentor **STACK**

Use the following criteria to add to your how-to article stack:

- The how-to article includes a strong introduction and a strong conclusion.
- The steps of the how-to article are well-organized.
- Some or all of the how-to article's steps include illustrations.

FAST TRACK**LESSON 4****LESSON 5**

Add Illustrations T392

Develop and Compose a Conclusion T396

Independent Writing and Conferences T393

Select a Genre and Conferences T396–T397

How Illustrations Benefit Readers T393

Writing a Strong Conclusion T396

FLEXIBLE OPTION

- **Spelling** Spiral Review T394
- **Language & Conventions** Practice Singular Possessive Nouns T395

- **Spelling** *Assess Understanding* T398

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T399

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Vary Transitional Words and Phrases

Diagrams

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

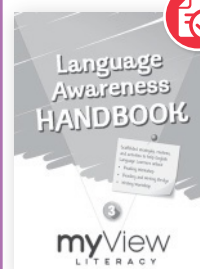
Independent Writing and Conferences

SHARE BACK FOCUS

5–10 min.

Develop Strong Transitions

Compare and Contrast Diagrams








See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

During this time, assess for understanding of the structural components that make up how-to articles in order to gauge students' ability to compose their own how-to articles. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Develop an Introduction		
If students need additional support,		Then ask: What statement can you use to get your readers' attention?
If students show understanding,		Then ask: What will you include about your topic in your introduction?
Organize Ideas into Steps		
If students need additional support,		Then ask students to place numbers next to their ideas for their article.
If students show understanding,		Then ask: Why is it important to include steps in how-to articles?
Organize Steps into Sequence		
If students need additional support,		Then have students act out or explain their how-to to see if steps are missing.
If students show understanding,		Then ask: How do you know if any steps are missing?
Add Illustrations		
If students need additional support,		Then Analyze the purpose of the stack text illustrations.
If students show understanding,		Then ask: Which steps in your process will have illustrations?
Develop and Compose a Conclusion		
If students need additional support,		Then review stack text conclusions
If students show understanding,		Then ask: What are the strengths of your conclusion?

Conference Support for ELL

EMERGING

- Label illustrations from a stack text with basic vocabulary.
- Show the basic structures for steps in a process, such as numbered and bulleted lists.
- Label a diagram of a how-to article with its parts (title, introduction, steps, conclusion).

DEVELOPING

- Help student to describe what is happening in illustrations from a stack text.
- With student, make a list of useful nouns and verbs related to the steps in the how-to article.
- Transcribe student's ideas about a process so the student can organize them into steps.

EXPANDING

- Read a stack text together. Brainstorm alternative ways to get readers' attention in the introduction.
- Read a stack text together. Invite the student to ask questions about the different sections.
- Discuss ways for the student to create more interest for readers through the introduction.

BRIDGING

- Read a stack text together. Help the student write an alternative conclusion.
- Discuss how an introduction and conclusion are alike and different.
- Discuss how the student can know whether to include particular information in illustrations or in the text.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author's purpose** and **singular possessive nouns**.



ELL Minilesson Support

Week 3: Develop Structure

During the week, your ELLs will benefit from additional writing support that increases their understanding of the structural components in how-to articles. These targeted supports were chosen to help students better understand introductions and steps in a process.

Use this note for the minilesson on p. T380.

ELL Targeted Support

DEVELOP AN INTRODUCTION

Remind students that writing a strong introduction creates interest for readers. Provide students with a familiar how-to article topic, and have them write an introduction that uses connecting words to combine phrases and sentences in a variety of sentence lengths.

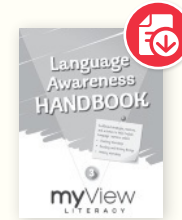
Display two phrases to be used in an introduction. Assist students in choosing the best connecting word to combine the phrases.

EMERGING

Provide pairs with an introduction for the article that contains unfinished sentences. Have students complete the sentences using connecting words and adding additional phrases that will engage readers. Assist students in using appropriate sentence lengths.

DEVELOPING

Have students individually write an introduction using the correct connecting words to combine phrases and sentences. Then have partners exchange introductions and suggest to their partner other phrases to add or other connecting words to use. **EXPANDING/BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T388.

ELL Targeted Support

EXPLAIN STEPS IN A SEQUENCE

Steps in a process must be concise yet contain all the information readers need. Have students explain how to do something familiar with all the necessary details.

Display the steps for a familiar process with blanks for basic vocabulary words. Help students work together to write words to fill in the blanks. **EMERGING**

Provide pairs with steps for a familiar process that include only the most basic instructions. Invite them to write additional details where it would help readers. **DEVELOPING**

Have partners explain the steps for a familiar process. Then have pairs write the steps and add additional details where needed.

EXPANDING

Have students write the steps needed to explain a familiar process. Then have partners exchange work and write additional details for steps where needed. **BRIDGING**

FAST TRACK

Develop an Introduction

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 335

HOW-TO ARTICLE **WRITING WORKSHOP**

Develop an Introduction

The introduction of a how-to article identifies a task or process that will be completed. It gives readers the "big picture" of what the final result will be. An introduction

- Includes an interesting statement that keeps readers wanting to read more
- Tells readers what they will learn
- Gives readers an idea of the organization of the article

Learning Goal
I can use elements of an informational text to write a how-to article.

How to Walk a Dog gets readers interested

What's a good way to get your exercise? If you own a dog, you should take it for walks. A walk will help your dog stay active and healthy. Follow these steps to walk your dog in a way that will be safe and fun.

← tells the topic

← tells the organization

WRITING TIP Compose an introduction for your own how-to article. Use the bulleted list above to make sure your introduction contains the right information.

335

Minilesson

Mentor STACK



TEACHING POINT The introduction of a how-to article could range from a sentence or two to multiple paragraphs, depending on the article's length and what needs to be said. A one-paragraph introduction will likely include:

- A hook that gets readers' attention and keeps them interested.
- Information about what readers should expect from the article, in terms of both organization and content.

MODEL AND PRACTICE Explain that the purpose of an introduction in a how-to article is to get the reader's attention and interest in the topic and explain what the reader can expect while reading the article.

Read several how-to articles from the stack. As you read each one, pause after the introduction and ask: **What got your attention in this introduction? Why do you want to keep reading? What do you expect the rest of the article to be like?** Then read the rest of the article and ask: **Did the article do what the introduction promised? Why or why not?**

Direct students to p. 335 in the *Student Interactive*. Have them read the page and ask any questions they have about introductions before moving into independent writing.



Independent Writing

Mentor STACK



FOCUS ON INTRODUCTION After the minilesson, students should transition into independent writing. The My Turn on p. 335 of the *Student Interactive* directs students to compose an introduction for their how-to article.

- If students are beginning their drafts, have them keep the guidelines for introductions in mind as they write.

WRITING SUPPORT

- **Modeled** Model brainstorming a hook that will interest readers.
- **Shared** Present a how-to article topic and help students think of how to interest readers in it.
- **Guided** Ask questions that will help students include the necessary components as they write their introduction.



Intervention Refer to the *Small Group Guide* for support.

- If students have completed a draft, have them look over their introduction to make sure it accomplishes all it should.

See the **Conference Prompts** on p. T378.

Share Back

Invite a few students to read the introduction to their how-to article. Have students explain why they were engaged in the topic and share their expectations for the rest of the article based on the introduction they heard.



Spelling Spell Compound Words

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

popcorn	haircut
football	fireworks
moonlight	outside
eyesight	playground
airport	rattlesnake

HIGH-FREQUENCY WORDS

minutes
decided

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences for Lesson 5 Spelling, p. T398, to assess students' prior knowledge of compound words.

For students who understand how to identify the smaller words in compound words when spelling the words, include the following Challenge Words with the spelling list.

Challenge Words

courthouse
thumbtack
teammate

ELL Targeted Support

Spell Compound Words Create flashcards to help students use spelling rules to identify and spell small words that form compound words.

Display the flashcard *pop*. Have students identify the card that completes the compound word *popcorn* (*corn*). Repeat with all spelling words. **EMERGING**

Have small groups identify the word cards that would complete each compound word. **DEVELOPING**

Have students work in pairs to select the cards that complete each compound word. Have students write the compound words they form. **EXPANDING**

Have each student use the cards to form each compound word and write the new words in sentences. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Compound Words

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Compound Words

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
r-Controlled Vowels *ar, or, ore, oar*

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Irregular Plural Nouns

FOCUS ON STRATEGIES Review the language and conventions topic irregular plural nouns. See p. T367.

MODEL AND PRACTICE Display the following words: *mouse, goose, woman, person*. Have volunteers suggest the correct irregular plurals for these words. (*mice, geese, women, people*) Have students use a dictionary to confirm the plurals for these words.

APPLY Display the following sentences. *I brush my tooth every night before bed. The two childs play in the park.* Have students edit the sentences to use the correct form of the irregular plurals. (*I brush my teeth every night before bed. The two children play in the park.*)

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

ELL Targeted Support

Irregular Plural Forms To help students hear irregular plural forms, ask: *If you saw more than one mouse run across the room, would you say, "There are mice in here!" or "There are mouses in here!"?* Point out the spelling of the irregular plural *mice*.

Use the activity above to have partners generate oral sentences with irregular plural nouns, using incorrect forms and correct forms to help students recognize the differences. **EMERGING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Possessive
Nouns

LESSON 3

**Teach Singular
Possessive Nouns**

LESSON 4

**Practice Singular
Possessive Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Organize Ideas into Steps

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 336



HOW-TO ARTICLE

Organize Ideas into Steps

When you think about a task, imagine how to complete it. Organize your ideas into steps. Each step gives one direction to complete a larger task or process. Steps are given in order to provide a structure for readers to follow.

My TURN Write steps from the ideas in this paragraph.

Dogs like to go for walks. First, decide how far your dog needs to walk. How long does it usually like to be active outside? Then put a leash and a collar on the dog. This will keep the dog safe. You don't want your dog to get lost, run too far away from you, or bother other people and animals. Next, choose a safe place to walk. It is a good idea to walk in an area that is well lit and with other people nearby. If your dog is well behaved during the walk, give it a treat!

1. Decide how far to walk your dog.
2. Put a leash and a collar on your dog.
3. Choose a safe place to walk your dog.
4. Give your dog a treat for good behavior.

My TURN On a separate sheet of paper, write ideas for how to finish the task in your how-to article. Then use these ideas to write steps. Compose the middle of your article using these steps.

336

Minilesson

Mentor STACK



TEACHING POINT The main characteristic of a how-to article is that it gives instructions to readers on how to do something. Instructions are given step by step, so writers must turn their ideas into steps.

- A step contains one action, or thing to do.
- Taken together, the steps will lead to completion of a process.

MODEL AND PRACTICE Explain that before writers compose steps in a how-to article, they should have general ideas of what they need to write. Then they can organize those ideas into specific steps. Read a stack text with students and focus on the steps included in it. Model the thinking process that the writer may have had when organizing ideas into the steps included in the article. Say: *The writer knew a lot about this process, but he or she had to decide which information would help readers the most. The writer also needed to communicate these ideas in clear steps.* Show how each step might have looked as an idea, regarding both content and grammatical structure.

Direct students to p. 336 in the *Student Interactive*. If they have trouble identifying the ideas that should be turned into steps, have them examine each sentence separately and decide if it describes something to do.

Possible Teaching Point

Spelling | Spell Compound Words

Remind students that compound words are formed by joining together two smaller words, such as *cup* and *cake* (*cupcake*). As students draft their how-to articles, have them check that they are not changing the spelling of each smaller word as they form compound words.



Independent Writing

Mentor STACK



FOCUS ON ORGANIZATION After the minilesson, students should transition into independent writing. The My Turn on p. 336 of the *Student Interactive* instructs students to compose the middle of their articles using steps.

- Whether students are in the process of drafting their how-to article or are about to begin their draft, have them write ideas about how to complete the task in their article. Then have them transform the ideas into steps.

WRITING SUPPORT

- **Modeled** Model a Think Aloud that organizes ideas into steps.
- **Shared** Discuss how to do something, and have students turn the ideas mentioned into steps.
- **Guided** Ask questions that help students determine which ideas should become steps.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T378.

Share Back

Have a few students share the steps from their how-to article. Ask them to describe the challenges they faced when organizing ideas into steps.

Spelling Spell Compound Words

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

popcorn	haircut
football	fireworks
moonlight	outside
eyesight	playground
airport	rattlesnake

HIGH-FREQUENCY WORDS

minutes
 decided

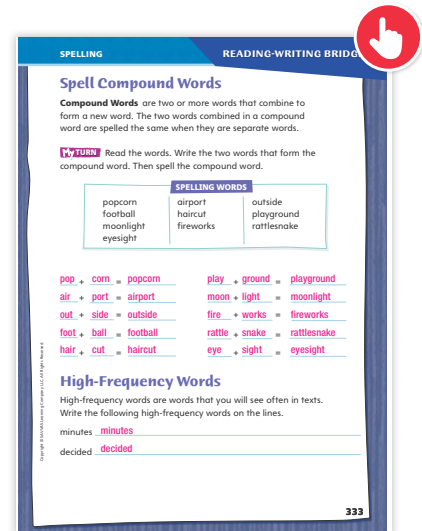
LESSON 2

Teach

FOCUS ON STRATEGIES Explain that compound words are words that are made up of two or more smaller words. Identifying the smaller words that make up a compound word can help you spell a compound word.

MODEL AND PRACTICE Write or display the words *popcorn*, *football*, *moonlight*, *eyesight*, and *airport*. Say each word aloud. Identify the first word that creates each compound. Have students identify the second word. Then have students say the whole word aloud.

APPLY My TURN Have students complete the activity on p. 333 of the *Student Interactive* independently.



LESSON 2

Teach: Spell
 Compound Words

FLEXIBLE OPTION LESSON 1

Assess Prior
 Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell
 Compound Words

FLEXIBLE OPTION LESSON 4

Spiral Review:
 r-Controlled
 Vowels *ar, or, ore,*
oar

LESSON 5

Assess
 Understanding



Language & Conventions

Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 2**Oral Language: Singular Possessive Nouns**

FOCUS ON STRATEGIES Tell students that a singular possessive noun is a person, place, or thing that possesses, or owns, something. To form a singular possessive noun, add an apostrophe and the letter s to a singular noun.

MODEL AND PRACTICE Write the following phrases on the board: *the dog's bowl*; *the baby's bottle*, *Andrea's ball*. Have volunteers identify the singular possessive noun in each sentence. Have them note the placement of the apostrophe. Talk about what each noun possesses. (*bowl*, *bottle*, *ball*)

APPLY Have students work in pairs. Have each student say a sentence that contains a singular possessive noun. Have the partner identify the singular possessive noun and then tell what the noun possesses. Then have partners switch roles.

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

FLEXIBLE OPTION

LESSON 2**Oral Language:**
Singular Possessive
Nouns

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Irregular Plural
Nouns

LESSON 3

**Teach Singular
Possessive Nouns**

LESSON 4

**Practice Singular
Possessive Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Organize Steps into Sequence

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 337



WRITING WORKSHOP

Organize Steps into Sequence

Steps in a how-to article should be in sequence. Steps should follow one another in a way that makes sense. Group related information into one step. When all steps are in the correct order, the task can be accomplished.

ORGANIZING STEPS

- Steps are clear and in the correct order.
- Each step contains enough information.
- No steps are left out.

MY TURN Work with a partner to put the steps in order. Write the number of the step before each sentence. Then compose a final step in the last box.

HOW TO BE A BIRDWATCHER	
3 Use your binoculars to watch birds.	2 Go to a park that has a lot of birds.
1 Gather your guidebook and binoculars.	4 What will you do next? Possible response: Identify the birds in the guidebook.

MY TURN Continue composing your how-to article by grouping related information together and organizing steps into sequence. Use the Organizing Steps checklist to help you.

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Minilesson

Mentor STACK



TEACHING POINT Steps in a how-to article should be complete, concise, and easy for readers to follow. The following guidelines can help writers to compose steps effectively:

- Steps should be in sequence, or follow each other in a logical way.
- There should be no gaps between steps that would leave readers unable to continue the process.
- Steps should be concise but still contain enough detail to complete the process.

MODEL AND PRACTICE Select several texts from the stack with strongly written steps. After you read the steps in each article, ask: *Are the steps in the best order possible? Are steps missing? Can a reader easily go from one step to the next? Do the steps contain too little, too much, or the right amount of information?*

Direct students to p. 337 in the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Singular Possessive Nouns

Remind students that most singular possessive nouns are formed by adding an apostrophe and *s*, such as *child's*. This is true even if the noun already ends in *s*: *bus's*. As students draft, have them make sure they are forming singular possessive nouns correctly.



Independent Writing

Mentor STACK



FOCUS ON STEPS After the minilesson, students should transition into independent writing. The My Turn on p. 337 of the *Student Interactive* asks students to group related information together and organize steps into sequence.

- If students are in the middle of a draft, have them pause to make sure they have organized their steps into sequence.

WRITING SUPPORT

- **Modeled** Model how to make sure each step has the right amount of information.
- **Shared** Provide students with familiar steps, and have them add or take away information as needed.
- **Guided** Guide students to examine their steps for the amount of information in each.



Intervention Refer to the *Small Group Guide* for support.

- If students have completed a draft, have them use the checklist from *Student Interactive* p. 337 to determine whether their steps should be revised.

See the **Conference Prompts** on p. T378.

Share Back

Have students share the steps from their how-to article. Using the checklist from the *Student Interactive* page as a guide, identify the strengths of each student's steps, as well as how they might be improved.

Spelling Spell Compound Words

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

popcorn	haircut
football	fireworks
moonlight	outside
eyesight	playground
airport	rattlesnake

HIGH-FREQUENCY WORDS

minutes
 decided

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that identifying the smaller words that make up compound words will help them spell the compound words.

MODEL AND PRACTICE Write or display the following words. Have students work in pairs to identify words that make up each compound word.

1. haircut
2. fireworks
3. outside

APPLY Have students complete *Spelling* p. 52 from the *Resource Download Center*.

Name _____

Spelling
 Spell Compound Words
 Compound words are two or more words that combine to form a new word with one meaning. Identifying the smaller words that make up a compound word can help you spell a compound word.

SPELLING WORDS			
fireworks	eyesight	popcorn	playground
rattlesnake	moonlight	haircut	football
airport	outside		

EXERCISE Write the smaller word or words that combine to form the compound words. Then write the completed compound words.

1. pop _____ + corn = popcorn _____
2. foot + ball _____ = football _____
3. moon + light _____ = moonlight _____
4. eye _____ + sight = eyesight _____
5. air + port _____ = airport _____
6. hair _____ + cut _____ = haircut _____
7. fire _____ + works _____ = fireworks _____
8. out _____ + side _____ = outside _____
9. play _____ + ground _____ = playground _____
10. rattle _____ + snake _____ = rattlesnake _____

Grade 3, Unit 2, Week 3
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Compound Words

FLEXIBLE OPTION

LESSON 1

✓ **Assess Prior Knowledge**

LESSON 2

Teach: Spell Compound Words

FLEXIBLE OPTION

LESSON 4

Spiral Review:
 r-Controlled Vowels *ar, or, ore, oar*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Singular Possessive Nouns

LESSON 3

Teach Singular Possessive Nouns

FOCUS ON STRATEGIES Tell students that a singular possessive noun is a noun that possesses or owns something. To form a singular possessive noun, add an apostrophe and the letter s to a singular noun.

MODEL AND PRACTICE Display the following sentence: *He went to the nurse office.* Have volunteers help you edit the sentence so that it correctly punctuates the singular possessive noun. (*He went to the nurse's office.*)

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

ELL Targeted Support

Possessive Case Help students insert the apostrophe in the correct place to create singular possessive nouns. Display the phrase *the teachers desk* where all students can see.

Have students point to where the apostrophe should be added to correctly punctuate the phrase as a singular possessive. (*the teacher's desk*). **EMERGING/DEVELOPING**

Have students rewrite the phrase and add in an apostrophe in the appropriate place to make the phrase a singular possessive. **EXPANDING**

Have students write a sentence that uses the phrase. Be sure the student punctuates the sentence correctly, including adding the apostrophe in the correct place. **BRIDGING**

LESSON 3

Teach Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Possessive Nouns

LESSON 4

Practice Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Add Illustrations

OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 338

HOW-TO ARTICLE

Add Illustrations

Illustrations, or pictures, can help readers understand your how-to article. Sometimes, only difficult or important steps have illustrations. Other times, every step has one.

My TURN Draw an illustration for the third step in the box. Then compose another step with an illustration.

How to Set Up a Fishbowl

1. Get a bowl.
2. Put rocks on the bottom of the bowl.
3. Fill the bowl with water.

ILLUSTRATIONS

- Each illustration has enough detail.
- Each illustration supports the text.

My TURN Continue to compose your how-to article by adding illustrations that provide more details.

Add details to illustrations that help readers understand the steps.

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Minilesson

Mentor **STACK**



TEACHING POINT Illustrations (drawings, diagrams, or photographs) are often used in how-to articles for several reasons:

- Illustrations can help readers understand difficult steps.
- They can break up a long piece of text, thereby making an article easier to read.
- They can provide additional information not easily explained with words.

MODEL AND PRACTICE Tell students that when illustrations are included in a how-to article, they can help readers better follow each step. Select a how-to article from the stack and model creating illustrations to accompany some or all of the steps. As you model, ask: *What does this step want readers to do? How could this information be shown in an illustration? What additional information could the illustration show?*

Direct students to p. 338 in the *Student Interactive*. Remind students that their illustrations should have enough detail to be useful, but not so much that readers are confused or distracted from what is important.

Possible Teaching Point

Writing Process

Drafting | Adding Captions

Discuss with students how clear and concise captions can help readers understand what is shown in an illustration. Encourage students to add captions to the illustrations they are adding to their how-to articles.



Independent Writing

Mentor STACK



FOCUS ON ILLUSTRATIONS After the minilesson, students should transition into independent writing. The My Turn on p. 338 of the *Student Interactive* instructs students to add illustrations to their article.

- If students are still drafting, they should be confident that their steps are well-written before they add illustrations to them.

WRITING SUPPORT

- **Modeled** Model how to add an illustration to a step.
- **Shared** Provide students with steps, and help them add illustrations to them as needed.
- **Guided** Guide students to determine where and how illustrations should be added to their how-to article.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T378.

Share Back

Have a few students share the illustrations they drew on the *Student Interactive* page. Ask the class to note how including each illustration might benefit readers.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

popcorn	haircut
football	fireworks
moonlight	outside
eyesight	playground
airport	rattlesnake

HIGH-FREQUENCY WORDS

minutes
 decided

Writing Workshop

As students proofread their writing, remind them to check their spellings of words that have the *r*-controlled vowels *ar*, *or*, *ore*, *oar*. Have them make sure they have applied the correct spelling rule to spell the words correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: *r*-Controlled Vowels *ar*, *or*, *ore*, *oar*

FOCUS ON STRATEGIES Review the spelling rule from the previous week about *r*-controlled vowels spelled *ar*, *or*, *ore*, and *oar*.

MODEL AND PRACTICE Display the following words with *r*-controlled vowels: *charged*, *chore*, *skateboard*, and *porch*. Have volunteers identify the *r*-controlled vowel in each word. (*ar*, *ore*, *oar*, *or*)

APPLY Have students create flashcards of the spelling words from last week. Have them underline the spelling of the *r*-controlled vowel in each word. Have students use the flashcards to quiz each other.

FLEXIBLE OPTION

LESSON 4



Spiral Review:
r-Controlled
 Vowels *ar*, *or*, *ore*,
oar

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Compound Words

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Compound Words

LESSON 5

✓ Assess Understanding



Language & Conventions

Singular Possessive Nouns

LESSON 4

Practice Singular Possessive Nouns

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 334.

LANGUAGE AND CONVENTIONS

Singular Possessive Nouns

Recall that a noun names a person, place, or thing. A **singular possessive noun** is a noun that shows that one possesses, or owns, something. To form a singular possessive noun, add an apostrophe and the letter *s* to a singular noun.

Nouns	Singular Possessive Nouns	Examples
doctor	doctor's	the doctor's office
baby	baby's	the baby's toy
dog	dog's	the dog's bone
Ray	Ray's	Ray's computer

MyTURN Edit this draft by identifying four nouns that should be singular possessive nouns. Add an apostrophe and the letter *s* to those words.

It was a weird day at practice. ^{Manny's} Manny ball did not have enough air in it. So Lamar ran home to borrow his ^{sister's} sister ball. Then ^{Sarah's} Sarah shoe came untied. After that, the ^{coach's} coach whistle broke. Everything seemed to go wrong!

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OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to be sure they are using singular possessive nouns correctly. You may wish to have students trade drafts with a partner to check for places where singular possessive nouns should be used.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Possessive
Nouns

LESSON 3

**Teach Singular
Possessive Nouns**

LESSON 4

**Practice Singular
Possessive Nouns**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Develop and Compose a Conclusion

OBJECTIVES

With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

STUDENT INTERACTIVE, p. 339

WRITING WORKSHOP

Compose a Conclusion

Informative writing ends with a conclusion. A strong conclusion leaves readers feeling positive about what they have learned. It might congratulate readers on finishing all the steps, restate the task that was completed, or tell readers what to do next on their own. As you read this how-to article, notice the focus of the conclusion.

Planting a garden is easy. Plant vegetables you like so you can eat them!

First, clear space in a raised bed or large pot. Then place soil about 3-5 inches high. Next, plant seeds or vegetable plants several inches apart. Water the plants regularly. Finally, harvest your crops when they are ready.

Now you know how to plant a garden! Watch your plants grow, and enjoy the results! You can follow similar steps for planting flowers.

My Turn Compose a conclusion for your how-to article.

My Turn Identify a topic, purpose, and audience. Then select any genre, and plan a draft by freewriting your ideas.

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Minilesson

Mentor **STACK**



TEACHING POINT The conclusion to a how-to article will do more than just end the piece of writing. A strong conclusion might

- Summarize aspects of the article.
- Congratulate readers on completing the task.
- Provide readers with additional resources or future project ideas.

MODEL AND PRACTICE Review the features of a strong conclusion. Then read several stack texts in order to analyze the effectiveness of their conclusions. After each text, ask:

- What does the conclusion tell readers?
- What will readers think or feel after reading it?
- What else could this conclusion have said?

Direct students to p. 339 in the *Student Interactive*. After students have read the instruction, discuss why the conclusion in the example is strong.

WRITING CLUB

The first My Turn on p. 338 of the *Student Interactive* instructs students to compose a conclusion for their how-to article, while the second My Turn asks students to identify a topic, purpose, and audience. Have students compose a conclusion if they are ready. Then use the instruction on p. T397 to guide students on how to plan a first draft by selecting a genre for a particular topic, purpose, and audience. Alternatively, students may continue writing their how-to articles.

Share Back

Ask a few students to share a conclusion they have written. Have the class point out the strengths of each conclusion, as well as what might make it stronger.



WRITING CLUB

Topic In their writing notebooks, ask students to use freewriting to explore possible modifications to the topic of their how-to article. Use the prompts below to help students generate topics.

- Which detail from your how-to article could become a topic for another nonfiction text?
- What personal experience do you have to share about the topic of your how-to article?
- Think about the topic and structure of your how-to article. What other genres could have a similar topic and structure?

Students should highlight the topic they would like to write about.

Purpose Tell students that determining the purpose of their writing will help them select a genre in which to write. Ask students to think about whether they want to

- entertain readers with a story
- share a personal experience
- teach readers something new

Audience Place students in pairs. With their partner, have them brainstorm possible audiences for their how-to article topics. Then ask them to decide on an audience and write their decision in their writing notebooks.

Genre of Choice

Students should look at their topic, purpose, and audience to select a genre. If students need support with naming the genre, provide common options such as the ones below as a starting point.

- Realistic Fiction
- Personal Narrative
- Informational Text

In their writing notebooks, tell students to begin writing a first draft.

Spelling Spell Compound Words

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

popcorn	haircut
football	fireworks
moonlight	outside
eyesight	playground
airport	rattlesnake

HIGH-FREQUENCY WORDS

minutes
decided

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. The **popcorn** was hot and fluffy.
2. My mom and I went to the **football** game on Sunday.
3. The bright **moonlight** shines in my bedroom window.
4. I knew I needed glasses after getting my **eyesight** tested.
5. When they arrived, we picked up my grandparents from the **airport**.
6. My hair is getting long, so it must be time for a **haircut**.
7. We went to see **fireworks** on the Fourth of July.
8. We like to play **outside** when the weather is nice.
9. We play on the swings at the **playground**.
10. The **rattlesnake** has an end that makes a rattling noise.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Compound Words

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Compound Words

FLEXIBLE OPTION
LESSON 4

 Spiral Review:
r-Controlled Vowels *ar, or, ore, oar*

LESSON 5

✓ Assess Understanding



Language & Conventions

Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

(1) The ____ honey is sweet and gooey.

Which of the following completes the sentence with a singular possessive?

- A bees's
- B bee
- C bee's
- D bees

APPLY Have students complete *Language and Conventions* p. 57 from the *Resource Download Center*.

Name _____

Language and Conventions

Singular Possessive Nouns
A singular possessive noun is a person, place, or thing that possesses or owns something. To form a singular possessive noun, add an apostrophe and the letter s to a singular noun.

My TURN In the sentences below, circle the singular possessive nouns.
The bird's nest is up in the tree.
Amy's pencil needs sharpening.
We went over to my grandmother's house.

My TURN In the sentences below, add a singular possessive noun to complete the sentence. **Possible responses:**
The _____ lion's _____ roar is the loudest in the animal kingdom.
We like to go to _____ Jamie's _____ house after school.

My TURN Edit the sentences below by rewriting the sentences to correctly use singular possessive nouns.
My sister bicycle is really fast.
My sister's bicycle is really fast.

Principal Gomez office is at the front of the school.
Principal Gomez's office is at the front of the school.

Amy cat is black and white.
Amy's cat is black and white.

Grade 3, Unit 2, Week 3
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OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks including apostrophes in contractions and possessives and commas in compound sentences and items in a series.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Irregular Plural
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language:
Singular Possessive
Nouns

LESSON 3

**Teach Singular
Possessive Nouns**

LESSON 4

**Practice Singular
Possessive Nouns**

Weekly Overview

Students will

- learn about prepositions, prepositional phrases, adverbs, nouns, and conjunctions.
- edit and write sentences to improve coherence and clarity.
- edit their articles for correct usage of grammar.

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.	Edit for Prepositions and Prepositional Phrases T404	Revising for Coherence and Clarity T408	Edit for Nouns T412
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T405	Independent Writing and Conferences T409	Independent Writing and Conferences T413
SHARE BACK FOCUS 5–10 min.	Adding Prepositional Phrases T405	Sharing Revisions in Structure T409	Editing for Number and Capitalization T413
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T406 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Singular Possessive Nouns T407 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with Syllable Patterns T410 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Plural Possessive Nouns T411 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T414 • Language & Conventions Teach Plural Possessive Nouns T415



Mentor STACK



Use the following criteria to add to your how-to article stack:

- The how-to article has a coherent structure.
- The how-to article includes clearly explained steps.
- The how-to article includes relevant illustrations.

FAST TRACK

LESSON 4

Edit for Adverbs T416

Independent Writing and Conferences T417

Adding Adverbs to Clarify Action T417

- FLEXIBLE OPTION** ←
- **Spelling** Spiral Review T418
 - **Language & Conventions** Practice Plural Possessive Nouns T419

FAST TRACK

LESSON 5

Edit for Coordinating Conjunctions T420

Writing Club and Conferences T420–T421

Combining Sentences Using Coordinating Conjunctions T420

- **Spelling** *Assess Understanding* T422
- **FLEXIBLE OPTION** ←
- **Language & Conventions** Standards Practice T423

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Test Your How-to Article

Draw Instructions

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

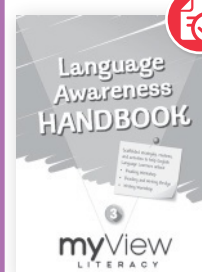
Independent Writing and Conferences

SHARE BACK FOCUS

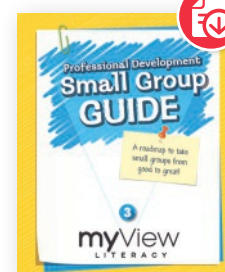
5–10 min.

Testing and Evaluating Articles

Illustrating Articles



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 grammatical concepts and gauge where students may need support as they edit their how-to articles. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT


Conference Prompts

Edit for Prepositions and Prepositional Phrases

If students need additional support,  **Then** study prepositional phrases used in stack texts.

If students show understanding, **Then** ask: How did you use prepositional phrases to clarify steps?

Revising for Coherence and Clarity

If students need additional support,  **Then** point out coherence and clarity in a stack text.

If students show understanding, **Then** ask: How did you improve clarity in your article?

Edit for Nouns

If students need additional support,  **Then** review how to write plurals and use capital letters with proper nouns.

If students show understanding, **Then** ask: Did you spell plural nouns correctly? Did you capitalize proper nouns?

Edit for Adverbs

If students need additional support,  **Then** review the purpose of adverbs and where to use them.

If students show understanding, **Then** ask: How did adding adverbs improve your article?

Edit for Coordinating Conjunctions

If students need additional support,  **Then** practice combining sentences using coordinating conjunctions.

If students show understanding, **Then** ask: How did you decide which sentences to combine?

Conference Support for ELL

EMERGING

- Use objects students can manipulate. Say a preposition aloud and have students move the object to show the meaning of the preposition.
- Use picture cards of people, places, and things to help students understand nouns and number.

DEVELOPING

- Provide a list of prepositions. Use pictures to ask students questions about objects using prepositions.
- Provide a list of adverbs and sentence frames to model how to use adverbs, such as: *I run ___.*
I talk ___.
- Provide simple sentences for students to use to create compound subjects using the conjunction *and*.

EXPANDING

- Think aloud writing a recipe to model using prepositional phrases.
- Have partners identify nouns in each other's drafts and edit for correct spelling of plurals and capitalization for proper nouns.
- Use Guided writing to help students use coordinating conjunctions to combine subjects and predicates.

BRIDGING

- Use visuals to help students use prepositional phrases.
- Use stack texts to discuss how and when to use adverbs.
- Use guided writing to help students use coordinating conjunctions to combine two sentences. Discuss where to put the comma.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **tone** and **plural possessive nouns**.



ELL Minilesson Support

Week 4: Writer's Craft

During the week, your ELLs will benefit from additional writing support that allows them to make adjustments to their how-to articles. Use these targeted supports to help students improve grammar skills and use prepositional phrases in writing.

Use this note for the minilesson on p. T404.

ELL Targeted Support

EDIT FOR PREPOSITIONS AND PREPOSITIONAL PHRASES

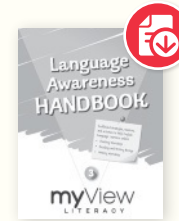
Learning how to use prepositional phrases allows students to tell where things are.

Use a pen or pencil and put it on a book, under a desk, behind a chair, over your head, and so on. Ask students to tell you where the pen is. Provide a list of prepositions and have students use the sentence frame: *The pen is ____*. **EMERGING**

Have students locate sentences with prepositional phrases in their articles. Have partners take turns reading one sentence aloud while the other draws a picture. **DEVELOPING**

Write prepositional phrases on three or four sentence strips and give them to students. Have partners write logical sentences using each phrase and read them aloud. Have pairs exchange sentence strips for more practice. **EXPANDING**

Have individuals write a paragraph that describes where the school is located. Challenge students to use at least four prepositional phrases. Have students read their paragraphs aloud and discuss whether they used prepositional phrases correctly. **BRIDGING**



See the *Language Awareness Handbook* for additional support.

Use this note for the minilesson on p. T412.

ELL Targeted Support

EDIT FOR NOUNS

Informational writing, including how-to articles, uses specific nouns. All sentences have at least one noun, so students must use them correctly.

Have students highlight all the nouns in their how-to articles. Work with students to make sure they have used and spelled plural nouns correctly. **EMERGING**

Have students make a list of all the singular nouns they have used and share it with a partner. Have pairs write the plural form of each noun. **DEVELOPING**

Have partners work together to review the nouns in their how-to drafts. Help students identify sentences in which singular or plural nouns are used incorrectly or do not agree with the verb. **EXPANDING**

Have partners exchange how-to drafts. Direct students to review the nouns in the drafts and identify sentences in which singular or plural nouns are used incorrectly or do not agree with the verb. **BRIDGING**

FAST TRACK

Edit for Prepositions and Prepositional Phrases

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

STUDENT INTERACTIVE, p. 371

HOW-TO ARTICLE WRITING WORKSHOP

Edit for Prepositions and Prepositional Phrases

Learning Goal
I can use elements of an informational text to write a how-to article.

A **preposition** shows a relationship, or connection, between a noun or pronoun and other words in a sentence. Some examples follow:

above	across	after	around	at
before	by	for	from	in

A **prepositional phrase** begins with a preposition and ends with a noun or pronoun.

Preposition	Prepositional Phrase	Sentence
around	around the corner	I live around the corner .
for	for days	He studied for days .
with	with me	Dee walks with me .

My Turn Use prepositions to complete the sentences.

Possible responses:

- A small pond is **by** my house.
- Ducks move **across** the water.
- Fish swim **in** the water.
- The habitat is good **for** animals.

My Turn Edit a draft of your how-to article for prepositions.

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Minilesson

Mentor **STACK**



TEACHING POINT A preposition is a word that shows a relationship between a noun or pronoun and another word in the sentence. Prepositional phrases begin with a preposition and end with a noun or pronoun. Prepositions are used to indicate location and direction, time, and movement.

MODEL AND PRACTICE Explain that prepositions are little words with big jobs. Their first job is to lead the prepositional phrase. The prepositional phrase provides information about a noun or pronoun in the sentence. Display these sentences and point out the prepositional phrases and how they show the relationship between the tomato and the bowl. Emphasize the importance of choosing the right prepositions when writing how-to instructions.

- Put the tomato *in the bowl*.
- Put the tomato *beside the bowl*.
- Put the tomato *under the bowl*.

Read a how-to article from the stack. Point out the prepositional phrases. Ask: **How do these prepositional phrases help the reader?**

Direct students to p. 371 in the *Student Interactive*. Read the page together and have students complete the first My Turn.



Independent Writing

Mentor STACK



FOCUS ON THE RELATIONSHIPS BETWEEN NOUNS After the minilesson, students should transition into independent writing. The second My Turn instructs students to edit their drafts for prepositions.

- Prompt students to look at the steps they have written and see whether a prepositional phrase would clarify instruction. Students should also edit any prepositional phrases they have already included to make sure they are used correctly.

WRITING SUPPORT

- **Modeled** Write a list of steps and do a Think Aloud to demonstrate why you need to add a prepositional phrase.
- **Shared** Have students provide steps for how to brush one's teeth. As you transcribe, underline prepositional phrases. Point out how important the phrases are.
- **Guided** Work with pairs to review where in their how-to article they should use prepositional phrases.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T402



Share Back

Ask for volunteers to read their steps aloud and say where and why they decided to add a prepositional phrase.

Spelling Spell Words with Syllable Patterns

OBJECTIVES

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

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

SPELLING WORDS

dispute	include
expose	explode
mistake	despite
compete	subscribe
translate	reptile

HIGH-FREQUENCY WORDS

fact
course

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T422, to assess students' prior knowledge of spelling words with the VCe syllable pattern.

For students who understand the spelling of words with the VCe syllable pattern, include the following challenge words with the spelling list.

Challenge Words

incubate
stipulate
confinement

ELL Targeted Support

Syllable Patterns Have students identify the long vowel and silent e in each word.


EMERGING/DEVELOPING

Have students spell *compile*, *inquire*, *concentrate*, and *compute*.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

 Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Syllable Patterns


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Syllable Patterns

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Compound Words

LESSON 5

 Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Singular Possessive Nouns

FOCUS ON STRATEGIES Review the language and conventions topic singular possessive nouns. See p. T391 in Unit 2

MODEL AND PRACTICE Share this sentence with students: *My brother's fish are blue and yellow.* Explain that *brother's* is a singular possessive noun that shows one person owns something. In this sentence, *brother's* shows that the brother has fish. To form a singular possessive noun, add an apostrophe and s to a singular noun. Ask a volunteer to tell how the singular noun *sister* could be made into a singular possessive noun. (*sister's*)

APPLY Have students compose their own simple sentences that include a singular possessive noun. Encourage students to share their sentences with a partner, identify the singular possessive nouns, and explain how the possessive nouns show ownership.

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

ELL Targeted Support

Possessive Case Help students insert the apostrophe in the correct place to create singular possessive nouns. Display the phrase *the teachers desk* where all students can see.

Have students point to where the apostrophe should be added to correctly punctuate the phrase as a singular possessive. (*the teacher's desk*) **EMERGING/DEVELOPING**

Have students rewrite the phrase and add in an apostrophe in the appropriate place to make the phrase a singular possessive. **EXPANDING/BRIDGING**

Have students write a sentence that uses the phrase. Be sure the student punctuates the sentence correctly, including adding the apostrophe in the correct place. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural Possessive Nouns

LESSON 3

Teach Plural Possessive Nouns

LESSON 4

Practice Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Revising for Coherence and Clarity

OBJECTIVE

Use linking words and phrases to connect ideas within categories of information.

STUDENT INTERACTIVE, p. 372

HOW-TO ARTICLE

Revising for Coherence and Clarity

Writers want their writing to be coherent and clear so readers can understand their ideas. Writing has **coherence** when it holds together in an organized way. Writing has **clarity** when it is easy to follow and understand. Writers revise for coherence and clarity so readers can understand their ideas. Revision may include adding linking words and phrases to guide readers through the text. Some common linking words include *and*, *but*, *more*, *also*, and *another*.

My TURN Revise the draft for coherence and clarity by adding linking words and phrases.

1. Add two linking words from the Word Bank to the paragraph.
2. Add the phrase *these steps* to a sentence.
3. Combine two sentences with the word *and*.

Word Bank

another also but more

How to Welcome a New Dog

When you bring home a new dog, take these steps so it feels welcomed and loved. Give it its own bed, ^{and} give it its own food dish. Take it outside regularly. ^{Also give} it lots of exercise. ^{Another} good trick is to introduce your new dog to your other pets slowly. Make sure they get along. If you follow ^{these steps}, your new dog will feel at home in no time!

My TURN Edit a draft of your how-to article for coherence and clarity by adding linking words and phrases.

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Minilesson

Mentor STACK



TEACHING POINT To produce coherent writing, an article needs structure and clarity. Paragraphs that are coherent have a single main idea, and the sentences are all related to that idea. Clear writing uses the best words to convey the meaning. Revising for clarity may require adding linking words or phrases, such as *also*, *another*, *and*, *more*, *but*, and *as a result*, to better connect ideas.

- Coherent writing is well organized. In a how-to article, instructions are organized in chronological order.

MODEL AND PRACTICE Review with students the importance of organizing ideas. Explain that in a how-to article, it is important for writers to give instructions in order. Display this paragraph that lacks structure.

Flying a kite can be tricky. First, wait for a windy day. Stand with your back to the wind. Find an open field. Release the kite when the breeze picks up. Next, slowly let the kite line out.

Ask: **Do you see a sentence that seems out of order?** (Find an open field.)
Right! You would need to find a field before you stand with your back to the wind. We'll move that detail. Is there an idea that would be clearer with a linking word? ("Release the kite..." could start with *then*.)

Direct students to p. 372 in the *Student Interactive*.

Possible Teaching Point

Writing Process

Revising and Editing | Clarity and Coherence

Clear and coherent writing is easier for readers to read and comprehend. To help students make sure their how-to articles are clear and coherent, have them ask themselves questions such as

- Does the order of my steps make sense?
- Are my instructions and descriptions for each step clear?
- Did I include enough information to help readers understand the procedure?



Independent Writing

Mentor STACK



FOCUS ON REVISION After the minilesson, students should transition into independent writing. In the second My Turn, students are instructed to edit and revise their how-to drafts, making sure they are organized and clear.

- For students who need more support, work with small groups and assist them in editing drafts for coherence.

WRITING SUPPORT

- **Modeled** Rewrite a paragraph from a stack text, adding linking words and phrases for coherence and clarity. Model how to revise for coherence and clarity.
- **Shared** Provide students with another deconstructed stack text and have them revise for coherence and clarity.
- **Guided** Ask partners to edit each other's drafts, noting areas that lack organization.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T402.

Share Back

Invite a few students to share their revised drafts and explain why they made the revisions they did.

Spelling Spell Words with Syllable Patterns

OBJECTIVES

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

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

SPELLING WORDS

dispute	include
expose	explode
mistake	despite
compete	subscribe
translate	reptile

HIGH-FREQUENCY WORDS

fact
 course

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that the VCe syllable pattern can be a guide for spelling some multisyllabic words.

MODEL AND PRACTICE

Display the words *flute*, *twice*, *illuminate*, and *remote*. Point out that these words have the VCe syllable pattern. Read *flute* aloud. Ask students to identify the long vowel sound (*u*) and then identify the long vowels in the final syllables of *twice*, *illuminate*, and *remote* (*i*, *a*, and *o*).

APPLY MyTURN

Have students complete the activity on p. 369 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Words with Syllable Patterns

Words with the Syllable Pattern VCe can be multisyllabic, or more than one syllable. A long vowel sound is spelled with a single vowel, followed by a consonant and the letter e, which does not spell a sound at all.

MyTURN Sort each VCe word by its long vowel spelling and sound.

SPELLING WORDS		
compete	expose	reptile
despite	include	subscribe
dispute	mistake	translate
explode		

long a	→	mistake, translate
long e	→	compete
long i	→	despite, reptile, subscribe
long o	→	explode, expose
long u	→	dispute, include

High-Frequency Words

Write the following high-frequency words on the lines.

fact fact

course course

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LESSON 2

Teach: Spell Words with Syllable Patterns

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with Syllable Patterns

FLEXIBLE OPTION
LESSON 4

Spiral Review: Compound Words

LESSON 5

Assess Understanding



Language & Conventions

Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 2**Oral Language: Plural Possessive Nouns**

FOCUS ON STRATEGIES Introduce plural possessive nouns by providing oral sentences, such as: *The kids' bedroom was messy. I took paper to the teachers' workroom. My parents' car is blue.* Explain that plural possessive nouns show that two or more people own or share something.

MODEL AND PRACTICE Using the oral sentences you provided, guide students in identifying the plural possessive nouns and the objects that are owned or shared in each sentence. (*kids'/bedroom, teachers'/workroom, parents'/car*)

APPLY Have students work with a partner to compose their own oral sentences that include plural possessive nouns. Encourage each pair to share their sentences with another pair and discuss how the plural possessive nouns express ownership.

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

FLEXIBLE OPTION

LESSON 2**Oral Language: Plural Possessive Nouns**

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Singular Possessive Nouns

LESSON 3

Teach Plural Possessive Nouns

LESSON 4

Practice Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Nouns

OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

STUDENT INTERACTIVE, p. 373

WRITING WORKSHOP

Edit for Nouns

A **noun** names a person, place, or thing. A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

Singular	Change	Plural
lion	add -s	lions
box	add -es	boxes
cherry	change y to i, add -es	cherries
person	irregular plural	people

A **common noun** names any person, place, or thing: *day, holiday*.
A **proper noun** names a particular person, place, or thing and begins with a capital letter: *Monday, Fourth of July*.

My TURN Edit the paragraph to show the correct form of four nouns. Spell each word correctly.

Many **people** think it is important to care for trees. Trees make the **air** healthier to breathe. They give protection from sun and rain. Many animals also make **houses** and find food in trees. When people care for trees, they help the entire **planet**.

My TURN Edit a draft of your how-to article for singular, plural, common, and proper nouns.

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Minilesson

Mentor STACK 

TEACHING POINT A noun names a person, place, or thing.

- Singular nouns refer to one person, place, or thing. Plural nouns refer to more than one person, place, or thing. Most plural nouns are formed by adding -s, -es, or -ies.
- Some nouns do not follow regular rules, so you must learn their plural forms. These are called irregular plural nouns. For example, the plural form of the noun *person* is *people*.
- Common nouns are not capitalized. A proper noun names a particular person, place, or thing. Proper nouns are usually capitalized.

MODEL AND PRACTICE Explain that it is important for writers to use nouns correctly. Say: *Teacher and book are common nouns. When we write them, we do not use capital letters. Ms. Ramos and Waller Elementary are proper nouns. They are written with capital letters.*

Read an article from the stack. Encourage students to point out singular, regular plural, irregular plural, common, and proper nouns as you read. Then direct students to p. 373 in the *Student Interactive*. Have them read the page and edit the paragraph.

Possible Teaching Point

Spelling | Spell Words with Syllable Patterns

As students revise and edit their drafts, have them watch for multisyllabic words. Remind them they can use their knowledge of syllable patterns, such as the VCe syllable pattern, to make sure words are spelled correctly.



Independent Writing

Mentor STACK



FOCUS ON NOUNS After students complete the minilesson, direct them to begin the second My Turn. Students should be looking for correct usage of singular, plural, common, and proper nouns.

- For students who need more support, review several stack texts and show them specific examples. Students who are ready may transition to revising.

WRITING SUPPORT

- **Modeled** Write a few sentences and model how to decide whether a noun is singular or plural, common or proper.
- **Shared** Create a T-chart and have students place singular and plural nouns in the correct columns. Do the same with common and proper nouns.
- **Guided** Have students circle singular nouns in their drafts. Then ask them to write the plural forms on a sheet of paper.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T402.

Share Back

Call on a few volunteers to read their drafts. Have the class say which nouns are plural and which nouns are proper.

Spelling Spell Words with Syllable Patterns

OBJECTIVES

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

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

SPELLING WORDS

- | | |
|-----------|-----------|
| dispute | include |
| expose | explode |
| mistake | despite |
| compete | subscribe |
| translate | reptile |

HIGH-FREQUENCY WORDS

- fact
 course

FLEXIBLE OPTION LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that words with the VCe syllable pattern contain a long vowel sound spelled with a single vowel followed by a consonant and silent e.

MODEL AND PRACTICE Write or display the following words: *globe, incline, inflate, pancake, slope, and huge*. Have students work in pairs to spell the words and point out the long vowel, consonant, and silent e in each word.

APPLY Have students complete *Spelling* p. 53 from the *Resource Download Center*.

Name _____

Spelling
 Words with the VCe Syllable Pattern
 Words with the VCe syllable pattern have a long vowel sound spelled with a single vowel followed by a consonant and a silent e. The VCe syllable pattern can be found in many multisyllabic words.

Activity Draw a line to match each word to the long vowel sound it makes in the VCe syllable pattern.

compete	long a	translate
despite	long e	mistake
dispute	long i	include
explode	long o	subscribe
expose	long u	reptile

Select three of the words above and write a sentence using each word.

Grade 5, Unit 2, Week 4
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FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Syllable Patterns

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with Syllable Patterns

FLEXIBLE OPTION LESSON 4

Spiral Review: Compound Words

LESSON 5

Assess Understanding



Language & Conventions

Plural Possessive Nouns

LESSON 3

Teach Plural Possessive Nouns

FOCUS ON STRATEGIES Remind students that a plural possessive noun shows that two or more people own or share something.

MODEL AND PRACTICE Provide the following sentence: *The ranchers' cows graze in the field.* Point out that the plural possessive noun *ranchers'* shows that more than one rancher owns the cows. Ask students how they would write a sentence that shows multiple cows share a large pasture. (*The cows' pasture is large.*)

Explain that plural possessive nouns can be formed by adding an apostrophe to plural nouns ending in *-s*, *-es*, or *-ies* or by adding an apostrophe and an *s* to plural nouns that do not end in *s*. Have students work in pairs to compose sentences using plural possessive nouns. Check to make sure that they correctly place the apostrophe or the apostrophe and an *s*.

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

ELL Targeted Support

Possessive Case Review the difference between singular and plural possessive nouns to help students use them correctly.

Assist students in placing the apostrophe to show that something is owned by one or more than one person, using example sentences, such as: *The boy's dog was barking.* (singular) *The boys' dog was barking.* (plural) **EMERGING/DEVELOPING**

Use the activity above. Then have partners generate their own sentences with singular and plural possessive nouns and explain where the apostrophe is placed.

EXPANDING/BRIDGING

LESSON 3

Teach Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular Possessive Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural Possessive Nouns

LESSON 4

Practice Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Adverbs

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and manner.

STUDENT INTERACTIVE, p. 374



HOW-TO ARTICLE

Edit for Adverbs

An **adverb** is a word that modifies a verb and tells *how* or *when*. Writers use adverbs that tell *how* or *when* to describe actions.

Adverbs that tell **how** something happens or happened are called adverbs of manner. These adverbs often end in *-ly*.

Sentence	Adverb	Verb	Meaning
The number of wolves grew quickly .	quickly	grew	How did the number of wolves grow? Quickly.
Scientists closely watch animal behavior.	closely	watch	How do scientists watch? Closely.

Adverbs of time tell **when** something will happen or did happen.

Sentence	Adverb	Verb	Meaning
He visited the park yesterday .	yesterday	visited	When did he visit the park? Yesterday.
Soon , new trees will be planted in the habitat.	soon	will be planted	When will new trees be planted? Soon.

My TURN Complete each sentence with an adverb of time or manner.

Possible responses:

1. Ted spoke **loudly**.
2. The audience listened **carefully**.
3. **Today** we will visit.
4. Our vacation **finally** arrived.

My TURN Edit a draft of your how-to article for adverbs that convey time and manner.

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Minilesson

Mentor STACK



TEACHING POINT An adverb modifies verbs. Adverbs tell how or when something happens.

- Adverbs of manner describe how something happens. These adverbs typically end in *-ly*.
- Adverbs of time describe when something happens.

MODEL AND PRACTICE Explain that adverbs tell more about the action. Adverbs provide details and are especially helpful in how-to articles. Read aloud a few how-to articles from the stack, stopping when you reach an adverb. Point out the adverb and say: **I see the verb _____. What does the adverb tell me about how I should complete this action? Does this adverb tell me when I should complete the action? What would happen if the writer did not include this adverb?** Discuss the importance of using adverbs to help readers follow instructions correctly. Prompt students to confirm their understanding by explaining the purpose and function of different types of adverbs.

Direct students to p. 374 in the *Student Interactive*. Read the examples on the page together and discuss how the adverb describes how or when the action occurs. Have students complete the first My Turn.

Possible Teaching Point

Language & Conventions | Plural Possessive Nouns

As students revise and edit their drafts, have them look for possessive nouns. Remind them that plural possessive nouns are usually formed by adding an apostrophe after the *s* (*teachers'*). However, many irregular plural nouns are an exception. Tell students to pay special attention to irregular plural nouns that do not end in an *s* (*women*, *media*). Remind them to make the plural possessive form of these nouns the same way they form the plural possessive of singular nouns—by adding an apostrophe and *s*. (*women's*, *media's*)



Independent Writing

Mentor STACK



FOCUS ON ADVERBS In the second My Turn, students will transition into independent writing as they edit their drafts for adverbs.

- For students who need additional support, choose a few stack texts and point out how adverbs are used. Create a list of adverbs to display in the classroom.

WRITING SUPPORT

- **Modeled** Model how to add adverbs as you edit a few imperative sentences.
- **Shared** Have students retell the process from one of the texts you read aloud. As you transcribe, ask students where they could add adverbs.
- **Guided** As students edit their drafts, have them act out one or two steps. Ask them if the action needs a word to describe how or when it should happen.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T402.

Share Back

Invite students to share their how-to drafts with the class, explaining where they used adverbs and why.

Spelling Spiral Review

OBJECTIVE

Spell compound words, contractions and abbreviations

SPELLING WORDS

dispute	include
expose	explode
mistake	despite
compete	subscribe
translate	reptile

HIGH-FREQUENCY WORDS

fact
 course

Writing Workshop

As students proofread their writing, remind them to check the spellings of compound words and words with VCe syllable pattern.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Compound Words

FOCUS ON STRATEGIES Review the spelling rule from the previous week about compound words.

MODEL AND PRACTICE Remind students that a compound word is made up of two smaller words. Read the following words to students: *grasshopper*, *ballpark*, *yearbook*, and *underline*. Call on volunteers to use the spelling of the two smaller words to spell the compound word.

APPLY Using the Spelling Words from the previous week, invite students to create and play a compound word game. Have students write the two smaller words that make up each compound spelling word on separate index cards or pieces of paper. When finished, have students mix the cards and place them face down. Have students take turns flipping over two cards to find and match the two words that make up the compound spelling words.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Compound Words

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Syllable Patterns

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with Syllable Patterns

LESSON 5

✓ Assess Understanding



Language & Conventions

Plural Possessive Nouns

LESSON 4

Practice Plural Possessive Nouns

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 370.

LANGUAGE AND CONVENTIONS

✎

Plural Possessive Nouns

A **plural possessive noun** shows that two or more people share or own something.

- To form the possessive of a plural noun, add an apostrophe to plural nouns that end in *-s*, *-es*, or *-ies*.
- To form possessives of plural nouns that do not end in *-s*, *-es*, or *-ies*, add an apostrophe and an *s*.

Nouns	Plural Possessive Nouns
scientists	the scientists' boots
wolves	the wolves' den
puppies	the puppies' mother
children	the children's backpacks

My TURN Edit this draft by adding an apostrophe or an apostrophe and the letter *s* to form plural possessive nouns.

It was a snowy day at Yellowstone. Several bobcats huddled in their den. The bobcats ~~den~~ was covered in three feet of snow. The kittens ~~fur~~ and body heat helped them stay warm. Outside the den, the campers ~~jackets~~ kept them warm as they marched down the trail.

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OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check their sentences to make sure they have spelled plural forms correctly. You may wish to have students trade drafts with a partner to check for correct plural forms.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Singular
Possessive Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural
Possessive Nouns

LESSON 3

Teach Plural
Possessive Nouns

LESSON 4

Practice Plural
Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Coordinating Conjunctions

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

STUDENT INTERACTIVE, p. 375

WRITING WORKSHOP

Edit for Coordinating Conjunctions

A conjunction is a word that connects words or groups of words. The coordinating conjunctions are *and*, *but*, and *or*.

Original Sentences	Conjunction	Compound Subject (two or more subject parts)
Wolves live in the forest. Deer live in the forest.	and (adds more information)	Wolves and deer live in the forest.
Original Sentences	Conjunction	Compound Predicate (two or more predicate parts)
These plants help birds. These plants do not attract butterflies.	but (shows a difference)	These plants help birds but do not attract butterflies.
Original Sentences	Conjunction	Compound Sentence (two or more complete sentences joined by a comma and a coordinating conjunction)
The animals will live peacefully. They will fight for food and territory.	or (shows a choice)	The animals will live peacefully, or they will fight for food and territory.

MY TURN Edit your how-to article for coordinating conjunctions to combine subjects, predicates, or sentences. Then meet with your Writing Club to share and discuss your changes. Read your article aloud to the Writing Club, and discuss why you chose the coordinating conjunctions you used.

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Minilesson

Mentor STACK

TEACHING POINT Conjunctions are words that join words, phrases, clauses, or sentences.

- Use *and* to add information.
- Use *but* to show a difference.
- Use *or* to show a choice.

MODEL AND PRACTICE Explain that combining subjects, predicates, or sentences can make writing more precise.

Direct students to p. 375 in the *Student Interactive* and read the page together. Explain that if a sentence has the same predicate but different subjects, writers can use a conjunction and make a compound subject. Read the first example and point out the two subjects and same predicate. Use the second and third examples to demonstrate how to use conjunctions to make a compound predicate and to combine two sentences.

Read a few how-to texts from the stack. Help students locate and describe sentences with coordinating conjunctions.

Direct students to complete My Turn independently. Have them find places in their drafts to combine subjects, predicates, or sentences.

WRITING CLUB

Place students into Writing Club groups. See p. T421 for details of how to run Writing Club. See the **Conference Prompts** on p. T402.

Share Back

Have partners share and discuss any sentences in which they could combine subjects or predicates, or any sentences that they could combine.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share edited drafts of their how-to articles.

As students continue to work with their Writing Club group, they should spend the first 5–10 minutes discussing the following:

- How to show the reader you are listening
- How to stay on track during discussion
- How to accept ideas and make changes

What Are We Sharing? Before sharing their work, students should choose one grammatical concept or sentence-combining element that they would like to focus on in today's Writing Club. Students should inform their Writing Club of the element they wish to discuss before they begin reading their how-to articles. This will allow the group to focus on one skill and help direct discussion.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you use prepositions and prepositional phrases to clarify your steps?
- What did you add or delete to make your how-to article more organized and focused?
- Explain how you decided when to use proper nouns.
- Did you find it difficult to include adverbs in your article?
- What are some sentences that you combined using coordinating conjunctions?



Spelling Spell Words with Syllable Patterns

OBJECTIVES

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

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

SPELLING WORDS

dispute	include
expose	explode
mistake	despite
compete	subscribe
translate	reptile

HIGH-FREQUENCY WORDS

fact
course

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. A crocodile is a type of **reptile**.
2. They ride their bikes **despite** the rain.
3. The teachers **translate** the words from English to Spanish.
4. The runners **compete** on the track.
5. Mark and Erika had a **dispute** about who would wash the dishes.
6. We **subscribe** to the local newspaper.
7. I made a **mistake** on my math homework.
8. The ice melts when we **expose** it to heat.
9. The fireworks **explode** in the night sky.
10. I will **include** facts in my report.

LESSON 5

Assess Understanding

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge


LESSON 2

Teach: Spell Words with Syllable Patterns

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with Syllable Patterns

FLEXIBLE OPTION LESSON 4

 Spiral Review: Compound Words



Language & Conventions

Plural Possessive Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

The teacher reads all of the students stories.

Which of the following shows the correct plural possessive noun for the sentence?

- A teachers'
- B reads'
- C students's
- D students'

APPLY Have students complete *Language and Conventions* p. 58 from the *Resource Download Center*.

Name _____

Language and Conventions

Plural Possessive Nouns

A plural possessive noun shows that two or more people share or own something. To form a plural possessive noun add an apostrophe to plural nouns ending in -s, -es, or -ies. Add an apostrophe and an -s to nouns that do not end in -s, -es, or -ies.

singular	plural	plural possessive	sample sentence
dog	dogs	dogs'	The dogs' collars are blue.
child	children	children's	Dad packed the children's lunches.

My Turn The draft below contains some nouns that should be plural possessive. Edit the draft to include plural possessive nouns where they are needed.

The park rangers at Yellowstone work to keep people and animals safe in the park. Many visitors come to the park each year. Park rangers help answer the visitors' questions. Rangers also help people learn about wildlife and identify animals' homes, such as birds' nests and badgers' dens. The park includes many animals' habitats. Park rangers teach hikers and campers how to stay safe if they should see adult bears or the bears' cubs. The park rangers' work helps to protect animals' habitats and the people who visit Yellowstone.

Grade 3, Unit 2, Week 4 58

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Singular Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Plural
Possessive Nouns

LESSON 3

Teach Plural
Possessive Nouns

LESSON 4

Practice Plural
Possessive Nouns

Weekly Overview

Students will

- practice writing legibly in cursive.
- edit complete sentences for subject-verb agreement.
- write a how-to article in response to a writing prompt.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Legibility T428	Edit for Complete Sentences with Subject-Verb Agreement T432	Publish and Celebrate T436
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T429	Independent Writing and Conferences T433	Independent Writing and Conferences T437
SHARE BACK FOCUS 5–10 min.	Features of Legible Handwriting T429	Listening for Subject-Verb Agreement T433	Celebrating Student Successes T437
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T430 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Plural Possessive Nouns T431 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Teach: Spell Contractions T434 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Main Verbs and Helping Verbs T435 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T438 <ul style="list-style-type: none"> • Language & Conventions Teach Main Verbs and Helping Verbs T439



Mentor STACK



Use the following criteria to add to your how-to article stack:

- The article is centered around an engaging idea.
- The article includes a strong introduction and conclusion.
- The article has a set of steps that is well organized and clearly written.

FAST TRACK

LESSON 4

LESSON 5

Prepare for Assessment T440	Assessment T444
Independent Writing and Conferences T441	Assessment T444–T445
Using Planning Time Effectively T441	Assessment T444
<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Spiral Review T442 • Language & Conventions Practice Main Verbs and Helping Verbs T443 	<ul style="list-style-type: none"> • Spelling <i>Assess Understanding</i> T446 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Standards Practice T447

ADDITIONAL RESOURCES

MINILESSON			
5–10 min.	Apply Coordinating Conjunctions	Demonstrate Your How-to	
INDEPENDENT WRITING AND CONFERENCES			
30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences	
SHARE BACK FOCUS			
5–10 min.	Coordinating Conjunctions	Demonstration	
	See the online <i>Language Awareness Handbook</i> for additional writing support.		
		See the <i>Small Group Guide</i> for additional writing support.	

Conferences



Mentor STACK



During this time, assess understanding of editing, handwriting, and publishing in order to gauge students' ability to transfer this knowledge to their own how-to articles. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Edit for Legibility

If students need additional support,

Then have students practice cursive writing with another how-to text.

If students show understanding,

Then ask: How do you make sure your words are properly spaced?

Edit for Complete Sentences with Subject-Verb Agreement

If students need additional support,

Then have students identify subjects and verbs in additional sentences.

If students show understanding,

Then ask: How do you make sure subjects and verbs agree while you are writing?

Publish and Celebrate

If students need additional support,

Then ask: How did you enjoy writing the how-to article?

If students show understanding,

Then ask: What other how-to topics would you want to write about?

Prepare for Assessment

If students need additional support,

Then ask: Which part of the assessment most concerns you?

If students show understanding,

Then ask: How will you manage your time during the assessment?

Conference Support for ELL

EMERGING

- Review the singular and plural forms of common verbs.
- Compare the formation of various letters in English to those in student's native language.
- Celebrate areas of progress between student's earlier and later drafts.

DEVELOPING

- Provide student with different subjects (simple and compound), and have student suggest verbs that agree.
- Brainstorm vocabulary that can be used to describe student's writing experience.
- Review subject-verb agreement in tenses other than the present.

EXPANDING

- Discuss strategies that can help student to better understand an assessment prompt.
- Discuss using a graphic organizer to help plan student's writing during an assessment.
- Celebrate the challenges student has overcome during this unit.

BRIDGING

- Ask what student needs to take writing to a higher level.
- Ask what advice student would give to classmates preparing for the same assessment.
- Discuss which skills student learned during this unit could be transferred to other writing genres.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text structure** and **main verbs and helping verbs**.



ELL Minilesson Support

Week 5: Publish, Celebrate, and Assess

During the week, your ELLs will benefit from additional writing support that increases their ability to write in and about the how-to article genre. These targeted supports were chosen to help students better understand subject-verb agreement and describe their how-to article writing experience.

Use this note for the minilesson on p. T432.

ELL Targeted Support

EDIT FOR COMPLETE SENTENCES WITH SUBJECT-VERB AGREEMENT

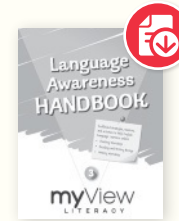
Editing for subject-verb agreement will help readers better comprehend a piece of writing. Have students compose the introduction of a how-to article about a familiar subject, such as washing hands with soap and water.

Display an introduction with singular and plural choices for each verb. As a group, help students identify each subject and choose the correct form of its verb. Read over the paragraph and edit answers as needed.

EMERGING/DEVELOPING

Have students write an introduction for the how-to article. Ask partners to edit each other's introduction for subject-verb agreement.

EXPANDING/BRIDGING



See *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T436.

ELL Targeted Support

PUBLISH AND CELEBRATE

Helping students to express thoughts and feelings about their writing experience will enable them to progress more rapidly. Support students by providing them with the vocabulary needed to reflect on their writing.

Display vocabulary associated with writing how-to articles (*step, introduction, topic, audience, conclusion, etc.*). As a group, create a pictorial or verbal definition for each word. Then write simple sentences with a blank for each vocabulary word and have students copy the sentence, filling in the blank with the correct vocabulary word. **EMERGING/DEVELOPING**

Provide pairs with vocabulary associated with writing how-to articles. Invite pairs to add to the list before writing a paragraph that uses most of the vocabulary. **EXPANDING**

Have pairs of students create a list of vocabulary associated with writing how-to articles. Invite students to individually write a paragraph using the vocabulary and share it with their partner. **BRIDGING**

Edit for Legibility

OBJECTIVE

Write complete words, thoughts, and answers legibly in cursive leaving appropriate spaces between words.

STUDENT INTERACTIVE, p. 407

The screenshot shows a page from a student interactive. At the top, it says 'HOW-TO ARTICLE' and 'WRITING WORKSHOP'. The main title is 'Edit for Legibility'. Below the title, there is a 'Learning Goal' box that says 'I can use elements of an informational text to write a how-to article.' The main text reads: 'Writers edit their handwriting to make sure it is legible, or easy to read. Use the checklist to help you write complete words, thoughts, and answers legibly in cursive.' Below this is a checklist titled 'IS MY CURSIVE WRITING LEGIBLE?' with three items: 'Leave appropriate spaces between letters and words.', 'Make sure each letter is formed and joined correctly.', and 'Check that each how-to step is numbered and lined up.' There is a 'My Turn' section with the instruction 'Write legibly in cursive as you copy this how-to text.' The text to be copied is: 'This is how you grow a plant. 1. Fill a pot with good soil. 2. Place seeds in the pot. 3. Give the seeds proper light and water. Be patient, and soon your plant will sprout!' There is a callout bubble that says 'Keep a slight slant in all letters.' and a small cartoon character. At the bottom, there is another 'My Turn' section: 'Use the checklist to edit one of your own drafts for legibility.' The page number '407' is in the bottom right corner.

Minilesson

Mentor STACK



TEACHING POINT When handwriting is legible, it is neat and easy to read. When handwriting is not legible, it does not matter how useful the information is in a how-to article, because readers will not know what it says. Legible handwriting has:

- Appropriate spaces between letters and words.
- Letters that are formed correctly and (in cursive) joined correctly.
- How-to steps that are numbered and lined up so readers can easily navigate them.

MODEL AND PRACTICE Model how to copy a how-to article draft using legible, cursive handwriting. Say: *I am going to take my time as I write my final draft. I will write in cursive, leaving appropriate spaces between words. Legible handwriting is much easier and more enjoyable to read.* After you finish the final draft, explain that you will read it aloud to make sure you have written complete thoughts and no words were accidentally added or left out.

Direct students to p. 407 in the *Student Interactive* and have them complete the first My Turn. Provide them with a chart of cursive letters if they need extra support in writing legibly.



Independent Writing

Mentor STACK



FOCUS ON HANDWRITING After students have completed the first part of the *Student Interactive* page, they should transition into independent writing.

- If students need extra support in writing legibly, have them first practice the necessary techniques.

WRITING SUPPORT

- **Modeled** Model how to form and join letters of the cursive alphabet as you write a paragraph from a how-to article.
- **Shared** Provide students with a legibly written paragraph and have them trace over the letters.
- **Guided** As students are writing, periodically ask them to pause and assess their handwriting for one aspect of legibility.



Intervention Refer to the *Small Group Guide* for support.

- If students are able to write legibly, have them complete the second My Turn and edit one of their drafts for legibility.

See the **Conference Prompts** on p. T426.

Share Back

Have a few students display their final drafts. Ask the class to identify the features of legible handwriting present in each.



Spelling Spell Contractions

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

I've	won't
let's	couldn't
can't	wouldn't
aren't	you've
didn't	doesn't

HIGH-FREQUENCY WORDS

contain
front

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T446, to assess students' prior knowledge of contractions.

For students who understand how to form and spell contractions, include the following Challenge Words with the spelling list.

Challenge Words

would've
should've
o'clock

ELL Targeted Support

Spell Contractions Review with students the spelling rules for writing contractions.

Write the words *can*, *did*, and *does* on the board. Explain that *n't* is added to a word to combine it with the word *not*, with the apostrophe in the place of the letter *o*. Show how to add the contraction to each word. **EMERGING**

Have small groups practice forming contractions by adding *n't* to the words. **DEVELOPING**

Have partners combine the words with *not* to form contractions and use each contraction in a sentence. **EXPANDING**

Have individual students form contractions with *n't* and use each contraction in a sentence. **BRIDGING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Contractions


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Contractions

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Syllable Pattern VCe

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Plural Possessive Nouns

FOCUS ON STRATEGIES Review the language and conventions topic plural possessive nouns. See p. T415.

MODEL AND PRACTICE Display the following sentence: *The two dogs' toys are laying about the room.* Have a volunteer identify the plural possessive noun in the sentence. (*dogs'*) Then have students explain the placement of the apostrophe when forming a plural possessive noun. (The apostrophe goes to the right of the s to signal that it is a plural possessive.)

APPLY Have students write a sentence that uses a plural possessive noun. Have them exchange their sentences with a partner. Have the partner read the sentence, underline the plural possessive noun, and confirm that the apostrophe is in the correct place.

OBJECTIVES

Form and use possessives.

Edit drafts using standard English conventions, including punctuation marks, apostrophes in contractions and possessives, and commas in compound sentences and items in a series.

ELL Targeted Support

Possessive Case Review the difference between singular and plural possessive nouns to help students use them correctly.

Assist students in placing the apostrophe to show that something is owned by one or more than one person, using example sentences, such as: *The boy's dog was barking.* (singular) *The boys' dog was barking.* (plural) **EMERGING/DEVELOPING**

Use the activity above. Then have partners generate their own sentences with singular and plural possessive nouns and explain where the apostrophe is placed.

EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Main
Verbs and Helping
Verbs

LESSON 3

Teach Main Verbs and
Helping Verbs

LESSON 4

Practice Main Verbs
and Helping Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Complete Sentences with Subject-Verb Agreement

OBJECTIVES

Produce simple, compound, and complex sentences.

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 408



HOW-TO ARTICLE

Edit for Complete Sentences with Subject-Verb Agreement

A complete simple sentence has a subject part and a predicate part. It expresses a complete thought. Edit using standard English conventions, including subject-verb agreement.

Singular Subject and Verb	Plural Subject and Verb
The wolf <u>howls</u> .	The wolves <u>howl</u> .
The habitat <u>is</u> protected.	The habitats <u>are</u> protected.

Sometimes there is more than one subject or one verb in a simple sentence.

- Rabbits and squirrels eat fruit.
- The bear eats and sleeps.
- The scientists observe and film the animals' behavior.

My TURN Edit each complete simple sentence for subject-verb agreement. Write the corrected sentence on the line.

- Maisy watch the deer and take notes.
Maisy watches the deer and takes notes.
- Leo and Davin protects the animals from harmful plants.
Leo and Davin protect the animals from harmful plants.

My TURN Edit one of your own drafts to check for complete simple sentences with subject-verb agreement.

408

Minilesson

Mentor **STACK**



TEACHING POINT A critical component of writing sentences is making sure subjects and verbs agree in number. A complete sentence will have a subject and a predicate. Often it is easier for writers to find the simple subject (usually a noun or nouns) and the simple predicate (a verb, verbs, or verb phrases) in their sentences. Then writers can make sure the simple subject and the verb agree in number.

- A compound subject might include two or more singular subjects, but taken together they become plural.
- If a sentence has more than one verb, each verb must agree with the subject.

MODEL AND PRACTICE Display a stack text. Say: *I am going to edit this how-to article for subject-verb agreement. To help me do this, I am going to look at one sentence at a time. I will underline the subject and circle the verb. Then I will read just these words to see whether they agree.*

Model how to determine whether the subject and verb agree in number. Demonstrate this process with simple sentences, as well as those with compound subjects and/or predicates.

Direct students to p. 408 in the *Student Interactive*. Have them read the top of the page and complete the first My Turn.

Possible Teaching Point

Language & Conventions | Main Verbs and Helping Verbs

As students check their articles for subject-verb agreement, direct them to also look for correct use of verb phrases in their sentences. Remind them that verb phrases have a main verb and a helping verb, such as *are writing* or *have written*. The main verb shows action (*writing, written*) while the helping verb shows the time of the action (*are, have*).



Independent Writing

Mentor STACK



FOCUS ON SUBJECT-VERB AGREEMENT After students have completed the first My Turn, they should transition into independent writing.

- If students need extra support identifying subject-verb agreement, encourage them to underline subjects, circle verbs, and label each with an S (for *singular*) or P (for *plural*).

WRITING SUPPORT

- **Modeled** Model how to check for subject-verb agreement using different sentence types.
- **Shared** Provide sample sentences for students and edit them for subject-verb agreement together.
- **Guided** Ask a series of questions that guide students through checking a sentence for subject-verb agreement.

 **Intervention** Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T426.

Share Back

Invite a few students to read their edited how-to articles. Have the class listen for instances where subjects and verbs do not agree.

Spelling Spell Contractions

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

I've	won't
let's	couldn't
can't	wouldn't
aren't	you've
didn't	doesn't

HIGH-FREQUENCY WORDS

contain
front

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that contractions are formed by combining two separate words. When spelling contractions, an apostrophe takes the place of one or more letters of one of the words.

MODEL AND PRACTICE

Write or display the words *I have, let us, can not, and could not*. Write the contraction for each word. (*I've, let's, can't, couldn't*) Have students identify the letters that the apostrophe takes the place of in each contraction.

APPLY MyTURN

Have students complete the activity on p. 405 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

Spell Contractions

Contractions combine two words by replacing at least one letter with an apostrophe ('). Contractions follow special spelling rules.

I + have = I've (delete *ha* and add apostrophe)
could + not = couldn't (delete *o* and add apostrophe)

MyTURN Read the words. Sort them by the word that has been shortened. On another sheet of paper, write sentences using 3–5 contractions.

SPELLING WORDS

I've won't let's couldn't	can't wouldn't aren't you've	didn't doesn't
------------------------------------	---------------------------------------	-------------------

not
doesn't
didn't couldn't
won't wouldn't
can't aren't

us
let's _____

have
I've
you've _____

High-Frequency Words

High-frequency words are words that you will see often in texts. Write the following high-frequency words on the lines.

contain contain
 front front

405

LESSON 2

Teach: Spell Contractions

FLEXIBLE OPTION
LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Contractions

FLEXIBLE OPTION
LESSON 4

Spiral Review: Syllable Pattern VCe

LESSON 5

Assess Understanding



Language & Conventions

Main Verbs and Helping Verbs

FLEXIBLE OPTION

LESSON 2**Oral Language: Main Verbs and Helping Verbs**

FOCUS ON STRATEGIES Tell students that a verb phrase has a main verb and a helping verb. The main verb shows the action; the helping verb shows the time of the action. The time of the action can be past, present, or future.

MODEL AND PRACTICE Write the following sentence on the board: *I was running in the park.* Read the sentence aloud. Have a volunteer explain the purpose of main verbs and helping verbs. Have a second volunteer identify the helping verb and the main verb. Have another volunteer identify when the action happened.

APPLY Have students work with a partner to create three sentences using the main verb *eat*: one that shows an action that happened in the past, one that shows an action that is happening, and one that shows a future action. Have the pairs identify the helping verbs used in each sentence and identify when the action happened.

OBJECTIVE

Edit drafts using standard English conventions.

FLEXIBLE OPTION

LESSON 2

Oral Language: Main Verbs and Helping Verbs

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Plural Possessive
Nouns

LESSON 3

Teach Main Verbs and
Helping Verbs

LESSON 4

Practice Main Verbs
and Helping Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Publish and Celebrate

OBJECTIVE

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 409

The thumbnail shows a page titled "Publish and Celebrate" under the heading "WRITING WORKSHOP". It lists reasons for publishing: "Sharing their knowledge of a topic" and "Helping a particular audience learn something new". A "My Turn" section asks students to complete sentences about their writing experience. The page includes three sets of horizontal lines for writing, each preceded by a question: "My favorite thing about writing a how-to article is...", "The most important thing I learned about writing a how-to article is...", and "Someday I would like to write a how-to article about...". A final section asks, "If my audience were younger students, I would change my how-to article by...". The page number "409" is visible in the bottom right corner.

Minilesson

Mentor STACK



TEACHING POINT The purpose of a how-to article is to share knowledge of a topic and help others learn something new. Writers choose an appropriate audience to share their work with. If the article is for fellow students, writers should use grade-appropriate words. If they are writing for younger children, writers will keep their language simpler. Therefore, it is essential that writers of how-to articles offer their work to others. Publishing options include:

- A classroom magazine of how-to articles
- A classroom blog with a new article posted each day
- A classroom library collection of articles that can be checked out one by one

MODEL AND PRACTICE Show students several real-world examples of published how-to articles in such media as magazines, newspapers, books, and Web sites. Say: *To decide where to publish a how-to article, we need to think about the article's audience. Where would the audience most likely see the article?* Discuss with students how their articles should be published.

Direct students to p. 409 in the *Student Interactive*. Remind students to write in cursive as they reflect on their experience writing how-to articles. Have students review their article before publishing to make sure it is targeted to their intended audience.

Possible Teaching Point

Writing Process

Publishing | Making a Class Book

Offer students the opportunity to publish work meant for other students by collecting their how-to articles in a class book. Once students have created the final copies of their articles, compile the articles in a binder. Make the binder available to students in the classroom. If students have written articles for younger children, create a separate class book of those articles to share with a classroom in a younger grade.



Independent Writing

Mentor STACK



FOCUS ON PUBLISHING Have students use the prompts in the My Turn on *Student Interactive* p. 409 to reflect on their writing experience.

- Encourage students to review their writer’s notebook, drafts, and other relevant materials as they consider their effort and growth during the past several weeks.

WRITING SUPPORT

- **Modeled** Demonstrate how to prepare a how-to article for a specific type of publication.
- **Shared** Brainstorm a list of important aspects of writing how-to articles from which students can pick their favorite.
- **Guided** Guide students to consider various forms of publication for their how-to article.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T426.

Share Back

Invite a few students to share their responses from the *Student Interactive* page. Use these responses to prompt a class discussion that celebrates students’ successes and encourages them to consider writing more how-to articles in the future.

Spelling Spell Contractions

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

I've	won't
let's	couldn't
can't	wouldn't
aren't	you've
didn't	doesn't

HIGH-FREQUENCY WORDS
 contain
 front

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that contractions are formed by combining words. When combining words, an apostrophe takes the place of one or more letters.

MODEL AND PRACTICE Write or display the words *aren't*, *wouldn't*, and *you've*. Have students work in pairs to identify the two words that were combined and the letters that the apostrophe took the place of.

APPLY Have students complete *Spelling* p. 54 from the *Resource Download Center*.

The thumbnail shows a worksheet with the following content:

Name _____

Spelling

Spell Contractions
 Contractions are shortened forms of two words. When two words are combined to form a contraction, some letters are replaced by an apostrophe. Here are some rules for spelling contractions.

- When combining a word with *have*, delete the *h*.
- When combining a word with *us*, delete the *u*.
- When combining a word with *not*, delete the *o*.
- When combining the words *can* and *not*, form the new word *can't*.
- When combining the words *will* and *not*, form the new word *won't*.

I've	aren't	couldn't	you've
let's	didn't	wouldn't	doesn't
can't	won't		

Write Read the words. Cross out the letter or letters that need to be deleted to form a contraction. Then write the contraction.

Forming Contractions with not

can no <u>can't</u>	are no <u>aren't</u>
did no <u>didn't</u>	could no <u>couldn't</u>
does no <u>doesn't</u>	will no <u>won't</u>
would no <u>wouldn't</u>	

Forming Contractions with have

I h <u>have</u> <u>I've</u>	you h <u>you've</u> <u>you've</u>
--	--

Forming Contractions with us

let u <u>let's</u>

Grade 5, Unit 2, Week 5
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FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Contractions

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Contractions

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VCe

LESSON 5

Assess Understanding



Language & Conventions

Main Verbs and Helping Verbs

LESSON 3

Teach Main Verbs and Helping Verbs

FOCUS ON STRATEGIES Explain to students that verb phrases contain helping verbs and main verbs. Helping verbs help show the time of an action: past, present, or future.

MODEL AND PRACTICE Display the following sentence: *Yesterday, we playing soccer in the park.* Have volunteers help you edit the sentence to add the missing helping verb. Have students identify the time of the action. (in the past) Then have them edit in the appropriate helping verb. (*Yesterday, we were playing soccer in the park.*)

OBJECTIVE

Edit drafts using standard English conventions.

ELL Targeted Support

Verbs Help students use helping verbs to show the time of an action.

Display the following sentence: *Alex and Nicky were making a lot of noise.* Have students identify the main verb and the helping verb (main: *making*; helping: *were*).

EMERGING/DEVELOPING

Have students fill in the following sentence frame with a helping verb that shows the action happening in the future: *Alexis ___ help Dana with her homework. (will)*

EXPANDING

Have students write the following sentence frame twice. Have them complete one with a helping verb that shows present tense and another with a verb that shows past tense. *Alexis ___ helping Dana with her homework. (is, was)* **BRIDGING**

LESSON 3

Teach Main Verbs and Helping Verbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Main
Verbs and Helping
Verbs

LESSON 4

**Practice Main Verbs
and Helping Verbs**

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for Assessment

OBJECTIVES

The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 410



HOW-TO ARTICLE

Prepare for Assessment

My TURN Follow a plan as you prepare to write a how-to article in response to a prompt.

- 1. Make sure you understand the prompt.**
You will receive an assignment called a writing prompt. Read the prompt carefully. Underline what kind of writing you will do. **Highlight** the topic you will be writing about.
Prompt: Write a **how-to article** about **helping an animal live in a certain habitat**.
- 2. Brainstorm.**
List three animals and habitats you could write about. Highlight your favorite.
- 3. Plan the steps of your how-to article.**
Put the steps in order.
Step 1: _____
Step 2: _____
Step 3: _____
- 4. Write a draft of your how-to article on a separate sheet of paper.**
Start with an introduction that gives your article purpose and focus. End with a conclusion that ties everything together.
- 5. After you finish, revise and edit your how-to article.**
Reread your article to yourself.

410

Minilesson

Mentor **STACK**



TEACHING POINT When students take a writing assessment, they might be tempted to immediately begin the writing itself. However, taking time to understand the task and plan for it will make the writing easier and more successful. Before writing, students should:

- Read the prompt and mark up the directions.
- Brainstorm ideas and choose the strongest one.
- Outline the main points for the piece of writing.

MODEL AND PRACTICE Explain to students the benefits of taking time to understand the directions and plan their writing during an assessment.

Say: *It may seem like a waste of time to mark up the directions and plan what you will write during an assessment. After all, you have limited time to complete the task. However, taking the time to fully understand the prompt and plan your response will help you focus and write more confidently.*

Direct students to p. 410 in the *Student Interactive*. Model how to complete the first steps on the page, incorporating the following as desired:

- Demonstrate how to find and underline the genre of the prompt. Then demonstrate finding and highlighting the topic of the prompt.
- Think aloud as you brainstorm several ideas and show how and why you narrow down the topic to something manageable.
- As you plan the article's steps, consider showing how it is sometimes necessary to rethink an idea, cross out words, and reorder steps.

Possible Teaching Point

Spelling | Contractions

Have students check their work to make sure that they have formed contractions correctly. Remind them that contractions are combinations of two words. Apostrophes are used in place of one or more of the letters in one of the words. If needed, provide the following examples:

- *do not* becomes *don't*
- *they have* becomes *they've*
- *I will* becomes *I'll*



Independent Writing

Mentor STACK



FOCUS ON PLANNING After you have modeled how to complete the My Turn on p. 410 of the *Student Interactive*, transition students into independent writing.

- Have students complete the page independently. You might consider alerting students when they should conclude planning and begin drafting.

WRITING SUPPORT

- **Modeled** Model how to first brainstorm animals and then record their respective habitats.
- **Shared** Discuss criteria for deciding whether an idea is strong enough to write about.
- **Guided** Before students begin drafting, ask questions to help them determine whether they have done enough planning.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T426.

Share Back

Ask a few students to describe their planning process. Use their responses to prompt discussion about how planning time can be spent most effectively.

Spelling Spiral Review

OBJECTIVE

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

SPELLING WORDS

I've	won't
let's	couldn't
can't	wouldn't
aren't	you've
didn't	doesn't

HIGH-FREQUENCY WORDS

contain
front

Writing Workshop

As students proofread their writing, remind them to check their spellings of words with the VCe syllable pattern.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Pattern VCe

FOCUS ON STRATEGIES Review the spelling rules for the VCe syllable pattern. The VCe syllable pattern contains a long vowel sound spelled with a single vowel, followed by a consonant and a silent e.

MODEL AND PRACTICE Display the following base words: *compete*, *despite*, *dispute*, *translate*, and *explode*. Have volunteers identify the long vowel sound and the silent e in each word. Have them explain how to spell each word.

APPLY Have students create flashcards of the spelling words from last week. On the back side, have them write the word with the long vowel and silent e underlined. Have students use the flashcards to quiz each other on the spellings of the words.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Pattern VCe

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Contractions

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Contractions

LESSON 5

✓ Assess Understanding



Language & Conventions

Main Verbs and Helping Verbs

LESSON 4

Practice Main Verbs and Helping Verbs

APPLY MyTURN Have students edit the draft paragraph on *Student Interactive* p. 406.

LANGUAGE AND CONVENTIONS

Main Verbs and Helping Verbs

A **verb phrase** is made up of a **main verb** and one or more **helping verbs**. The main verb may describe action. The helping verb may help describe the time of the action. *Am, is, and are* show present time. *Was and were* show past time. To form the future tense, add *will* before a verb.

Verb Phrase	Helping Verb	Main Verb
I am walking.	am	walking
Birds are chirping.	are	chirping
The dog is eating.	is	eating
They were riding bikes.	were	riding
She was walking.	was	walking
He will celebrate the victory.	will	celebrate

MyTURN Edit this draft by adding helping verbs that show the correct time of the action.

Yesterday, Tom ^{was} walking his dog. When he got to the park, his friends ^{were} playing basketball. He joined in.

Today, Tom is outside again. He ^{is} riding his bike on the trail. His brothers ^{are} riding with him. I ^{am} walking to meet them now.

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OBJECTIVE

Edit drafts using standard English conventions.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to see whether they are using main verbs and helping verbs correctly. You may wish to have students trade drafts with a partner to check to see whether main verbs and helping verbs are being used correctly.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Main
Verbs and Helping
Verbs

LESSON 3

**Teach Main Verbs and
Helping Verbs**

LESSON 4

Practice Main Verbs and Helping Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including developing an engaging idea with relevant details.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 411



	Yes	No
Ideas and Organization	<input type="checkbox"/> I can brainstorm and set a purpose.	<input type="checkbox"/>
	<input type="checkbox"/> I can develop an engaging main idea.	<input type="checkbox"/>
	<input type="checkbox"/> I can organize ideas into steps.	<input type="checkbox"/>
	<input type="checkbox"/> I can organize steps into sequence.	<input type="checkbox"/>
	<input type="checkbox"/> I can write an introduction and a conclusion.	<input type="checkbox"/>
Craft	<input type="checkbox"/> I can write a headline and lead.	<input type="checkbox"/>
	<input type="checkbox"/> I can add facts, details, and definitions.	<input type="checkbox"/>
	<input type="checkbox"/> I can write a command.	<input type="checkbox"/>
	<input type="checkbox"/> I can use linking words and phrases for coherence and clarity.	<input type="checkbox"/>
	<input type="checkbox"/> I can include illustrations that add meaning.	<input type="checkbox"/>
Conventions	<input type="checkbox"/> I can clarify steps using strong verbs.	<input type="checkbox"/>
	<input type="checkbox"/> I can use prepositions and prepositional phrases.	<input type="checkbox"/>
	<input type="checkbox"/> I can use adverbs and nouns.	<input type="checkbox"/>
	<input type="checkbox"/> I can use coordinating conjunctions.	<input type="checkbox"/>
	<input type="checkbox"/> I can edit for subject-verb agreement.	<input type="checkbox"/>

Minilesson

TEACHING POINT Having students reflect on their knowledge of the skills taught in this unit is another way to help them prepare for assessment. Their reflection should lead to a review of the skills they find most challenging. Regardless of students' competency, they might want to review these key skills for writing how-to articles:

- Developing an engaging idea
- Writing an introduction and a conclusion
- Writing steps in a process

MODEL AND PRACTICE Review the skills chart on p. 411 in the *Student Interactive*. Demonstrate how to assess competency in each skill, as well as how to review any skills marked “No.” Say: **I do not feel confident about this skill. I can review pages in the *Student Interactive* about this skill. I can also review my drafts to see how I used this skill in my writing. If I have more questions, I can ask a classmate or the teacher.**

Provide time for students to complete the evaluation in the My Turn on p. 411 of the *Student Interactive*. Form small groups for students who have marked “No” and review the skills with those students. You may have students participate in peer teaching as well, matching students who need help with those who have mastered the skill.

Assessment

Inform students that they are going to take a writing assessment. They will use the skills they have learned in this unit as they respond to a prompt. If students answer the prompt on a separate sheet of paper, you may assign a line or space limit if you would like this assessment to emulate other writing assessments students will take. Alternatively, you may prefer to use students' published how-to articles as the assessment.



WRITING ASSESSMENT

**How-to Article**

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

READ the information in the box below.

Helping others is a gift worth giving.

THINK about what you know how to do in your school.

WRITE a how-to article that helps a new student learn how to do something important in your school.

Be sure to

- Choose an engaging idea.
- Write a strong introduction and conclusion.
- Organize and order steps in a process.
- Use correct spelling, punctuation, and grammar.

4-Point Informational Writing Rubric  

Score	Focus	Organization	Development of Informational Text	Language and Vocabulary	Conventions
4	Informational text is clearly focused around a topic developed with relevant details throughout.	Informational text has a well-developed, logical structure and clear transitions.	Informational text includes thorough and effective use of supporting details, such as facts, examples, quotations, 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 may lack transitions.	Informational text includes adequate use of supporting details. Some details may be weak or unrelated.	Informational text uses mostly relevant language, including adequate 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 inconsistent, and transitions may be ineffective or 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 some errors in usage, grammar, spelling, and/or punctuation that may affect clarity.
1	Informational text may be confusing, unfocused, or too short.	Informational text has little or no apparent structure.	Informational text includes few or no relevant, accurate supporting details.	Language in informational text is vague, unclear, or confusing.	Informational text is hard to follow because of frequent errors.
0	Informational text gets no credit if it does not demonstrate adequate command of informational text writing traits.				

Spelling Spell Contractions

OBJECTIVE

Spell compound words, contractions, and abbreviations.

SPELLING WORDS

I've	won't
let's	couldn't
can't	wouldn't
aren't	you've
didn't	doesn't

HIGH-FREQUENCY WORDS

contain
front

LESSON 5

✓ Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. I've turned in my worksheet already.
2. Let's go to the park after school.
3. I can't go because I have to be home for dinner.
4. We aren't going outside for gym class today.
5. We didn't go to the library yesterday because it was closed.
6. We won't have practice if it is raining.
7. My laces broke, so I couldn't tie my shoe.
8. I wouldn't want to walk to school in the snow.
9. You've been to the roller rink before, right?
10. Riding a bike doesn't look hard to do.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Contractions

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Contractions

FLEXIBLE OPTION
LESSON 4

🌀 Spiral Review:
Syllable Pattern
VCe

LESSON 5

✓ Assess Understanding



Language & Conventions

Main Verbs and Helping Verbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the following sentence and have students respond independently.

Tomorrow, we ____ run on the beach.

Which helping verb should you add to correctly complete the sentence?

- A was
- B were
- C are
- D will**

APPLY Have students complete *Language and Conventions* p. 59 from the *Resource Download Center*.

Name _____

Language and Conventions

Main Verbs and Helping Verbs

Verb phrases have main verbs and helping verbs. Each type of verb in a verb phrase has a purpose.

- The main verb shows the action.
- The helping verb shows the time of the action.
- The tense of the helping verb must match the tense of the main verb.

EXAMPLE In the sentences below, underline the helping verb and circle the main verb.

The fish were swimming near the shore in the pond.

She was running to get to school on time.

The rain is pouring down today.

We are going to the store after school.

We will play soccer at recess tomorrow.

EXAMPLE In the sentences below, add a helping verb that matches the tense labeled for each sentence.

past: The squirrel was jumping from tree to tree.

past: The leaves were blowing in the wind.

present: The sun is shining brightly today.

present: The birds are flying south for the winter.

future: The flowers will grow again next year.

Grade 3, Unit 2, Week 5
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OBJECTIVE

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Plural Possessive
Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Main
Verbs and Helping
Verbs

LESSON 3

**Teach Main Verbs and
Helping Verbs**

LESSON 4

**Practice Main Verbs
and Helping Verbs**

Week 6

PROJECT FOCUS

This week students will

- research plant and animal relationships.
- create a scrapbook about a plant and animal relationship.

Lesson 1 Compare Across Texts

T452–T455

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Relationships in Nature”
- Generate questions about the topic
- Apply Academic Vocabulary

Lesson 2 Explore and Plan

T456–T459

- Informational Writing
- Read “Coral Reefs: Living Environments”
- Develop a topic

Conduct Research

- Use a Library Database
- Gather information on research topic

Lesson 3 Collaborate and Discuss

T460–T463

- Read a Student Model
- Identify features of informational texts

Refine Research

- Cite Sources
- Read “Why We Need Plants”
- Apply citing sources to article

Lesson 4 Extend Research

T464–T467

- Investigate a variety of visuals and media
- Incorporate media into scrapbook

Collaborate and Discuss

- Revise & Edit: Clarity
- Peer review scrapbooks

Lesson 5 Celebrate and Reflect

T468–T469

- Share your scrapbooks
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write informative/explanatory pieces.
- Gather information from print and digital sources.
- Engage effectively in collaborative conversations.

uEngineer It!



For alternative inquiry projects with a science focus, go online to Savvas Realize.com.

Science

- Use science knowledge and processes to gain new knowledge.
- Ask questions to begin investigations.

4-Point Research Project Rubric

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic is clear, engaging, and relevant to the project question.	The topic is well developed with thorough and accurate research. Sources are cited.	The organization is clear and effective. The topic is supported by relevant facts, definitions, and details. Engaging visuals and media are used.	Language is clear and precise. Vocabulary is specific and appropriate to the topic.	Delivery method is effective and engaging. Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic is mostly clear and relevant to the project question.	The topic is developed with mostly relevant and accurate research. Sources are mostly cited.	The organization is mostly clear. The topic is supported by facts, definitions, and details. Visuals and some media are used.	Language is mostly clear. Vocabulary is mostly appropriate to the topic.	Delivery method is adequate. Presenter employs mostly appropriate eye contact, speaking rate, volume, and enunciation.
2	The topic is stated, but its connection to the project question is weak or confusing.	The topic is minimally developed. Research is often missing or irrelevant. Sources are rarely or incorrectly cited.	The organization is not always clear. Some visuals and supporting evidence may be missing or irrelevant.	Language is often vague. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic is not clear or is not relevant to the project question.	Research is absent, irrelevant, or inaccurate. Sources are not cited.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, general, and words and conventions may be used incorrectly.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or delivery of a scrapbook. • Response is unintelligible, illegible, or off topic. 				



Have students complete a student-friendly Research Project Checklist, p. 88, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Synthesize information to create new understanding.

Interactions

In this unit, students explored the theme of interactions. This unit of study should help students understand how knowing the ways that plants and animals interact with each other can influence how they see their own place in the environment and the natural world.

TURN, TALK, AND SHARE **Connect to Theme** Have students look back at each text to choose and record a word that best shows the unit theme of interactions. Use *Patterns in Nature* to model how to complete the activity.

When I think of the word *interactions*, it makes me think about how one thing can impact another. In *Patterns in Nature*, I saw the many types of patterns there are in rocks, butterflies, ladybugs, and seeds. Now I need to think about how these patterns interact with nature. The word that comes to mind is *camouflage*. Many objects in nature are camouflaged in their environments. Natural objects interact with nature through camouflage.

Compare Across Texts

Have a student volunteer point to each selection on the opener and identify the genres (informational text, realistic fiction, persuasive text). Then, use these questions to help students compare and contrast main ideas and details from two texts on the same or similar topics.

- How do the Portuguese man-of-war in *Weird Friends* and the sharks and seals in *Nature's Patchwork Quilt* interact with predator fish in their habitats? (Possible response: They both eat the predator fish.)
- How did the disappearance of the wolves in *Wolf Island* and the disappearance of the Yellowstone wolves in *Welcome Back, Wolves!* both affect plant life and biodiversity? (Possible response: Both texts explained that wolves help to balance plant life and biodiversity.)

Essential Question

My TURN Remind students of the Unit 2 Essential Question: *How do plants and animals live together?* 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 Compare and Discuss Explain that students compare texts by finding ideas and details that are similar in each text. The texts that students have read are all related to the Essential Question. Discussing the similarities between texts they have read helps students expand and internalize the academic and functional English vocabulary they have learned in order to answer the Essential Question.

Read aloud the Essential Question: *How do plants and animals live together?* Ask simple yes-and-no questions that lead students to find similarities between the texts that they have read in the unit, such as *Do animals depend on each other? Do animals eat plants? Do animals eat other animals?* Have students share any similarities they find. **EMERGING**

Read aloud the Essential Question: *How do plants and animals live together?* Have students reread part of one text from the unit in small groups and talk about the similarities with other texts they have read in the unit. **DEVELOPING**

Have students make a T-Chart. In the left column, ask them to write a sentence from one text that helps answer the Essential Question. In the right column, ask them to write a sentence from another text they have read in the unit. Have volunteers share their sentences and explain the similarities. **EXPANDING**

Challenge students to work in pairs to reread part of one text and discuss similarities to another text they have read in the unit. **BRIDGING**



Use the ELL Observational Assessment Checklists to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 412-413

COMPARE ACROSS TEXTS

UNIT THEME
Interactions

TURN and TALK In a Word
With support from a partner, look back at each selection to choose and record a word that best shows the unit theme of *Interactions*. Then, use those words as you answer the Essential Question.

WEEK 3

Wolf Island
 Theme word:
 Possible response: *connected*

WEEK 2

Weird Friends
 Theme word:
 Possible response: *support*

WEEK 1

Patterns in Nature
 Theme word:
 Possible response: *camouflage*

BOOK CLUB

WEEK 4

BOOK CLUB

Welcome Back, Wolves! and Wolves Don't Belong in Yellowstone
 Theme word:
 Possible response: *species*

BOOK CLUB

WEEK 5

BOOK CLUB

Nature's Patchwork Quilt
 Theme word:
 Possible response: *depend*

Essential Question
 MyTURN
 In your notebook, answer the Essential Question:
 How do plants and animals live together?

BOOK CLUB

WEEK 6

PROJECT

Project
 Now it is time to apply what you learned about interactions in your WEEK 6 PROJECT: Make Note of It!

Inquire

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Respond using newly acquired vocabulary as appropriate.

Conduct short research projects that build knowledge about a topic.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Relationships in Nature	610L, 710L, 810L
Coral Reefs: Living Environments	610L, 710L, 810L
Why We Need Plants	610L, 710L, 810L

See the *Small Group Guide* for additional information on how to distribute the articles.

ELL Language Transfer

Cognates Point out the Spanish cognates related to the research topic:

- animal : *animal*
- interaction : *interacción*
- plant : *planta*
- beneficial : *beneficioso*

Introduce the Project

This week students will address themes related to interactions by collaboratively researching and creating a scrapbook on a beneficial relationship between a plant and an animal. Before assigning the research project, motivate students by activating background knowledge and setting a purpose for the project.

Begin by reading aloud the Activity prompt on p. 414 of the *Student Interactive*. Then, ask students to identify a word from the Activity prompt that they think the whole class should know. (Most students will probably choose the word *beneficial*.) Have students connect the meaning to the word *benefit*. Then, ask a volunteer to interpret the prompt.

CRITICAL LITERACY **Build Background**

Read-Pause-Annotate Distribute copies of “Relationships in Nature.” Use the research article to help students build background and generate questions. Write the bulleted items below on the board and have partners take turns reading the article aloud. Tell students to pause periodically to annotate the following:

- Underline what you find most interesting.
- Circle what is confusing.
- Highlight words and phrases that reveal facts, definitions, and details about the topic.

After reading, have students discuss their annotations with the class.

COLLABORATE Have students work together to generate questions they would like to have answered about relationships in nature. Tell students that they will work to 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 needs 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 generate questions for research, prompt pairs to reread the article and underline words and phrases they do not understand. Then encourage them to infer the meaning based on the article, photo, and Activity prompt.

OPTION 2 Extend If students show understanding, have them compile a list of keywords they might use when researching the topic. Tell students that they can also try searching a phrase in quotes to find information with the same words.

ELL Targeted Support

Before students read the article, assign reading partners, or pair students with limited reading proficiency with more fluent readers. Monitor the student pairs and be willing to differentiate the ways in which pairs read. For example, limited English proficient students can set a purpose for reading by generating questions about the topic.

Use Academic Words

COLLABORATE Have students complete p. 415 of the *Student Interactive*. Ask volunteers to share the words they added to the chart with the class. Tell students that they should try to use some of these academic vocabulary words in their scrapbooks.

STUDENT INTERACTIVE, pp. 414–415



INQUIRE

PROJECT-BASED INQUIRY

Make Note of IT!

Activity

Some plants and animals work together to help each other. Research a beneficial relationship between a plant and an animal. Compose a scrapbook on this relationship. Include information that explains why the relationship is beneficial to both.

Research Articles

With your partner, read "Relationships in Nature" to generate questions you have about the topic for inquiry. Make a plan for researching information for your scrapbook.

- 1 Relationships in Nature
- 2 Coral Reefs: Living Environments
- 3 Why We Need Plants

Generate Questions

COLLABORATE Generate three questions you have about the information in "Relationships in Nature." Then, share your questions with the class.

1. _____
2. _____
3. _____

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Interactions*. Work with your partner to add more academic vocabulary words to each category. Ask for help, if needed. If appropriate, use this vocabulary in your scrapbook.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
prefer	preferable preferred preference	favor like care for	dislike refuse reject
features	featuring featured featureless	traits qualities characteristics	
investigate	investigated investigating investigation	examine explore research	ignore guess overlook
avoid	avoidance avoiding avoidable	miss escape stay away	seek meet welcome
associate	associates associated association	connect link relate	disassociate disconnect separate

Explore and Plan

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Evaluate details; read to determine key ideas.

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

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

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Relationships in Nature	610L, 710L, 810L
Coral Reefs: Living Environments	610L, 710L, 810L
Why We Need Plants	610L, 710L, 810L

See the *Small Group Guide* for additional information on how to distribute the articles.

Informational Writing

Use the informational text “Coral Reefs: Living Environments” and the Plan Your Research chart to help students recognize the characteristics and structure of informational texts.

CRITICAL LITERACY

Analyze the Text

COLLABORATE Distribute copies of “Coral Reefs: Living Environments.”

Use the research article to teach the characteristics and structures of an informational text and critical reading skills. Tell students that reading critically is about understanding the topic and the author’s purpose. When reading critically, readers should analyze the text to help them identify and understand

- The **topic** of the text,
- The **text features** that help to support understanding,
- **Facts, definitions, and details** that develop the topic, and
- A strong **conclusion**.

After students have read “Coral Reefs: Living Environments,” lead them in a discussion about the article. Ask the following questions to facilitate critical understanding. Then have students complete p. 416 of the *Student Interactive*.

- What is the author’s topic?
- Which words and phrases provide evidence to support the topic?
- How do the facts and details support the topic?

COLLABORATE Have student pairs use the **Plan Your Research** activity on p. 417 of the *Student Interactive* to help them identify and define a topic for their scrapbooks. Once students have defined their topics, have partners list possible options to develop their topics. Then with your assistance, have students develop and follow their research plans.



ELL Targeted Support Listen and Respond As you discuss the information in the article, help students describe how the facts and details in the article support the topic. Let students know that as they collaborate on their research, they will develop their topic by finding and evaluating facts to support their topic. After you read the article with students, have them listen and respond to questions as they discuss facts and supporting details.

Read the article aloud with students. Check students' understanding by asking questions such as: *What is one important fact the author gives about coral reefs? Why do you think the author included this fact?* **EMERGING**

Read the article aloud with students. Then, write the headings Facts and Details on the board. Give students sentences and have them use what they know from the article and listen for words that identify facts and details. Write their answers under the correct headings. **DEVELOPING**

Have students read the article independently. Then have a class discussion about the facts they read. During the discussion, ask them to identify details that support the facts. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 416–417

EXPLORE AND PLAN

Be Informed!

Authors write **informational text** to inform or tell readers about a specific topic. When reading informational texts, look for

- a topic;
- photos and other text features, such as captions or tables, that support the topic;
- facts, definitions, and details that develop the topic; and
- a conclusion that sums up the information.

Details are words, phrases, and sentences that inform the reader about the topic.



RESEARCH

COLLABORATE With your partner, read "Coral Reefs: Living Environments." Then, answer the questions about the text. Share the answers with your partner.

1. What is the topic? Identify a piece of evidence that supports the topic.

2. What text feature best helped you understand the topic? Explain.

3. Write two facts from the article.



PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin researching plant and animal relationships, you will need to plan your research. Use the activity to choose and develop a topic.

Definition	Examples
<p>DEFINE A TOPIC: Start out by thinking about plant/animal relationships. What do you know? What are you interested in finding out about various plant/animal relationships?</p> <p>Read the two sentences in the right column. Notice how a writer can narrow down the topic. Then, with your partner, complete the frames and decide on your topic.</p>	<p>I know a lot about <u>the rainforest</u>. I am interested in <u>the different trees that grow in the rainforest</u>. I know a lot about _____ I am interested in _____ My topic _____</p>
<p>DEVELOP THE TOPIC: Analyze your topic in order to inform your audience about it. You can do that by searching for information, such as</p> <ul style="list-style-type: none"> • facts • definitions • details 	<p>Fact: The kapok tree can reach up to 200 feet in height. Definition: A <i>species</i> is a group of animals or plants that are similar. They can produce young or plants. Details: Palm trees grow hard fruits with soft centers. Many birds and animals such as toucans and monkeys eat the fruit.</p>

With your partner, list some possible options for developing your topic.

Conduct Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Recognize characteristics of digital texts.

Identify and gather relevant information from a variety of sources.

Write routinely over an extended period of time frames and shorter time frames for a range of tasks, purposes, and audiences.

PRIMARY SOURCES

Remind students that **primary sources** are sources of information that provide direct or firsthand evidence about an event, object, or person. Review some possible primary sources students can use in their project.

- Interviews: Discussions with scientists who study plants and animals
- Publications: Books written by plant and animal scientists
- Photographs: Pictures of plants and animals interacting in a way that is beneficial to them both

Library Databases

TEACHING POINT Library databases access material from published works for students to evaluate. They are a good first step for conducting research. Researchers then need to determine whether the sources they evaluate are useful and relevant to their topic.

MODEL AND PRACTICE Use the example on p. 418 of the *Student Interactive* to model using a library database.

- Amelia’s search for information about the kinds of rainforest plants that can be used as medicine gave her a few results. She looked at the first title and read the summary to see if that might provide the information she needed. Amelia then clicked on the book cover, and she scanned some of the pages to get a better idea of the information in the book. She decided that this book would work for her research, so she clicked on the hyperlink and found where the book was located in the library.
- Tell students that as they research beneficial relationships between plants and animals, they will find several published works that relate to their topic. Have students scan the summaries and pages within the publications they find to determine if these works are relevant to their chosen topic. Remind them to take notes on the information they find, including the title, author, and location of the source.

COLLABORATE Send a note home with students explaining the research project and encouraging adult assistance as students follow their research plan. Have students search their library database to gather information on their topics and record their results on p. 419 of the *Student Interactive* and use additional note cards, if necessary. Encourage them to refer to p. 418 as they work.



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 checklists to help ensure the sources they find support and develop their chosen topic. For example, *The source explains the relationship I am researching; the source gives facts and details that show how the relationship is beneficial; the source is current and reliable.* Model this with sources that are only partially relevant to their topic and sources that are relevant to their topic.

OPTION 2 Extend Have each student pick one source that interests them. Then, have them write tips for making sure that a source is relevant to a topic.

ELL Targeted Support

Have students form groups to collaborate on a library database search. Assign group roles, such as Search Expert, Source Evaluator, and Note Taker. Each group leader should provide guidance about which keywords and Boolean searches to use and which sources to record.

NEXT STEPS Once students have collected information on their beneficial plant and animal relationships, they should be ready to begin a first draft of their scrapbooks. As students organize their information and begin writing, be sure that they can identify their topic, the evidence to support their topic, and the text features they will use. In the following activity, students will learn how to organize and write their scrapbooks.

STUDENT INTERACTIVE, pp. 418–419



CONDUCT RESEARCH

DIGGING into a DATABASE

A **library database** is an online catalog that contains information from published works. You can search the database to evaluate whether a source is useful. Use text features, such as key words, sidebars, and hyperlinks, to locate information relevant to a given topic.

EXAMPLE Amelia wants to find out what kinds of rainforest plants can be used as medicine. Amelia does a search at the library by entering the key words *rainforest plants AND medicine* to narrow the search. Entering key words and the words *AND*, *NOT*, or *OR* is known as a Boolean search. This type of search can provide better results when a topic is specific.



rainforest plants AND medicine

Ana's Rainforest Walk by Marc Kim

A young scientist discovers natural remedies during her hike through a tropical rainforest.



Look inside.

The blue text at the top of each search result is the title of the book. Clicking on the hyperlink will send you to the location where the book can be found.

Rainforest: A Forest That Heals by Natalie Cohen

A complete list of rainforest plants and how they are used in modern medicine is provided.



Look inside.

The cover art also serves as a hyperlink. Clicking on it will take you inside the pages of the book to give you an idea of what information you can find in it.

A summary of the book appears below the title.

418

PROJECT-BASED INQUIRY

COLLABORATE Use your library database and other books to gather information on a plant and animal relationship. You will use this information to create a scrapbook. With your partner, discuss your findings and choose a relationship that helps both the plant and animal.

Name of book/author:

Where found:

Notes:

Name of book/author:

Where found:

Notes:

Discuss your search results. Do you need to change your key words to find more specific information?

419

Collaborate and Discuss

OBJECTIVES

Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

CUSTOMIZE IT!

As pairs begin organizing and drafting their scrapbooks, help them identify the most appropriate mode of presentation based on the information they have found. For example, they may choose to create their own illustrations using photos for inspiration, or they may choose to present data in a visual chart rather than a table.

Analyze Student Model

TEACHING POINT Remind students that the student model is about rainforest trees, but their writing task is about a beneficial relationship between a plant and an animal. Use the student model to review some of the elements of informational texts, as well as possible formatting and organization of their scrapbooks.

MODEL AND PRACTICE Use the scrapbook page on p. 421 of the *Student Interactive* to model the elements of a scrapbook page.

When creating a scrapbook page, it is important that the information you present is organized well and relevant to your topic. A scrapbook page should have a title to tell the reader what the topic is. It should also have text features, such as illustrations, charts, and details about the topic. Let's look at some of the parts of this scrapbook page. What is the topic? How does the writer organize the facts and details that support the topic?

Allow students to respond. Then have student volunteers read the title, the captions for the illustrations, and the fun facts that go with each type of tree. Use the callouts to teach students the parts of a scrapbook page, as well as the characteristics of an informational text.

COLLABORATE Direct students to read p. 420 of the *Student Interactive* and use the checklist as they create a first draft of their scrapbook. Remind students to look for opportunities to use some of their newly acquired academic vocabulary as they work on their drafts.

Write for a Reader

Audience Remind students to consider their intended audience when writing. For their scrapbooks, students should use visual elements that are interesting and large enough for readers to see. They should also use clear labels for their illustrations, photos, and charts. Remind students that the visual organization of a scrapbook page should be clear and colorful, leaving enough room for each element to stand out. Complete sentences should be in formal English, which does not include contractions.



ELL Targeted Support Use Learning Strategies Support students' discussion about how to compose their scrapbooks using the following learning strategies.

Read the information in the scrapbook page aloud twice to students. Discuss how each text feature supports the topic. Then have students point to each feature on the page as you describe it. **EMERGING**

Have small groups discuss how the page is organized and describe how they would organize the same information. If students do not understand their classmates' ideas, they should request clarification by saying: *I do not understand. Please explain what you mean.* If they need further clarification, have students draw their ideas. **DEVELOPING**

Have partners discuss the scrapbook page and identify facts and details that support the topic. Have them write sentences about how they would describe and organize the information if they were making a scrapbook page about this topic. **EXPANDING**

Have individual students describe how they would organize the scrapbook page if they were making one about the topic below. Remind students that if they have trouble thinking of specific words, they can also describe what they would not do. **BRIDGING**

STUDENT INTERACTIVE, pp. 420–421



COLLABORATE AND DISCUSS

Inform Me!

Informational writing informs readers about a topic. It organizes information logically and includes elements such as text features. An informational scrapbook presents facts, details, and images in visually interesting ways.

Before you begin writing, decide how to organize your scrapbook. Will you

- organize facts in any particular order, such as order of importance?
- provide definitions or examples?
- include text features, such as illustrations, sections, or bold text?

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics and structures of informational writing.

Now You Try It!

Discuss the checklist with a partner. Work together to follow the steps as you create your scrapbook page.

Make sure your scrapbook

- introduces your topic.
- organizes related information about the topic.
- develops the topic with facts, definitions, and details.
- uses text features such as illustrations, captions, sections, tables, and bold text.

PROJECT-BASED INQUIRY

Student Model

Underline the topic.

Put a star next to the text feature.

Highlight a detail about a tree.

Tree Type	Fun Facts
strangler fig	Bats and birds use the trunk of the strangler fig for their homes.
peach palm	Oil from the nuts of the peach palm is used for cooking.
walking palm	This tree is known as the walking palm because it can move through a forest as it grows new roots.

Refine Research

OBJECTIVES

Identify and gather relevant information from print and digital sources.

Demonstrate understanding of information gathered.

Create a works cited page.

RESEARCH ARTICLES

Relationships in Nature	610L, 710L, 810L
Coral Reefs: Living Environments	610L, 710L, 810L
Why We Need Plants	610L, 710L, 810L

See the *Small Group Guide* for additional information on how to distribute the articles.

Citing Sources

TEACHING POINT Researchers must create a works cited page that lists all of the sources that they use in their research project or report. Each type of source has its own citing style. Works cited are listed in ascending alphabetical order.

MODEL AND PRACTICE Model how to cite sources:

- Read the list of information included in a book citation.
- Here is one format for citing a book. The author’s name comes first, and the method is to list the last name, followed by a comma, and the author’s first name. What comes next?
- Be sure to italicize the title of the book. Then, list the name of the publisher, followed by a comma, and the year that the book was published. You can find the publication information on the copyright page of the book.

CRITICAL LITERACY

Format Works Cited Page

Distribute copies of “Why We Need Plants,” and use the article to have students practice creating a works cited page. As they analyze the sources, display these bullet points to assist them:

- All references must follow a specific format.
- Authors are listed by their last name first.
- Italicize the titles of books, magazines, and reference books.
- Quotation marks go around titles of articles and Web pages.
- A works cited page appears at the end of your research work.
- Capitalize the first word in a title along with all important words in a title.

COLLABORATE Give student pairs time to complete the chart on p. 422 of the *Student Interactive*. Have them identify one of the works cited in the article, “Why We Need Plants.” Then have them create a citation for the work.

- Did I include the author’s name?
- Did I put the title of the article in quotation marks?
- Did I include the title of the complete work, the publisher, and the publication date?

Next, have students practice finding information to cite a source by completing the activity on p. 423 of the *Student Interactive*.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention Provide struggling students with additional practice in citing sources. Using a source selected by a student in the group, display a correct citation of the source and point out each element of the citation to students.

OPTION 2 Extend Students who readily grasp the methods of citing sources should practice using a list of five sources they have found from a library database. Monitor student groups as they create a works cited page from these sources. Guide them to use correct citation methods for each type of source and list the sources in ascending alphabetical order.

ELL Targeted Support

Have students discuss how to create a citation of a book. Provide sentence frames such as these: *When citing a book, the first thing to write is the _____.* *The author's _____ comes first.*

NEXT STEPS Have students gather all of their sources for their scrapbook and create a works cited page. Remind students to capitalize the first word in a title along with all important words in a title.

STUDENT INTERACTIVE, pp. 422–423



REFINE RESEARCH

Citing Sources!

A **works cited page** is a list of all the sources that were used in a research report or other project. It appears at the end of the report or project. The chart shows how to cite three types of sources.

Type of Source	Information to Include	Example
Book	Author, last name first. (If there is more than one author, list them in the order in which they appear on the title page.) <i>Title of Book</i> . Publisher, year of publication.	Rice, William B. <i>Amazon Rainforest</i> . Teacher Created Materials. 2012.
Article in a reference book	Author. "Title of Article." <i>Title of Reference Book</i> . Year published. Print or online.	Bigg, Michael A. "Whale." <i>The World Book Encyclopedia</i> . 1992. Print.
Online source	Author, if known. "Title of Web Page." Title of Web Site, date of site. URL. Date of your visit to URL or when you accessed it.	Schiffman, Richard. "Crazy Companions." Company X. 2017. http://www.companyx.com/about/facts.html . Accessed June 1, 2017.

COLLABORATE Read "Why We Need Plants." Then, with your partner, think of a source that includes additional facts about the topic. Show how you would cite the source on a works cited page.

Author's Name	
Title of Article	
Title of Complete Work (if known)	
Date of Publication	

422

PROJECT-BASED INQUIRY

COLLABORATE Read the paragraph from a research source and answer the questions. Then, gather your sources and create a works cited page for your scrapbook.

Rainforests to the Rescue

by Robin Landis, PhD
from *Our Green Times*

The rainforests of the world make up less than 10 percent of Earth's surface. However, almost half of all plant species live in the rainforests. Some of the medicines that we need and use come from rainforests. Many of the ingredients used in modern medicine come from rainforest plants. Medicines are only one of the many resources our rainforests have to offer.

- Who wrote this article?
Robin Landis, PhD
- What is the name of the magazine that the article is from?
Our Green Times
- What are three sets of key words you might use to do an online search for this article?
Possible responses: rainforests, modern medicines, plants and medicine

423

Extend Research

OBJECTIVES

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

Recognize characteristics of digital texts.

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

Use an appropriate mode of delivery to present results.

Primary Source SCIENCE



Go online to [SavvasRealize.com](https://www.savvasrealize.com) for primary sources that will help students with their research.

Include Visuals/Media

TEACHING POINT When authors create multimedia texts, they must decide how to present the information. Authors can combine text and visuals, such as photographs and illustrations, to convey their information. They may also choose to use different types of media, such as diagrams, graphs, and tables to present ideas.

MODEL AND PRACTICE Use the media example on p. 424 of the *Student Interactive* to model how to incorporate additional media into students' projects.

- Writers use *visuals* to make their writing stand out. A visual can be a photo or illustration. For example, a writer might use photographs of several trees to show how they are alike and how they are different.
- Writers use *diagrams* to point out features in a picture. The labels call out important aspects of the object in the picture. A diagram of a flower's parts has labels that point to and name the parts.
- Writers use *graphs and tables* to give readers additional information using pictures, numbers, and lists. They might use numbers from their research, or cite a graph or table from someone else's research. For example, you might have a bar graph showing the sizes of several animal populations in a habitat.

COLLABORATE Discuss specific images, diagrams, graphs, and tables that students might include in their scrapbooks. Point out that the visuals and different media should always relate to and support the topic. Have pairs use p. 425 of the *Student Interactive* to brainstorm and gather media they could include in their scrapbooks. Consider the following questions: *Would including additional media make the scrapbook more interesting? If so, what would it add to the scrapbook to make it more interesting?* Then have pairs design a cover for their scrapbook.



ELL Targeted Support Visuals and Media Remind students that writers use visuals and media to engage their audience, to clarify information, and to support their topic.

Have students return to *Welcome Back, Wolves! Say: The photo on the opening page of this text shows a wolf in Yellowstone Park. This tells me that the text is going to be about the wolves coming back to the park.* Continue moving through the selection, pointing out photos and illustrations and asking questions, such as *Does this picture help to explain the text?* **EMERGING**

Modify the above procedure by asking small groups to identify how each image relates to main ideas in the text. Use oral sentence frames, such as *This picture supports/represents the information in the text by _____.* Have students share their responses. **DEVELOPING**

Have partners choose a nonfiction text with visuals. Have them create a T-Chart with the headings *Text* and *Pictures* to list examples of visuals that support the text. Have them share with the class how each visual represents or supports the information in the text.

EXPANDING

Have students choose a nonfiction text with visuals and write a paragraph describing how each visual represents or supports the text. Ask them to include their thoughts about whether or not additional pictures could have been included to further support the information in the text. **BRIDGING**

STUDENT INTERACTIVE, pp. 424-425



EXTEND RESEARCH

PROJECT-BASED INQUIRY

Include Visuals/MEDIA

Writers can make their writing stronger by including **visuals** and different **media**, or formats for sharing information.

Visuals make your writing stand out. A visual can be a photo, illustration, diagram, graph, or table that is used to make a piece of writing easier to understand. Photographs and illustrations help your readers visualize your topic more clearly.



A **diagram** points out special features in a picture. The labels help your readers better understand your topic.



Graphs and **tables** give your readers additional information using pictures, numbers, and lists. There are many different types.



COLLABORATE With your partner, brainstorm which forms of visuals and media will make your scrapbook more interesting and help it to stand out. Then, go online to find some examples. Finally, work together to design a cover for your scrapbook.

Type of media:

Source:

How would it make the scrapbook more interesting?

Type of visual:

Source:

How would it help a reader to better understand the text?

Collaborate and Discuss

OBJECTIVES

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

CUSTOMIZE IT!

As students revise and edit their work, remind them to consider their audience and how their mode of delivery will best engage that audience. Offer questions, such as *What reaction do I want my audience to have? Would a video or a recording be a more interesting way to deliver my project? What can I do to make my project stand out?*

Revise and Edit

TEACHING POINT Writers analyze their own writing to see how they can make their ideas clearer for their audience. Remind students that they should use facts, definitions, and details related to their topic to make it clearer and more interesting.

MODEL AND PRACTICE Model how writers revise their facts on p. 426 of the *Student Interactive*, referring back to the Student Model on p. 421 as needed.

In the scrapbook page on rainforest trees, the writers wanted to make their ideas clearer and more interesting. In the first example, they added details about which animals use the trunk of the strangler fig for their homes. This change in information helps clarify how the tree is used and is more interesting to the reader.

Ask volunteers to explain how the second example makes the use of the peach palm in cooking clearer to the reader. Offer corrective feedback as needed.

Peer Review

COLLABORATE Have pairs exchange scrapbook pages to review each other's writing. Remind students to be respectful as they review and comment upon one another's writing.

Clarity Have pairs reread their scrapbooks using the Revise checklist. Encourage students to ask questions, such as *Do these details support my topic? Is my text easy to understand? Did I include definitions and examples in my writing?* Have students mark places where the writing could be clearer.

Conventions Next, have pairs use the Edit checklist on p. 427 of the *Student Interactive* to make sure they used correct conventions. Encourage students to consult a dictionary to check the spelling of any words that do not look correct. Have students capitalize all proper names and places, make sure that their subjects and verbs agree, and use correct punctuation, including apostrophes and commas.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Support struggling students as they complete the Edit checklist. Have them scan their scrapbooks for each item on the list, one at a time. Offer questions for each item, such as *Did I spell all the words correctly?*

OPTION 2 Extend Encourage students who show understanding to evaluate their use of visuals and text features. Visuals that are too detailed can make the scrapbook page hard to read. Visuals with not enough detail, such as diagrams with only one or two labels, make the scrapbook page unclear.

ELL Targeted Support

Support the editing process by reading aloud the students' scrapbook pages, stopping as appropriate to Think Aloud. Asking and answering questions aloud about specific grammar and usage will help students to emulate the process for their own writing. Later, pair students to follow the same process.

NEXT STEPS Once students have revised and edited their pages, have them create a clean, final copy of their scrapbook.

STUDENT INTERACTIVE, pp. 426–427

COLLABORATE AND DISCUSS

Revise

Clarity Reread your scrapbook page with your partner. Have you included

- details that support the topic?
- text that is easy to understand?
- definitions and examples?

Revise for Clarity

The writers of the scrapbook page began with a first draft. They read their draft and noticed that some information was not very clear. They revised some sentences by adding details to make ideas clearer and more interesting.

Bats and birds use ^{the} trunk of the strangler fig ^{is used for} ^{their} homes.

Oil from the nuts of ^{the} peach palm ^{is used for} cooking.

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PROJECT-BASED INQUIRY

Edit

Conventions Read your scrapbook pages again. Have you

- checked the spelling of all words?
- used the correct punctuation in your sentences, including apostrophes and commas?
- capitalized all proper names and places?
- made sure all subjects and verbs agree?

Peer Review

COLLABORATE Exchange your scrapbook with another group. As you read, try to recognize characteristics of informational writing, such as how the topic is introduced and how the information is organized. Then, discuss ways in which the author could use visuals or text features to make the writing easier to understand.



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Celebrate and Reflect

OBJECTIVES

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

Speak coherently about the topic under discussion, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Develop social communication such as conversing politely in all situations.

The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

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

Synthesize information to create new understanding.

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

Celebrate!

Before final publication, have student pairs present their scrapbook pages orally. If students have included any media in their scrapbook pages, they should be prepared to share that with their audience.

Use the Student Model on p. 421 of the *Student Interactive* to model effectively presenting a scrapbook page. Point out how to speak coherently and effectively about a topic.

- When I read the text parts aloud and explained the visuals, I looked up from time to time and made eye contact with my audience.
- I spoke at a rate and volume that would best communicate my ideas. I read a little bit more slowly than my usual speaking rate so that listeners could hear and understand every word.
- I used correct grammar and made sure I pronounced each word clearly and correctly.

After the presentation, tell students to keep in mind their social communication skills. They should speak politely and respectfully, and they should listen actively when others speak.

COLLABORATE Allow students time to practice their oral delivery. Ask small groups to listen actively. To ensure students communicate ideas effectively, have them speak coherently at a reasonable rate, enunciating properly. Tell them to use a good volume and employ eye contact. Have students make adjustments based on the reactions of their peers. Tell students to speak politely and use correct conventions of language as they make pertinent comments and discuss adjustments. Have them jot down suggestions from their classmates on p. 428 of the *Student Interactive*. When they give their suggestions after the presentation, have them use their social communications skills by conversing politely and respectfully.

Reflect

MyTURN Students should work independently or with their partners to evaluate their own work, using the Research Project Checklist in the *Resource Download Center*. Encourage them to consider what worked well, what surprised them, which aspects were most challenging, and what they might do differently next time.



Reflect on the Unit

Reflect on Your Goals Have students revisit the unit goals on p. 232 of the *Student Interactive*. Remind them to use a different color to re-rate how well they think they have met the goals.

Reflect on Your Reading Readers reflect on what they read independently to better understand the texts in a broader context. Use *Welcome Back, Wolves!* to model reflecting on reading. *In **Welcome Back, Wolves!** I was surprised to find out that there were no wolves in the park for a while, and that this caused problems with the plant and animal life in the park.* Tell students that they can connect their personal experiences to various texts. *I have never been to Yellowstone National Park. I would like to go, and I hope to see some wolves when I'm there!* Have students describe their own personal connections to a text from this unit or their self-selected texts. Then have students answer the Reflect on Your Reading question on p. 429 of the *Student Interactive*.

Reflect on Your Writing Writers reflect on the challenges and successes they experience so that they can continue to improve their writing. They use an appropriate mode of expression, such as a written or oral reflection, to present their thoughts. Have students consider the writing they have done in this unit's Writing Workshop and consider what they enjoyed most about the experience of writing a how-to article. Have students answer the Reflect on Your Writing question on page 429 of the *Student Interactive*.

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 428–429

CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE When you finish a research project, it is important and fun to share your work. To communicate your ideas clearly and politely,

- make eye contact by looking at your audience.
- speak at a speed that is easy to understand.
- speak at a volume that is appropriate for a small, indoor group.
- enunciate, or pronounce words correctly.
- thank your audience for listening.

Follow these rules to share your scrapbook with another group. Be sure to read the text and show all the visual elements.

Reflect on Your Project

My TURN Think about your scrapbook. How was the information organized? How did text features support your writing? What could you change to improve your scrapbook? Write your thoughts here.

Organization and Text Features

Ideas for Improvement

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

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

Reflect on Your Reading

What did you learn from the texts that you read independently during this unit?

Reflect on Your Writing

What did you like most about the writing you created in this unit?

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

FLEXIBLE OPTION TRADE BOOK LESSON PLAN



To teach this unit's trade book during Small Group or Whole Group, see the lesson plan for *Wetlands*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students so each club has members with a strong interest in the topic. Help students choose a book or choose one for them from the list on p. T471.
 - 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 ten days. Explain that they will begin discussing it on the second day. Suggest ways they can break up Chapters 2 and 3 and pace the book, so groups can have a lively conversation each day and clearly defined reading expectations before each meeting.
 - 3 KNOW THE BOOK** Have a clear idea of what the text is about, so that you can participate in groups' conversations if necessary.
 - 4 PREVIEW THE BOOK** Present the book 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** To facilitate text connections, you might help students choose a book related to the unit theme, Interactions, or the Essential Question: *How do plants and animals live together?* 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 main ideas and other characteristics of the genre, you might help students choose a book that is informational.

Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that as they read they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer examples of how to phrase ideas productively and respectfully.

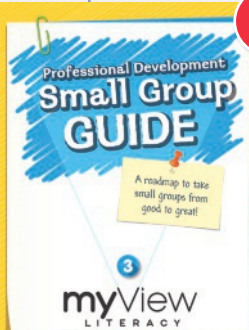
- I think _____ because _____. What do others think?
- I see _____ differently because _____.
- I agree that _____, and/but I also think _____.



Book Club Options

See the *Small Group Guide* for help with

- Book Club roles and responsibilities.
- Book Club routines.
- guiding a student-led Book Club.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Wetlands by Peter Benoit** 
- What If There Were No Bees by Suzanne Slade** 
- African Grasslands by William B. Rice** 
- Body Bugs: Invisible Creatures Lurking Inside You by Jennifer Swanson** 
- Exploring Ecosystems with Max Axiom, Super Scientist by Agnieszka Biskup** 
- The Secret Lives of Plants! by Janet Slingerland** 

Preview these selections for appropriateness for your students and for title availability.

BOOK CLUB

OBJECTIVES

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources, including self-selected texts.

BOOK CLUB CHOICE

The following pages offer instruction specific to one of this unit's books, *Wetlands*. If you would like students to read a different book, you can use one from the list provided or a book of your own choosing or one chosen by the book club. On pp. T470–T471 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 *Wetlands*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that in Book Club, they are responsible for directing their own reading, discussions, and writing, and assessing their efforts. In Book Club, your role is to be 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 This text connects to both the unit theme, Interactions, and the Essential Question for the unit: *How do plants and animals live together?*

CONNECT TO THE SPOTLIGHT GENRE As students read *Wetlands*, listen for moments in their Book Club conversations when they are using strategies for reading informational texts. You can prompt them to use reading strategies. For example, *How can you determine what the author thinks is "Nature's Power"?*

LAUNCH THE BOOK Over the course of this unit, students will read *Wetlands* by Peter Benoit. The book explains what wetlands are and describes the types that form in different environments. Separate chapters on plants and animals discuss their biodiversity and roles in wetland ecosystems. The last two chapters explain the functions and value of wetlands and conservation efforts.



EXPERT'S VIEW Frank Serafini, Arizona State University

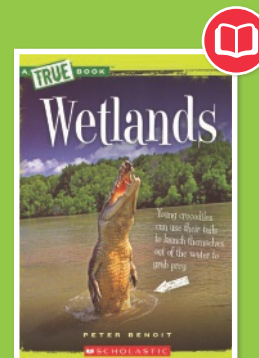
“Building a community of readers is important. In our classrooms, we all read and we all talk about our reading. We read some texts together and some independently. Some texts we choose and some are chosen for us based on our needs and interests. As a teacher, you need to know the material that children 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.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

**Wetlands by
Peter Benoit****What If There Were
No Bees by
Suzanne Slade****African Grasslands
by William B. Rice****Body Bugs:
Invisible Creatures
Lurking Inside You
by Jennifer
Swanson****Exploring
Ecosystems with
Max Axiom, Super
Scientist by
Agnieszka Biskup****The Secret Lives
of Plants! by Janet
Slingerland**

Preview these selections
for appropriateness for
your students.

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.

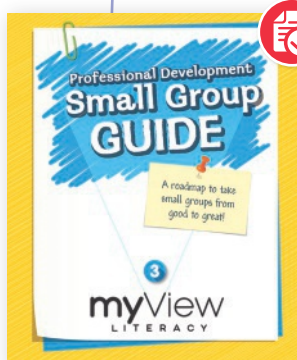
Noticings	Connections	Wonderings



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.



BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

Week 1

TEACHER'S SUMMARY

Chapter 1 “Nature’s Power” begins the book with a cautionary tale: To create usable land in Louisiana, people destroyed many existing wetlands and then built levees to control the flooding of the Mississippi River. This allowed land to erode, so that by the time Hurricane Katrina hit in 2005, most of the wetlands that had once absorbed excess storm water were gone. Without the wetlands’ protection, the coast was more vulnerable to Katrina, which had broken through the levees with devastating effects.

KEY IDEAS If necessary, refer to the Teacher’s Summary and share some of the following talking points to guide students’ thinking toward the elements the class has been working on.

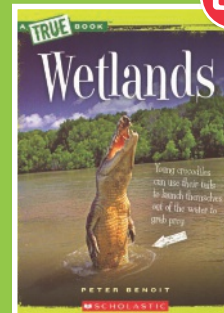
The author asks this question in the table of contents: What happens when a hurricane strikes land that used to be wetlands? At first, I thought the answer might be the main idea of the chapter. But the last section in the chapter, “A Lesson Learned,” communicates another important idea. What do you think the author wants readers to understand about “Nature’s Power” and wetlands? How do the headings, photographs, and details suggest that nature is powerful in more ways than one?

COLLABORATION Explain to students that discussing the text as a group can deepen their understanding of the topic and the author’s purpose for writing about wetlands. Have students listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students can ask relevant questions and make pertinent comments.

- _____ is interesting because _____.
- I don’t understand _____. Are you saying _____?
- I agree/disagree with _____ because _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Wetlands by Peter Benoit** 
- What If There Were No Bees by Suzanne Slade** 
- African Grasslands by William B. Rice** 
- Body Bugs: Invisible Creatures Lurking Inside You by Jennifer Swanson** 
- Exploring Ecosystems with Max Axiom, Super Scientist by Agnieszka Biskup**
- The Secret Lives of Plants! by Janet Slingerland** 

Session 1

Present the book to the groups. Point out that it is one in a series titled, “A True Book,” and discuss the “Find the Truth!” challenge on page 3. Ask students to take note of informational text features, such as the table of contents, headings, bold words, and captioned images as they read.

Tell the groups that they will begin reading today and that by Session 2 they should finish reading Chapter 1 and be ready to discuss it.

Display a sample of the **Discussion Chart** and ask students to create something similar in their notebooks. Explain that as they read, students will fill in their charts with details they notice, connections they make, and things they wonder about as they read. Encourage students to note what they want to learn about marshlands from this text or from other sources.

Allow groups to use any remaining Book Club time to begin reading.

Session 2

By Session 2, students will have read Chapter 1 of *Wetlands*. Now they are ready to begin their conversation about the book.

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

- Have you ever seen or been in a wetland? Does the photograph on page 6 help you understand what a wetland is?
- What do you know about the hurricane season in Texas?
- What is the most interesting idea or fact that you learned from this chapter?

Students should be prepared to discuss the beginning of Chapter 2 (at least pages 10–12) next week.

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

Week 2

TEACHER'S SUMMARY

Chapter 2, pp.10–12 Wetlands are areas where water covers the soil. Different types of wetlands exist around the globe. They form beside bodies of water, where the soil is too saturated to absorb all the water it receives. Wetlands vary in the type and amount of water they contain, and some do not have water all year long.

Chapter 2, pp.13–15 Marshes, swamps, bogs, and fens are all wetlands with unique characteristics. Each is found in certain types of areas and shaped by the fresh and/or saltwater that feeds it, such as rivers, precipitation, and ocean tides. Each also contains plants and animals that do well in that environment and help distinguish it from the others. All swamps have trees and deeper water than marshes. Bogs and fens have acidic water, but fens are less acidic than bogs.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

The map on page 11 shows the major wetlands around the world. What do you notice about these locations? What causes all wetlands to form?

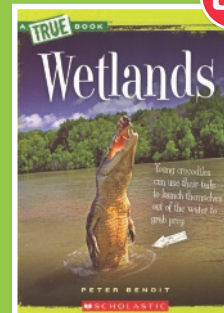
What details does the author provide to help you understand what each type of wetland is like? How can you use these key details to explain the differences between these wetlands?

COLLABORATION Remind students that in any group discussion, people should take turns talking and ask questions based on what others say. Offer sentence stems students can use to talk about the text.

- I noticed that _____.
- Why do you say that?
- I agree that _____, but _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK


**Wetlands by
Peter Benoit**

**What If There Were
No Bees by
Suzanne Slade**

**African Grasslands
by William B. Rice**

**Body Bugs:
Invisible Creatures
Lurking Inside You
by Jennifer
Swanson**

**Exploring
Ecosystems with
Max Axiom, Super
Scientist by
Agnieszka Biskup**

**The Secret Lives
of Plants! by Janet
Slingerland**

Session 3

By Session 3, students will have read pp. 10–12 in *Wetlands*, Chapter 2.

Circulate around the room and monitor how the conversations are going. When it seems appropriate, touch base with each group and help them focus on the text. Based on what you observe, you can ask these questions to encourage conversation about the book.

CONVERSATION STARTERS

- Did you find the truth the author challenged you to find on page 3? How does the author hint that the answer is in this chapter?
- Why do you think the map on page 11 shows only the major wetlands? Based on how wetlands form, how many smaller wetlands do you think are not shown on the map?

Session 4

By Session 4, students will have read pp. 13–15 in *Wetlands*, Chapter 2.

If students' conversations reveal that they are having difficulty distinguishing the different types of wetlands, consider suggesting that groups collaboratively create a large graphic organizer to help them discuss how the types of wetlands are alike and different.

CONVERSATION STARTERS

- What do you think is the most important detail about each type of wetland? Do the photographs help you visualize what each is like?
- Which type of wetland would you most like to visit? What about that wetland do you find interesting or appealing?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapter 2 next week.

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

Week 3

TEACHER'S SUMMARY

Chapter 2, pp.16–17 Arctic wetlands are marshes, swamps, bogs, and fens located in the Arctic regions. They are different from the wetlands in other regions as they have just a few inches of topsoil that are not frozen. “How to Build a Wetland” explains that beaver dams help wetland ecosystems form by creating ponds that bring new plants and animals.

Chapter 3, pp.18–22 The plants in wetlands may float on the water, grow above its surface, or grow next to it. Different plants grow in wetlands with saltwater, freshwater, and acidic water. Floating plants provide food for animals and filter the water. The trees that define swamps rise above the water and provide habitats for the different animals that live in swamps, as do the bordering plants. Emergent plants, those rooted in water, provide both food and habitat.

KEY IDEAS If necessary, refer to the Teacher’s Summary and share some of the following talking points to guide students’ thinking toward the elements the class has been working on.

How can you tell that “How to Build a Wetland” is a feature and not a regular section? Why do you think the author places it at the end of Chapter 2?

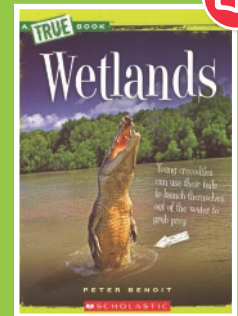
Which photograph in this part of Chapter 3 did you find the most helpful for understanding the text? Why?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas and offer differing opinions in a conversation.

- _____ makes me think _____.
- I don’t agree with _____ because _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK


**Wetlands by
Peter Benoit**

**What If There Were
No Bees by
Suzanne Slade**

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by William B. Rice**

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Lurking Inside You
by Jennifer
Swanson**

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Ecosystems with
Max Axiom, Super
Scientist by
Agnieszka Biskup**

**The Secret Lives
of Plants! by Janet
Slingerland**

Session 5

By Day 1 of Week 3, students will have finished reading Chapter 2 (pp. 16–17) of *Wetlands*.

As groups discuss the book, listen in to see if they are making connections to the previous information in Chapter 2. If not, remind students that they can refer to their earlier **Discussion Charts** for the chapter to refresh their memories. Use the following questions to spark collaborative discussion, as needed.

CONVERSATION STARTERS

- What kinds of plants and animals do you think live in Arctic wetlands year-round? How might they be different from those in other wetlands?
- Do beavers and people change the land and ecosystems in similar ways? What makes you think that?

Session 6

By Session 6, students will have finished reading pp.18–22 in *Wetlands*, Chapter 3.

CONVERSATION STARTERS

- Would you be able to recognize the place shown on page 18 as a swamp if there was no caption? How does the photograph compare to the description in Chapter 2 and what you first visualized?
- Do you agree with the author that “plants define wetlands”? Why or why not?

Ask students to share details and ideas from their **Discussion Charts**.

Tell students that they should be prepared to discuss the rest of Chapter 3 (pp. 23–25) next week.

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

Week 4

TEACHER'S SUMMARY

Chapter 3, pp. 23–25 Venus flytraps and other carnivorous plants cope with the poor soil in wetlands by trapping and digesting insects. “The Big Truth!” feature on crocodiles describes their important role in the wetland “cycle of life.” Crocodile waste helps plants grow, and the plants provide food and habitat for small animals, who then become food for crocodiles and other large animals.

Chapter 4 The animals living in wetlands include insects, fish, amphibians, reptiles, birds, and mammals. Some of the animals are endangered, and they all help provide food for the plants or other animals. Wetlands are ideal places for insects to lay eggs and find food. Small frogs and lizards eat insects and are eaten by larger animals. Many of the birds in wetlands are waterfowl that live there part of the year; others have physical features perfect for finding food in water. Large mammals that are predators, such as panthers, can find prey in wetlands. Both their waste and bodies then help plants to grow.

KEY IDEAS If necessary, refer to the Teacher’s Summary and share some of the following talking points to guide students’ thinking toward the elements the class has been working on.

Chapter 3 is titled “All About Plants!” but it ends with a feature about crocodiles. What is the relationship between plants and animals in wetlands? How does mentioning animals throughout the chapter support the author’s main idea about wetland plants?

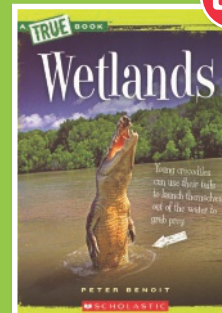
What kind of information does the author provide about wetland animals in this chapter? How would you compare and contrast this information about animals to the information in earlier chapters or other texts?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation.

- _____ reminds me that _____.
- Can you give an example of _____?

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK


**Wetlands by
Peter Benoit**

**What If There Were
No Bees by
Suzanne Slade**

**African Grasslands
by William B. Rice**

**Body Bugs:
Invisible Creatures
Lurking Inside You
by Jennifer
Swanson**

**Exploring
Ecosystems with
Max Axiom, Super
Scientist by
Agnieszka Biskup**

**The Secret Lives
of Plants! by Janet
Slingerland**

Session 7

By Session 7, students will have finished reading Chapter 3 of *Wetlands*.

CONVERSATION STARTERS

- Is there anything else that you want to learn about carnivorous plants or crocodiles? What might videos of Venus flytraps or crocodiles show that photographs cannot?
- How would you compare the roles of plants and animals in the “wetland cycle of life”? What is this cycle like in other kinds of ecosystems?
- Why do you think the author placed this chapter about wetland plants before the chapter on wetland animals?

As groups discuss the book, circulate around the room to monitor the conversations. Remind students that looking back at their earlier **Discussion Charts** can help them make comparisons and discuss this section of text in relation to the whole chapter.

Session 8

By Session 8, students will have read Chapter 4 of *Wetlands*.

CONVERSATION STARTERS

- How would you describe the order in which the author discusses the different types of insects and animals in wetlands? How does it compare to the order in which he discusses the wetland plants?
- Which types of animals did you expect to live in wetlands? Were you surprised that mammals can be found there as well? Why or why not?
- If you could add a graphic or other text feature to this chapter, what would it be? Why do you want to include it?

Ask students to share details and ideas from their **Discussion Charts**. Tell students that they should be prepared to discuss Chapter 5 next week.

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

Describe personal connections to a variety of sources including self-selected texts.

Week 5

TEACHER'S SUMMARY

Chapter 5 Wetlands are a natural resource that benefits people in many ways. They provide food, sources of medicines, weaving materials, and even fuel. They help clean freshwater and protect land from soil loss, hurricanes, and other bad storms. Draining this water, as done in half the wetlands throughout the United States, reduces the number and variety of living things and the quality of life for all.

Chapter 6 Today, people recognize the importance of wetland ecosystems and the need to protect them. The U.S. government does so through laws against draining wetlands, the creation of national parks and wildlife preserves, and restoration efforts. People can help by not draining the water from wetlands, helping to keep them clean of pollution and garbage, and understanding that saving wetlands also saves the plants and animals that we depend on and enjoy.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

Earlier chapters discussed the importance that plants and animals in wetlands have for each other. Why do you think the author includes a chapter about the importance of wetlands to people? What parts of the text make you think that?

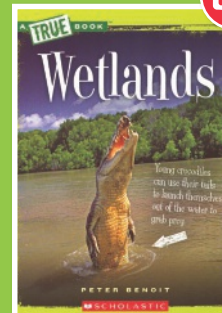
What ideas or text details does the author want readers to visualize in Chapter 6? How does the author use imagery to help readers understand his message?

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.

- Another reason might be _____.
- I think we all agree that _____.






READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

- Wetlands by Peter Benoit** 
- What If There Were No Bees by Suzanne Slade** 
- African Grasslands by William B. Rice** 
- Body Bugs: Invisible Creatures Lurking Inside You by Jennifer Swanson** 
- Exploring Ecosystems with Max Axiom, Super Scientist by Agnieszka Biskup**
- The Secret Lives of Plants! by Janet Slingerland** 

Session 9

By Session 9, students will have read Chapter 5 of *Wetlands*. Circulate around the room. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- What is your answer to the author's question, "How do wetlands affect us?"
- What new information did you learn from the text or photographs in this chapter? Does it support or change your thinking about the importance of wetlands?
- Why do you think the author includes a section and timeline focusing on the Everglades? What makes these parts of the text effective or not effective?

Session 10

By Session 10, students will have finished reading *Wetlands*. 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

- The author also discusses "the cycle of life" in the "Crocs!" feature. How does the author's message about this cycle on page 42 differ from the one on page 25?
- How would you compare or contrast Chapter 6 with Chapter 1? Do you think it is necessary for people to know the information given in Chapters 2–4 to want to save wetlands? Why or why not?
- Which fact on page 43 do you think is the most impressive? Why do you think the author included it?

If time allows, encourage students to review the "Wonderings" on their **Discussion Chart** and seek out more information on these topics or answers to their questions.

Glossary

OBJECTIVE

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

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Explain that a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book. It also includes a word's syllabication, pronunciation, part of speech, and definition.

Glossary entries appear in alphabetical order. Guide words appear at the top of each page to help readers quickly locate terms. These words show the first and last words on the glossary page.

Tell students that if a word does not appear in the glossary, they can use a print or digital dictionary. A print dictionary uses the same organization as a glossary. Use letter tabs and guide words to locate terms. For a digital dictionary, use the search field to type in a word. When a word has multiple entries, use context to determine which meaning is being used in the text.

MODEL AND PRACTICE Model how to use a glossary entry using the Example glossary entry from p. 430 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. This word is bold, and dots in the word tell me how to divide it into syllables. I look for the entry word based on its starting letter. In this case, *adaptations* begins with the letter *a*, so I know that it will be at the beginning of the glossary. When I find *adaptations*, I can see that it is divided into four syllables.
- In parentheses, I see how *adaptations* is pronounced, and I also see that the first and third syllables are stressed. The bold stress mark in the third syllable lets me know that this syllable has a greater emphasis than the first syllable.
- Next, I find the word's part of speech, or function in a sentence, and its definition.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

My TURN Have students try this process independently as they complete the My Turn activity on p. 430 of the *Student Interactive*.

TURN, TALK, AND SHARE Have students turn and talk to a partner about how they might use a print or digital dictionary to find the meaning of a word that does not appear in the glossary. Encourage them to describe how the process relates to looking up a word in a glossary. Then have them identify the meaning, pronunciation, and syllabication for their chosen word using a print or digital dictionary.

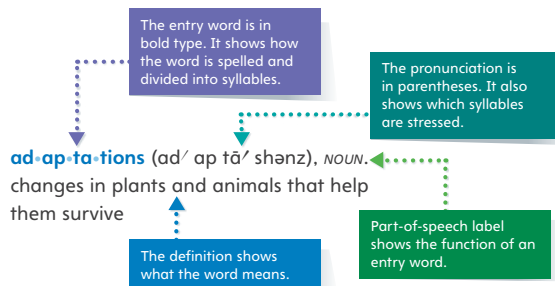
STUDENT INTERACTIVE, p. 430

GLOSSARY INSTRUCTION

How to Use a Glossary

This glossary can help you understand the meaning, pronunciation, and syllabication of some of the words in this book. The entries in this glossary are in alphabetical order. The guide words at the top of each page show the first and last words on the page. If you cannot find a word, check a print or online dictionary. You would use a dictionary just as you would a glossary. To use a digital resource, type the word you are looking for in the search box at the top of the page.

Example glossary entry:



My TURN

Find and write the meaning of the word *crouching*. Say the word aloud.
bending down

Write the syllabication of the word. **crouch•ing**

Write the part of speech of the word. **verb**

How did the part of speech help you understand how the word is used?
Possible response: Verbs can describe actions. The word is probably used to describe an action that a person or animal is doing.

TURN and TALK Discuss how you can find the meaning of a word that is not in this glossary.

STUDENT INTERACTIVE, p. 431

GLOSSARY

adaptations • biodiversity

Aa
ad-ap-ta-tions (ad' ap tā' shənz), *NOUN*. changes in plants and animals that help them survive
a-maz-ing (ə mā' zing), *ADJECTIVE*. causing great wonder or surprise
as-so-ci-ate (ə sō' shē āt), *VERB*. to make a connection between two people or things
a-vail-a-ble (ə vā' la bəl), *ADJECTIVE*. ready to use

a-void (ə void'), *VERB*. to stay away from a person, place, or thing

Bb
bal-ance (bal' əns), *NOUN*. enough different plants and animals to keep a habitat healthy
bar-ing (bār' ing), *VERB*. showing
bi-o-di-ver-si-ty (bī' ō di vûr' si tē), *NOUN*. the existence of many different kinds of plants and animals in an environment

Pronunciation Guide

Use the pronunciation guide to help you pronounce the words correctly.

a in <i>hat</i>	ō in <i>open</i>	sh in <i>she</i>
ā in <i>age</i>	ō in <i>all</i>	th in <i>thin</i>
ā in <i>care</i>	ō in <i>order</i>	th in <i>then</i>
ā in <i>far</i>	oi in <i>oil</i>	zh in <i>measure</i>
e in <i>let</i>	ou in <i>out</i>	ə = a in <i>about</i>
ē in <i>equal</i>	u in <i>cup</i>	ə = e in <i>taken</i>
ēr in <i>term</i>	û in <i>put</i>	ə = i in <i>pencil</i>
i in <i>it</i>	û in <i>rule</i>	ə = o in <i>lemon</i>
ī in <i>ice</i>	ch in <i>child</i>	ə = u in <i>circus</i>
o in <i>hot</i>	ng in <i>long</i>	

431

STUDENT INTERACTIVE, p. 433

GLOSSARY

habitat • population

Hh
hab-i-tat (hab' ə tat), *NOUN*. the natural home of a plant or animal

Ii
im-mune (i myūn'), *ADJECTIVE*. not affected by something, such as an illness
in-ter-de-pend-ence (in' tər di pen' dens), *NOUN*. when things depend or rely on one another
in-ves-ti-gate (in ves' tə gāt), *VERB*. to examine or look closely at something

Ll
lack (lak), *NOUN*. the state of not having something
land-scape (land' skāp), *NOUN*. the natural features seen in a particular area

Mm
mag-nif-i-cent (mag nif' ə sent), *ADJECTIVE*. very wonderful or beautiful

moun-tain-side (moun' tən sīd), *NOUN*. the sloping side of a mountain
mul-ti-plied (mul' tē plīd'), *VERB*. increased greatly in number
mur-mur-ing (mēr' mər ing), *NOUN*. a soft, continuous sound

Nn
na-ture (nā' chər), *NOUN*. the things around us not made by humans
no-mad-ic (nō mad' ik), *ADJECTIVE*. moving around a lot

Oo
oc-ca-sion (ə kă' zhən), *NOUN*. a special time or event
or-gan-i-za-tion (ôr' gə nə ză' shən), *NOUN*. the process of putting things in order

Pp
pat-terns (pat' ərnz), *NOUN*. sets of things that repeat in order
pop-u-la-tion (pop' yə lă' shən), *NOUN*. the number of animals or people living in a place

433

STUDENT INTERACTIVE, p. 432

GLOSSARY

bored • globe

bored (bōrd), *ADJECTIVE*. not interested in something
brood-ed (brūd' id), *VERB*. worried or fretted

Cc
cam-ou-flage (kam' ə flāzh), *VERB*. hide or make harder to see one's natural surroundings
com-pe-ti-tion (kom' pə tish' ən), *NOUN*. the act of trying to win something
crouch-ing (krouch' ing), *VERB*. bending down
cus-tom (kus' təm), *NOUN*. something that people have done for a long time

Dd
de-pend-ed (di pend' id), *VERB*. counted or relied on
dis-cov-er-y (dis kuv' ər ē), *NOUN*. something found for the first time
dreams (drēmz), *VERB*. has a detailed goal or purpose

Ee
e-lim-i-nat-ed (i lim' ə nāt id), *VERB*. removed
e-merg-es (i mēj' ez), *VERB*. to come out of a hidden place
ex-po-sure (ek spō' zhər), *NOUN*. the condition of being unprotected from severe weather

Ff
fea-tures (fē' chərz), *NOUN*. the details or specific traits of something
fierce (firs), *ADJECTIVE*. wild or dangerous
flex-ing (fleks' ing), *VERB*. curling
food chain (fūd' chān), *NOUN*. a series of living things that depend on each other as food sources
foot-path (fūt' path), *NOUN*. a narrow walking path for people

Gg
globe (glōb), *NOUN*. an object shaped like a ball

432

STUDENT INTERACTIVE, p. 434

GLOSSARY

pouch • well-being

pouch (pouch), *NOUN*. a small bag that closes with a piece of string
pred-a-tors (pred' ə tərz), *NOUN*. animals that live by eating other animals
pre-fer (pri fēr'), *VERB*. to like one thing more than another thing
prep-a-ra-tions (prep' ə rā' shənz), *NOUN*. activities to get ready for something
pro-tec-tion (prə tek' shən), *NOUN*. safety
proud (proud), *ADJECTIVE*. feeling good about oneself or something

Rr
re-in-tro-duced (ri in' trə dūst'), *VERB*. brought an animal or plant back into an area
re-joic-ing (ri jōis' ing), *NOUN*. actions and feelings of great happiness
re-peat (ri pēt'), *VERB*. to happen over and over

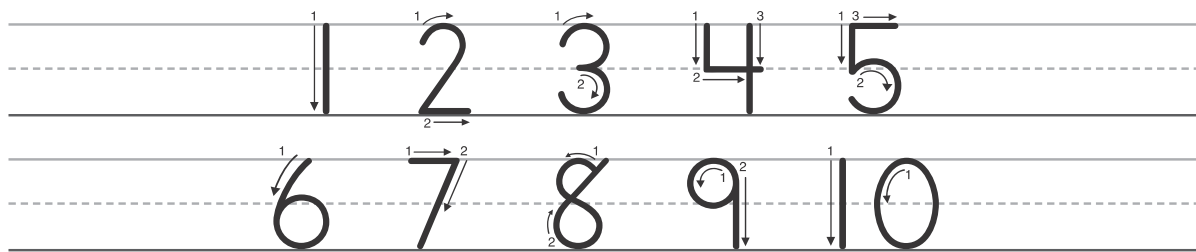
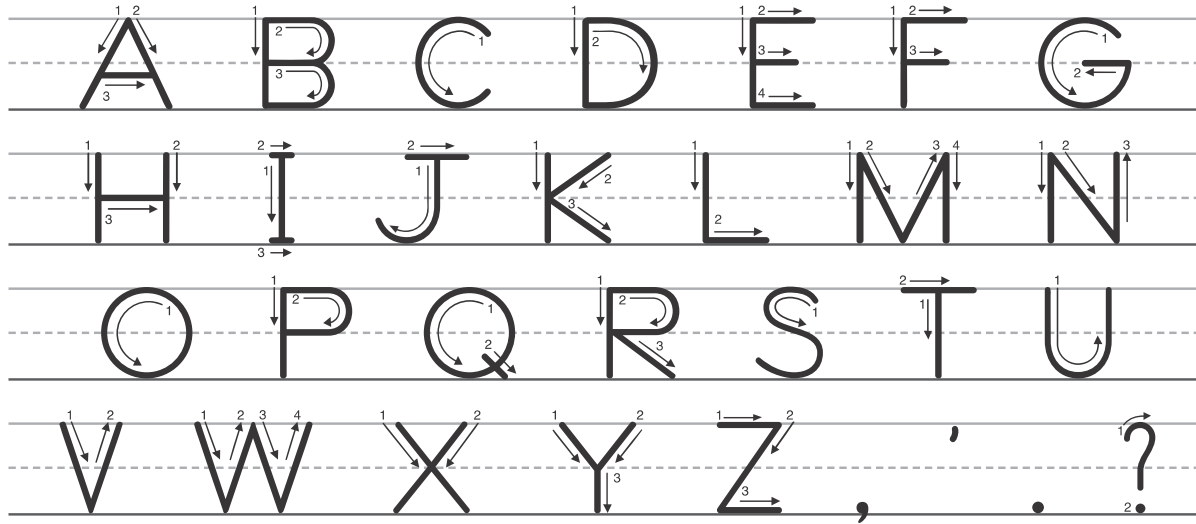
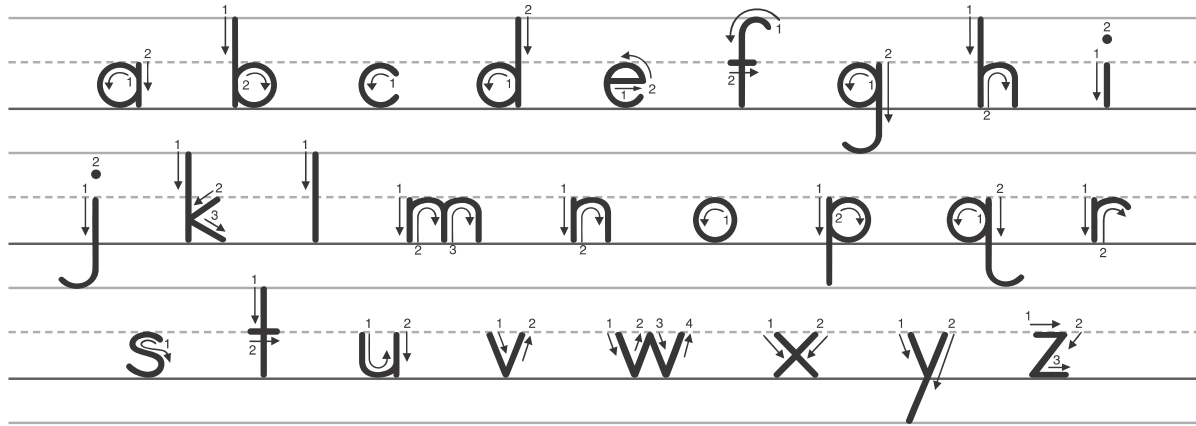
Ss
sat-is-fied (sat' i sfīd), *ADJECTIVE*. happy or pleased
se-quence (sē' kwənz), *NOUN*. a series of things in order
shield (shēld), *VERB*. to protect by covering
sol-i-tar-y (sol' ə tər' ē), *ADJECTIVE*. single or living alone
solve (solv), *VERB*. to find the answer to a problem
spe-cies (spē' shēz), *NOUN*. a group of living things that are the same in most ways
swipe (swīp), *VERB*. to hit
sym-me-try (sim' ə trē), *NOUN*. being the same on both sides

Ww
well-being (wel' bē' ing), *NOUN*. health and comfort

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Handwriting Model

Manuscript



Handwriting Model

D'Nealian™ Alphabet

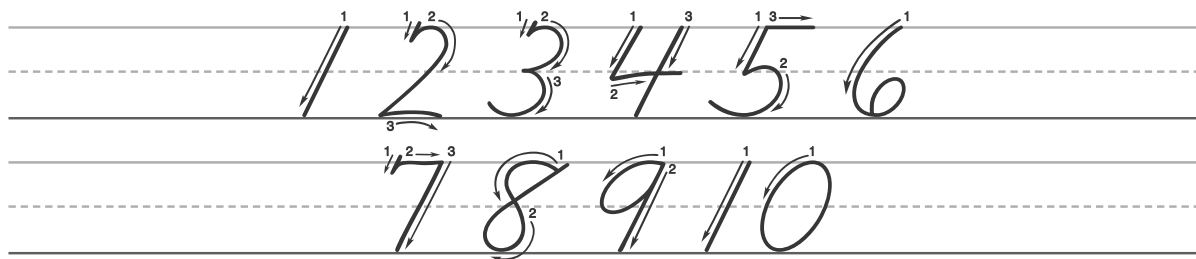
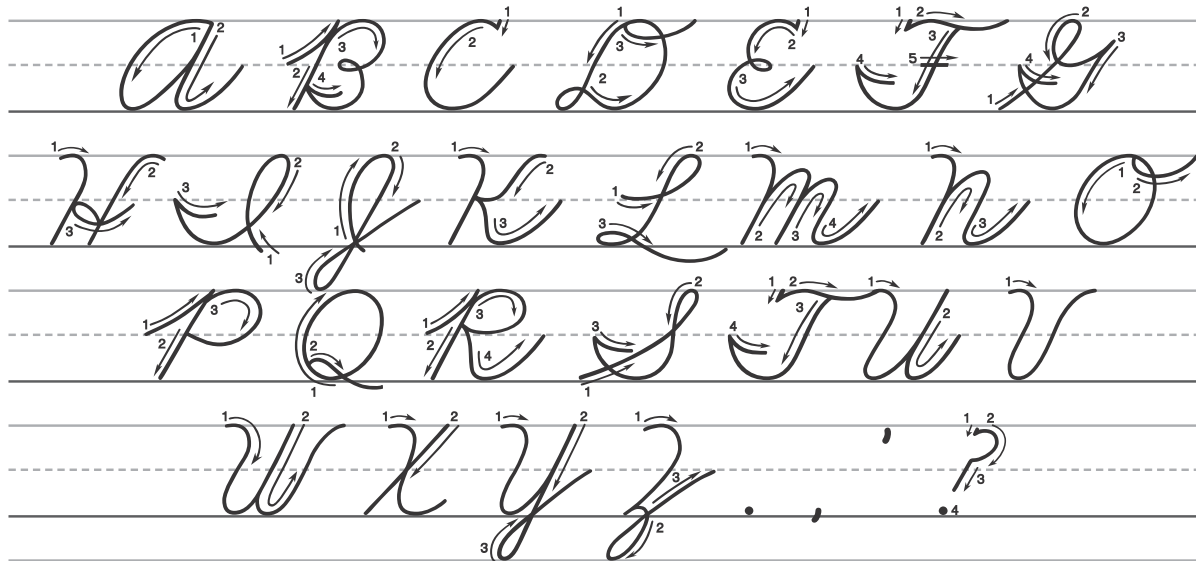
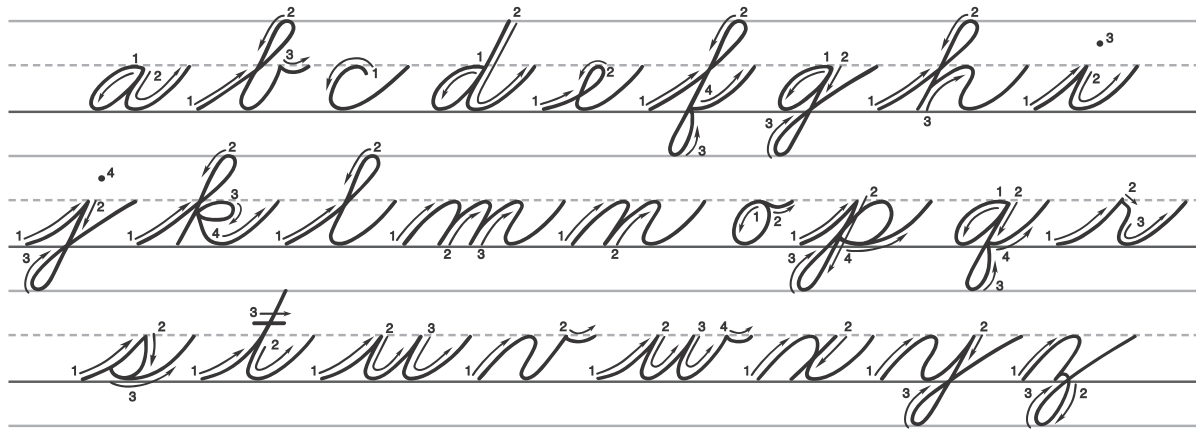
a b c d e f g h i
j k l m n o p q r s t
u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

Handwriting Model

Cursive



Handwriting Model

D'Nealian™ Cursive

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

A B C D E F G
H I J K L M N O
P Q R S T U V
W X Y Z . , ' ?

1 2 3 4 5 6
7 8 9 10

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TEXT COMPLEXITY CHARTS



TEXT COMPLEXITY

Patterns in Nature

By Jennifer Rozines Roy
and Gregory Roy
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Multiple-meaning words
- Text Structure: Distinguishing human-made patterns and natural patterns

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **540L** Average Sentence Length: **7.722** Word Frequency: **3.503** Word Count: **556**

Complexity Level

Qualitative Measures

Author's Purpose



Simple Very Complex

The authors' overall purpose is **easy to identify**, because the title suggests the text will inform readers about natural patterns. However, students may need support in relating some of the examples (such as the designs of butterflies, snowflakes, and leaves) to the purpose.

Text Structure



Simple Very Complex

This informational text has two main sections—the first part teaches about patterns using natural objects that a person can arrange in a certain way, and the second part shows examples of patterns that occur naturally. Connections between sections can be **subtle**. Graphic features that show the patterns are **integral to understanding the text**.

Language Conventinality and Clarity



Simple Very Complex

The sentences are **mostly simple and compound** in construction. The language is **mostly straightforward** with a few occasions for **more complex meaning** (*Patterns ... help us make sense of our world*). The authors often directly address the reader and use informal word choices (*Let's make a pattern, Look!, Good thing you're wearing a jacket*) to make the text engaging.

Knowledge Demands



Simple Very Complex

The text includes **common practical knowledge**, and **abstract** ideas such as pattern rules and symmetry are explained in **concrete ways**, with plenty of examples. Students who have encountered the concepts of symmetry and patterns in mathematics will feel comfortable with the material.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Have students tell how they usually use the word *rule*. Then, explain that when we talk about patterns, we use the word *rule* to describe the pattern. Give a simple example from the text to illustrate. Use **sentence frames** to help students use *rule* both ways:

- I follow the ____ at school because ____.
- A pattern ____ tells me what comes next in a pattern.

Structure Preview the patterns in the text by having students look at the pictures. Have them describe what they see and guide them to describe the patterns in their own words. Then, ask questions to help them categorize the patterns they see:

- Which patterns did a person make?
- Which patterns happen naturally?

Knowledge Demands Give students beads or beans of various colors and ask them to work with a partner to make a pattern.

- Have partners share their patterns with the class and use words to describe their patterns.
- Have students use colored pencils to draw the pattern they made, using graph paper if needed, and write a short description of their pattern.

Weird Friends: Unlikely Allies in the Animal Kingdom

By Jose Aruego and Ariane Dewey
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the Qualitative Measures to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Unusual conversational words
- Knowledge Demands: Understanding predators and prey

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **990L** Average Sentence Length: **14.065** Word Frequency: **3.364** Word Count: **1,083**

Complexity Level

Qualitative Measures

Author's Purpose



The text's purpose is **clear, concrete, and narrowly focused**. The book opens with a paragraph that introduces the main idea in the first sentence: *Sometimes in the wild, animals you might think could hurt each other actually help each other in surprising ways.*

Text Structure



The informational text uses a variety of text structures, such as problem and solution, cause and effect, and sequence. Prior to reading, you may want to do a Think Aloud of several passages to point out the text structures and signal words. The illustrations are **simple** and **mostly unnecessary for understanding the text**.

Language Conventionalty and Clarity



Many sentences are **complex**, with frequent examples of **idiomatic** and **figurative language**. The vocabulary includes the names of many animals that may be unfamiliar. The vocabulary also includes unusual, informal words such as *lug*, *oozes*, and *nibble* and **domain-specific terms** such as *pupating*. The effect is a friendly, conversational tone that hides the difficulty of the language.

Knowledge Demands



The text **relies on common knowledge** and experiences, such as helping each other, being friends, and protection. It also requires **some discipline-specific content knowledge**, such as butterfly life cycles, predator and prey relationships, and characteristics of natural environments.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use synonyms, definitions, and demonstrations to explain the words *lug*, *oozes*, and *nibble*. Use the **sentence frames** below.

- I will _____ this heavy backpack up the stairs.
- The toothpaste _____ without a cap.
- The bunny will _____ the carrot.

Knowledge Demands Use a **two-column chart** with headings *Predator* and *Prey* to access prior knowledge. Have students list predators and their prey. **Ask:**

- [How do predators find prey?](#)
- [How do prey animals avoid being food for a predator?](#)

Purpose Before reading the text, read the title and subtitle aloud.

Ask: What are allies? What do allies do? What other word or words in the title help you know what allies are?

- Have students share their ideas and examples with a partner.

Ask: What do you think this text will be about?

TEXT COMPLEXITY CHARTS

Wolf Island

By Celia Godkin

Genre: Realistic Fiction

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding the settings of *island* and *mainland*
- Meaning: Understanding what *balance* means in an ecosystem

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **550L**

Average Sentence Length: **9.25**

Word Frequency: **3.66**

Word Count: **888**

Complexity Level

Qualitative Measures

Levels of Meaning



Simple Very Complex

The text's **theme** of the importance of balance in ecosystems is **clear** but conveyed in a narrative fashion. Students will need to infer that the story is conveying a message about ecosystems in general, not just a message about the one island in the story.

Text Structure



Simple Very Complex

The third-person narrative is **chronological** and **clearly narrated**. The illustrations **directly support** interpreting the text by showing the characters, settings, and events in the story.

Language Conventinality and Clarity



Simple Very Complex

The language is **explicit, literal, and easy to understand**. Vocabulary is **familiar and conversational**, and sentences are mostly **simple or compound**. Students may need support understanding academic and domain-specific terms used in the text, such as *mainland*, *population*, and *remaining*.

Knowledge Demands



Simple Very Complex

The story explores a **single theme**, and although it discusses the ways ecosystems function and can become unbalanced, it does this using a concrete situation and **simple language** that takes care to show causes and effects.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Show students a map depicting an island off the coast of a continent. Identify the island and the mainland, and have students describe their characteristics, using **sentence frames**:

- The island is surrounded by _____.
- The island is _____ than the mainland.
- The island is separated from the mainland by _____.

Meaning Use a **word web** to explore the idea of balance in an ecosystem. Have students suggest ideas about what it means to have *balance* in an ecosystem. To prompt discussion, **ask**:

- **Is balance in an ecosystem good or bad? Why?**
- **What are the parts of an ecosystem?**
- **How can these parts be balanced?**

Knowledge Demands Have partners complete a **KWL chart** to access their prior learning about problems in ecosystems—how ecosystems can be harmed or become unbalanced.

- Have each pair voice two questions they have about problems in ecosystems.
- Tell students to look for answers to their questions as they read.

Welcome Back, Wolves!

By Pooja Makhijani

Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific and academic vocabulary related to ecosystems
- Knowledge Demands: Understanding why ranchers might not want wolves nearby

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 700L

Average Sentence Length: 8.852

Word Frequency: 3.312

Word Count: 478

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **concrete and narrowly focused** on why allowing wolves to be reintroduced to Yellowstone was the best decision. Students should have little difficulty determining the purpose of this persuasive text, as the main claim is stated in the first paragraph and restated in the final paragraph of the text.

Text Structure



Since the text gives a detailed **chronological description** of the state of the wolf population in Yellowstone before focusing on the reasons they should remain, students must **infer** how the historical information relates to the main claim. The counterargument is **not stated explicitly** and must be inferred or understood from the companion text.

Language Conventionalty and Clarity



The language is **largely explicit** and **easy to understand**, and sentence structure is a combination of simple, compound, and complex sentences. The vocabulary is **academic** yet fairly straightforward and uses academic and domain-specific terms such as *ban*, *habitat*, *ecosystem*, *ecotourism*, *predators*, and *biodiversity*, many of which are not defined in the text.

Knowledge Demands



The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of ecosystems and predator-prey relationships. Students may need support understanding why farmers and ranchers might object to wolves in Yellowstone.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Knowledge Demands Tell students that a *rancher* is a person who raises animals to sell. Some of the animals are prey for wolves. Use **sentence frames** to have students discuss why ranchers might not want wolves nearby.

- Wolves might _____ the animals a rancher owns.
- Ranchers might feel _____ when wolves are nearby.

Language Use the prefix *eco-* to teach the domain-specific vocabulary *ecotourism* and *ecosystem*. Explain that *eco-* means “habitat or environment.” Have partners discuss how adding this prefix changes the meaning of *tourism* and *system*.

Structure Use a **time line** and have students **research** key dates in Yellowstone’s history. Challenge them to include significant dates from before Yellowstone was a national park.

- Have student volunteers use signal words, such as *first*, *then*, and *finally*, to tell the class about Yellowstone.
- Encourage students to add to their time lines as they read the text.

Wolves Don't Belong in Yellowstone

By Frances Ruffin
Genre: Persuasive Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Understanding academic and domain-specific language related to ecosystems
- Knowledge Demands: Prior knowledge of Yellowstone

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **630L**

Average Sentence Length: **8.314**

Word Frequency: **3.329**

Word Count: **424**

Complexity Level

Qualitative Measures

Author's Purpose



Simple

Very Complex

The author's purpose is **concrete and narrowly focused** on why grey wolves should not be allowed to live in Yellowstone. Students should have little difficulty determining the purpose of this persuasive text, as the main claim is stated in the title and in the first and last sentences of the text.

Text Structure



Simple

Very Complex

The text's organization conforms to a typical persuasive text structure. It opens with the main claim and then gives a short history of the controversy over wolves in Yellowstone before detailing the problems wolves cause. A counterclaim is introduced and rebutted in paragraph 12. The photographs **supplement** the text.

Language Conventinality and Clarity



Simple

Very Complex

The language is **largely explicit** and **easy to understand**, and sentence structure is a combination of simple, compound, and complex sentences. The vocabulary is **academic** yet **fairly straightforward** and uses domain-specific terms such as *prey*, *scavengers*, *biodiversity*, *habitat*, and *drought*, many of which are not defined in the text.

Knowledge Demands



Simple

Very Complex

The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of ecosystems and predator-prey relationships. Quotations from ranchers and experts in Yellowstone's animals are used to add credibility. Familiarity with Yellowstone's history and geography may help students understand the text.

Reader and Task Considerations

English Language Learners

Language Use **web graphic organizers** to preteach the words *prey*, *scavengers*, *biodiversity*, *habitat*, and *drought*. Guide students to complete a **word web** for each word. Then, have students work with partners to use the words to **write** sentences, sharing them aloud.

Intervention

Knowledge Demands Use a **KWL chart** to find what students know and want to know about Yellowstone. Have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- have students view a map and photos of Yellowstone.
- have students do additional research on Yellowstone's history.

On Level/Advanced

Purpose Say: *Read the title. What do you think the author's opinion on wolves in Yellowstone is? What do you expect to learn from this text?*

- *Tell a partner your ideas.*
- *As you read, make note of the author's main opinion, or claim, and the reasons the author uses to support her opinion.*

Nature's Patchwork Quilt: Understanding Habitats

By Mary Miché
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** suggest that this text is at the upper level of readability for Grade 3. Use the Qualitative Measures to inform and support your instruction.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Understanding an extended metaphor
- Language: Learning new academic and domain-specific terms from context

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 840L Average Sentence Length: 11.776 Word Frequency: 3.388 Word Count: 789

Complexity Level

Qualitative Measures

Author's Purpose



The text's purpose is **implied but easy to identify** based on context. The subtitle—"Understanding Habitats"—suggests a dry or academic approach, but the text's main message is clearly about the beauty of Earth's biodiversity and the importance of protecting it. This message is **implicit** and developed over the entire text.

Text Structure



The author of this informational text uses the extended metaphor of nature as a patchwork quilt as she describes and compares animal habitats. The first part of the text adheres closely to this metaphor, but the sections exploring the harm caused by people do not connect as explicitly to the metaphor. The illustrations are detailed and **support understanding the text**.

Language Conventationality and Clarity



Many sentences are **complex**, and even sentences with simpler constructions tend to be lengthy—often made up of long lists. The vocabulary includes many **unfamiliar academic** and **domain-specific terms** such as *interdependent*, *policy-makers*, *preserving*, *generations*, and *species*. Students will need support learning the meanings of these words from context.

Knowledge Demands



The text **relies on moderate levels of discipline-specific knowledge**; it also includes a mix of **recognizable ideas** and ones that are likely to be **unfamiliar**. Abstract ideas such as nature as a quilt or web of interdependent parts may be quite challenging.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Structure Read aloud the title of the text and explain that this book shows how nature is like a patchwork quilt. Show a photo of a patchwork quilt and discuss its characteristics: *colorful*, *made of many different colors*, *bright*, *sewn together*. Have students discuss the metaphor, using **sentence frames**:

- A patchwork quilt is _____.
- Nature is like a quilt because _____.

Language Preteach how to find the meanings of unfamiliar terms in the text using context. For example, point out the word *niche* on page 385. Show students that the definition of this term, *special role*, is given in the sentence. Students can practice using context with the following words:

- *marine*, on page 387
- *deforestation*, on page 391

Purpose Preview the first three paragraphs of the text with students.

Say: Which words tell you how the author feels about nature? How do you think the author's feelings are related to the author's purpose?

- Have students discuss these questions with a partner.
- Ask pairs to share their ideas.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Persuasive	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
	Identify the author's purpose and craft	•	•	•	•	•	•

A

Academic vocabulary

integrate/integration, **U1**:T62, T70, T78, T124, T132, T140, T186, T194, T202, T256, T264, T272, T318, T326; **U2**:T54, T62, T70, T116, T124, T132, T176, T184, T192, T202, T238, T246, T254, T300, T308, T316; **U3**:T62, T70, T78, T122, T130, T138, T184, T192, T200, T244, T252, T260, T302, T310, T318; **U4**:T56, T64, T72, T116, T124, T132, T180, T188, T196, T246, T254, T262, T308, T316, T324; **U5**:T58, T66, T74, T116, T124, T132, T176, T184, T192, T244, T252, T260, T306, T314, T322

language of ideas, **U1**:T18, T88, T150, T213, T282; **U2**:T18, T80, T142, T264; **U3**:T18, T88, T148, T210, T270; **U4**:T18, T82, T142, T206, T272; **U5**:T18, T84, T142, T202, T270

use/using academic vocabulary, **U1**:T473; **U2**:T455; **U3**:T457; **U4**:T463; **U5**:T461

vocabulary, **U1**:T334

Word Wall, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

See also Vocabulary skills/strategies, academic vocabulary strategies

Accuracy. See Fluency, reading

Achieving English proficiency. See ELL (English Language Learners)

Adjectives, U5:T345, T349, T353, T357, T365, T438–T439

articles, **U4**:T439

comparative, **U1**:T426–T427; **U5**:T422–T423

comparing with, **U4**:T419, T423, T427, T431; **U5**:T345, T349, T353, T357, T365

superlative, **U1**:T426–T427; **U5**:T422–T423

Advanced-high learners. See ELL (English Language Learners)

Advanced learners. See ELL (English Language Learners)

Adverbs, U1:T434–T435; **U2**:T416–T417; **U4**:T443, T447, T451, T455; **U5**:T341, T369, T373, T377, T389, T438–T439

Affixes. See Spelling, Word Study, prefixes; Word Study, prefixes

Agreement

pronoun-antecedent, **U5**:T417, T421, T425, T429, T43

subject-verb, **U1**:T438; **U2**:T432–T433; **U3**:T341, T345, T349, T353, T361, T365, T369, T373, T377, T396

Alliteration. See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. See Connections, text to text

Anchor chart, U1:T22, T92, T154, T216, T286; **U2**:T22, T84, T146, T206; **U3**:T22, T92, T152, T214, T274;

U4:T22, T86, T146, T210, T276; **U5**:T22, T88, T146, T206, T274

Answering questions. See Questioning

Antonyms, U1:T94–T95, T112; T86–T87, T99; **U3**:T94–T95, T106, T109; **U4**:T88–T89, T101, T103, T107; **U5**:T90–T91, T100, T101

Appreciating literature. See Literary response

Articles. See Adjectives, articles

Asking questions. See Questioning

Assess and Differentiate

myView Digital. See SavvasRealize.com to access Realize Reader and all other digital content

Quick Check, **U1**:T23, T57, T63, T71, T79, T93, T119, T125, T133, T141, T155, T181, T187, T195, T203, T217, T251, T257, T265, T273, T287, T313, T319, T327, T335; **U2**:T23, T53, T55, T63, T71, T85, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T233, T239, T247, T255, T269, T295, T301, T309, T317; **U3**:T23, T57, T63, T71, T79, T183, T117, T123, T131, T139, T153, T179, T185, T193, T201, T215, T239, T245, T253, T261, T275, T297, T303, T311, T319; **U4**:T23, T51, T57, T65, T73, T87, T111, T117, T125, T133, T147, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T303, T309, T317, T325; **U5**:T23, T53, T59, T67, T75, T89, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T239, T245, T253, T261, T275, T301, T307, T315, T323

Small Group, **U1**:T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T122–T123, T130–T131, T138–T139, T144–T145, T160–T163, T184–T185, T192–T193, T200–T201, T206–T207, T222–T225, T254–T255, T262–T263, T270–T271, T276–T277, T292–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2**:T30–T31, T52–T53, T160–T61, T68–T69, T74–T75, T90–T93, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T155–T183, T190–T191, T196–T197, T212–T215, T236–T237, T244–T245, T252–T253, T258–T259, T274–T277, T298–T299, T306–T307, T314–T315, T320–T321; **U3**:T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T120–T121, T128–T129, T136–T137, T142–T143, T158–T161, T182–T183, T190–T191, T198–T199, T204–T205, T220–T223, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4**:T28–T31, T54–T55, T62–T63, T70–T71, T76–T77, T92–T95, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T178–T179, T186–T187, T194–T195, T200–T201, T216–T219, T244–T245, T252–T253, T260–T261, T266–T267, T282–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5**:T28–T31, T56–T57, T64–T65, T72–T73, T78–T79, T94–T97, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T182–T183,

T190–T191, T196–T197, T212–T215, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T304–T305, T312–T313, T320–T321, T326–T327

Independent/Collaborative, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Book Club, **U1**:T31, T83, T101, T163, T207, T225, T277, T295, T488–T501; **U2**:T31, T75, T93, T155, T197, T215, T259, T277, T470–T483; **U3**:T31, T83, T101, T161, T205, T223, T265, T283, T472–T485; **U4**:T31, T77, T95, T155, T201, T219, T267, T285, T478–T491; **U5**:T31, T79, T97, T155, T197, T215, T265, T283, T476–T489

Conferring, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Independent Reading, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95,

T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Leveled Readers, **U1**:T29, T31, T61, T69, T77, T83, T99, T101, T123, T131, T139, T145, T161, T163, T185, T193, T201, T207, T223, T225, T255, T263, T271, T277, T293, T295, T317, T325, T333, T339; **U2**:T29, T31, T53, T61, T69, T75, T91, T93, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T237, T245, T253, T259, T275, T277, T299, T307, T315, T321; **U3**:T29, T31, T61, T69, T77, T83, T99, T101, T121, T129, T137, T143, T159, T161, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T301, T309, T317, T323; **U4**:T29, T31, T55, T63, T71, T77, T93, T95, T115, T123, T131, T137, T153, T155, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T307, T315, T323, T329; **U5**:T29, T31, T57, T65, T73, T79, T95, T97, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T243, T251, T259, T265, T281, T283, T305, T313, T321, T327

Literacy Activities, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T73, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Teacher-Led Options, **U1**:T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T122–T123, T130–T131, T138–T139, T144–T145, T162–T163, T184–T185, T192–T193, T200–T201, T206–T207, T224–T225, T254–T255, T262–T263, T270–T271, T276–T277, T294–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2**:T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T236–T237, T244–T245, T252–T253, T258–T259, T276–T277, T298–T299, T306–T307, T314–T315,

T320–T321; **U3**:T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T120–T121, T128–T129, T136–T137, T142–T143, T160–T161, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4**:T30–T31, T53–T54, T62–T63, T70–T71, T76–T77, T94–T95, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5**:T30–T31, T56–T57, T64–T65, T72–T73, T78–T79, T96–T97, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T304–T305, T312–T313, T320–T321, T326–T327

Fluency, **U1**:T60, T68, T76, T122, T130, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2**:T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3**:T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T300, T308, T316; **U4**:T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5**:T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320

Intervention Activity, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T134, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

On-Level and Advanced, **U1**:T30, T82, T100, T144, T162, T206, T224, T276, T294, T333; **U2**:T30, T74, T92, T136, T154, T196, T214, T258, T276, T320; **U3**:T30, T82, T100, T142, T160, T204, T222, T264, T282, T322; **U4**:T30, T76, T94, T136, T154, T200, T218, T266, T284, T328; **U5**:T30, T78, T96, T136, T154, T196, T214, T264, T282, T326

Strategy Group, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

ELL Targeted Support, **U1**:T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T338; **U2**:T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3**:T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4**:T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5**:T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2**:T31, T53, T61, T69, T75, T93, T115, T123, T137, T155, T165, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3**:T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4**:T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5**:T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Assessment

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T101, T121, T129, T131, T143, T159, T161, T183, T191,
T199, T205, T221, T223, T243, T251, T259, T265, T281,
T283, T301, T309, T317, T323; **U4**:T8–T9, T29, T31,
T54, T63, T71, T77, T93, T95, T115, T123, T131, T137,
T153, T155, T179, T187, T195, T201, T217, T219, T245,
T253, T261, T267, T283, T285, T307, T315, T323, T329;
U5:T8–T9, T29, T31, T57, T65, T73, T79, T95, T97, T115,
T123, T131, T137, T153, T155, T175, T183, T191, T197,
T213, T215, T243, T251, T259, T265, T281, T283, T305,
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T82–T83, T144–T145, T204–T205, T266–T267; **U3**:T20–
T21, T90–T91, T150–T151 T212–T213, T272–T273;

U4:T20–T21, T84–T85, T144–T145, T208–T209, T274–
T275; **U5**:T20–T21, T86–T87, T144–T145, T204–T205,
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T310; **U2**:T30, T34, T36, T38, T40, T42, T44, T45, T47, T91,
T96, T100, T105, T106, T108, T124–T125, T281, T282,
T286, T289, T291, T308–T309, T340–T341, T361–T362;
U3:T398; **U4**:T92, T99, T102, T104, T108–T109, T116–T117,
T416–T417; **U5**:T281, T286, T288, T290, T297, T314–T315

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mood, **U3**:T48, T53, T165, T173

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U3:T158, T165, T166, T169, T172, T174, T184–T185;
U5:T280, T289, T292, T294, T298, T306–T307

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Aesop’s Fox, **U5:**T284–T301
 “Animal Village,” **U5:**T272–T273
 “Beaded Necklace,” **U1:**T284–T285
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 “Black Blizzards,” **U5:**T204–T205
 “Boy’s Advice,” **U1:**T20–T21
Cocoliso, **U1:**T164–T181
 “Comforts of Home,” **U4:**T274–T275
 “Crossing the Rockies,” **U3:**T20–T21
Eleven Nature Tales, **U1:**T490
 “Everyday Superheroes,” **U3:**T150–T151
 “Feeling the Cold,” **U1:**T152–T153
 “Firefighter Face,” **U3:**T286–T287
 “Gift Horse,” **U1:**T90–T91
Golden Flower, **U1:**T296–T313
Grace and Grandma, **U4:**T286–T303
Granddaddy’s Turn, **U3:**T102–T117
Grandma and the Great Gourd, **U1:**T32–T57
 “Heart Mountain,” **U3:**T90–T91
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 “in daddy’s arms,” **U3:**T292–T293
Little House on the Prairie, **U3:**T162–T170
Mama Miti: Wangari Maathai and the Trees of Kenya, **U3:**T224–T239
 “Miss Stone,” **U3:**T288–T289
Nora’s Ark, **U5:**T216–T239
 “Producer and Consumer,” **U2:**T144–T145
 “Race,” **U3:**T290–T291
By the Shores of Silver Lake, **U3:**T170–T177
 “There for Me,” **U3:**T272–T273
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Weird Friends, **U2:**T94–T111
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Wolf Island, **U2:**T156–T171
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and details, **U1:**T104, T292, T299, T300, T302, T306, T308–T310, T326–T327; **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47, T91, T96, T100, T105, T106, T108, T124–T125, T281, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362; **U3:**T398; **U4:**T92, T99, T102, T104, T108, T109, T116–T117, T416–T417; **U5:**T281, T286, T288, T290, T297, T314–T315. See also Listening, listening comprehension

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Magazine. See Reference sources

Main idea, U2:T356–T357

T432, T434, T436–T437, T440–T441, T444–T445, T448–T449, T452; **U5**:T334, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T358, T360, T362–T363, T366–T367, T370–T371, T374–T375, T378, T382, T384, T386–T387, T390–T391, T394–T395, T398–T399, T402, T406, T408, T410–T411, T414–T415, T418–T419, T422–T423, T426, T430, T432, T434–T435, T438–T439, T442–T443, T446–T447, T450

Monitor progress. See Assessment, progress monitoring

Multiple-meaning words. See Vocabulary skills/strategies, academic vocabulary strategies, context clues

Myth. See Genres, myth

myView Digital. See SavvasRealize.com to access Realize Reader and all other digital content

N

Narrator. See Literary devices/terms, narrator

Nouns, U5:T418–T419

common, **U1**:T453, T457, T461, T465; **U2**:T355, T412–T413
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possessive, **U2**:T339, T343, T347, T351, T359, T387, T391, T395, T399, T407

proper, **U1**:T453, T457, T461, T465; **U2**:T355, T412–T413

singular, **U2**:T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413

O

On-level learners. See Assess and Differentiate

Online student resources. See SavvasRealize.com to access Realize Reader and all other digital content

Onomatopoeia. See Literary devices/terms, onomatopoeia; Sound devices and poetic elements, onomatopoeia

Opinion and fact. See Fact(s), and opinion

Oral language. See Listening

Oral reading ability, assessment of, U1:T60, T68, T76, T122, T130, T138, T184, T192, T200, T254, T262, T270,

T316, T324, T332; **U2**:T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3**:T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4**:T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5**:T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320

Oral vocabulary development. See Academic vocabulary; Content knowledge; Oral Reading Ability

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Paraphrase, U3:T464–T465

Parts of a book. See Text features

Parts of speech. See Adjectives; Adverbs; Conjunctions; Nouns; Prepositions; Pronouns; Verbs

Performance task. See Assessment, progress monitoring

Phonics/decoding

common syllable patterns, **U1**:T26–T27, T58–T59, T66–T67, T74–T75, T80–T81, T136–T137, T290–T291, T314–T315, T322–T323, T336–T337; **U2**:T26–T27, T44, T50–T51, T58–T59, T72–T73, T128–T129, T210–T211, T234–T235, T242–T243, T256–T257, T334, T338, T342, T350, T370, T406, T410, T414, T422

final stable syllable, **U5**:T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321, T436, T440, T444, T452

VCCCV, **U4**:90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193 T366, T370, T374, T382, T402

VC/CV, **U1**:T36, T54, T74–T75, T136–T137, T352, T356, T360, T364, T368, T388

VCe, **U2**:T210–T211, T219, T229, T231, T234–T235, T242–T243, T256–T257, T312–T313, T406, T410, T414, T422, T442

VC/V and V/CV, **U2**:T128–T129, T370

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diphthongs, **U1**:T299, T290–T291, T314–T315, T322–T323, T336–T337, T448, T452, T456, T464; **U2**:T66–T67, T346

r-controlled, **U2**:T88–T89, T103, T112–T113, T120–T121, T134–T135, T188–T189, T358, T362, T366, T374, T394; **U4**:T26–T27, T36, T40, T45, T52–T53, T60–T61, T74–T75, T128–T129, T342, T346, T350, T358, T378

schwa, **U5**:T222, T227, T210–T211, T240–T241, T248–T249, T262–T263, T318–T319, T412, T416, T420, T428, T448

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vowel teams, **U3**:T218–T219, T228, T240–T241, T248–T249, T262–T263, T314–T315, T408, T412, T416, T424, T444, T444

words, compound, **U2**:T150–T151, T172–T173, T180–T181, T194–T195, T250–T251, T382, T386, T390, T398, T418

Phrasing. See Fluency, reading

Pictures. See Text features, illustrations/photographs

Play. See Genres, drama/play

Plot, U1:T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3**:T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371. See *also* Listening, listening comprehension; Story structure

Plurals. See Nouns, plural; Word Study, irregular plural nouns

Poetic devices. See Literary devices/terms; Sound devices and poetic elements

Poetry. See Genres, poetry

Possessives. See Word Study

Possible Teaching Point. See Teaching strategies, Possible Teaching Point

Predict, confirm or correct predictions, U3:T29, T34, T37, T38, T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4**:T29, T35, T38, T41, T44, T48, T64–T65; **U5**:T29, T34, T37, T39, T44, T45, T47, T49, T66–T67

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Prepositions and prepositional phrases, U2:T404–T405; **U3**:T434–T435; **U4**:T395, T399, T403, T407, T415

Prior knowledge. See Background knowledge; ELL (English Language Learners)

Procedural text. See Genres, procedural text

Progress monitoring. See Assessment, progress monitoring

Project-Based Inquiry, U1:T469–T487; **U2**:T451–T469; **U3**:T453–T471; **U4**:T459–T477; **U5**:T457–T475
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compare across texts, **U1**:T470–T471; **U2**:T452–T453; **U3**:T454–T455; **U4**:T460–T461; **U5**:T458–T459

explore and plan, **U1**:T474–T475; **U2**:T456–T457; **U3**:T458–T459; **U4**:T464–T465; **U5**:T462–T463

inquire, **U1**:T472–T473; **U2**:T454–T455; **U3**:T456–T457; **U4**:T462–T463; **U5**:T460–T461

research, **U1**:T476–T477, T480–T483; **U2**:T458–T459, T462–T465; **U3**:T460–T461, T464–T467; **U4**:T466–T467, T470–T473; **U5**:T464–T465, T466–T471

Pronouns, U1:T430–T431; **U3**:T437, T441, T445, T449; **U4**:T343

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possessive, **U3**:T422; **U4**:T347, T351, T355, T359, T367

pronoun-antecedent agreement, **U5**:T417, T421, T425, T429, T437

subjective, **U3**:T422

Proofreading. See Writing Workshop, composition, writing process

Prosody, U1:T60, T68, T76, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2**:T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3**:T120, T130, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4**:T54, T62, T70, T114, T122, T130, T178, T186, T244, T252, T260, T306, T314, T322; **U5**:T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320. See *also* Assess and Differentiate, Small Group; Fluency, reading, expression

Publish, Celebrate, and Assess, U1:T442–T463; **U2**:T424–T445; **U3**:T426–T447; **U4**:T432–T453; **U5**:T430–T451

Punctuation, U3:T430–T431; **U5**:T426. See *also* Comma

Purpose and audience. See Author's purpose

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Questioning, U1:T99, T104, T106, T109, T113, T116, T132–T133; **U4**:T34, T153, T158, T163, T165, T168, T170, T172, T188–T189

Quick Check. See Assess and Differentiate, Quick Check

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Rate. See Fluency, reading

Read aloud. See Reading to students

Reader response. See Connections

Reading fluency. See Fluency, reading; Oral reading ability

Reading rate. See Fluency, reading

Reading to students, U1:T20, T90, T152, T214, T284;
U2:T20, T82, T144, T204, T266; **U3:**T20, T90, T150,
T212, T272; **U4:**T20, T84, T144, T208, T274; **U5:**T20,
T86, T144, T204, T272

Reading Workshop

Foundational Skills

fluency. See Fluency, reading

high-frequency words. See Vocabulary development,
high-frequency words

listening comprehension. See Listening, listening
comprehension

phonics. See Phonics/decoding

word structure and knowledge. See Dictionary/glossary;
Phonics/decoding; Prefixes; Spelling; Suffixes

reading comprehension

analysis. See Strategies/skills

compare across texts

compare two or more texts, **U1:**T29, T99, T161, T223,
T293; **U2:**T29, T91, T153, T216, T224, T232, T238,
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T281; **U4:**T29, T93, T153, T217, T283; **U5:**T29, T95,
T153, T213, T281

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independent and self-selected reading

self-select texts, **U1:**T11, T31, T61, T69, T77, T83, T101,
T123, T131, T139, T145, T163, T185, T193, T201,
T207, T225, T255, T263, T271, T277, T295, T317,
T325, T333, T339; **U2:**T11, T31, T53, T61, T69, T75,
T93, T115, T123, T131, T137, T155, T183, T183, T191,
T197, T215, T237, T245, T253, T259, T277, T299,
T307, T315, T321; **U3:**T11, T31, T61, T69, T77, T83,
T121, T129, T131, T143, T161, T183, T191, T199,
T205, T223, T243, T251, T259, T265, T283, T301,
T309, T317, T323; **U4:**T11, T31, T54, T63, T71, T77,
T95, T115, T123, T131, T137, T155, T179, T187, T195,
T201, T219, T245, T253, T261, T267, T285, T307,
T315, T323, T329; **U5:**T11, T31, T57, T65, T73, T79,
T97, T115, T123, T131, T137, T155, T175, T183, T191,
T197, T215, T243, T251, T259, T265, T283, T305,
T313, T321, T327

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T113, T116, T132–T133; **U4:**T153, T158, T163, T165,
T168, T170, T172, T188–T189

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SavvasRealize.com. See SavvasRealize.com to access Realize Reader and all other digital content

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Vocabulary skills/strategies

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