myView®

LITERACY

3.1

SAVVAS

Teacher's Edition

myView LITERACY

SAVVAS
LEARNING COMPANY

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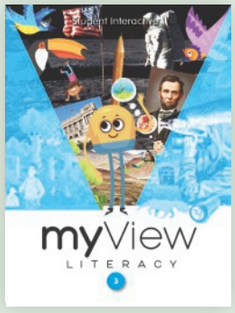
For more information about our author contributions and advisory board members, visit Savvas.com/myViewLiteracy

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

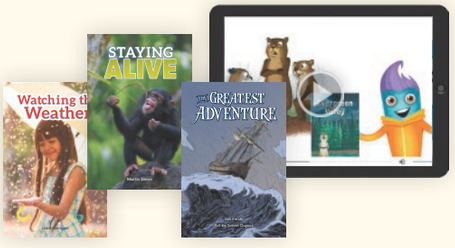
Savvas Realize™ Intermediate Student Interface

Small Group & Independent

BOOK CLUB
with Trade Books

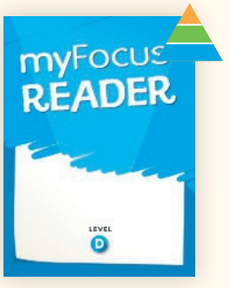
WRITING CLUB

Digital Games



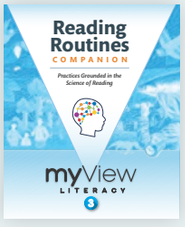
Leveled Content Readers with Access Videos

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

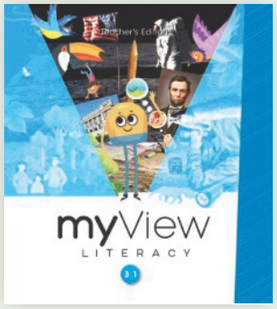
**Trade book titles are subject to change.*

Savvas Realize™

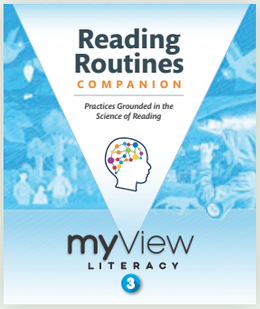
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

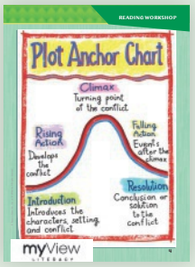
TEACHER RESOURCES



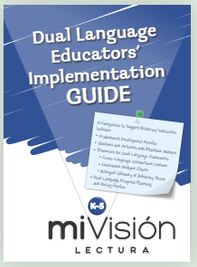
Teacher's Edition
5 Volumes



Reading Routines Companion



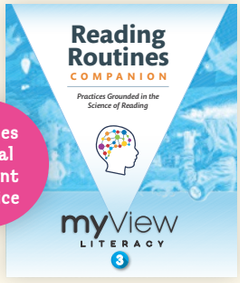
Anchor Charts



Dual Language Educators' Implementation Guide

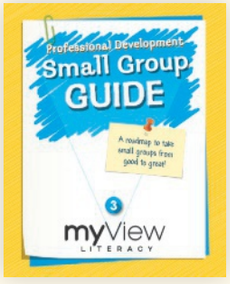
Printables Include:

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

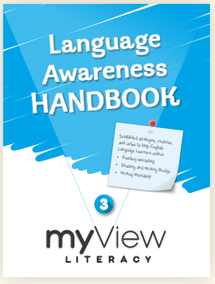


Includes Digital Student Practice

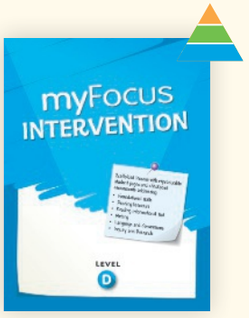
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

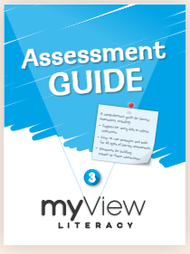


myFocus Intervention Teacher's Guide

Printables Include:

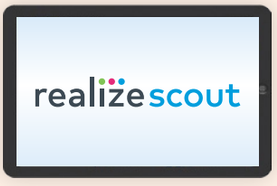
- Extension Activities
- *Quest* and *uEngineer It!* Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

SAVVAS literacy Screener & Diagnostic Assessments

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

An Instructional Model for Today's Classroom

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

PROJECT-BASED INQUIRY

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

Reading

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

Reading-Writing Bridge

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

Writing

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

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

Foster a Love of Reading

Student Interactive

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

Read ALOUD

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

Mentor STACK

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

BOOK CLUB

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

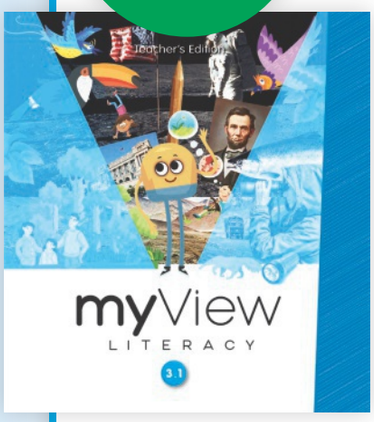
**Titles are subject to change.*

A Continuum of Resources to Meet the Needs of Your Students

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

LEVEL OF SUPPORT

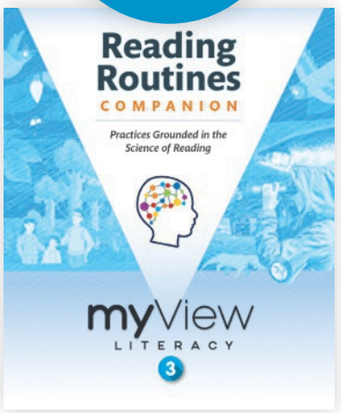
Teacher's Edition



Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

Reading Routines Companion



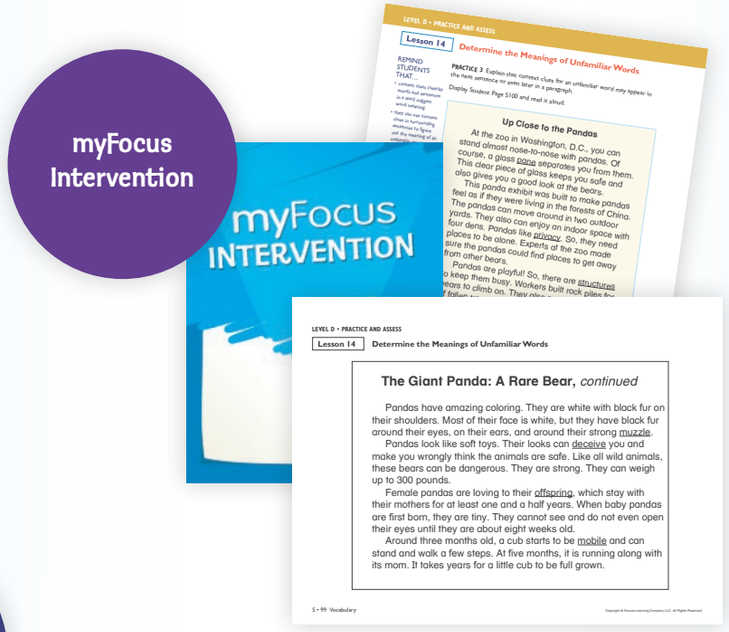
Reading Routines Companion (K-5)

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®

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

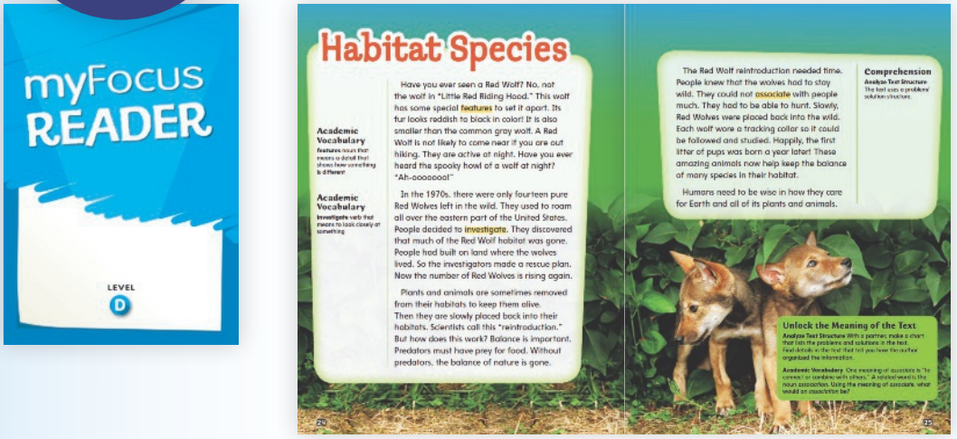


myFocus Intervention

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

Lessons follow a routine of:

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



myFocus Reader

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

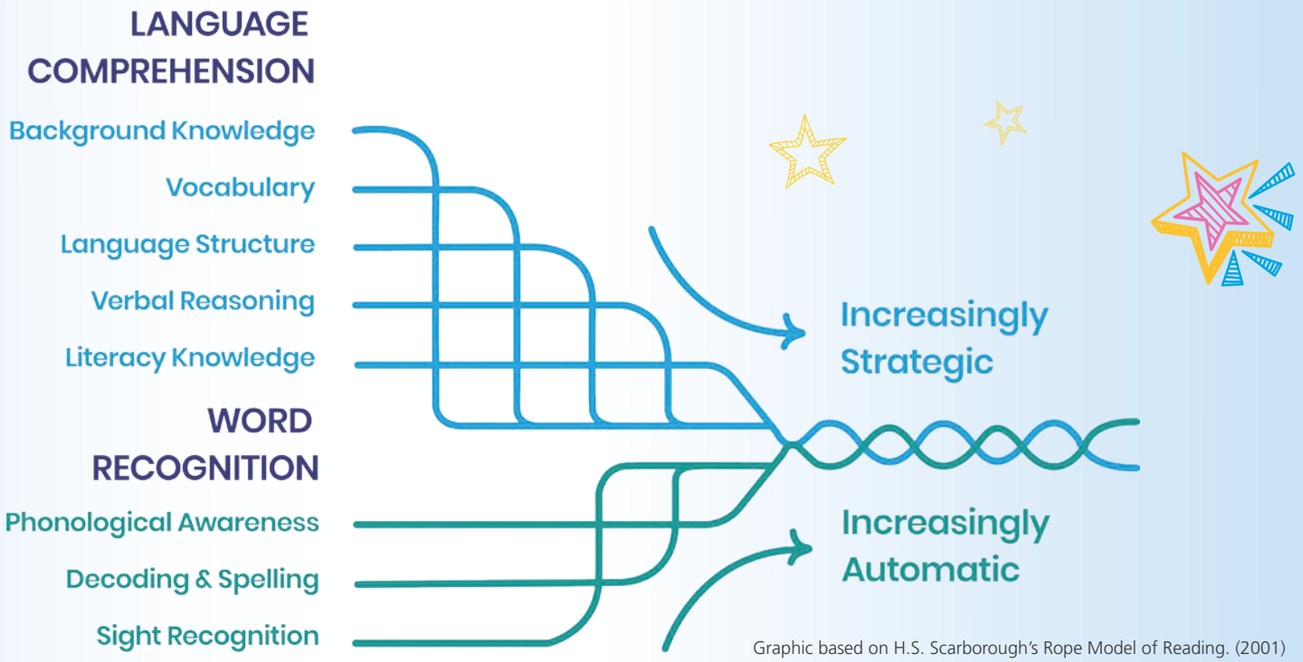
- Vocabulary Skills
- Fluency
- Comprehension
- Foundational Skills (Grades K-2)

Foundational Skills for Intermediate Students

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

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

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

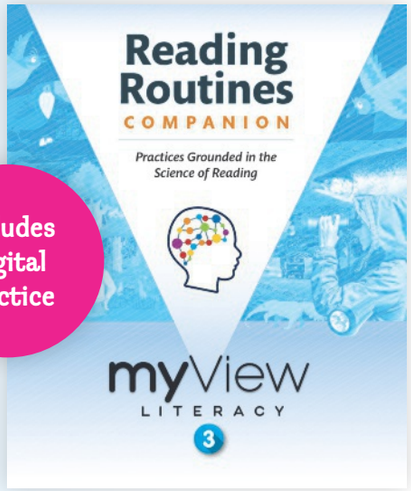


Graphic based on H.S. Scarborough's Rope Model of Reading. (2001)

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

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

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

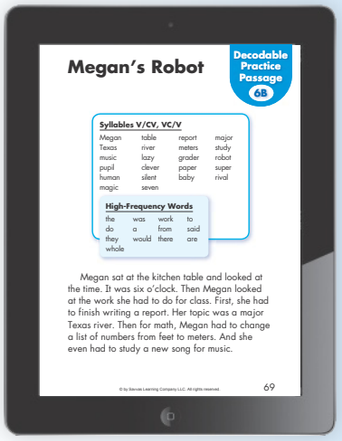


Includes Digital Practice

Reading Routines Companion

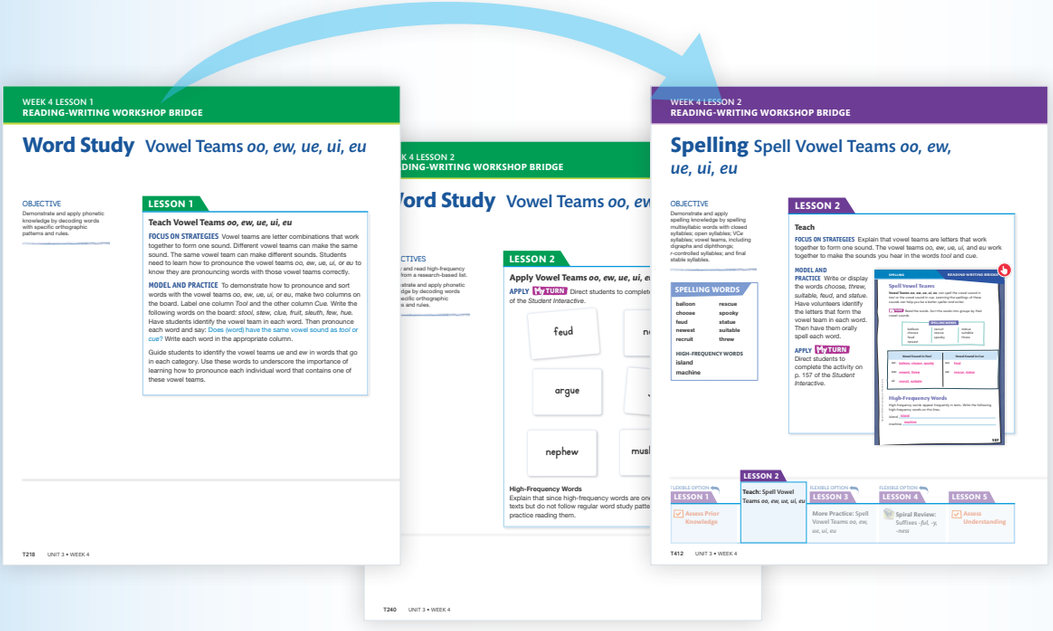
Continue supporting strong foundational skills instruction in intermediate grades with systematic and explicit routines for:

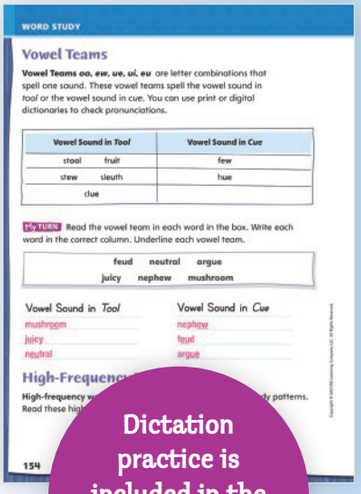
- Phonemic Awareness (Beginning, Intermediate, & Advanced)
- High-Frequency Words
- Multisyllabic Words
- Syllable Patterns
- Oral and Silent Reading Self-Monitoring



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

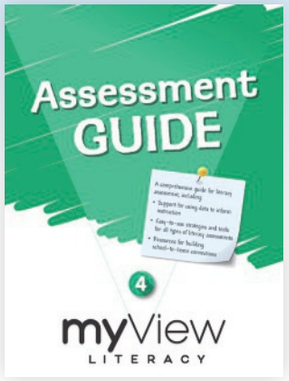
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

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

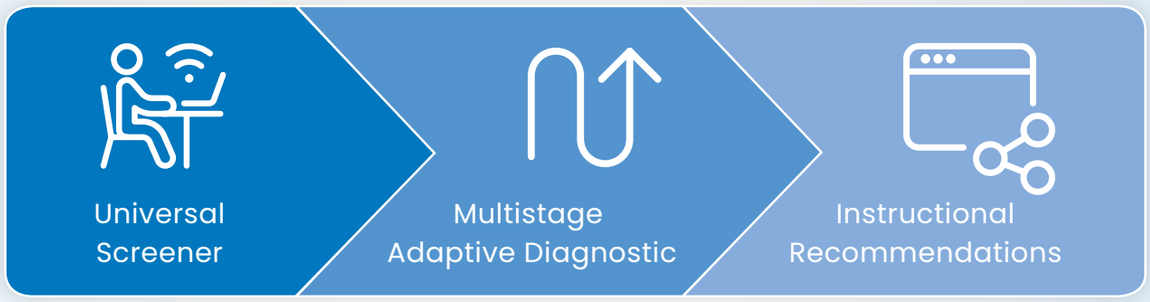
- Easy-to-use guidance, strategies, and tools for all types of literacy assessments
- Useful information for fostering student learning

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.

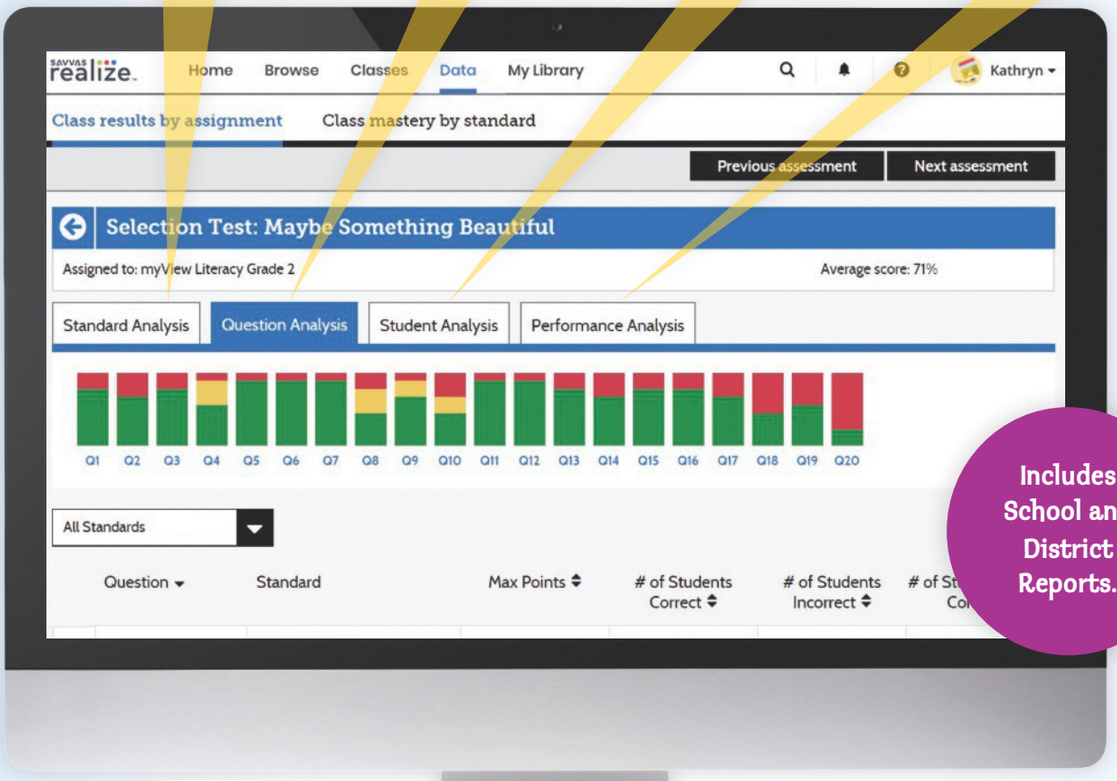
Student data connects skills to instructional supports and resources.

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.



Includes School and District Reports.

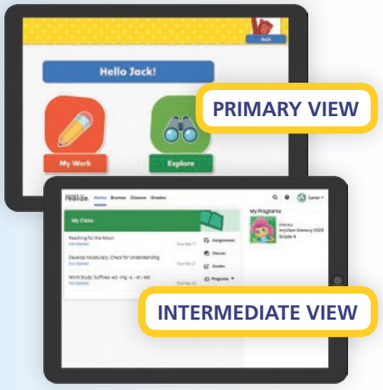
Intuitive Data Reporting

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.

The Digital Difference

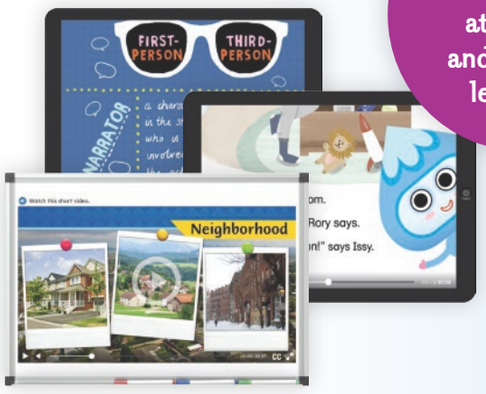
Savvas Realize™ is home to over 1000 instructional programs. World-class interoperability lets you use your digital content with any IMS certified platform.

The Student Experience



Adaptive Dashboard

Adjust student view for ease of use!



High-Interest resources capture attention and increase learning.

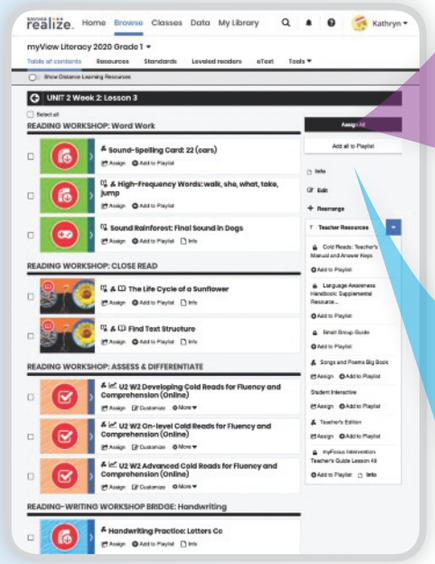
Engaging Videos

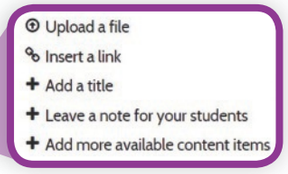
Introduce new topics, literacy skills, and background knowledge with high-interest resources.

Digital Games

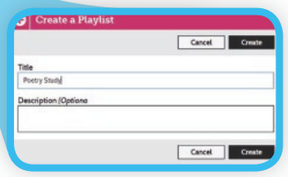
Support phonological awareness, spelling, and letter/word recognition.

The Teacher Experience





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



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

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

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

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UNIT THEME

Environments

Essential Question

How does our environment affect us?

SAVVAS realize™ Go ONLINE for all lessons.

myView Digital

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

Spotlight on Traditional Tales

WEEK 1

Grandma and the Great Gourd **pp. T14–T83** — Traditional Tale

retold by Chitra Banerjee Divakaruni

WEEKLY QUESTION How do people travel in different environments?

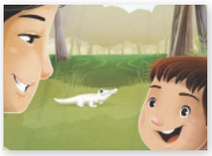
WEEK 2

Why the Sky Is Far Away **pp. T84–T145** — Folktale

retold by Mary-Joan Gerson

WEEKLY QUESTION How do different cultures relate to their environments?

WEEK 3

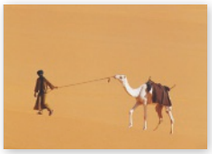


Cocoliso **pp. T146–T207** — Realistic Fiction

by Andrés Pi Andreu

WEEKLY QUESTION How can an environment affect lives and relationships?

WEEK 4



Living in Deserts **pp. T208–T277** — Informational Text

by Tea Benduhn

WEEKLY QUESTION What creative solutions do people come up with to survive in their environment?

WEEK 5

The Golden Flower **pp. T278–T339** — Myth

retold by Nina Jaffe

WEEKLY QUESTION Why should we appreciate our environment?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others. SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY **pp. T468–T487**

UNIT THEME

Environments

Essential Question

How does our environment affect us?

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

WEEK 1

Grandma and the Great Gourd

How do people travel in different environments?

BOOK CLUB

WEEK 2

Why the Sky Is Far Away

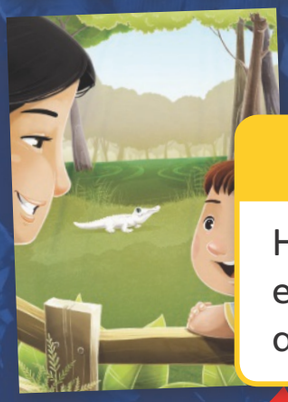
How do different cultures relate to their environment?

BOOK CLUB

WEEK 3

Cocoliso

How can an environment affect lives and relationships?



BOOK CLUB

WEEK 4

Living in Deserts

What creative solutions do people come up with to survive in their environment?

BOOK CLUB

WEEK 5

The Golden Flower

Why should we appreciate our environment?

BOOK CLUB

WEEK 6

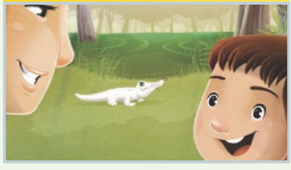
Project

Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about environments in the **WEEK 6 PROJECT: A Safe Place to Play**

UNIT THEME

Environments

	WEEK 1	WEEK 2	WEEK 3
READING WORKSHOP	Traditional Tale **Grandma and the Great Gourd**	Traditional Tale: Folktale **Why the Sky Is Far Away**	Realistic Fiction  **Cocoliso**
	Examine traditional tales and read a text to learn to analyze plot and setting in a folktale	Understand folktales better by reading a text and inferring theme in a folktale	Explore environments while reading a text that helps analyze characters in realistic fiction
READING-WRITING WORKSHOP BRIDGE	Bridge reading and writing traditional tales through • Academic Vocabulary • Word Study • Read Like a Writer • Write for a Reader		
BOOK CLUB SEL	*Eleven Nature Tales: A Multicultural Journey* by Pleasant DeSpain How are all things connected?		
WRITING WORKSHOP	Introduce Mentor Stacks and immerse in personal narrative texts	Develop literary elements of personal narrative writing	Develop the structure of historical fiction writing
READING-WRITING WORKSHOP BRIDGE	Bridge reading and writing fiction and personal narratives through • Spelling • Language and Conventions		

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- Determine how the environment affects people

READING WORKSHOP

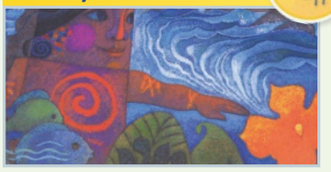
- Know about different types of traditional tales and understand their elements

READING-WRITING WORKSHOP BRIDGE

- Use language to make connections between reading fiction and writing personal narrative

WRITING WORKSHOP

- Use elements of a narrative text to write a personal narrative

WEEK 4	WEEK 5	WEEK 6
Informational Text **Living in Deserts**	Poetry  **The Golden Flower**	Inquiry and Research **A Safe Place to Play** **Research Articles**
Learn more about the theme *Environments* by reading a text to learn to analyze text features in an informational text	Discover more about traditional tales and read a text that helps analyze plot and setting in a folktale	**Project-Based Inquiry** • Generate questions for inquiry • Research ways to improve safety in a park or playground • Incorporate media • Celebrate and reflect
Bridge reading and writing traditional tales through • Academic Vocabulary • Word Study • Read Like a Writer • Write for a Reader		
Eleven Nature Tales: A Multicultural Journey by Pleasant DeSpain How are all things connected?		
Apply writer's craft and conventions of language to develop and write personal narratives	Publish, celebrate, and assess personal narrative writing	
Bridge reading and writing fiction and personal narratives through • Spelling • Language and Conventions		

UNIT THEME

Environments

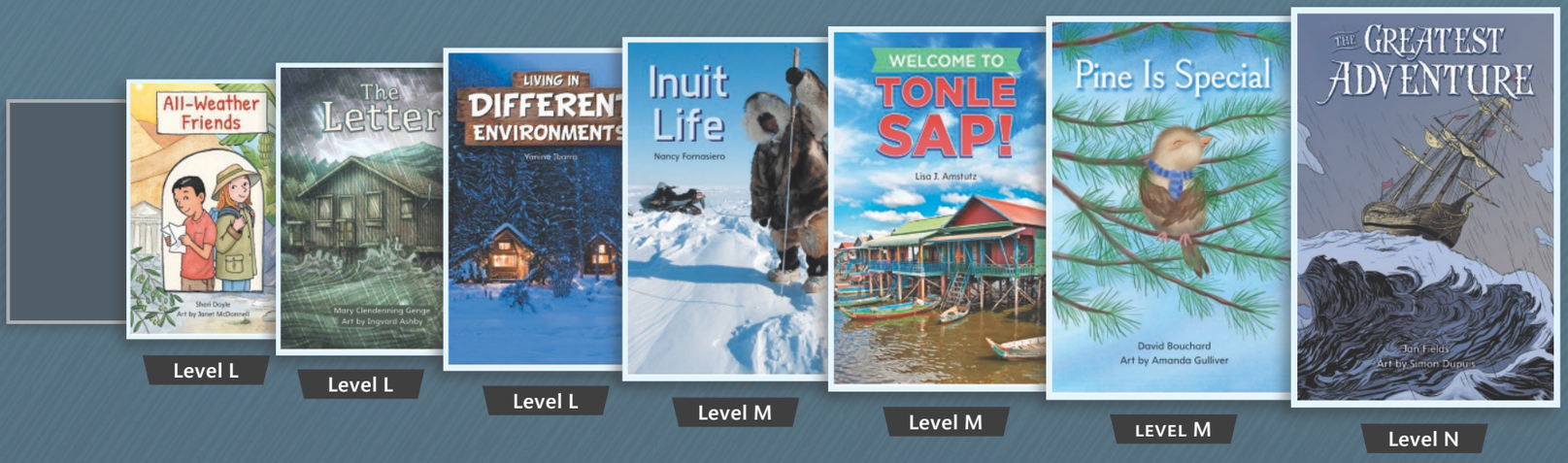
			WEEK 1 Traditional Tale Grandma and the Great Gourd	WEEK 2 Folktale Why the Sky Is Far Away	WEEK 3 Realistic Fiction Cocoliso
READING WORKSHOP		Minilesson Bank	Map: Going from Here to There	Poem/Illustration: Friends	Diagram: Exploring a Rainforest Environment
			Traditional Tale: *Grandma and the Great Gourd*	Folktale: *Why the Sky Is Far Away*	Realistic Fiction: *Cocoliso*
			Describe Characters and Their Actions	Convey Information about Characters and Events	Describe Characters and How They Change
			Analyze Plot and Setting	Infer Theme	Analyze Characters
			Use Text Evidence	Ask and Answer Questions	Make Inferences
			Talk About It: Ask Questions	Write to Sources: Ask and Answer Questions	Write to Sources: Use text evidence to support opinions
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms and Antonyms	Context Clues
		Word Study	Syllable Patterns	Inflected Endings	Base Words and Endings
		Read Like a Writer	Describe Figurative Language	Analyze Graphic Features	Analyze Imagery
		Write for a Reader	Use Figurative Language	Use Graphic Features	Use Imagery
WRITING WORKSHOP		Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure
		Minilesson Bank	Personal Narrative	Develop an Engaging Idea	Compose an Introduction
			Narrator	Narrator	Develop an Event Sequence
			Setting and Sequence of Events	Compose a Setting	Develop Dialogue
			Brainstorm and Set a Purpose	Problem	Describe Actions, Thoughts, and Feelings
			Plan Your Personal Narrative	Resolution	Compose a Conclusion
	READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words with the VC/CV Pattern	Spell Inflected Endings	Spell Base Words and Endings
		Language and Conventions	Simple Sentences	Subjects and Predicates	Compound Sentences

Essential Question

How does our environment affect us?

WEEK 4	WEEK 5	WEEK 6
Informational Text **Living in Deserts**	**Myth** **The Golden Flower**	**Inquiry and Research** **A Safe Place to Play**
Infographic: How Do People Survive in an Environment	Media: The World Around Us	Leveled Research Articles
Informational Text: *Living in Deserts*	Myth: *The Golden Flower*	Use Academic Words
Use domain-specific words	Use descriptive words to provide sensory details	Explore and Plan: Argumentative Writing
Analyze Text Features	Analyze Descriptive Language	Conduct Research: Field Research
Use Text Evidence	Visualize Details	Collaborate and Discuss: Analyze Student Model
Write to Sources: Take Notes	Talk About It: Make Pertinent Comments	Refine Research: Identify Primary and Secondary Sources
Figurative Language	Parts of Speech	Extend Research: Write a Thank You Note
Vowel Digraphs	Diphthongs	Revise and Edit
Explain the Use of Graphic Features	Describe Author's Purpose	Peer Review
Use Graphic Features	Use Author's Purpose	Celebrate and Reflect
Writer's Craft	Publish, Celebrate, and Assess	
Coordinating Conjunctions	Edit for Legibility	
Descriptive Adjectives: Comparative and Superlative	Edit for Verbs	
Pronouns	Publish and Celebrate	
Adverbs	Prepare for Assessment	
Subject-Verb Agreement	Assessment	
Spell Words with Vowel Digraphs	Spell Words with Diphthongs	
Compound Subjects and Predicates	Common and Proper Nouns	

UNIT 1
LEVELED READERS LIBRARY



LEVEL L

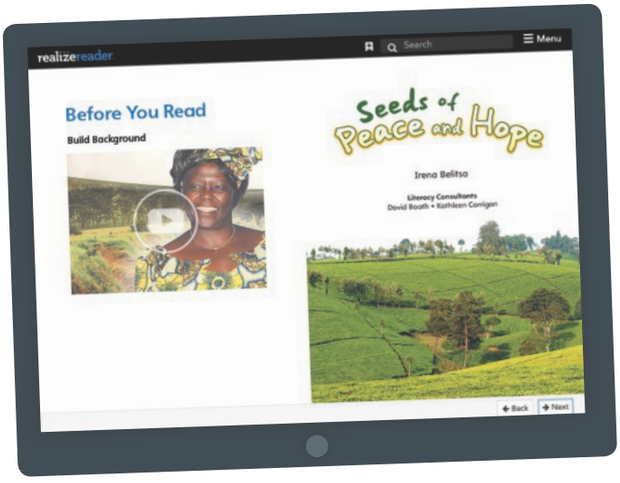
Leveled Texts for Unit 1

- Unit 1 guided reading levels range from L through P.
- Readers align to the unit theme, Environments, and to the Spotlight Genre, Traditional Tales.
- See the "Matching Texts to Learning" pages each week for suggested texts and instruction aligned to the week's instruction and genre.

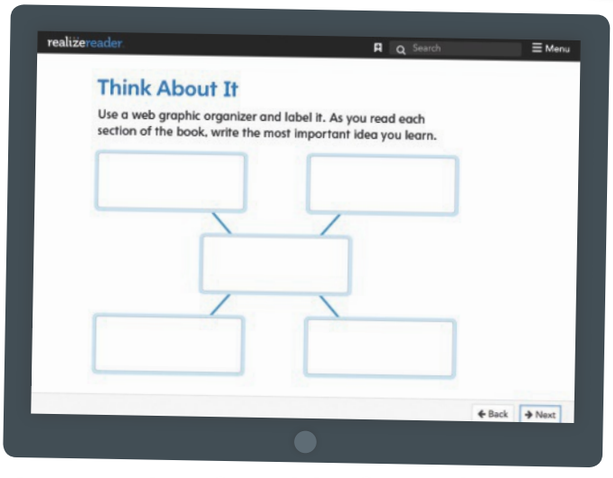
Complete Online Access to the Grade 3 Leveled Library

- A range of levels from L to P
- Rich variety of genres, including fiction, nonfiction, folktales, biographies,and more
- Text structures and features aligned to the continuum of text levels
- Readers provide audio and word-by-word highlighting to support students as they read.
- Leveled Reader Search functionality in SavvasRealize.com

Online Reader Interactive Support

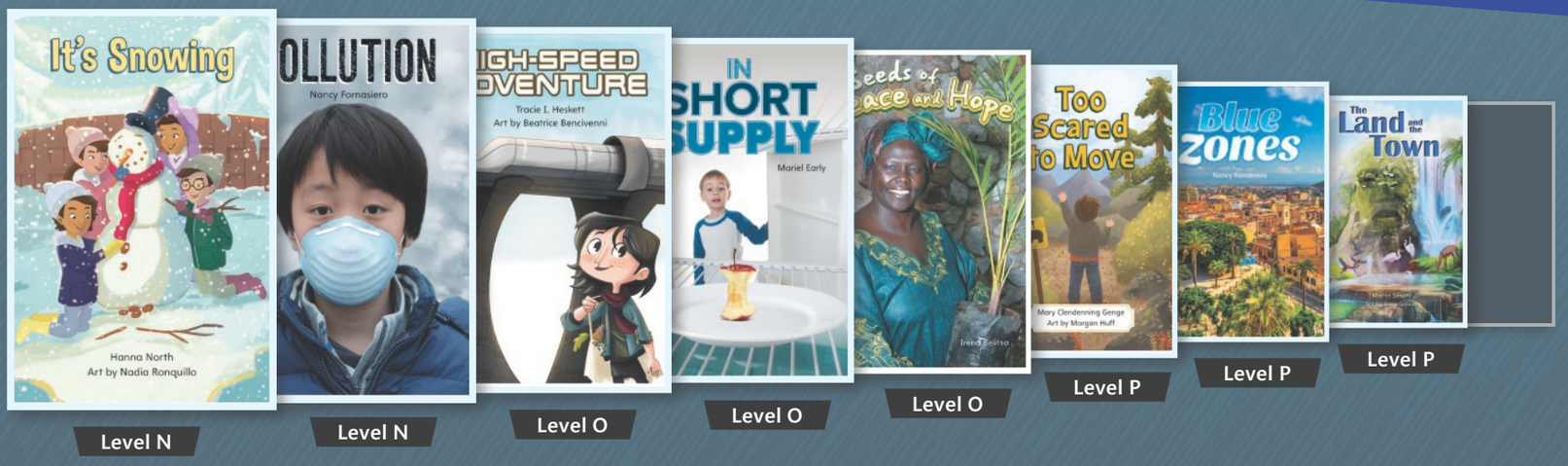


ELL Access Videos



Interactive Graphic Organizers

myView Digital | REALIZE READER | AUDIO | ANNOTATE | VIDEO | INTERACTIVITY | DOWNLOAD



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

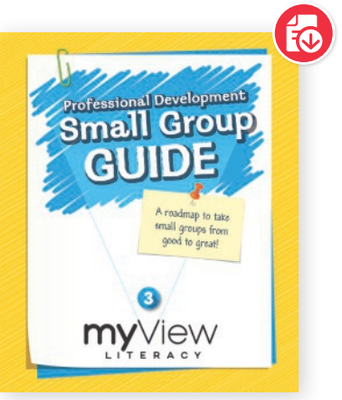
Guided Writing

- 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

Environments

OBJECTIVES

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

Establish purpose for reading assigned and self-selected texts.

Recognize characteristics of digital texts.

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

Essential Question

Introduce the Unit 1 Essential Question, *How does our environment affect us?* Tell students they will read several texts to learn about how different cultures adapt to and appreciate their environments. Explain that they will read a variety of genres to see how each author approaches the theme.

Watch the Unit Video Tell students that a video is a multimodal text because it combines sound and pictures. Have students watch "Where We Live, Who We Are" and take notes about the different environments and their effect on life forms.

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

- What did you learn about the different environments and their effect on different life forms?
- What did you learn by looking at the images in the video?

STUDENT INTERACTIVE, pp. 8–9

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

Ask students yes/no questions about the video to activate prior knowledge, such as: *Have you seen or visited any environments in the video?* **EMERGING/DEVELOPING**

Have partners discuss their prior knowledge of and experiences with each environment shown in the video. **EXPANDING**

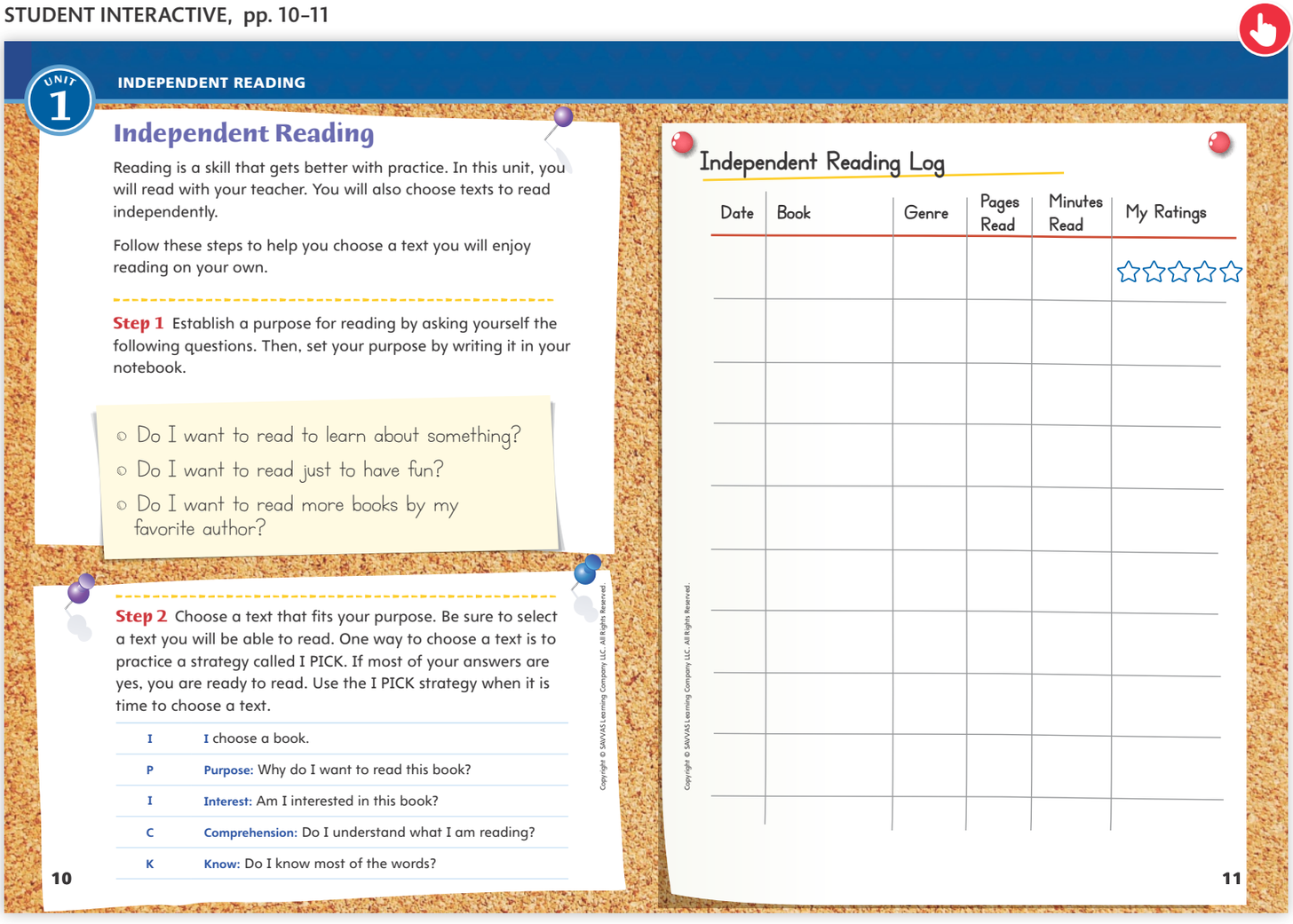
Have students write a short paragraph describing their prior knowledge and experiences with the environments shown in the video. **BRIDGING**

Independent Reading

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

- Self-select books that are neither too difficult nor too easy to read.
- Set a purpose for reading self-selected books.
- Spend increasing periods of time reading independently to build stamina and fluency.

STUDENT INTERACTIVE, pp. 10–11



UNIT 1 INDEPENDENT READING

Independent Reading

Reading is a skill that gets better with practice. In this unit, you will read with your teacher. You will also choose texts to read independently.

Follow these steps to help you choose a text you will enjoy reading on your own.

Step 1 Establish a purpose for reading by asking yourself the following questions. Then, set your purpose by writing it in your notebook.

- Do I want to read to learn about something?
- Do I want to read just to have fun?
- Do I want to read more books by my favorite author?

Step 2 Choose a text that fits your purpose. Be sure to select a text you will be able to read. One way to choose a text is to practice a strategy called I PICK. If most of your answers are yes, you are ready to read. Use the I PICK strategy when it is time to choose a text.

I	I choose a book.
P	**Purpose:** Why do I want to read this book?
I	**Interest:** Am I interested in this book?
C	**Comprehension:** Do I understand what I am reading?
K	**Know:** Do I know most of the words?

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10

Independent Reading Log

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

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11

OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

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

- competition: *competición*
- custom: *costumbre*
- *occasion: ocasión*
- *organization: organización*

Word Wall

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

Unit Goals

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

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

Students will revisit their ratings in Week 6.

Academic Vocabulary

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

Expand: I entered the **competition** to win the race.
Ask: What kind of **competitions** do we have at school?

Expand: A detective uses clues to **solve** a mystery.
Ask: What do you to do when you cannot **solve** a problem in math class?

Expand: In some countries it is a **custom** to remove your shoes before you enter a house.
Ask: What is a **custom** you do at home that you would like to share?

Expand: We sometimes dress up to celebrate a special **occasion**.
Ask: What kind of foods do you eat on a special **occasion**?

Expand: The **organization** of products at grocery stores makes shopping easy.

Ask: How can you use **organization** when you write a composition?

TURN, TALK, AND SHARE Have students complete the chart on *Student Interactive* p. 13 for the listed words. Then have partners share their answers.

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

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

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

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

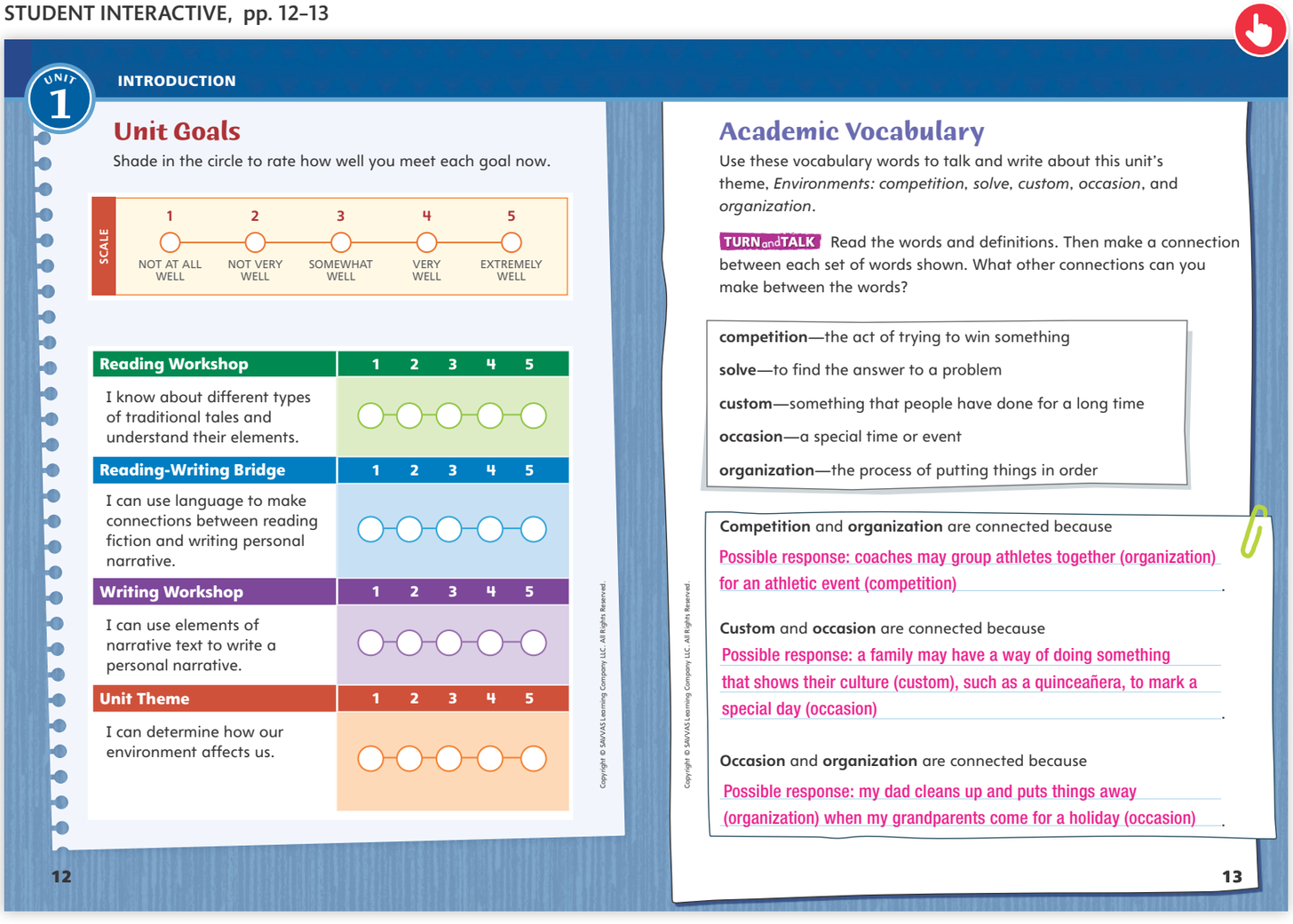
Use the Language Transfer Note to help Spanish speakers learn the academic words. Have students draw pictures that will help them remember the vocabulary words. **EMERGING**

Provide students with the Ask questions from the Oral Vocabulary Routine. Have small groups ask and answer the questions using sentence frames such as: *Dancing at a wedding is a fun___. My favorite custom is___.* **DEVELOPING**

Have student pairs read the definition of each word and sort the words into nouns, adjectives, and verbs. Use the Ask questions from the Oral Vocabulary Routine and have students answer aloud. **EXPANDING**

Challenge students to create questions and sentences using the vocabulary words. Have students choose one sentence they created to write in their notebooks. **BRIDGING**

STUDENT INTERACTIVE, pp. 12–13



UNIT 1 INTRODUCTION

Unit Goals

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

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

	1	2	3	4	5
Reading Workshop					
I know about different types of traditional tales and understand their elements.	○	○	○	○	○
Reading-Writing Bridge					
I can use language to make connections between reading fiction and writing personal narrative.	○	○	○	○	○
Writing Workshop					
I can use elements of narrative text to write a personal narrative.	○	○	○	○	○
Unit Theme					
I can determine how our environment affects us.	○	○	○	○	○

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12

Academic Vocabulary

Use these vocabulary words to talk and write about this unit's theme, *Environments: competition, solve, custom, occasion,* and *organization*.

TURN and TALK Read the words and definitions. Then make a connection between each set of words shown. What other connections can you make between the words?

competition—the act of trying to win something

solve—to find the answer to a problem

custom—something that people have done for a long time

occasion—a special time or event

organization—the process of putting things in order

Competition and **organization** are connected because
Possible response: coaches may group athletes together (organization) for an athletic event (competition).

Custom and **occasion** are connected because
Possible response: a family may have a way of doing something that shows their culture (custom), such as a quinceañera, to mark a special day (occasion).

Occasion and **organization** are connected because
Possible response: my dad cleans up and puts things away (organization) when my grandparents come for a holiday (occasion).

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13

UNIT 1 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 traditional tales and analyze plot and setting in a traditional tale.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Map: Weekly Question T18–T19
- Listening Comprehension: Read Aloud: "The Boy's Advice" T20–T21
- Traditional Tales T22–T23

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Syllable Pattern VC/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 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T350–T351
  - » Personal Narrative
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T351
- Conferences T348

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Words with the VC/CV Pattern

Assess Prior Knowledge T352

FLEXIBLE OPTION

- Language and Conventions: Review: Simple Sentences T353

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T55
  - » Preview Vocabulary
  - » Read: *Grandma and the Great Gourd*
- Respond and Analyze T56–T57
  - » My View
  - » Develop Vocabulary

Quick Check T57

  - » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Pattern VC/CV T58–T59
- High-Frequency Words T58

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T61
- Literacy Activities T61
- Collaboration T61

WRITING WORKSHOP

MINILESSON

- Personal Narrative T354–T355
  - » Narrator
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T355
- Conferences T348

WRITING BRIDGE

- Spelling: Teach Words with the VC/CV Pattern T356

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Simple Sentences T357

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Plot and Setting T62–T63
  - » Close Read: *Grandma and the Great Gourd*
  - Quick Check T63

READING BRIDGE

- Read Like a Writer: Describe Figurative Language T64–T65

FLEXIBLE OPTION

- Word Study: More Practice: Syllable Pattern VC/CV T66–T67

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T69
- Literacy Activities T69
- Partner Reading T69

WRITING WORKSHOP

MINILESSON

- Personal Narrative T358–T359
  - » Setting and Sequence of Events
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T359
- Conferences T348

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Words with the VC/CV Pattern T360
- Language and Conventions: Teach Simple Sentences T361

LESSON 4

READING WORKSHOP

CLOSE READ

- Use Text Evidence T70–T71
  - » Close Read: *Grandma and the Great Gourd*
  - Quick Check T71

READING BRIDGE

- Write for a Reader: Use Figurative Language T72–T73

FLEXIBLE OPTION

- Word Study: Review: Syllable Pattern VC/CV T74–T75

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T76–T77
- Strategy and Intervention Activities T76
- Fluency T76
- ELL Targeted Support T76
- Conferring T77

INDEPENDENT/COLLABORATIVE

- Independent Reading T77
- Literacy Activities T77
- Independent Reading T77

WRITING WORKSHOP

MINILESSON

- Personal Narrative T362–T363
  - » Brainstorm and Set a Purpose
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T363
- Conferences T348

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Review: Words with the VC/CV Pattern T364
- Language and Conventions: Practice Simple Sentences T365

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T78–T79
  - » Talk About It
  - Quick Check T79
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Syllable Pattern VC/CV T80–T81
  - Assess Understanding T80

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T82–T83
- Strategy, Intervention, and On Level/ Advanced Activities T82
- ELL Targeted Support T82
- Conferring T83

INDEPENDENT/COLLABORATIVE

- Independent Reading T83
- Literacy Activities T83

BOOK CLUB T83 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T366
  - » Plan Your Personal Narrative
  - » Share Back

INDEPENDENT WRITING

WRITING CLUB T367 SEL

- Conferences T348

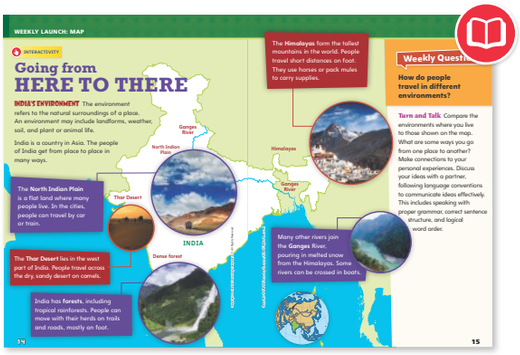
WRITING BRIDGE

- Spelling: Words with the VC/CV Pattern T368
  - Assess Understanding T368

FLEXIBLE OPTION

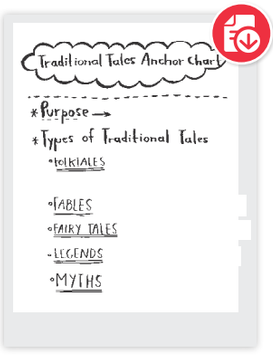
- Language and Conventions: Standards Practice T369

Materials

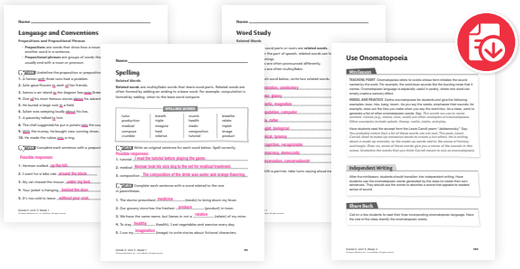


MAP
Going from Here to There

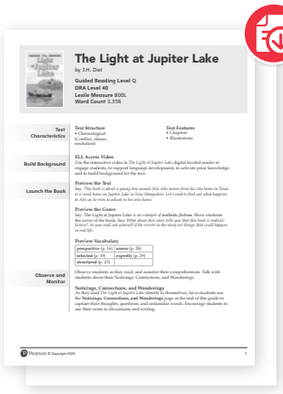
READING ANCHOR CHART
Traditional Tales



EDITABLE ANCHOR CHART
Traditional Tales



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

table
north

Develop Vocabulary

fierce
baring
flexing
crouching
swipe

Spelling Words

basket
subject
lesson
traffic
mustard
compact
absent
cosmic
disgust
fantastic

Challenge Spelling Words

expectation
distinct
progress

Unit Academic Vocabulary

competition
solve
custom
occasion
organization

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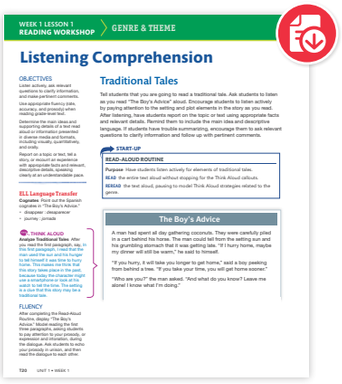
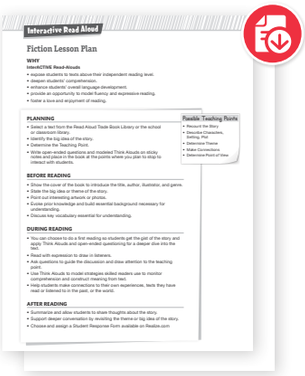
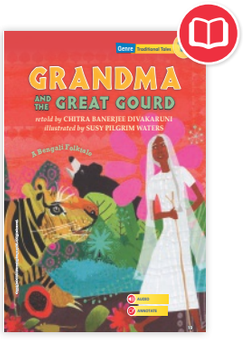


READ ALOUD
"The Boy's Advice"

READ ALOUD TRADE BOOK LIBRARY



INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Grandma and the Great Gourd

BOOK CLUB

Titles related to Spotlight Genre and Theme: T492–T493

Mentor STACK

Writing Workshop T347

LITERACY STATIONS

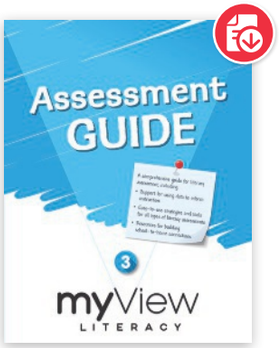
SCOUT

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.

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

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

Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

ACADEMIC VOCABULARY

Language of Ideas Academic language is important to students' success as they read to learn. After you discuss the map, ask:

How do people solve the problem of traveling in difficult environments?

How might the environment influence cultural customs?

- competition
- custom
- organization
- solve
- occasion

Explore the Map

Remind students of the Essential Question for Unit 1: *How does our environment affect us?* Point out the Week 1 Question: *How do people travel in different environments?*

Direct students' attention to the map on pp. 2–3 in the *Student Interactive*. Explain that the map illustrates four different environments in India, including mountains, plains, forests, and deserts. Point out that each environment has different physical characteristics that require different travel solutions.

Explain to students that when they discuss a topic, it is important for them to make eye contact with classmates and speak at a rate, or speed, that allows them to communicate their ideas effectively. They should speak loudly and clearly enough for others to hear what they say. Tell students they should use correct conventions of language.

Use the following questions to guide discussion:

- What surprised you about the ways people travel in India?
- Which physical environment do you think is the most difficult to travel through and why?
- What do these travel solutions tell you about what it is like to live in each environment?

WEEKLY QUESTION Reread the Week 1 Question: *How do people travel in different environments?* Tell students they just learned about some of the ways people travel in different environments. Explain that this week they will read more about how different environments affect the ways people live and move.

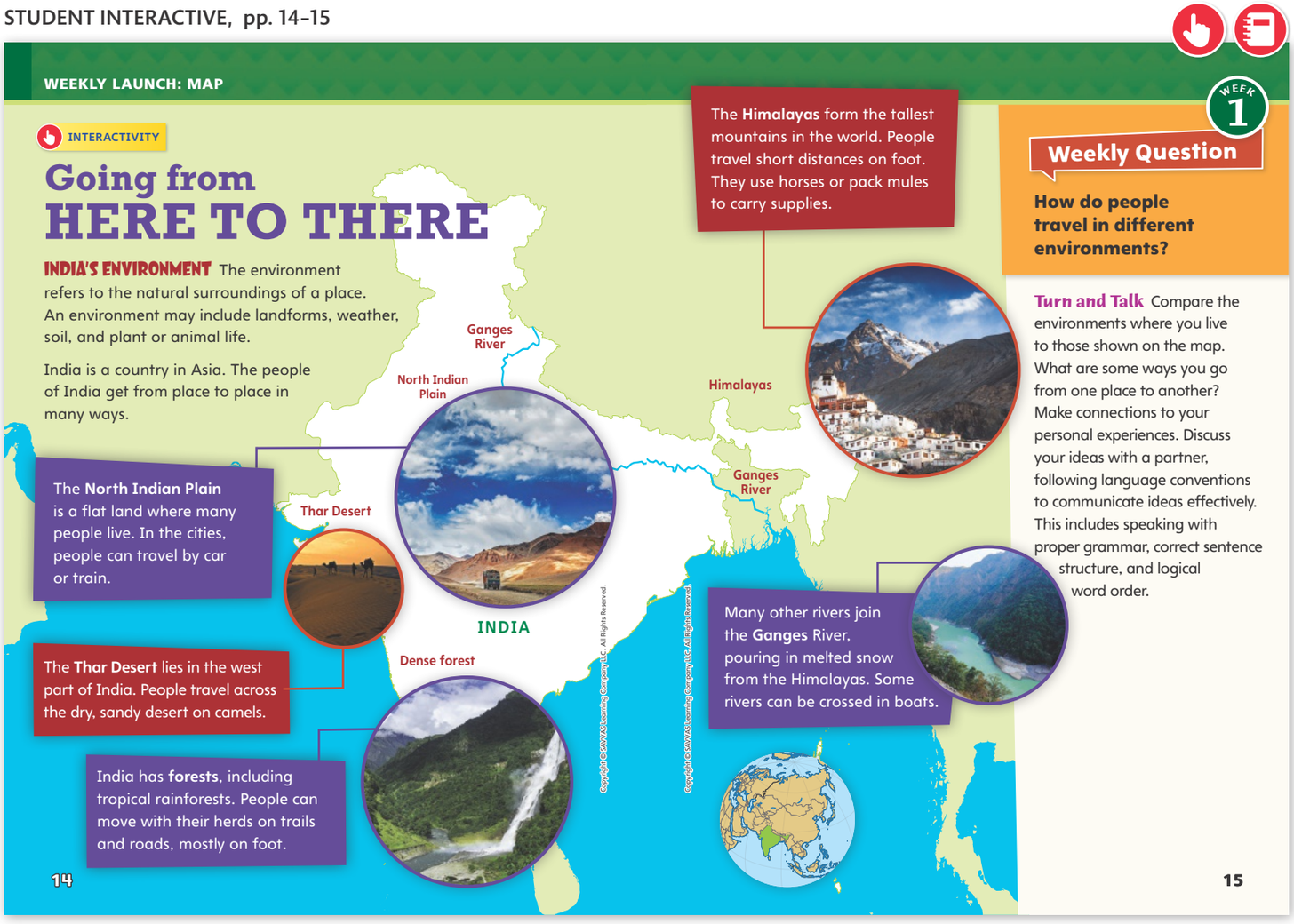
TURN, TALK, AND SHARE Have partners choose which method of travel they use most often and then share their answer with the class.

ELL Targeted Support **Visual Support** Tell students to listen closely as you read aloud the short paragraphs with each photograph.

Preview the visuals. Ask students to use words they know to describe the varied environments illustrated on the map of India. Then ask follow-up questions such as, *How do people in India travel across the desert?* and *How do they travel in the mountains?* **EMERGING/DEVELOPING**

Preview the visuals. Discuss how the map and photos relate to the Essential Question. Have students describe the similarities and differences between the North Indian Plains and the Thar Desert. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 14–15



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.

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

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

ELL Language Transfer

Cognates Point out the Spanish cognates in "The Boy's Advice."

- disappear : *desaparecer*
- journey : *jornada*

THINK ALOUD

Analyze Traditional Tales After you read the first paragraph, say, In this first paragraph, I read that the man used the sun and his hunger to tell himself it was time to hurry home. This makes me think that this story takes place in the past, because today the character might use a smartphone or look at his watch to tell the time. The setting is a clue that this story may be a traditional tale.

FLUENCY

After completing the Read-Aloud Routine, display "The Boy's Advice." Model reading the first three paragraphs, asking students to pay attention to your prosody, or expression and intonation, during the dialogue. Ask students to echo your prosody in unison, and then read the dialogue to each other.

Traditional Tales

Tell students that you are going to read a traditional tale. Ask students to listen as you read "The Boy's Advice" aloud. Encourage students to listen actively by paying attention to the setting and plot elements in the story as you read. After listening, have students report on the topic or text using appropriate facts and relevant details. Remind them to include the main idea and descriptive language. If students have trouble summarizing, encourage them to ask relevant questions to clarify information and follow up with pertinent comments.

START-UP

READ-ALOUD ROUTINE

Purpose Have students listen actively for elements of traditional tales.

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

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

The Boy's Advice

A man had spent all day gathering coconuts. They were carefully piled in a cart behind his horse. The man could tell from the setting sun and his grumbling stomach that it was getting late. "If I hurry home, maybe my dinner will still be warm," he said to himself.

"If you hurry, it will take you longer to get home," said a boy peeking from behind a tree. "If you take your time, you will get home sooner."

"Who are you?" the man asked. "And what do you know? Leave me alone! I know what I'm doing."

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"The Boy's Advice" continued

The boy disappeared behind the tree, and the man quickly forgot about him. He prodded his horse to go faster and began thinking about the food waiting for him at home.

Suddenly, the man heard a *clunk clunk clunk*. He turned around and saw coconuts rolling out of the cart and onto the ground!

The man stopped his horse, picked up the coconuts, piled them carefully in the cart, and started again. "Now I'll really have to hurry if I want a warm dinner!" he said to himself. But as soon as the horse moved faster, more coconuts spilled out of the cart.

This happened many times during the journey home. Each time he prodded his horse to go faster, the coconuts spilled onto the ground again. The man never followed the boy's advice, and when he finally got home, he ate his dinner cold.

THINK ALOUD

Analyze Traditional Tales After you reread the traditional tale, say, I noticed that the man paid no attention to the boy's warning from the beginning. First, he tells the boy to leave him alone, and then he repeatedly ignores the boy's advice. The man has a chance to use the boy's advice each time he must stop to pick up the spilled coconuts, but because of his impatience, he ends up taking a long time to get home and his dinner is cold. I think the series of events, or plot, in this traditional tale was meant to show the negative consequences of the man's actions and to teach the listener a lesson about patience.

WRAP-UP

ENVIRONMENTS	
Cause	Effect

Analyze Plot: Use the "Cause and Effect" chart to help students understand the consequences of the man's actions.

Retell Texts

TEACHING POINT Retelling can help students monitor their comprehension of a story. Tell students that when we retell a story, we tell the most important parts of the story. A retelling maintains the meaning of the story, what the story is about. A retelling also maintains the logical order of the story.

MODEL AND PRACTICE I will retell a story to make sure I understand it. I summarize the story, telling only the most important parts. I don't include every detail. I make sure that I keep the meaning of the story and that I retell it in order.

Have student pairs retell "The Boy's Advice," making sure they maintain the meaning and logical order of the story.

FLEXIBLE OPTION

INTERACTIVE Trade Book Read Aloud

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

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

SPOTLIGHT ON GENRE

Traditional Tales

LEARNING GOAL

I can learn more about traditional tales and analyze plot and setting in a traditional tale.

OBJECTIVES

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.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

LANGUAGE OF THE GENRE

As you review the Anchor Chart, check that students understand the words that help them talk about types of traditional tales.

- folktales
- fables
- fairy tales
- legends
- myths

FLEXIBLE OPTION

ANCHOR CHARTS

- Display the five types of traditional tales in columns on a bulletin board.
- Add the names of tales students have read in the appropriate column.
- Invite students to suggest ideas for graphics to illustrate the titles shown on the display, such as characters and settings.

ELL Language Transfer

Cognates Point out the cognates related to traditional tales:

- conflict: *conflict*
- traditional: *tradicional*
- legend: *leyenda*

Minilesson

FOCUS ON STRATEGIES Remind students that traditional tales include folktales, fables, fairy tales, legends, and myths. These fictional stories were told and retold in oral form by many people many times. Some characteristics are consistent for these tales:

- Characters usually have strong and sometimes unique traits. Sometimes the characters are people, but often animals are used.
- Plots have simple conflicts. There may be a happy ending, or a character may learn a particular lesson.
- Plots use repetition to move the action forward. Often there is a pattern of three.
- The setting is usually a familiar scene on which the plot is constructed.

MODEL AND PRACTICE Model determining whether a story is a traditional tale: In "The Boy's Advice," the man gathering coconuts does not use a modern device to tell time, and this tells me that the setting could be long ago. Now I notice that the plot also uses repetition. The story describes the man piling coconuts in his cart three times, and they even fall out of his cart with a "clunk clunk clunk." The story also teaches a lesson. This type of traditional tale is a fable.

Lead a class discussion on familiar traditional tales. Remind students to express their ideas clearly, stay on topic, and build on the remarks of others. Challenge students to identify the common characteristics of at least one familiar traditional tale.

ELL Targeted Support

Describe Ask students to tell about the main characters in "The Boy's Advice."

Prompt students to list words that describe the man and the boy in "The Boy's Advice." Write the words on the board using a web graphic organizer. Then have partners write a short description of each character. **EMERGING/DEVELOPING**

Ask a volunteer to tell about the characters in a different story they have heard or read that are similar to the characters in "The Boy's Advice." **EXPANDING/BRIDGING**

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify traditional tales.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 16 of the *Student Interactive*. Observe student interactions to determine whether they understand the characteristics of a traditional tale.

OPTION 2 **Use Independent Text** Have students use the Anchor Chart and decide what kind of tale their text might be. Have them discuss their ideas with a partner. Direct them to note any traditional tale plot elements as they read. For example, a story with a series of events that explains something or teaches a lesson is a fable. Partners can share their ideas with the class.

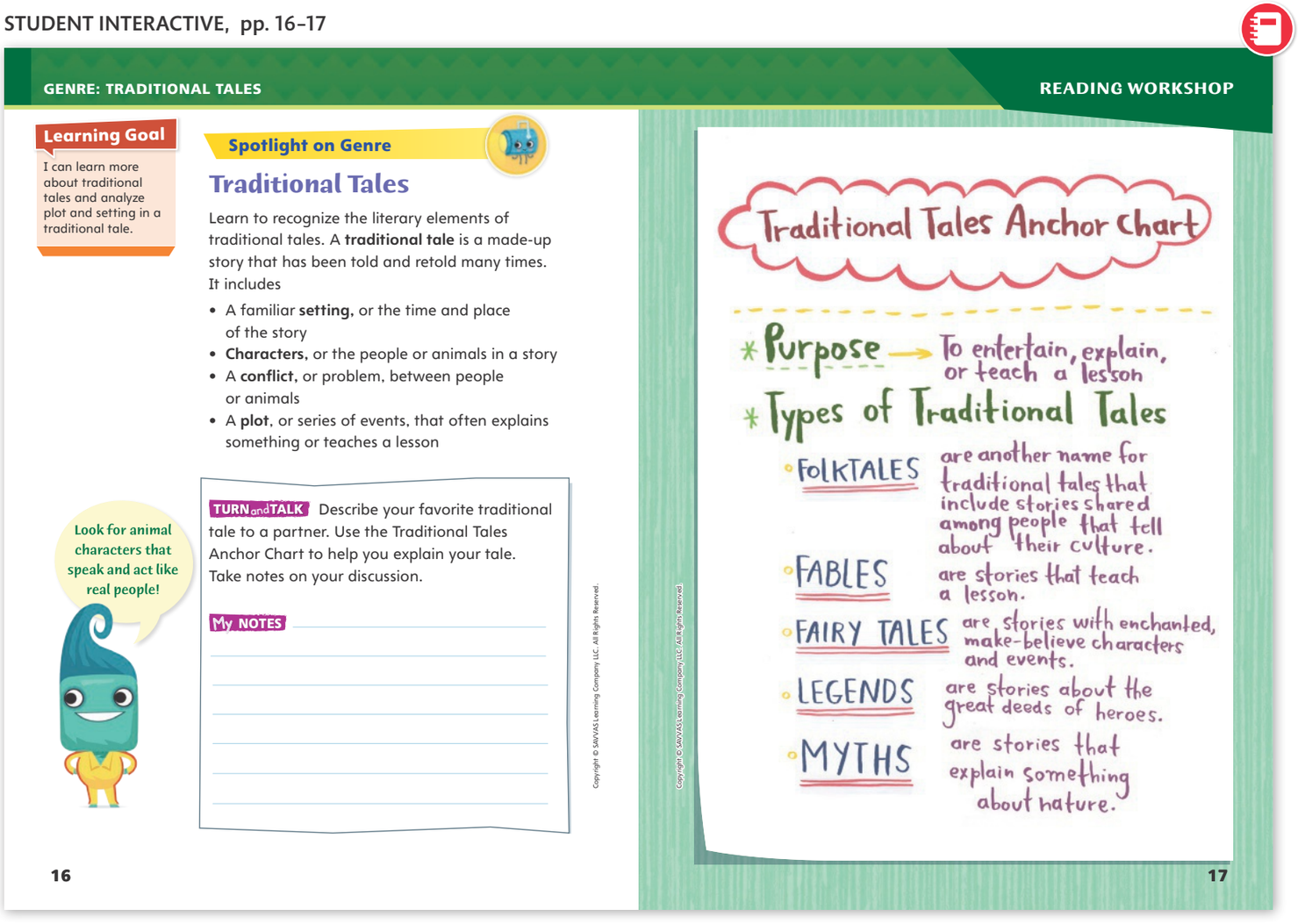
QUICK CHECK

Notice and Assess Can students identify traditional tales?

Decide

- **If students struggle,** review the elements of traditional tales in Small Group on pp. T30–T31.
- **If students show understanding,** have them continue practicing the strategies for reading traditional tales using the Independent Reading and Literacy Activities in Small Group on pp. T30–T31.

STUDENT INTERACTIVE, pp. 16–17



GENRE: TRADITIONAL TALES

READING WORKSHOP

Learning Goal

I can learn more about traditional tales and analyze plot and setting in a traditional tale.

Spotlight on Genre

Traditional Tales

Learn to recognize the literary elements of traditional tales. A **traditional tale** is a made-up story that has been told and retold many times. It includes

- A familiar **setting,** or the time and place of the story
- **Characters,** or the people or animals in a story
- A **conflict,** or problem, between people or animals
- A **plot**, or series of events, that often explains something or teaches a lesson

Look for animal characters that speak and act like real people!

TURN and TALK Describe your favorite traditional tale to a partner. Use the Traditional Tales Anchor Chart to help you explain your tale. Take notes on your discussion.

My NOTES

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16

Traditional Tales Anchor Chart

* Purpose → To entertain, explain, or teach a lesson

* Types of Traditional Tales

- FOLKTALES are another name for traditional tales that include stories shared among people that tell about their culture.
- FABLES are stories that teach a lesson.
- FAIRY TALES are stories with enchanted, make-believe characters and events.
- LEGENDS are stories about the great deeds of heroes.
- MYTHS are stories that explain something about nature.

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17

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Identify the meaning and use of words with affixes such as *im-* (into), *non-, dis-, in-* (not, non), *pre-, -ness, -y,* and *-ful*.

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:

- compete : *competir*
- custom : *costumbreh*
- occasion : *ocasión*
- resolve : *resolver*
- organization : *organización*
- competition : *competición*

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 are words that share the same roots or base words. Their meanings are related but may differ based on the part of speech, the affix used, or how the word is used. Knowing related words can help you determine the meaning of unfamiliar words.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary words *competed* and *competition* in the chart on p. 47 in the *Student Interactive*.

- If I encountered the words *competed* and *competition* in a text, I would notice that these two words look similar, which means they are probably related words. I could identify that they have the same base word: *compete*. I know that *compete* means "to fight for or try to win something." I would then recognize that the suffix *-ed* added to *compete* would make the word past tense. The suffix *-tion* would make the word a noun.

Have students apply this strategy to another word from the chart. Then discuss responses and correct misunderstandings.

ELL Targeted Support **Academic Vocabulary** Have students compare and contrast to determine which Academic Vocabulary words are related.

Write related words from the Academic Vocabulary list on the board and have students compare the letters that are the same in each word. **EMERGING**

Have students compare and contrast two related words from the Academic Vocabulary list. Have them underline the letters that are the same in each word and circle the letters that are different. **DEVELOPING**

Have student pairs compare related words by identifying the base word from each set of related words on the Academic Vocabulary list. **EXPANDING**

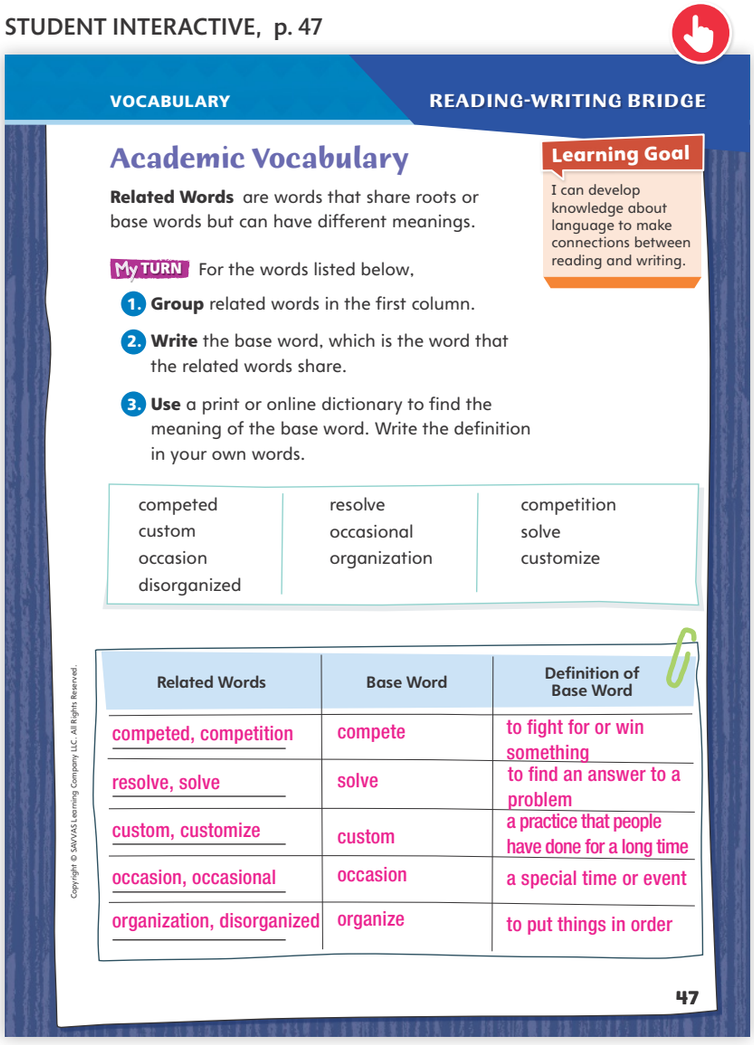
Have individual students compare and contrast the base word and prefixes or suffixes from each set of related words on the Academic Vocabulary list. **BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 47 of the *Student Interactive*. Remind students that they will use Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 47



VOCABULARY | READING-WRITING BRIDGE

Academic Vocabulary

Related Words are words that share roots or base words but can have different meanings.

Learning Goal

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

My TURN For the words listed below,

1. **Group** related words in the first column.
2. **Write** the base word, which is the word that the related words share.
3. **Use** a print or online dictionary to find the meaning of the base word. Write the definition in your own words.

competed	resolve	competition
custom	occasional	solve
occasion	organization	customize
disorganized		

Related Words	Base Word	Definition of Base Word
competed, competition	compete	to fight for or win something
resolve, solve	solve	to find an answer to a problem
custom, customize	custom	a practice that people have done for a long time
occasion, occasional	occasion	a special time or event
organization, disorganized	organize	to put things in order

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47

Word Study Syllable Patterns

OBJECTIVE

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

LESSON 1

Teach Syllable Pattern VC/CV

FOCUS ON STRATEGIES In a word with a VC/CV syllable pattern, syllables are divided between the consonants. A syllable is closed when it ends in a consonant sound. Knowing this syllable pattern can help students decode, or read, words correctly.

MODEL AND PRACTICE Write the words *winter* and *summer* on the board. Guide students to identify the VC/CV pattern in each word. Then have students use their knowledge of syllable patterns and closed syllables to read each word. Repeat with the words *cactus, costume,* and *basket.*

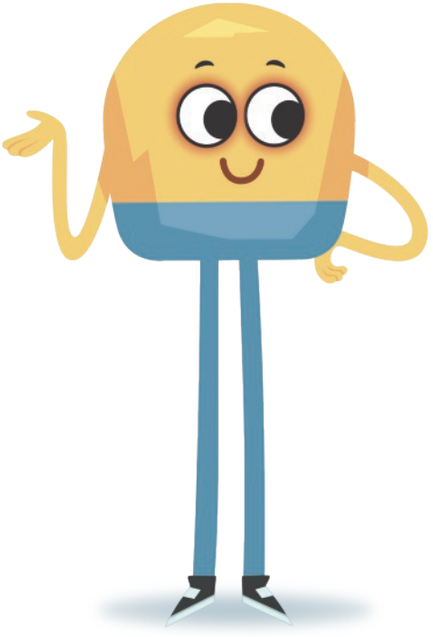
ELL Targeted Support

Syllable Pattern VC/CV Write the word *winter* on the board. Have students identify which letters are consonants and which are vowels. **EMERGING**

Have students identify where two consonants are in *winter* and say each syllable aloud. **DEVELOPING**

Write the words *winter, pencil,* and *barber* on note cards. Have pairs read the words to each other, emphasizing the syllables. **EXPANDING**

Have pairs look for VC/CV words in classroom books. Have students read the words aloud to each other. **BRIDGING**



LESSON 1
Teach Syllable Pattern VC/CV

LESSON 2
Apply Syllable Pattern VC/CV

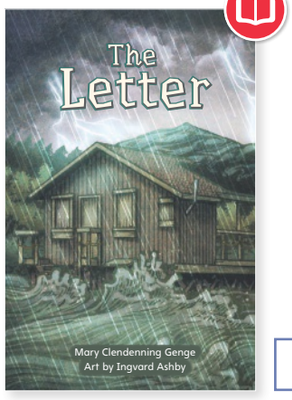
FLEXIBLE OPTION
LESSON 3
More Practice

FLEXIBLE OPTION
LESSON 4
Review: Syllable Pattern VC/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 in SavvasRealize.com. For full lesson plans for these and other leveled readers, go to SavvasRealize.com.

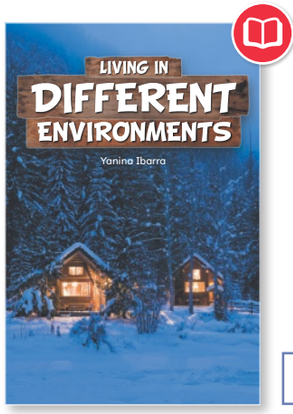


LEVEL L

Genre Traditional Tales

Text Elements
- Situations outside typical experience
- Dialogue assigned in a variety of ways

Text Structure
- Chronological



LEVEL L

Genre Informational Text

Text Elements
- Decoding challenges
- Some new terms explained in text

Text Structure
- Compare and contrast

LEVEL M

Genre Traditional Story

Text Elements
- Abstract themes
- Most content carried by text

Text Structure
- Chronological

Guided Reading Instruction Prompts

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

Identify Traditional Tales

- How can the reader identify this story as a traditional tale?
- What is the most likely purpose of the story?
- Explain the plot in the story.

Develop Vocabulary

- What context clues can help you know the meaning of the word ____?
- Which words help the reader understand the meaning of ____?
- What words did the author use to describe the setting?

Analyze Plot

- In this selection, how does the author describe the story conflict or problem?
- What series of events develops as the character tries to solve the problem?
- Explain how the author uses the plot to solve the story problem.

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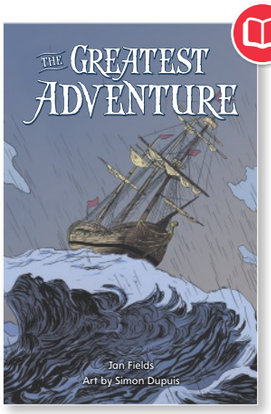
SMALL GROUP



LEVEL N

Genre Historical Fiction

Text Elements
- Complex plots with time passing
- Multiple characters to follow

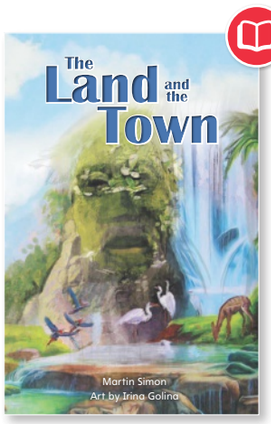
Text Structure
- Chronological with Journal Entries

LEVEL O

Genre Science Fiction

Text Elements
- Multiple characters to follow
- Figurative language

Text Structure
- Chronological



LEVEL P

Genre Myth/Traditional Story

Text Elements
- Themes of cultural diversity
- Descriptive text necessary to understanding the plot

Text Structure
- Chronological

Use Text Evidence

- What do the events in the story tell you about the type of traditional tale you read?
- What evidence does the author give about the outcome of the story?
- What happens in the story? Show the events in the text that move the plot forward.

Compare Texts

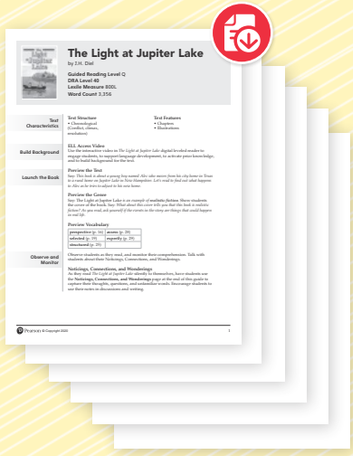
- What other books have you read that are similar?
- How was another story like this one?
- What was interesting to you?

Word Work

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

Leveled Reader Teacher's Guide

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



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

Teacher-Led Options

Strategy Group

IDENTIFY TRADITIONAL TALES

Teaching Point You can identify types of traditional tales by looking at their settings, their characters, their conflicts, and their plots. Review the Anchor Chart on p. 17 of the *Student Interactive*. Ask students to identify the various types of traditional tales, distinguishing one from another.

ELL Targeted Support

Remind students that traditional tales are made up stories that have been retold many times.

Enlarge a story structure organizer on a poster or whiteboard. Use the Read-Aloud text "The Boy's Advice" to show the elements: characters, setting, events 1–3, and ending. Have students sketch the main events. Then have students verbally compose sentences describing each depiction. **EMERGING**

Enlarge a story structure organizer on a poster or whiteboard. Use the Read-Aloud text "The Boy's Advice" to show the elements: characters, setting, events 1–3, and ending. Ask the students to help decide how to fit "The Boy's Advice" into the chart headings. Then read aloud the details, pointing out difficult words. **DEVELOPING**

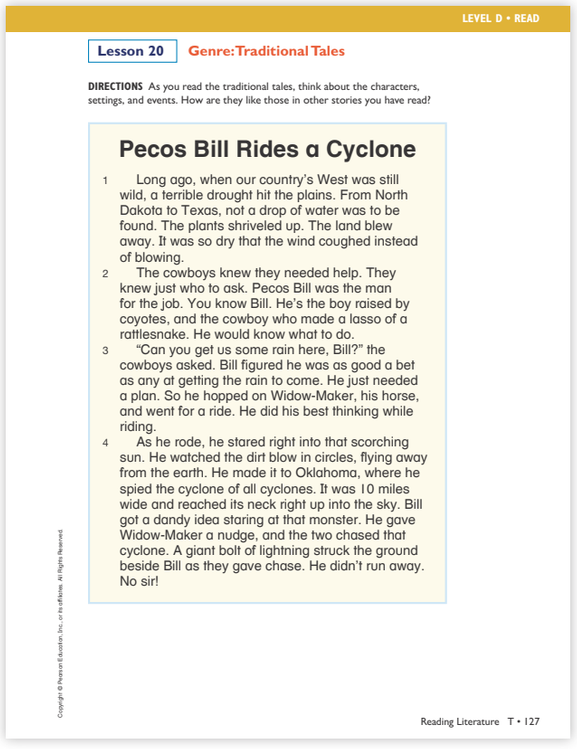
Ask students to fill in a story structure organizer with a partner using the Read-Aloud text "The Boy's Advice." Have the partners share with the other students what they decided. **EXPANDING/BRIDGING**

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

Intervention Activity

IDENTIFY TRADITIONAL TALES

Use Lesson 20, pp. T127–T132, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of traditional tales.



LEVEL D • READ

Lesson 20 Genre: Traditional Tales

DIRECTIONS As you read the traditional tales, think about the characters, settings, and events. How are they like those in other stories you have read?

Pecos Bill Rides a Cyclone

1 Long ago, when our country's West was still wild, a terrible drought hit the plains. From North Dakota to Texas, not a drop of water was to be found. The plants shriveled up. The land blew away. It was so dry that the wind coughed instead of blowing.

2 The cowboys knew they needed help. They knew just who to ask. Pecos Bill was the man for the job. You know Bill. He's the boy raised by coyotes, and the cowboy who made a lasso of a rattlesnake. He would know what to do.

3 "Can you get us some rain here, Bill?" the cowboys asked. Bill figured he was as good a bet as any at getting the rain to come. He just needed a plan. So he hopped on Widow-Maker, his horse, and went for a ride. He did his best thinking while riding.

4 As he rode, he stared right into that scorching sun. He watched the dirt blow in circles, flying away from the earth. He made it to Oklahoma, where he spied the cyclone of all cyclones. It was 10 miles wide and reached its neck right up into the sky. Bill got a dandy idea staring at that monster. He gave Widow-Maker a nudge, and the two chased that cyclone. A giant bolt of lightning struck the ground beside Bill as they gave chase. He didn't run away. No sir!

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Reading Literature T • 127

On-Level and Advanced

INQUIRY

Question and Investigate Have students review the map on *Student Interactive* pp. 14–15 to develop questions about how people travel in different environments. Invite them to do research during the week to answer the questions. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

myView Digital: REALIZE READER, AUDIO, ANNOTATE, VIDEO, INTERACTIVITY, GAME, DOWNLOAD

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

IDENTIFY TRADITIONAL TALES

Talk About Independent Reading Ask students to share what they have learned about the plot in the book they are reading. Discuss how knowing the fictional elements of traditional tales can help them understand the story.

Possible Conference Prompts

- What is the character trying to do?
- Does the plot include events that show the character trying to solve a problem?
- Does the character reach his or her goal or learn a lesson?

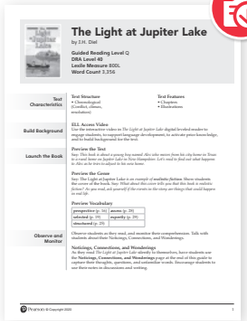
Possible Teaching Point

Do you remember what we learned about plot in traditional tales? The plot includes a series of events that result in a character learning a lesson or achieving a goal.

Leveled Readers

IDENTIFY TRADITIONAL TALES

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


The Light at Jupiter Lake

Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read their Book Club text or one of the books from the suggested titles on p. T489.
- read and listen to a previously read leveled reader or selection.

Centers

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

Literacy Activities

Students can

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

BOOK CLUB

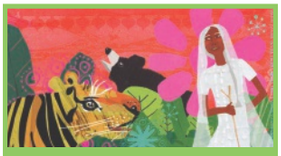
See Book Club, pp. T489–T493, for

- 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 *Eleven Nature Tales*.

Whole Group

Share Ask two partners from the Turn and Talk activity to share their ideas about the Weekly Question and their observations from the map on *Student Interactive* pp. 14–15. Praise students for their ideas and positive collaboration.

Introduce the Text



Grandma and the Great Gourd

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.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Explain the influence of the setting on the plot.

Shared Read Plan

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 18 in the *Student Interactive.* Have students share what they know about the words. Define them as needed.

  fierce: wild or dangerous

  baring: showing

  flexing: curling

  crouching: bending down to not be seen

  swipe: hit

- These words will help you understand the setting and action in *Grandma and the Great Gourd.* Highlight each word in the text. Ask yourself how that word describes where the tale takes place or what is happening.

Read

Discuss the First Read Strategies. Before the first read, prompt students to consider what the title and illustrations suggest this traditional tale will be about. Point out that the selection is a folktale.

FIRST READ STRATEGIES

NOTICE Remind students to look at the illustrations to help them understand the text.

GENERATE QUESTIONS Ask students to mark parts of the text containing information that seems different from what they already know. Encourage students to generate, or ask, questions about these differences to deepen their understanding of the tale.

CONNECT Ask students to connect the tale to what they know about other places in the world, the lives of people from other cultures, and other folktales they have read.

RESPOND Have students talk to a partner about the tale.

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, University of California, Berkeley

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

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

ELL Targeted Support **Prior Knowledge and Experience** Have students use their prior knowledge and experiences with onomatopoeia to understand meanings in English.

To activate prior knowledge, ask students to share words that imitate sounds. To get them started, write *woof woof* and say the words. Explain that these words represent the sounds of barking dogs. **EMERGING**

Have small groups think of words for sounds they know or have heard using sentence frames: *I know the word _____ is the sound of _____. A word I have heard for the sound of _____ is _____.* **DEVELOPING**

Have partners use their prior knowledge and experiences to write words that represent sounds. Have volunteers share their words with the class. **EXPANDING**

Have students write words that represent sounds in complete sentences. **BRIDGING**

ELL Access

Background Knowledge Review with students that italics are letters that slant to the right in print, often to show that the words are in a language other than English. Encourage students to share reasons why an author writing a traditional tale in English may want to use some non-English words in a story.

STUDENT INTERACTIVE, pp. 18–19

Meet the Author

Chitra Banerjee Divakaruni is an award-winning author and poet who was born in Kolkata, India. She now lives in Houston, Texas, and teaches creative writing. Her children's book *Grandma and the Great Gourd* was inspired by and is dedicated to her beloved dog, Juno!

Grandma and the Great Gourd

Preview Vocabulary

As you read *Grandma and the Great Gourd*, pay attention to these vocabulary words. Notice how they provide clues to the action and setting.

fierce **baring** **flexing** **crouching** **swipe**

Read

Before you begin reading a **traditional tale**, establish a purpose for reading the text. Follow these strategies when you read a text the first time.

First Read

- **Notice** illustrations that help explain the text.
- **Generate Questions** about the text to deepen your understanding.
- **Connect** the tale to what you know about the world.
- **Respond** by talking about the tale with a partner.

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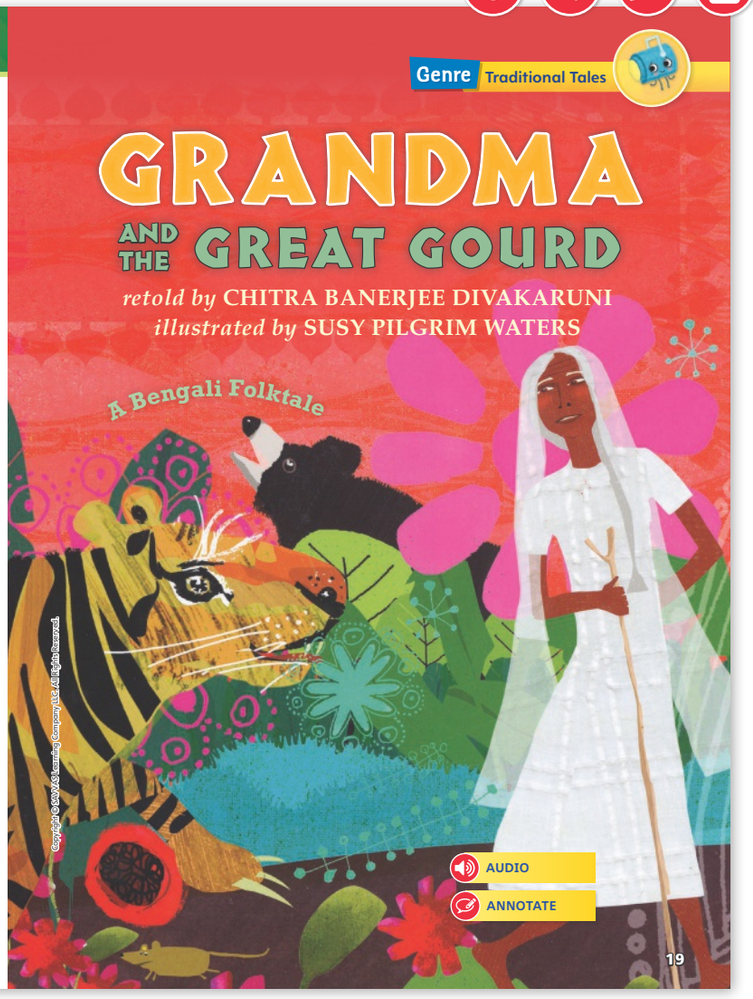
18

Genre Traditional Tales



AUDIO
ANNOTATE

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19

First Read

Generate Questions

THINK ALOUD Before you begin reading, say: I am going to look at this first illustration and see if I have any questions about what it shows. Since the title of the story is *Grandma and the Great Gourd,* I think that this woman with the gray hair is probably Grandma. But where is the great gourd mentioned in the title? Does the illustration show two dogs because they are important to the story? Why is there an elephant behind the house? Where does Grandma live? Now I really want to read the story and discover the answers to these questions.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

Like the United States, India has national wildlife reserves where animals are protected in their natural habitat. Most of the rural areas in the country, however, are places where people and wild animals live closely together, as they have always done. There are many villages in the forest areas that cover almost a quarter of the country. Today, India's government and environmental activists are trying to find a balance between protecting forest wildlife and enabling villagers to easily travel through forests and use their natural resources. Have students connect this information to the dense forest in the Going from Here to There infographic on pp. 14–15 of the *Student Interactive.*

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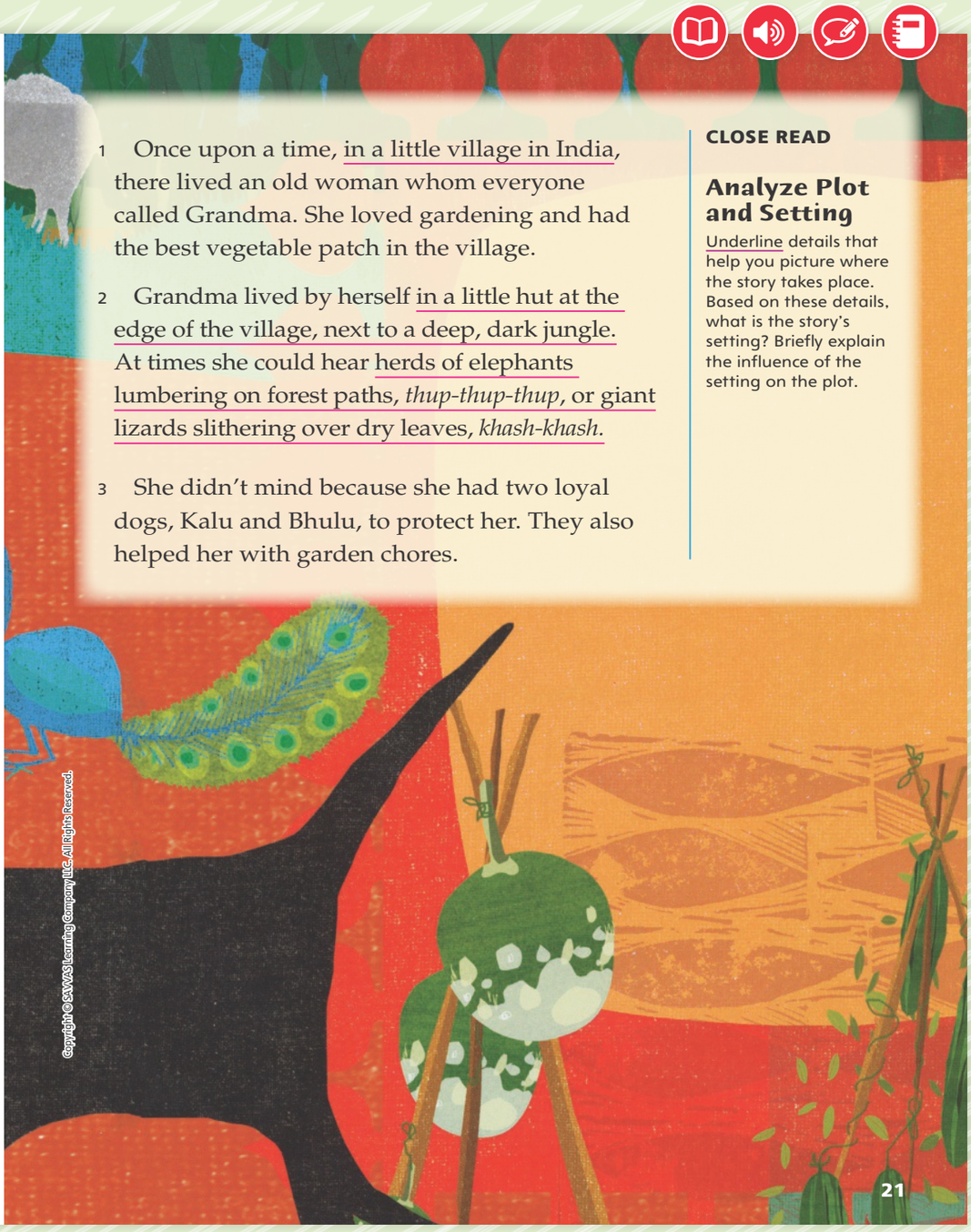

1 Once upon a time, in a little village in India, there lived an old woman whom everyone called Grandma. She loved gardening and had the best vegetable patch in the village.

2 Grandma lived by herself in a little hut at the edge of the village, next to a deep, dark jungle. At times she could hear herds of elephants lumbering on forest paths, *thup-thup-thup*, or giant lizards slithering over dry leaves, *khash-khash*.

3 She didn't mind because she had two loyal dogs, Kalu and Bhulu, to protect her. They also helped her with garden chores.

CLOSE READ

Analyze Plot and Setting

Underline details that help you picture where the story takes place. Based on these details, what is the story's setting? Briefly explain the influence of the setting on the plot.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language To help students understand the frequent use of onomatopoeia, call their attention to the phrases "thup-thup-thup" and "khash-khash" in paragraph 2. Read the phrases aloud and have students repeat them. Discuss how they mimic the sounds the elephants and lizards are making and help readers visualize the setting.

First Read

Notice

THINK ALOUD The story begins by introducing the setting and Grandma. I can look at the illustration again to help me understand these details. I see that Grandma's hut is a simple building just big enough for one person. The illustration also shows that living at the edge of the village means there are no other huts nearby. In addition to the animals the author mentions, there is also a peacock near her hut. I wonder what other animals live here!

Close Read

Analyze Plot and Setting

Have students scan **paragraphs 1–2** and underline details that help them picture where the story takes place. **See student page for possible responses.**

Ask: Based on these details, how would you describe the setting?

Possible Response: The setting is the countryside in a tropical area of India a long time ago.

Ask: How does the story's setting influence, or help to shape, the plot?

Possible Response: Since Grandma lives right next to the jungle, it makes sense that she has to travel through it to visit her daughter. Also, people living a long time ago probably walked most places. The time period makes it more likely that Grandma would walk through the jungle, meet the wild animals living there, and have a hard time protecting herself from them.

DOK 2

OBJECTIVE

Explain the influence of the setting on the plot.

First Read

Connect

THINK ALOUD "The other side of the jungle" is far enough away that Grandma and her daughter communicate through letters instead of talking face-to-face. If this story took place in the present, they could talk on the phone instead of writing letters. The part of the letter that says, "I haven't seen you in so long" makes me think of people who see relatives only on holidays because traveling to their homes is too difficult to do often.

Close Read

Analyze Plot and Setting

Ask students to read the Close Read note and scan **paragraphs 4–5.** Prompt them to underline details that explain where the daughter lives as well as how this situation has affected her. **See student page for possible responses.**

Remind students that a story's plot is the sequence of events that happen throughout the story. Ask: How does the location of the daughter's home help to move the plot toward the next event?

Possible Response: In her letter, the daughter asks Grandma to "Please come and visit me" because they live on opposite sides of the jungle and have not seen each other for a long time. Since they both miss each other, Grandma decides to make the dangerous trip.

DOK 2

OBJECTIVE

Explain the influence of the setting on the plot.

CLOSE READ

Analyze Plot and Setting

Underline details that help you understand that Grandma's daughter lives in a different place.

fierce wild or dangerous

4 One day, Grandma received a letter from her daughter, who lived on the other side of the jungle.

5 "Please come and visit me," said the letter. "I haven't seen you in so long. I miss you."

6 Grandma missed her daughter, too, and decided to visit her. She was a little scared about traveling through the jungle where so many fierce animals lived. But then she said, "What's life without a little adventure?"

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Possible Teaching Point

Word Study | Syllable Pattern VC/CV

Tell students that breaking longer words into syllables can help them pronounce and recognize them while reading. Use the Syllable Pattern lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how they can break words with two consonants in the middle, such as *adventure* in paragraph 6, into syllables.

7 She packed her things and said good-bye to her dogs. "Don't worry, boys," she told them, "I'll be back soon! Don't forget to take care of my garden." "*Gheu-gheu*!" said the dogs. "We won't forget! We'll chase away all the wild animals, and we'll listen for you. If you get in trouble, just call for us."

CLOSE READ

Use Text Evidence

Highlight a detail that suggests that Grandma's dogs plan to protect her from possible danger.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language Tell students that making something that is not human speak or act like a person, as in paragraph 7 of the text, is called *personification*. Elicit that personification is often used in stories and movies today to make nonhuman characters more appealing. Discuss how its use in traditional tales suggests that people have always liked to think of animals as similar to them.

First Read

Respond

THINK ALOUD Grandma's dogs are smarter than I thought they were. In paragraph 3, I learned that they are loyal and helpful, like most dogs. Now I know that they also can talk and think ahead like people do. They remind me of the talking animals in other traditional tales, such as "The Three Little Pigs" and "Little Red Riding Hood".

Close Read

Use Text Evidence

Remind students that pointing to specific details can help them explain observations and opinions about a text. Tell students that these pieces of text evidence explain why they believe a certain idea is true.

Have students scan **paragraph 7** and highlight a detail that suggests that Grandma's dogs plan to protect her from danger. **See student page for possible responses.**

Ask: Why do Grandma's dogs tell her how they will protect her? Use your highlighted text evidence to support your answer.

Possible Response: The dogs need Grandma to let them know that she needs help. They explain, "If you get in trouble, just call for us."

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

First Read

Generate Questions

THINK ALOUD Paragraph 9 shows that the fox can talk, like Grandma's dogs. The illustration shows that the fox also can stand upright, like a person. But I still have questions about the fox's behavior. For example, is he like real foxes in every other way? Are real foxes dangerous to people? I am going to circle this paragraph and keep reading to see if there are "rules" for how animals act in this tale.

Close Read

Analyze Plot and Setting

Ask students to scan **paragraphs 9 and 10** and underline details that make them think that Grandma might be in danger. **See student page for possible responses.**

Ask: How does Grandma's encounter, or meeting, with the fox develop the plot of the story?

Possible Response: The fox's behavior and statement of "I'm so hungry" create a problem for Grandma. The "dhip-dhip" sound shows that she is so scared that the fox will eat her that her heart jumps, but she hides her fear because she knows she must do something to protect herself. The next event in the plot will be what she does to respond to the problem.

DOK 2

OBJECTIVE

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CLOSE READ

Analyze Plot and Setting

Underline details in the text that suggest that Grandma might be in danger.

baring showing

Use Text Evidence

Highlight details that describe how Grandma stops the fox from eating her.

8 As Grandma was traveling through the jungle, *khut-khut-khut,* she came upon a clever red fox.

9 "Ah, Grandma!" he said, baring his pointy teeth and smacking his lips. "How nice of you to arrive just when I'm so hungry!"

10 Grandma's heart went *dhip-dhip,* but she didn't let the fox see how scared she was.

11 "If you're planning to have me for breakfast," she said, "that's a terrible idea. See how skinny I am? I'll be a lot plumper on my way back from my daughter's house because she's such a good cook. You can eat me then, if you like."

12 "That sounds good!" said the fox, and he let her go.

24

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ELL Targeted Support **Use Context Clues** Tell students that the meaning of some verbs depends on the context. Write "Grandma's heart went dhip-dhip" on the board, underlining *went.* Read the clause aloud. Ask: Did Grandma's heart go from one place to another? What does went mean here?

Have student pairs complete the following sentence frame: *Grandma's heart _____ a dhip-dhip sound.* EMERGING/DEVELOPING

Have student pairs complete the following sentence frame: *The word _____ is used to express the idea that _____.* Ask volunteers to share examples of how they can use went in the same way. EXPANDING/BRIDGING

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CROSS-CURRICULAR PERSPECTIVES Science

As humans have encroached on natural areas, red foxes (*Vulpes vulpes*) and many other animals have adapted to live even in urban and suburban areas. Red foxes can be found all over the northern hemisphere, in a wide variety of habitats. Like raccoons, red foxes are omnivores and known to be opportunistic scavengers. However, they are primarily predators of small and medium-sized mammals such as rodents and rabbits.

First Read

Notice

Remind students that the illustrations provide information that helps explain details in the text. Say: The illustration shows that Grandma is using a stick to help her walk through the jungle. What detail in the text does this illustration help explain?

Possible Response: The stick helps to explain the khut-khut-khut sound. The stick may go *khut* every time Grandma puts the end of it down on the ground to steady herself. The fact that Grandma uses a walking stick also tells me that she may have difficulty walking, so khut-khut-khut could be the sound of her shuffling or dragging her feet.

Close Read

Use Text Evidence

Ask students to read the second Close Read note on p. 24. Prompt them to scan **paragraph 11** and highlight details that describe how Grandma stops the fox from eating her. **See student page for possible responses.**

Ask: Is Grandma's solution to her problem with the fox a good one? Use text evidence to support your opinion.

Possible Response: Telling the fox "I'll be a lot plumper on my way back," and "You can eat me then," tells him to look for her when she returns home. I think she will face the same problem with the fox later, so her solution is not the best.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

First Read

Generate Questions

Have students look at the illustration. Say: This illustration of Grandma and a bear looks very similar to the one of her with the fox. Based on what I already know, I have several questions about what this illustration may be showing. What questions do you have about the situation shown here?

Possible Response: What is the bear saying to Grandma? Does he want to eat Grandma too? Why does Grandma look unhappy?

Close Read

Analyze Plot and Setting

Ask students to scan **paragraphs 13–15** and underline details that suggest Grandma could be in danger again. **See student page for possible responses**.

Ask: How would you compare Grandma's encounter with the black bear to the one she had with the fox?

Possible Response: The two events are very similar. The detail about the bear "flexing his claws and sharpening them" shows that he wants to eat Grandma. The fox was doing the same thing when he bared his teeth and smacked his lips. They both tell Grandma that they are happy to see her and say, "I'm so hungry!"

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CROSS-CURRICULAR PERSPECTIVES Social Studies

Connect the illustration to the Going from Here to There infographic on pp. 14–15 of the *Student Interactive.* Guide students to consider how parks and forest preserves, campgrounds, and roads in the United States have signs to warn people of the possible presence of animals. Ask students why they think such signs are not posted everywhere today, and why they would be out of place in the setting of this folktale.

13 Grandma walked deeper into the jungle, *khut-khut-khut*. In a while, she came upon a shaggy black bear.

14 "Ah, Grandma!" he said, flexing his claws and sharpening them on a nearby rock. "How nice of you to arrive just when I'm so hungry!"

15 Grandma's heart went *dhuk-dhuk*, but she didn't let the bear see how scared she was.

16 "If you're planning to have me for lunch," she said, "that's a terrible idea. See how thin I am? I'll be a lot fatter on my way back from my daughter's house because she's such a good cook. You can eat me then, if you like."

17 "That sounds good!" said the bear, and he let her go.

CLOSE READ

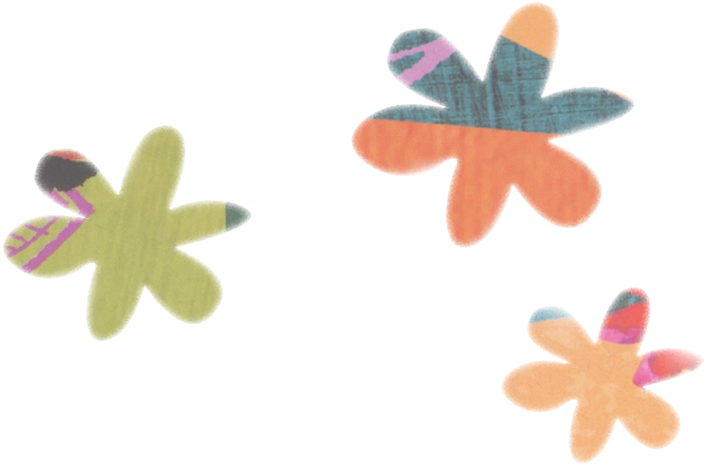
Analyze Plot and Setting

Underline details that tell you Grandma could be in danger again.

flexing curling

Use Text Evidence

Highlight text evidence that supports an appropriate response to this question: How do you know that Grandma solved the problem of the bear planning to have her for lunch?



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Possible Teaching Point

Read Like a Writer | Author's Craft

Repetition Ask students to compare the dialogue on this page with Grandma's conversation with the fox on p. 24 and focus on the words used by both animals. Tell students that the repetition in traditional tales helped people to remember and retell them. Ask students why they think the author used repetition in this modern retelling of the *Grandma and the Great Gourd* folktale.

First Read

Respond

THINK ALOUD After reading paragraph 14, I see a pattern forming. This black bear talks, just like the other animals. Like the fox, he calls Grandma "Grandma," so he knows who she is. He also wants the same thing that the fox wanted! I am going to keep reading to find answers to my other questions about this situation.

Close Read

Use Text Evidence

Ask students to scan **paragraph 17** and highlight evidence that helps them identify how Grandma solved the problem of the bear planning to have her for lunch. **See student page for possible responses.**

Ask: What does this detail tell you about both the bear and Grandma?

Possible Response: The detail shows that the bear is easily fooled and that Grandma is very clever.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

First Read

Connect

Have students look at the illustration and say: The illustration and paragraph 18 show that the next animal Grandma meets is a tiger. From what you have seen or read about tigers, do you think they are as dangerous as foxes and black bears or more dangerous?

Possible Response: The tigers at the zoo are big, strong animals that move quickly, so I think they are more dangerous than foxes. They probably are more dangerous than bears, too. Bears eat a variety of things, but tigers are predators who eat only other animals.

Close Read

Analyze Plot and Setting

Have students scan **paragraphs 18–19** and underline details that help them picture the new danger that Grandma faces. **See student page for possible responses.**

Ask: How do these details help show that the tiger is dangerous?

Possible Response: The tiger "crouching low" suggests that he is ready to pounce.

Ask: How does the setting make the tiger's actions seem extra threatening?

Possible Response: It will be harder for Grandma to run away from the tiger in "the deepest part of the jungle."

DOK 2, 3

OBJECTIVES

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Explain the influence of the setting on the plot.

CLOSE READ

Analyze Plot and Setting

Underline details that help you picture the new danger that Grandma faces.

crouching bending down

18 Grandma walked into the deepest part of the jungle, *khut-khut-khut*. Suddenly she came upon a sleek, striped tiger.

19 "Ah, Grandma!" he said, crouching low and swishing his tail. "How nice of you to arrive just when I'm so hungry!"

20 Grandma's heart went *doom-doom*, but she didn't let the tiger see how scared she was.

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28

Possible Teaching Point

Read Like A Writer | Author's Craft

Graphic Features Remind students that authors often include illustrations to help readers clarify their understanding of details in the text. Have them compare the description of the tiger in paragraphs 18 and 19 with how the tiger is depicted in the illustration. Ask: What text details about the tiger are shown in the illustration? Discuss words, such as "sleek" in paragraph 18 and "crouching" in paragraph 19. If necessary, have volunteers look up and share a dictionary definition for each word to confirm its meaning. Then ask: How does Grandma's face in the illustration help you understand how she is feeling?

21 "If you're planning to have me for dinner," she said, "that's a terrible idea. See how bony I am? I'll be a lot juicier on my way back from my daughter's house because she's such a good cook. You can eat me then, if you like."

22 "That sounds good!" said the tiger, and he let her go.

CLOSE READ

Use Text Evidence

Highlight text evidence that shows that the tiger believes Grandma when she says that he can eat her on her way back home.

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CROSS-CURRICULAR PERSPECTIVES Science

Tigers *(Panthera tigris)* are the largest of the big cats and have no natural predators. They prefer to hunt stealthily at night, staying low to the ground and ambushing their prey by leaping onto them from up to 30 feet away. However, despite their deadliness, tigers are endangered due to human practices such as poaching, hunting, and habitat destruction. Over half of the world's remaining tiger population—roughly 3,890 tigers—is in India, where they can be found in a variety of non-desert environments throughout the country. Have students connect this information to the Going from Here to There infographic on pp. 14–15 of the *Student Interactive.*

First Read

Connect

THINK ALOUD After you read paragraph 21, say: This is Grandma's third encounter with an animal. In other traditional tales I have read, like "Goldilocks and the Three Bears" and "The Three Little Pigs," there are three main events, and the third event ends differently than the other two. I wonder if this tale will follow the same pattern, or if Grandma's response will work with the tiger.

Close Read

Use Text Evidence

Have students scan **paragraph 22** and highlight text evidence that shows that the tiger believes Grandma when she says that he can eat her on her way back home. **See student page for possible response.**

Ask: What text evidence supports the idea that Grandma has solved her problem with the tiger?

Possible Response: The tiger says, "That sounds good!" and then he "let her go" without trying to eat her.

Ask: What text evidence supports the prediction that the tiger is the last animal Grandma will meet today?

Possible Response: The tiger is the third animal she meets and folktales often use a pattern of three.

DOK 2, 3

OBJECTIVES

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

Use text evidence to support an appropriate response.

First Read

Notice

THINK ALOUD In paragraph 23, I learn that Grandma arrives safely at her daughter's house and has a good time with her grandchildren and the neighbors. The illustration does not show these activities, but it does show Grandma smiling. Other parts of her visit must have been enjoyable too. I will read paragraph 24 to learn what those activities are and then compare the details to the illustration.

Close Read

Use Text Evidence

Ask students to read the Close Read note. Prompt students to scan and highlight any details in **paragraphs 23–24** that provide evidence of Grandma's enjoyable experiences at her daughter's house. **See student page for possible responses.**

Ask: Did Grandma enjoy her visit? Use text evidence to support your response.

Possible Response: The detail that "She had a wonderful time there" tells me that Grandma did enjoy her visit. The text also says that "she ate the delicious dishes her daughter cooked" and "grew quite plump," so she enjoyed her daughter's cooking.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

CLOSE READ

Use Text Evidence

Highlight details that describe what kind of experience Grandma had during her visit. Use this text evidence to support an appropriate response to this question: Did Grandma enjoy her visit with her daughter?

23 Grandma reached her daughter's house. She had a wonderful time there, playing with her grandchildren and telling the neighbors all about her adventures in the forest.

24 She worked in her daughter's garden, watering, digging, and sprinkling the ground with her special fish-bone fertilizer until the vegetables grew so large that people from three villages came to admire them. She ate the delicious dishes her daughter cooked and, just as she'd told the forest animals, she grew quite plump!

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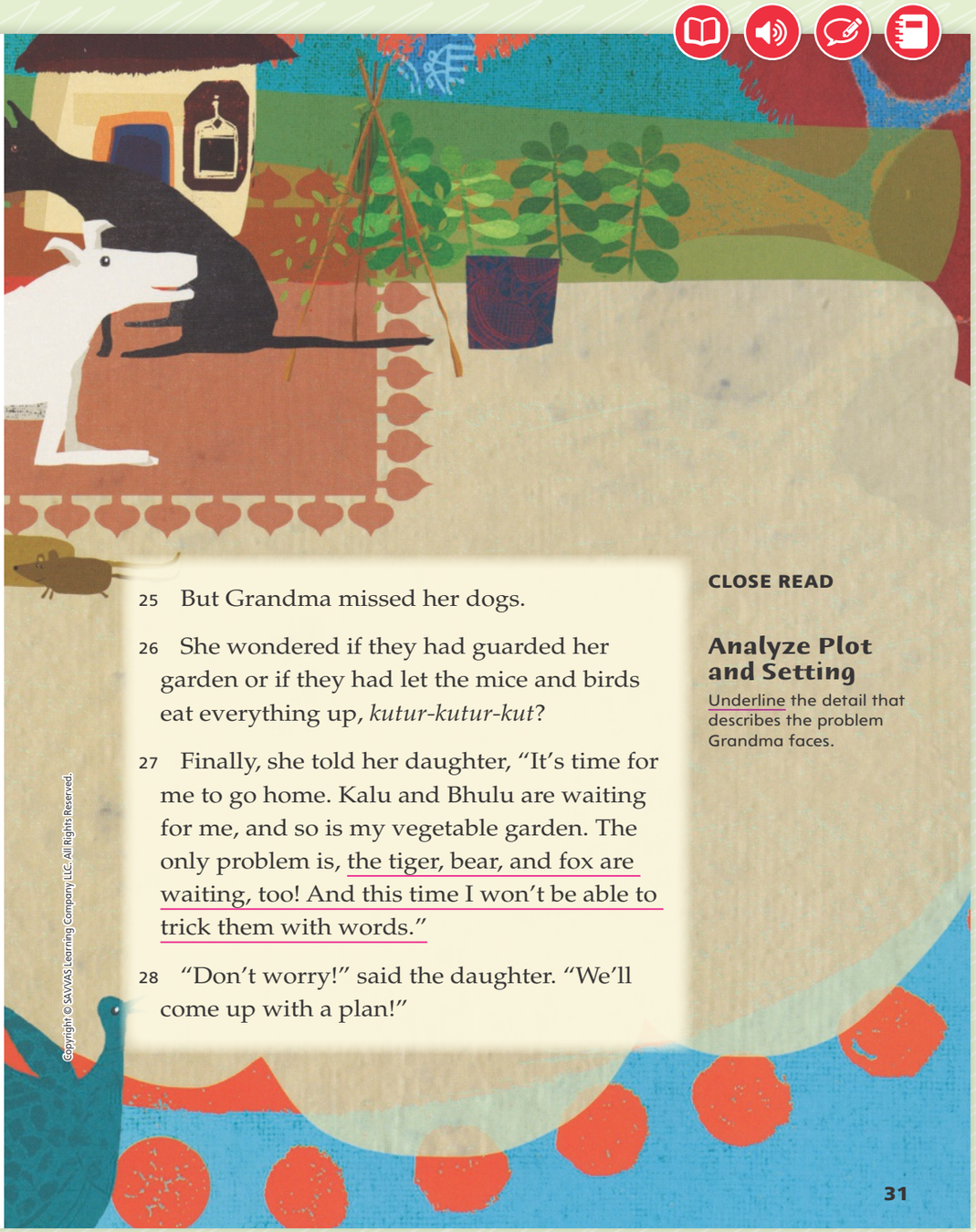
30

Possible Teaching Point

Academic Vocabulary | Related Words

Call students' attention to the word *fertilizer* in paragraph 24. Have students draw on their prior knowledge to discuss the meaning of the verb *fertilize*, and tell them that *fertilizer* is a related noun. Ask students to define *fertilizer* using context clues in the text, and have volunteers look up and share a dictionary definition if necessary. Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to provide additional instruction identifying and defining related words formed with affixes.



25 But Grandma missed her dogs.

26 She wondered if they had guarded her garden or if they had let the mice and birds eat everything up, *kutur-kutur-kut*?

27 Finally, she told her daughter, "It's time for me to go home. Kalu and Bhulu are waiting for me, and so is my vegetable garden. The only problem is, the tiger, bear, and fox are waiting, too! And this time I won't be able to trick them with words."

28 "Don't worry!" said the daughter. "We'll come up with a plan!"

CLOSE READ

Analyze Plot and Setting

Underline the detail that describes the problem Grandma faces.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Author's Purpose Call students' attention to paragraphs 25 and 26. Have students reread the text while you write this sentence from paragraph 27 on the board: "Kalu and Bhulu are waiting for me, and so is my vegetable garden." Ask students why they think the author chose to describe Grandma's thoughts just before Grandma tells them to her daughter. Use guiding questions such as, *What does the word "finally" in paragraph 27 tell readers? When do you think Grandma began thinking about going home?*

First Read

Respond

THINK ALOUD The first sentence on this page makes me think that Grandma's wonderful time is about to end. She misses her dogs and worries about her garden, and she seems anxious to go back home. She also has not forgotten about the tiger, bear, and fox. Her trip back through the jungle will not be easy!

Close Read

Analyze Plot And Setting

Have students scan **paragraph 27** and underline the detail that describes the problem Grandma faces in this part of the story. Remind students that sometimes specific text evidence can be located by looking for clue words. **See student page for possible responses.**

Ask: How would you contrast the problem Grandma has now with her earlier problems? Use text evidence to support your response.

Possible Response: Grandma knows she must outsmart the animals that are hungrily waiting for her. She says, "And this time I won't be able to trick them with words," so she also knows that the animals will be more difficult to fool now.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

First Read

Notice

Paragraph 29 is the first time that the text mentions the giant gourd from the title. After reading paragraph 31, I know why it is in the title—it is a key part of Grandma's solution to her problem. What does the illustration reveal about the size of the biggest gourd?

Possible Response: The illustration shows that the gourd is big enough for Grandma to sit in, but not tall enough for her to stand up inside.

Close Read

Use Text Evidence

Have students scan **paragraphs 29–31** and highlight details that describe the solution to Grandma's problem. **See student page for possible responses.**

Ask: How can you summarize Grandma's solution? Use text evidence to support your response.

Possible Response: Grandma's solution is to disguise or hide herself, since she "climbed in" the gourd and her daughter says, "Now no one will know it's you."

Ask: What detail could you use to support the idea that this plan might not work in real life?

Possible Response: The detail that the daughter "stitched the top of the gourd back on tightly and sealed it with rice glue" suggests that there is no way for air to get into the gourd. In real life, Grandma would need an air hole so she could breathe.

DOK 2, 3

OBJECTIVE

Use text evidence to support an appropriate response.

CLOSE READ

Use Text Evidence

Highlight details that describe the solution to Grandma's problem.

29 The two of them went into the garden so they could think better, and when they saw the giant gourds they knew exactly what to do.

30 The daughter picked the biggest gourd and hollowed it out. Grandma climbed in. The gourd was quite comfortable because its walls were as thick as a mattress and its rind was as tough as a rhino's hide. The daughter gave Grandma some puffed rice and tamarinds to eat on the way and stitched the top of the gourd back on tightly and sealed it with rice glue.

31 "Now no one will know it's you," she said.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Simile Write this sentence from paragraph 30 on the board: "The gourd was quite comfortable because its walls were as thick as a mattress and its rind was as tough as a rhino's hide." Explain that a simile compares two unlike things by using the words *like* or *as*. Have students identify the similes. Then discuss how the similes help readers picture the descriptions. For further instruction, see the Read Like a Writer lesson on pp. T64–T65 in the Reading-Writing Workshop Bridge.

32 She took the gourd to the edge of the jungle and gave it a strong push. *Gar-gar, gar-gar*! The gourd began to roll down the jungle path.

33 In a while, the gourd reached the part of the forest where the tiger was waiting for Grandma. Because he had never seen such a large gourd, the tiger didn't know what it was.

34 "What a strange creature!" he cried.

35 He sniffed around the gourd, but because it was all sealed up, the tiger couldn't smell Grandma.

CLOSE READ

Use Text Evidence

Highlight clues that tell you the solution to Grandma's problem is working.

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Possible Teaching Point

Academic Vocabulary | Related Words

Call students' attention to the word *creature* in paragraph 34. Tell students that *create, creative, creativity,* and *creation* are related words. Ask students to define *creature* using this information and their prior knowledge or a dictionary. Discuss whether the tiger is correct in calling the gourd a creature. For additional instruction, use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge.

First Read

Generate Questions

THINK ALOUD As I read, I am going to circle details that make me think of questions. The tiger's surprise in paragraph 33 makes me wonder how real tigers react when they see unfamiliar things. It will be interesting to compare that information to the tiger's response to the large gourd in this story.

Close Read

Use Text Evidence

Ask students to scan **paragraphs 33–35** and highlight clues that show that the solution to Grandma's problem is working. **See student page for possible responses.**

Ask: What conclusion can you draw about the way the tiger inspects the large gourd? Use text evidence to support your response.

Possible Response: The tiger is using his animal senses to try to figure out what the gourd is. The detail that "he had never seen such a large gourd, the tiger didn't know what it was" proves that the tiger tries using his eyesight first. Then the details that "He sniffed around the gourd" and "the tiger couldn't smell Grandma" shows that he uses his sense of smell, too.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

First Read

Respond

THINK ALOUD If I were Grandma, I am not sure I would be brave enough to ask the tiger for a push down the path. She must worry that he might recognize her voice, because she uses a different voice when she asks for help. But it seems like the gourd disguise has fooled the tiger.

Close Read

Analyze Plot and Setting

Have students scan **paragraphs 36–40** and underline details that help them picture where Grandma is. **See student page for possible responses.**

Remind students that the plot of a story is influenced by the setting as well as the characters' choices and actions. Ask: What can you infer about the moment that Grandma chooses to speak in her normal voice again?

Possible Response: Grandma did not speak in her own voice until after the tiger gave her gourd a push and she bounced some distance down the path. I think Grandma waited until she was sure that she was no longer in danger, because one of the first things she said was, "That was close!" If the tiger had heard her real voice coming from the gourd, the encounter may have ended differently.

DOK 2

OBJECTIVE

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CLOSE READ

Analyze Plot and Setting

Underline details that help you picture where Grandma is.

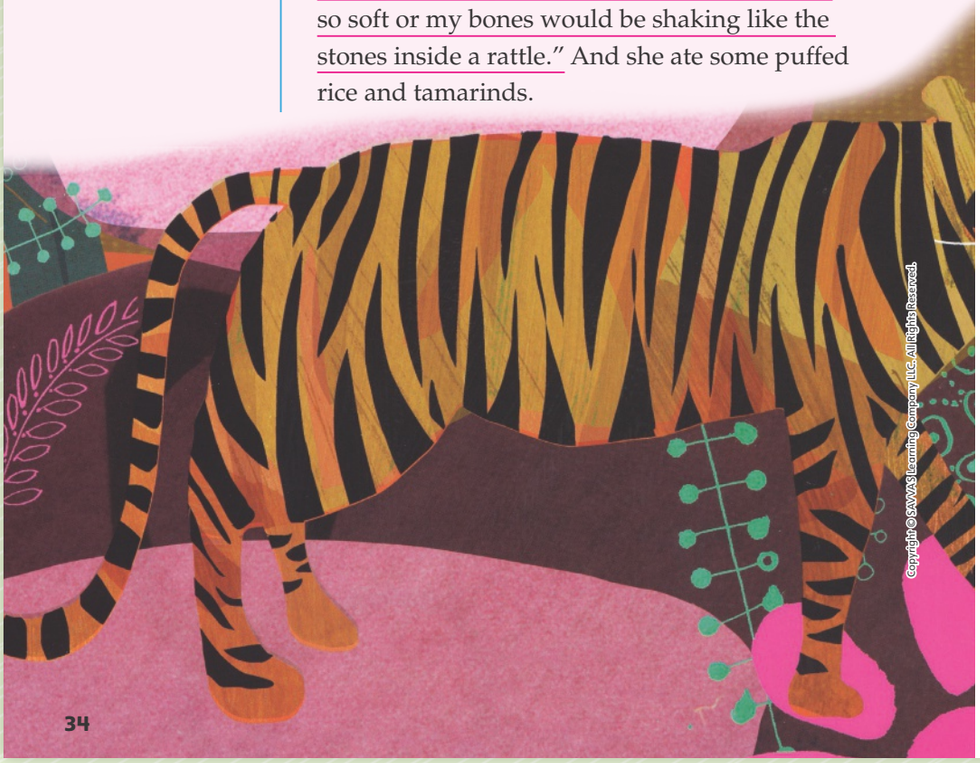
36 In a thin, high voice, Grandma chanted, "I'm just a rolling gourd, singing my song. Won't you give me a push and help me along?"

37 "I guess I could do that," said the tiger. "I wonder when that old woman's coming back, though. I'm getting terribly hungry."

38 It rammed the gourd with its head and sent it bouncing down the path.

39 *Daraam-daraam*, bounced the gourd.

40 "*Baap re baap*!" said Grandma. "That was close! It's a good thing that the flesh of this gourd is so soft or my bones would be shaking like the stones inside a rattle." And she ate some puffed rice and tamarinds.



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34

Possible Teaching Point

Read Like a Writer | Author's Craft

Text Features To help students understand the different uses of italics, call their attention to this sentence in paragraph 40: "*Baap re baap!*" said Grandma. Tell students that italics are often used to show that words are not English words. Discuss the context in which this phrase is used to help students recognize that this is a Bengali expression. Ask students which English expressions might be used in the same type of situation. Discuss possible reasons why the author has Grandma speak in Bengali here.

CLOSE READ

Use Text Evidence

Highlight a detail that describes Grandma's progress on her journey.

41 In a while, the gourd reached the part of the forest where the bear was waiting. He, too, didn't know what the gourd was.

42 "What a strange creature!" he cried. He sniffed around the gourd, but because of the rice glue he couldn't smell Grandma.

43 Grandma chanted, "I'm just a bouncing gourd, singing my song. Won't you give me a push and help me along?"

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ELL Targeted Support **Homophones** Call students' attention to the word *too* in paragraph 41. Tell students that the words *to, too,* and *two* are often confused because they sound alike but have different spellings and meanings. Use sentences such as *I like dogs too,* and *It is too hot outside,* to discuss the meanings of *too*. Elicit that in the text, *too* is used to mean "also" or "in addition."

Have student pairs complete simple cloze sentences using *to, too,* and *two* and exchange their work to check answers. EMERGING/DEVELOPING

Have student pairs write example sentences using *to, too,* and *two* and share them with the group. EXPANDING/BRIDGING

First Read

Connect

THINK ALOUD When I read that the bear also could not smell Grandma "because of the rice glue," I thought about how careful you need to be with food when camping. My family locks all our food in the car, even food in unopened packages, because bears might smell the food inside sealed wrappers. I have to remind myself that traditional tales are not realistic. This one also follows a pattern. Since the tiger could not smell Grandma, it makes sense that the bear would not either.

Close Read

Use Text Evidence

Have volunteers identify the main plot events of the story up to this point. Then ask students to scan **paragraph 41** and highlight a detail that describes Grandma's progress on her journey.

Ask: How does the setting show that the plot has moved on? Use text evidence.

Possible Response: The phrase "In a while" shows the story is jumping ahead in time. The detail that "the gourd reached the part of the forest where the bear was waiting," reminds readers that Grandma will meet each animal again.

Say: Explain how Grandma changes her gourd song for each animal that she meets. Use text evidence.

Possible Response: Grandma changes how she describes herself to match how her gourd is moving when the animal sees it.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

First Read

Notice

THINK ALOUD The bear answers Grandma's question using the same words as the tiger. He also helps move her gourd along, but instead of ramming it with his head like the tiger did, he does it in a way that is more natural for him. The illustration helps to explain what a *swipe* is.

Close Read

Vocabulary in Context

Ask students to read the Close Read note and define the word *powerful* in **paragraph 44.** Prompt students to underline the context clue they used to determine the meaning of the word. **See student page for possible responses**.

Ask: Why is it important for readers to know that the bear's swipe was powerful?

Possible Response: Describing the bear's swipe as powerful is important because it explains the swipe's effect on the large gourd. The powerful swipe "sent it spinning down the path," which tells me that the gourd was moving forward and spinning at the same time. A weak or average-strength swipe probably would make Grandma's large, heavy gourd just spin in place.

DOK 2

OBJECTIVES

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

Identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.

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 a context clue within the sentence to determine the meaning of *powerful*.

Underline the context clue that supports your definition.

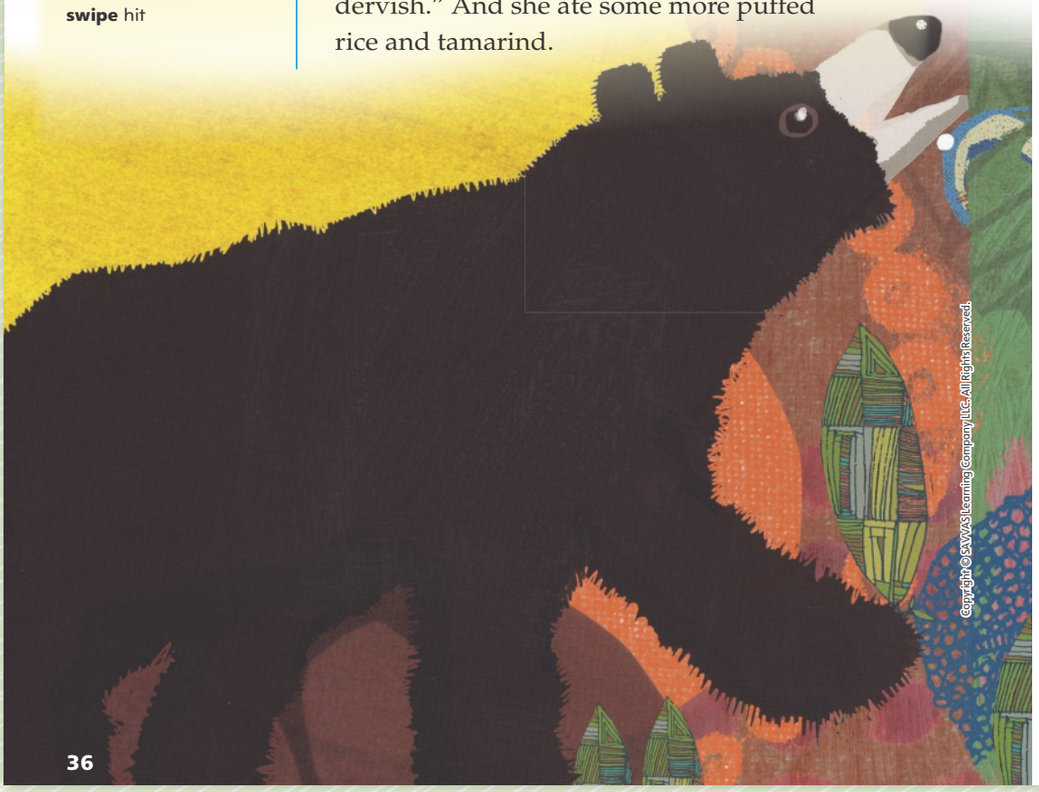
swipe hit

44 "I guess I could do that," said the bear. "I wonder when that old woman's coming back, though. I'm getting terribly hungry." He gave the gourd a powerful swipe with his paw and sent it spinning down the path.

45 *Chat-pat, chat-pat,* spun the gourd.

46 "*Baap re baap*!" said Grandma. "That was close!"

47 "It's a good thing the walls of this gourd are so thick and strong or by now I'd be dizzy as a dervish." And she ate some more puffed rice and tamarind.



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36

CROSS-CURRICULAR PERSPECTIVES Social Studies

Call students' attention to this sentence in paragraph 47: "It's a good thing the walls of this gourd are so thick and strong or by now I'd be dizzy as a dervish." Explain that a *dervish* is a member of a Sufi Muslim religious group that is known for the fast-spinning, or whirling, dance that is performed as a part of worship. In the United States and some other English-speaking countries, however, the word *dervish* is also used to refer to any person or thing that spins or moves rapidly.

48 The gourd rolled and bounced and spun until it was almost at the edge of the forest.

49 *Only a little while longer*! thought Grandma.

50 Just then the gourd reached the part of the trail where the fox was waiting for Grandma.

51 "What's this now?" he cried, sniffing around the gourd.

52 Grandma chanted, "I'm just a spinning gourd, singing my song. Won't you give me a push and help me along?"

CLOSE READ

Analyze Plot and Setting

Underline details that tell you Grandma is getting close to home. Briefly explain the influence of this setting on the plot.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Imagery To help students understand how imagery enriches the description of the setting, write this sentence from paragraph 48 on the board: "The gourd rolled and bounced and spun until it was almost at the edge of the forest." Discuss how the author's choice of words helps students to visualize and imagine feeling the gourd's movements.

First Read

Notice

THINK ALOUD In the first sentence, the gourd is described as moving differently than it moved before. It "rolled and bounced and spun," combining all of the movements since it left Grandma's daughter's house. This change makes me think that this next encounter will be different from the earlier ones. The illustration reminds me that the fox is the last animal Grandma must fool, so let's see if he can be fooled like the other animals.

Close Read

Analyze Plot and Setting

Ask students to scan **paragraphs 48–50** and underline the details that tell them Grandma is getting close to home. **See student page for possible responses.**

Ask: How does the setting for this part of the story influence the plot?

Possible Response: The detail that the fox says, "What's this now?" when he sees the gourd, instead of what the bear and tiger said, is a hint that he will not be fooled like they were. The setting is one reason for this change in the pattern of events. Grandma is "almost at the edge of the forest" where she started her journey and back to the place where she left the fox. The fox has been waiting the longest to eat her, because he was the first to be fooled and the last one she sees on her return trip. These two things combined probably make him the hungriest and hardest to fool.

DOK 2

OBJECTIVE

Explain the influence of the setting on the plot.

First Read

Respond

THINK ALOUD After you read the first paragraph, say: The fox's small size made me think he was the least dangerous animal. But he is the only animal who recognizes what the gourd is and knows that gourds normally do not sing. Now I know that his cleverness and sharp, pointy teeth are all he needs to be dangerous.

Close Read

Analyze Plot and Setting

Ask students to read the Close Read note. Prompt them to scan **paragraph 53** and underline the details that tell them what the new problem is. **See student page for possible responses.**

Ask: How does this problem move the sequence of events forward?

Possible Response: When the fox breaks the top off the gourd, Grandma falls out and the fox can see her. Now she must quickly think of another way to stop him from eating her.

DOK 2

OBJECTIVE

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CLOSE READ

Analyze Plot and Setting

Underline details that describe Grandma's new conflict, or problem. Analyze this plot element by answering this question: How does this conflict move the sequence of events forward?

53 But the clever fox said, "One hundred and one times I've sneaked into villages to steal chickens, but I've never seen a singing gourd! Something odd is going on here." He grabbed the top of the gourd with his sharp, pointy teeth and shook it back and forth until the rice glue cracked and the stitches broke off. Out fell Grandma, *dhap-dhapash*!

54 "Ah, Grandma!" grinned the fox.

55 "How nice and plump you look! Whatever were you doing inside a gourd?"

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38

Possible Teaching Point

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

Author's Purpose Call students' attention to the first sentence in paragraph 53. Tell students that the correct way to read the number 101 aloud is "one hundred one." Ask students why they think the author makes the clever fox say the number as "one hundred and one" instead. Ask: What is the effect of adding the word "and"? Encourage students to take turns reading the sentence aloud to a partner without the "and" and then share their conclusions with the group.

56 "You caught me fair and square," said Grandma. "I guess you deserve to eat me up. But I have a request. Can I sing one last song before you start chewing on me?"

57 "Oh, all right," said the fox, drooling a little. "Just don't make it too long."

58 "I won't!" said Grandma. At the top of her voice she sang,

59 "Kalu, Bhulu, *tu-tu-tu*!

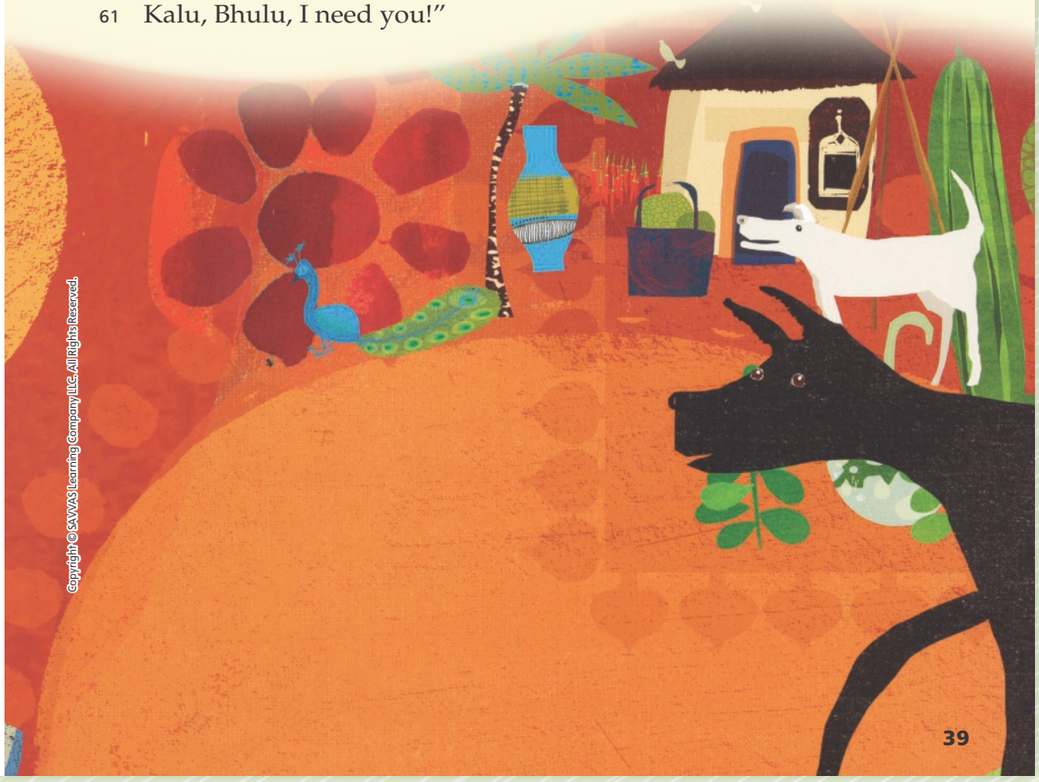
60 Kalu, Bhulu, come to me, do!

61 Kalu, Bhulu, I need you!"

CLOSE READ

Use Text Evidence

Highlight details that tell you that Grandma has a new idea for solving her problem.



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First Read

Notice

THINK ALOUD The first time Grandma sang, "Kalu, Bhulu," I was not sure what she was saying. When she sings, "come to me, do!" I remember that the words *Kalu* and *Bhulu* are the names of her dogs. The illustration shows Grandma's dogs back at her hut. They are both listening to her as she calls to them, just like they promised.

Close Read

Use Text Evidence

Ask students to scan **paragraph 56** and highlight details that tell them that Grandma has a new idea for solving her problem. **See student page for possible responses.**

Ask: How does this information tell you that Grandma has thought of a new solution? Use your text evidence to support your response.

Possible Response: Grandma tells the fox that she has a request "before you start chewing on me." This detail tells me that she will ask the fox something that she hopes will stop him from eating her. Since her request is that he let her "sing one last song," I know that the song is part of her solution.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Possible Teaching Point

Academic Vocabulary | Related Words

Call students' attention to the word *request* in paragraph 56. Tell students that *quest-* is a Latin root meaning *to seek* or *to ask.* Have students brainstorm possible related words, such as *question*, and ask volunteers to define *request* and confirm the meaning using a dictionary. If time allows, discuss the formal tone of *request* and relate it to the story context. For further instruction, use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD Reading about how Grandma's dogs rescue her from the fox reminds me of why dogs are called "man's best friend." They are loyal pets and protectors. Kalu and Bhulu are also important characters in this story, even though we do not spend much time with them.

Close Read

Analyze Plot and Setting

Ask students to scan **paragraph 62** and underline the details that describe how Grandma's problem is solved. **See student page for possible responses.**

Remind students that a story's resolution is the part in which the main character solves the main problem. Have them use their underlined details to analyze the resolution.

Ask: How does the resolution of the story relate to the events at the beginning of the story?

Possible Response: Grandma solves her problem with the help of her dogs, who "flew into the forest" and "chased the fox away, scaring him so much that he never came back." This is what the dogs promised Grandma they would do, at the beginning of the story. They made a plan and remembered it.

DOK 2

OBJECTIVE

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

CLOSE READ

Analyze Plot and Setting

Underline details that describe how Grandma's problem is solved. Use these details to analyze the resolution of the story.

62 Back in the village, Kalu and Bhulu heard Grandma's voice. They knew she was in danger. Quick as wind, *hoosh-hoosh*, they flew into the forest, fangs bared, growling horribly. They chased the fox away, scaring him so much that he never came back.

63 Grandma gave her dogs a big hug.

64 "Thank you, boys!" she cried. "You saved my life!"

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Possible Teaching Point

Word Study | Syllable Pattern VC/CV

If students have difficulty reading and recognizing multisyllabic words with two consonants in the middle, such as *growling* and *horribly* in paragraph 62, use the Syllable Pattern lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge for additional instruction and practice breaking such words into syllables.

65 *"Gheu! Gheu!"* said Kalu and Bhulu modestly.

66 "It was nothing!"

67 When she got back to her hut, Grandma was delighted to see that her garden was chock-full of vegetables. Kalu and Bhulu had done a good job!

68 She picked the freshest ones and cooked a delicious pot of khichuri, with lentils and rice, cauliflowers and peas, and shiny white potatoes as big as your fist.

69 And together they ate it all up.

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

Underline the context clue that supports your definition.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

Khichuri is a one-pot Bengali dish associated with the monsoon seasons, when the rainy, cool weather calls for warm comfort food. Khichuri is considered a staple not only in India and Bangladesh, but across South Asia; in many countries, it is called *khichri* (or *khichdi*). Different regions of India have their own variations on the recipe that are based on local produce and tastes, and there are also versions of khichuri that are made only on holidays. Have students connect this information to the "Going from Here to There" infographic on pp. 14–15 of the *Student Interactive*.

First Read

Notice

THINK ALOUD After reading paragraph 67, say: At her daughter's house, Grandma was worried about her garden. Now I see that she had no reason to worry, because her dogs could be trusted to do everything they said they would. The illustration shows Grandma cooking the delicious khichuri described in the text. I am going to look at the illustration to help me understand what this vegetable dish is like.

Close Read

Vocabulary in Context

Ask students to read the Close Read note and determine the meaning of *modestly* in **paragraph 65.** Prompt them to underline the context clue that supports their definition. **See student page for possible responses.**

Ask: Why did the author use the word *modestly* to describe how the dogs respond to Grandma's thanks?

Possible Response: The word *modestly* and the detail that the dogs say, "It was nothing!" tell readers what their personalities are like. They are not dogs who would brag about what they did or tell others how great they are. *Modestly* also helps readers to imagine what the dogs' barks sound like.

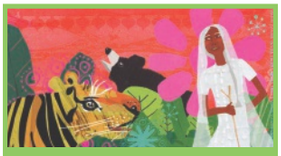
DOK 2

OBJECTIVES

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

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

Respond and Analyze



Grandma and the Great Gourd

OBJECTIVES

Create mental images to deepen understanding.

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

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

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.

My View

Lead a class discussion analyzing the story. Begin by asking students, "What did you think about this story?" or "What part surprised you or interested you the most?"

- **React** Should Grandma have risked going to visit her daughter?
- **Discuss** Many traditional tales involve the idea that brains and good thinking can defeat strength. Was that idea used in this traditional tale?

Remind students that in a discussion participants express and explain ideas clearly and build on the ideas of others.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors use vivid words to describe characters and their actions. The vocabulary words *fierce, baring, flexing, crouching,* and *swipe* tell us what the animals in *Grandma and the Great Gourd* are like and what they do. The words help you "see" the animals in your mind.

- Remind yourself of the word's meaning.
- Ask yourself how this word helps you see what the animal is doing or what it is like.

MODEL AND PRACTICE Model filling out the chart on p. 42 using the word *baring.*

- In the story, the fox bares his teeth. How do you think he looks when he bares his teeth?
- How do you think the fox baring his teeth affects Grandma? What does Grandma see as she looks at the fox?

ELL Targeted Support **Vocabulary** Review the words in the Word Bank. Have students act out the words *fierce, baring,* and *swipe*. EMERGING/DEVELOPING

Review the words in the Word Bank. Have students act out *fierce, baring,* and *swipe* and use them in sentences. EXPANDING/BRIDGING

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using the newly acquired vocabulary as they complete p. 42 of the *Student Interactive.* They should use text evidence in their answers.

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words from their independent reading texts that tell what animals look like and do. Have them look for context clues to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words can describe characters?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T60–T61.
- **If students show understanding,** use the extension activities in Small Group on pp. T60–T61.

Check for Understanding **My TURN** Have students complete p. 43 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 42–43

VOCABULARY

Develop Vocabulary

In traditional tales and other forms of fiction, authors use precise words to describe the action and setting. These precise words help readers create pictures in their minds to better understand the plot.

My TURN Write a vocabulary word from the word bank that matches what the author is describing. Then complete the other two columns.

Word Bank

fierce baring swipe

Possible responses:

Vocabulary Word	What the Author Is Describing	This word helps me know more about . . .	What I Picture
baring	the fox showing his teeth	how scary the fox must seem to Grandma.	large, sharp, pointy teeth
swipe	what the bear does with his paw	how the bear moves.	the bear's giant paw moving through the air and hitting the gourd
fierce	jungle animals	the jungle animals and the dangers Grandma faces.	wild and large animals who live in the jungle and look dangerous

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42

COMPREHENSION

READING WORKSHOP

Check for Understanding

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

Possible responses:

1. How can the reader tell that *Grandma and the Great Gourd* is a traditional tale? DOK 2

The story is about a certain culture. The jungle animals act like humans. The events could not happen in real life.

2. Why does the author include words that imitate sounds? DOK 2

The author uses words that imitate sounds to help the reader imagine the setting and get a feeling about what is happening.

3. How is the fox similar to and different from the other animals that Grandma meets? DOK 2

Like the other animals, the fox wants to eat Grandma. Unlike the other animals, the fox is smart. He uses his experience to figure out there is no such thing as a singing gourd.

4. Why is it important to the story for Grandma to meet the fox on her way back home? Briefly analyze this plot element. DOK 3

The suspense increases because the fox figures out that Grandma is inside the gourd. Grandma is clever and outsmarts the fox by calling for her dogs.

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43

Word Study Syllable Patterns

OBJECTIVES

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

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

LESSON 2

Apply Syllable Pattern VC/CV

APPLY My TURN Direct students to complete the activity on p. 48 of the *Student Interactive.*

High-Frequency Words

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

STUDENT INTERACTIVE, p. 48

WORD STUDY

Syllable Patterns

Syllable Pattern VC/CV words have two consonants in the middle of them. The vowel sound in the first syllable is often short. Each syllable in a VC/CV word ends in a consonant. That means that each syllable is closed.

Divide VC/CV words between the two consonants, such as pen / cil and bar / ber. Doing this will help you read a VC/CV pattern word.

My TURN Read each VC/CV word. Remember that the first syllable will often have a short vowel sound because it is a closed syllable. Divide each word into syllables.

lumber	lum	/ ber
garden	gar	/ den
forget	for	/ get
comfort	com	/ fort

High-Frequency Words

High-frequency Words are words that you will see often in texts. Read these high-frequency words: *table* and *north*.

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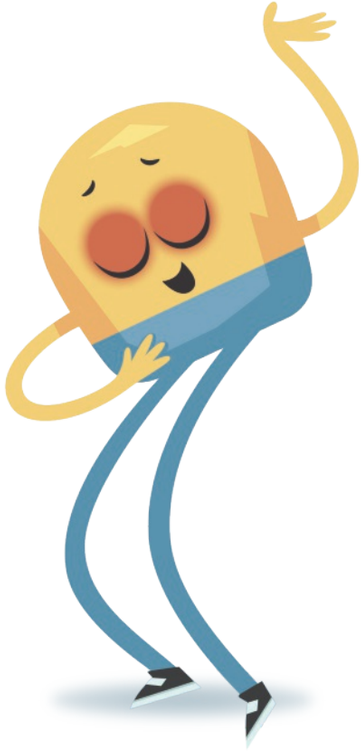
48



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

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Readers pay attention to the words authors use to describe the appearance and actions of animal characters. This can help a reader learn more about the characters. Have students look back in *Grandma and the Great Gourd* for some words the author used to describe the animals.

ELL Targeted Support

Have students use visual and contextual support to enhance their understanding of the vocabulary.

Choose pictures from a magazine or book that illustrate the words *fierce, baring, flexing, crouching,* and *swipe*. Ask students leading questions about each picture. **EMERGING**

Have students take turns acting out the vocabulary words: *fierce, baring, flexing, crouching,* and *swipe*. **DEVELOPING**

Each vocabulary word is shown by one of the animals in the story. Have students work with a partner to find each vocabulary word and find context clues both in the text and in the illustrations that show its meaning. **EXPANDING**

Have students look up the vocabulary words in a dictionary and then find the word in the text to see how the context helps with the word's meaning. **BRIDGING**

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

Intervention Activity

myFOCUS READER

Read pp. 129–132 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how people travel in different environments.

Provide instructional support for comprehension and word study—Related Words and Academic Vocabulary.

Fluency

Assess 2–4 students

PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate phrasing and expression. Tell them to read the punctuation and to make their reading sound like talking. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

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

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author used to describe characters and their actions, especially animal characters.

Possible Conference Prompts

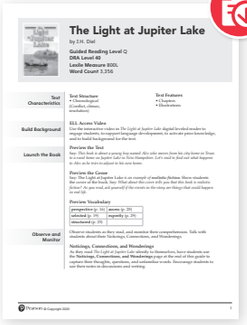
- What words did the author use to tell about a character's looks or actions?
- Why did the author choose those words?
- What clues helped you understand each word?

Possible Teaching Point Readers pay attention to the words authors use in order to learn more about the characters in a story.

Leveled Readers

DEVELOP VOCABULARY

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


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics
Text Structure
• Chronological
• Problem/Solution
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to build background knowledge and develop language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Have students read the text to themselves.

Preview the Genre
Have *The Light at Jupiter Lake* is an example of realistic fiction. Have students read the covers of the book. Say: *What about this cover tells you that this book is realistic fiction?* Have students read, and paraphrase if the events in the story are things that could happen in real life.

Preview Vocabulary
perspective (p. 14)	aware (p. 20)
selected (p. 20)	expertly (p. 24)
structured (p. 28)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Technology, Connections, and Wonderings.

Noticing, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and connections to ask. Encourage students to use these terms in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- reread and listen to *Grandma and the Great Gourd* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text and ask questions.

Centers

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

Literacy Activities

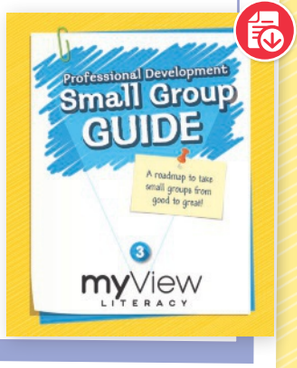
Students can

- complete the graphic organizer on *Student Interactive* p. 42.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 43.
- play the *myView* games.
- take turns reading a text with a partner, using appropriate expression.

SUPPORT COLLABORATION

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

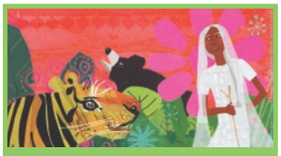
See also the *Small Group Guide* for additional support and resources.



Whole Group

Share Invite two students to share new vocabulary words they learned from their reading, what the words mean, and why the author might have chosen those words.

Analyze Plot and Setting



Grandma and the Great Gourd

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Explain the influence of the setting on the plot.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using unit academic vocabulary words to talk about a character. Give students sentence starters, such as:

- Grandma solves her problem by ____.
- Grandma's custom was ____.

ELL Access

Discuss with students the importance of understanding the setting of a story, because it is important to the plot. Sketch a snowy setting. Have students discuss how this week's story would be different if it took place in this setting.

Minilesson

FOCUS ON STRATEGIES Readers learn about the plot of a story (the events that happen), the setting of the story (where and when it takes place), and how the setting affects the plot.

- Think about the setting—where and when the story takes place.
- Think about the plot—the events that happen in the story.
- Ask yourself if the setting is important. Would the story be different if it happened in another place in the world or in a different time period?

MODEL AND PRACTICE Use the Close Read note on p. 21 of the *Student Interactive* to model how to determine the setting of a story. Say: Setting is where and when the story takes place. In paragraph 1, I learn that this story takes place in a village in India. I'll underline that detail.

Have pairs find and underline details in paragraph 2 that give more details about the setting. Then have them discuss what might happen in the story because of where it takes place.

ELL Targeted Support **Respond to Questions** Tell students that responding to questions about the setting and the plot is a good way to check that they understood a text well.

Ask students to tell when and where *Grandma and the Great Gourd* took place.
"A little village in India" is _____ the story happened. "Once upon a time" is _____ the story happened. **EMERGING**

Ask students to tell when and where *Grandma and the Great Gourd* took place.
The _____ of the story is once upon a time in a little village in India. The _____ is what happens in the story. **DEVELOPING**

Have students tell how the story would be different if the setting were in a country with cold weather. **EXPANDING/BRIDGING**

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing plot and setting.

OPTION 1 **My TURN** Have students annotate the text using the Close Read notes for Analyze Plot and Setting and then use the text evidence from their annotations to complete the chart on p. 44 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they notice details about the setting and how it affects the plot, including the conflict. Have them write on the sticky notes what that effect is.

QUICK CHECK

Notice and Assess Can students determine how the setting influences the plot?

Decide

- **If students struggle,** revisit instruction about analyzing the plot and setting in Small Group on pp. T68–T69.
- **If students show understanding,** extend instruction about analyzing the plot and setting in Small Group on pp. T68–T69.

STUDENT INTERACTIVE, p. 44

CLOSE READ

Analyze Plot and Setting

The **setting** is when and where a story takes place. The **plot** is the sequence of events in the story, including the problem and resolution. A story's setting often affects the plot. Analyze a story's plot and setting to help you better understand the text.

1. **My TURN** Go to the Close Read notes in *Grandma and the Great Gourd* and underline parts that help you analyze the plot and setting.
2. **Text Evidence** Use text evidence you underlined to support an appropriate response in the chart.

Possible responses:

Beginning	Middle	End
Setting: "... in a little hut at the edge of the village, next to a deep, dark jungle."	Plot: "... smacking his lips ... 'I'm so hungry!'"	Setting: "'I'm just a rolling gourd ... give me a push ...'"
Explain the influence of this setting on the plot. Grandma must travel through the dangerous jungle to visit her daughter.	Explain the influence of the conflict on the plot. The red fox wants to eat Grandma. She tells the fox that she is too skinny but that the fox can eat her when she returns.	Explain the influence of this setting on the plot. Grandma is hiding inside the gourd so the animals will not eat her.

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44

Read Like a Writer

OBJECTIVES

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

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

Describe Figurative Language

Minilesson

FOCUS ON STRATEGIES Figurative language includes descriptive words and comparisons that can help readers visualize, or picture in their minds, people, places, or things that an author is describing.

- Similes are one type of figurative language.
- A simile compares two unlike things using the word *like* or *as.*
- Similes are one way authors use figurative language to help readers visualize what they are writing about.

MODEL AND PRACTICE Model analyzing the author's use of figurative language by directing students to the top of p. 49 of the *Student Interactive*. Complete the following steps.

1. Identify that the author uses a simile to describe the gourd.
2. Ask students how the simile helps readers create a mental picture of how comfortable the gourd is.
3. Guide students to understand that the simile helps the author achieve her purpose of describing the gourd in a way readers can understand by comparing the gourd to something they know.

ELL Targeted Support **Language Structures** Review with students that similes are structured using the word *like* or *as.* Provide examples of common similes, such as: *The water is as cold as ice. He eats like a bird. The kite is like a bird.* Use the examples to show the structure of similes: ____ *is as* ____ *as* ____. _____ *like* ____. ____ *is like* _____. To help students learn how similes compare two things, have pairs listen to and break down comparisons.

Read the simile from the story aloud. Guide students in identifying the two things being compared. *(gourd walls, mattress)* **EMERGING**

Have pairs complete the sentence frame: *The simile compares the* _____ *to a* _____. *(gourd walls, mattress)* **DEVELOPING**

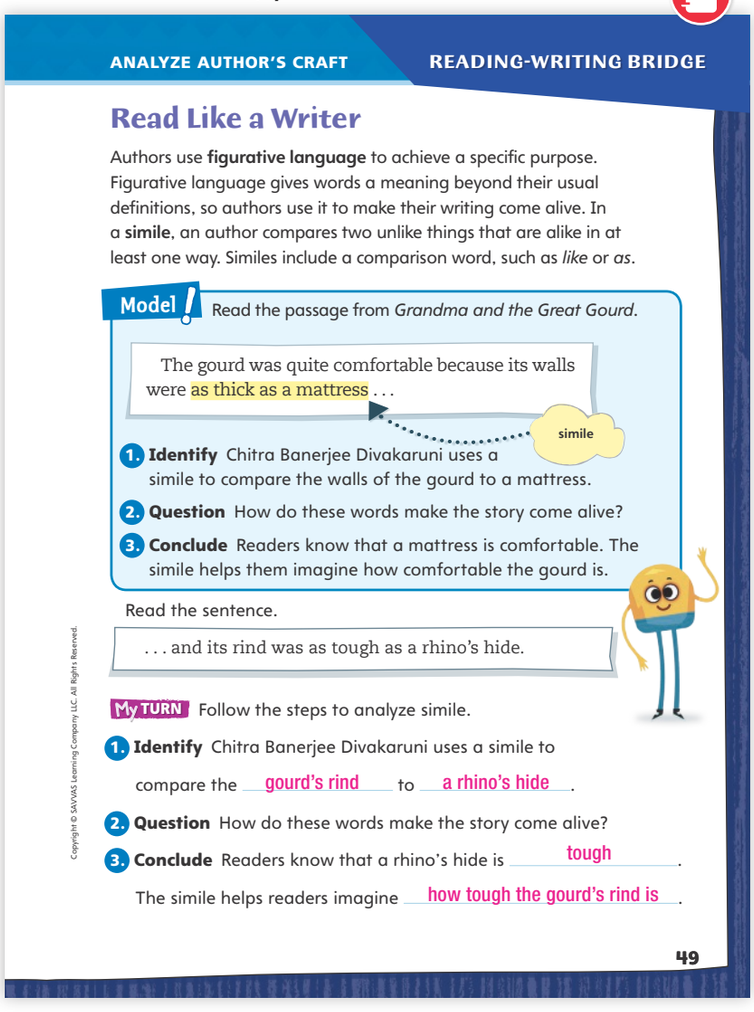
Have students draw a picture that shows the comparison made in the simile. Have them describe their picture to a partner. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Grandma and the Great Gourd* and circle instances where similes appear. Help guide their search by having them look for the words *like* and *as*. Then have them focus on specific examples of similes by completing the activities on p. 49 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 49



ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

Authors use **figurative language** to achieve a specific purpose. Figurative language gives words a meaning beyond their usual definitions, so authors use it to make their writing come alive. In a **simile**, an author compares two unlike things that are alike in at least one way. Similes include a comparison word, such as *like* or *as*.

Model Read the passage from *Grandma and the Great Gourd*.

> The gourd was quite comfortable because its walls were as thick as a mattress . . .

simile

1. **Identify** Chitra Banerjee Divakaruni uses a simile to compare the walls of the gourd to a mattress.
2. **Question** How do these words make the story come alive?
3. **Conclude** Readers know that a mattress is comfortable. The simile helps them imagine how comfortable the gourd is.

Read the sentence.

> . . . and its rind was as tough as a rhino's hide.

My TURN Follow the steps to analyze simile.

1. **Identify** Chitra Banerjee Divakaruni uses a simile to compare the gourd's rind to a rhino's hide.
2. **Question** How do these words make the story come alive?
3. **Conclude** Readers know that a rhino's hide is tough. The simile helps readers imagine how tough the gourd's rind is.

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49

Word Study Syllable Patterns

OBJECTIVE

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

FLEXIBLE OPTION

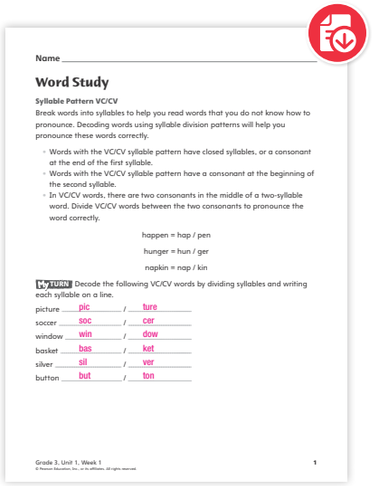
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that using knowledge of syllable division, such as VC/CV, can help them read words correctly. In words with the VC/CV pattern, the syllables are closed because they end in consonant sounds.

MODEL AND PRACTICE Show students the words *napkin* and *absent*. Guide students to identify the syllable break in each word. *(nap -kin; ab -sent)* Then have them use this knowledge to decode each word.

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



Name _____

Word Study

Syllable Pattern VC/CV

Break words into syllables to help you read words that you do not know how to pronounce. Decoding words using syllable division patterns will help you pronounce these words correctly.

- Words with the VC/CV syllable pattern have closed syllables, or a consonant at the end of the first syllable.
- Words with the VC/CV syllable pattern have a consonant at the beginning of the second syllable.
- In VC/CV words, there are two consonants in the middle of a two-syllable word. Divide VC/CV words between the two consonants to pronounce the word correctly.

happen = hap / pen

hunger = hun / ger

napkin = nap / kin

MY TURN Decode the following VC/CV words by dividing syllables and writing each syllable on a line.

picture pic / ture

soccer soc / cer

window win / dow

basket bas / ket

silver sil / ver

button but / ton

Grade 3, Unit 1, Week 1 1

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***Word Study*, p. 1**

FLEXIBLE OPTION

LESSON 3

More Practice

LESSON 1

Teach Syllable Pattern VC/CV

LESSON 2

Apply Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 4

Review: Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 5

Assess Understanding

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

Teacher-Led Options

Strategy Group

ANALYZE PLOT AND SETTING

Teaching Point Have students analyze the plot and setting of *Grandma and the Great Gourd.* Have them demonstrate comprehension of the text by taking notes about the plot and setting.

ELL Targeted Support

Review the text with students and help them identify where the story takes place and details about the events. Have students demonstrate how to 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 by using sentence frames such as: Grandma left her village to visit _____. She had to travel through the _____, where _____ lived. **DEVELOPING**

Have students review the text with a partner and then take notes by writing an important event and where the event takes place. **EXPANDING**

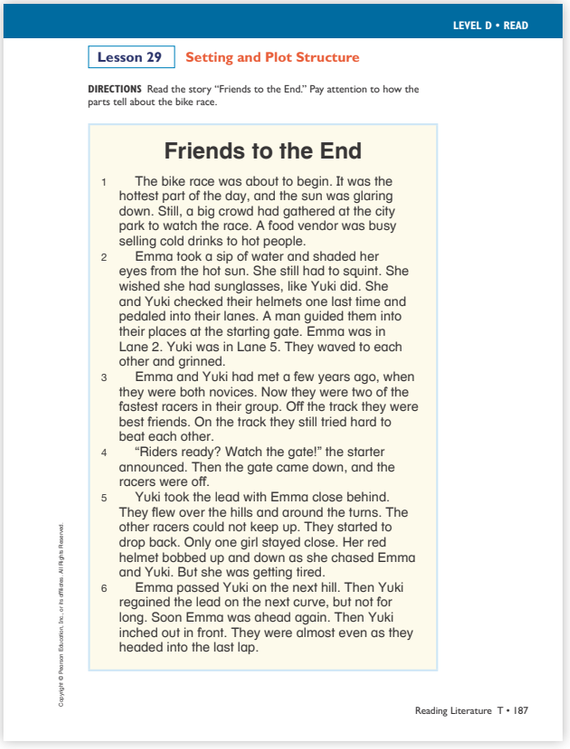
Have students independently take notes by writing details about the setting and plot and then discussing how the setting relates to events in the story. **BRIDGING**

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

Intervention Activity

ANALYZE PLOT AND SETTING

Use Lesson 29, pp. T187–T192, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing plot and setting.



LEVEL D • READ

Lesson 29 Setting and Plot Structure

DIRECTIONS Read the story "Friends to the End." Pay attention to how the parts tell about the bike race.

Friends to the End

1 The bike race was about to begin. It was the hottest part of the day, and the sun was glaring down. Still, a big crowd had gathered at the city park to watch the race. A food vendor was busy selling cold drinks to hot people.

2 Emma took a sip of water and shaded her eyes from the hot sun. She still had to squint. She wished she had sunglasses, like Yuki did. She and Yuki checked their helmets one last time and pedaled into their lanes. A man guided them into their places at the starting gate. Emma was in Lane 2. Yuki was in Lane 5. They waved to each other and grinned.

3 Emma and Yuki had met a few years ago, when they were both novices. Now they were two of the fastest racers in their group. Off the track they were best friends. On the track they still tried hard to beat each other.

4 "Riders ready? Watch the gate!" the starter announced. Then the gate came down, and the racers were off.

5 Yuki took the lead with Emma close behind. They flew over the hills and around the turns. The other racers could not keep up. They started to drop back. Only one girl stayed close. Her red helmet bobbed up and down as she chased Emma and Yuki. But she was getting tired.

6 Emma passed Yuki on the next hill. Then Yuki regained the lead on the next curve, but not for long. Soon Emma was ahead again. Then Yuki inched out in front. They were almost even as they headed into the last lap.

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Reading Literature T • 187

Fluency

Assess 2-4 students

PROSODY

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

ORAL READING RATE AND ACCURACY

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

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

ANALYZE PLOT AND SETTING

Talk About Independent Reading Ask students to look back at their sticky notes and share how the setting influenced the plot.

Possible Conference Prompts

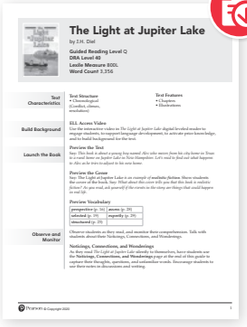
- How did the author describe the setting?
- What happened to the plot in each setting?
- What influence did the setting have on the events in that part of the plot?

Possible Teaching Point Readers pay attention to the setting and how it affects the plot.

Leveled Readers

ANALYZE PLOT AND SETTING

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


The Light at Jupiter Lake
by E.M. Diaz
Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,356

Independent/Collaborative

Independent Reading

Students can

- reread and listen to *Grandma and the Great Gourd* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners in developing a summary of a passage they read.

Centers

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

Literacy Activities

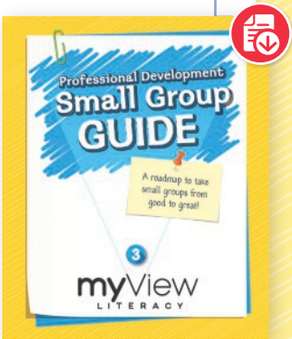
Students can

- complete the graphic organizer on *Student Interactive* p. 44.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- choose a passage from a text and, with a partner, take turns reading the passage with appropriate expression.

SUPPORT PARTNER READING

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

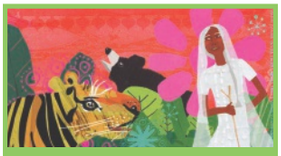
See the *Small Group Guide* for additional support and resources for Partner Reading.



Whole Group

Share Invite two students to share how they saw the setting of a story influencing the story's plot. Ask them to give evidence from the text, praising their efforts.

Use Text Evidence



Grandma and the Great Gourd

OBJECTIVES

Use text evidence to support an appropriate response.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

ACADEMIC VOCABULARY

Integrate Offer students oral practice as they use text evidence by using the unit Academic Vocabulary words. For example, ask:

- What was the occasion for Grandma traveling through the jungle and meeting the animals?
- How was the daughter's plan to outsmart the animals like a competition?

Minilesson

FOCUS ON STRATEGIES Readers use what they read in a text to help them understand the characters and what may happen later in the plot. What readers learn and the inferences they make must be supported by the text.

- Look for details that are given in the text.
- Focus on what characters say and do for clues about how the characters will act or what they will do later in the story.
- Think about what those details suggest about what may happen later.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 23 of *Grandma and the Great Gourd* to model how to use text evidence to support understanding of characters and the plot.

- How do I know that the dogs plan to protect Grandma from danger? I can tell they think she might run into trouble, because they say they will listen, and if she gets into trouble, she should just call them. That is text evidence showing they are ready to help her if she gets into trouble. I think they will come to rescue her if she calls.

ELL Targeted Support **Monitor Understanding** Read paragraph 7 on *Student Interactive* p. 23 to students. Remind students to ask for clarification if they don't understand the questions you ask or the instructions you give below.

After reading, ask leading questions such as, *If Grandma gets in danger, what is she to do?* (Call the dogs.) **EMERGING**

Have students work in small groups to find text that tells what the dogs plan to do if Grandma gets into trouble and complete the sentence frame: *The dogs will _____ Grandma if she calls them.* **DEVELOPING**

Have pairs identify text that tells what the dogs plan to do to protect Grandma from danger. Ask volunteers to share the dogs' plan. **EXPANDING**

Have students find text that supports the idea that the dogs have a plan to protect Grandma. Discuss the following question: *Did Grandma ask for help, or did the dogs predict that she might need help?* **BRIDGING**

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence.

OPTION 1 **My TURN** Have students annotate the text using other Close Read notes for Use Text Evidence and then their annotations to complete p. 45 of the *Student Interactive.*

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places where they find evidence in the text about the characters and plot.

QUICK CHECK

Notice and Assess Do students use text evidence to support their understanding?

Decide

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

STUDENT INTERACTIVE, p. 45

READING WORKSHOP

Use Text Evidence

While reading, readers look for **text evidence** that supports their understanding. Examples of text evidence may include direct quotations, details, examples, or events from a story.

1. **My TURN** Go back to the Close Read notes and highlight text evidence that relates to either the plot or setting. Consider how this evidence suggests what might happen in the story.
2. **Text Evidence** Use some of your highlighted text to show what the evidence suggests about the story's plot.

Possible responses:

Text Evidence	What This Evidence Suggests
". . . we'll listen for you. If you get in trouble, just call for us."	Grandma's dogs will save her when she is in the jungle.
"See how skinny I am? I'll be a lot plumper on my way back from my daughter's house because she's such a good cook."	Grandma will outsmart the fox.
"'That sounds good!' said the tiger, and he let her go."	Grandma will use her trick on all of the jungle animals to safely get through the jungle.
"The daughter picked the biggest gourd and hollowed it out."	Grandma and her daughter make a plan to stop the animals from eating Grandma on her way home.

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45

Write for a Reader

OBJECTIVES

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Use Figurative Language

Minilesson

FOCUS ON STRATEGIES Writers use figurative language to describe settings, characters, and events and make their writing more interesting.

- Figurative language helps readers visualize ordinary things in new and interesting ways to capture the readers' interest.
- Figurative language includes similes, which compare two unlike things using the words *like* and *as.*

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 50 of the *Student Interactive*. Model creating a simile by comparing two things. I have a messy desk. I want readers to understand just how messy it is. I will do this by comparing it to a more interesting object. I will compare it to a garbage dump. My desk is as messy as a garbage dump. Have students brainstorm objects that can be compared to the desk's size, color, or shape.

ELL Targeted Support **Figurative Language** To help students understand the language structures of similes, have them work with a partner to generate descriptive words for like and unlike things.

Show students pictures of a bed. Have partners suggest descriptive words using sentence frames, such as: *The bed is as soft as a _____. The bed looks as big as a _____.* **EMERGING**

Have partners complete the following sentence frames: *The bed is _____ like a _____. The bed is not _____ like a _____.* **DEVELOPING**

Have read the similes on p. 32 of the *Student Interactive* and identify what is compared. Then have partners think of other comparisons for the same items. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students refer to Chitra Banerjee Divakaruni's use of figurative language as an example for their own writing. Then guide students to complete the activity on p. 50 of the *Student Interactive*.

Writing Workshop

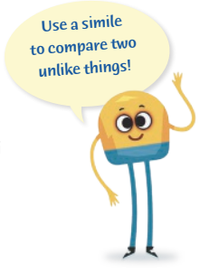
Have students use figurative language, including similes, in their stories from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully include figurative language, including similes, in their writing.

STUDENT INTERACTIVE, p. 50

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use figurative language to make their writing more interesting. A simile is one way a writer achieves this specific purpose.



My TURN Describe how Chitra Banerjee Divakaruni uses similes in *Grandma and the Great Gourd* and how they make the descriptions more interesting. Explain how you can use similes to make your descriptions come alive.

1. For each item listed below, write a simile to compare it to an unlike thing. Possible responses:

Item	Simile
bed	The bed is as hard as a rock.
apple	The apple is as red as a rose.
elephant	The elephant is as big as a house.
train	The train is as fast as lightning.
flower	The flower is as colorful as a rainbow.

2. Write about two friends walking to school. Use similes to describe what the friends see, hear, smell, taste, or touch along the way.

Possible response: Tina and Tim are always late to school because Tim walks as slowly as a turtle. Tina gets mad, and her face turns as red as a tomato. She can hear the bell ring like a little bird in the distance. She pulls Tim's arm like she is pulling a dog on a leash. Tim realizes he will be in trouble if he is marked late one more time, so he moves as fast as a train!

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50

Word Study Review

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 4

Review: Syllable Pattern VC/CV

FOCUS ON STRATEGIES Review the strategies about using the syllable pattern VC/CV to decode words.

MODEL AND PRACTICE Write the following words on the board: *subject, zigzag, cannon,* and *object.* Have volunteers identify the VC/CV syllable pattern in each word and show how to use it to divide the word into syllables.

APPLY Have students work independently to find VC/CV words in a story they recently read. Have students write the words and divide them into syllables using the VC/CV syllable pattern.

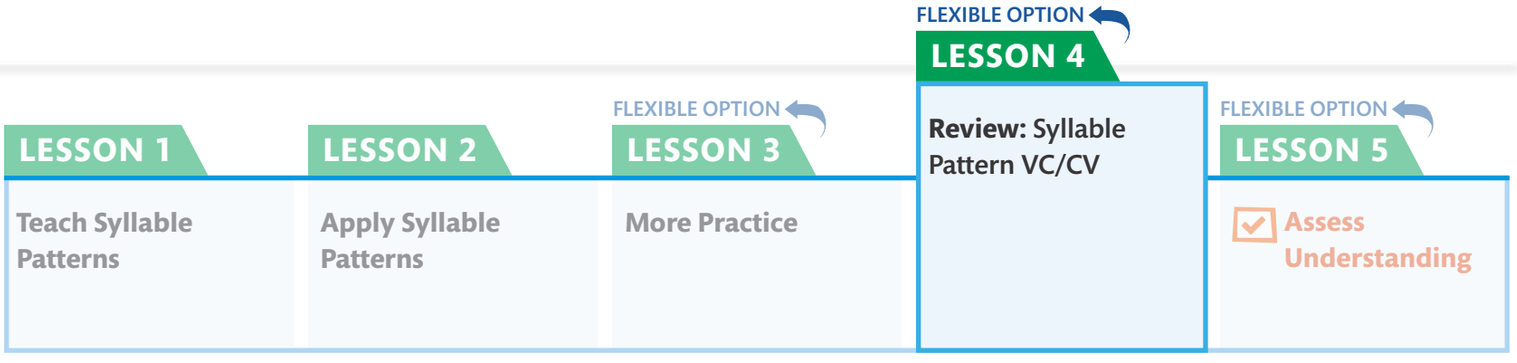
ELL Targeted Support

Syllable Pattern VC/CV Write the word *winter* on the board. Have students identify which letters are consonants and which are vowels. **EMERGING**

Have students identify where two consonants are in *winter* and say each syllable aloud. **DEVELOPING**

Write the words *winter, pencil,* and *barber* on note cards. Have pairs read the words to each other, emphasizing the syllables. **EXPANDING**

Have pairs look for VC/CV words in classroom books. Have students read the words aloud to each other. **BRIDGING**



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

Teacher-Led Options

Strategy Group

USE TEXT EVIDENCE

Teaching Point When you express your opinion about the plot and setting of a story, your ideas must be supported by evidence in the text. You can't just make up ideas. Guide students to find textual evidence for what the setting is in different parts of *Grandma and the Great Gourd* and how the plot is affected.

ELL Targeted Support

Encourage students to find clues in the text or illustrations that show setting and its effect on the plot.

Give students three word cards: *Grandma's hut, Jungle, Daughter's house.* Point to illustrations in sequence throughout the story, and have students identify the appropriate card that matches the setting. **EMERGING**

Give students three word cards: *Grandma's hut, Jungle, Daughter's house.* Read sentences or paragraphs throughout the story in sequence, and have students identify the appropriate card that matches each setting and read the card aloud. **DEVELOPING**

Have student pairs find text evidence that describes the setting at the beginning, middle, and end of the story. **EXPANDING**

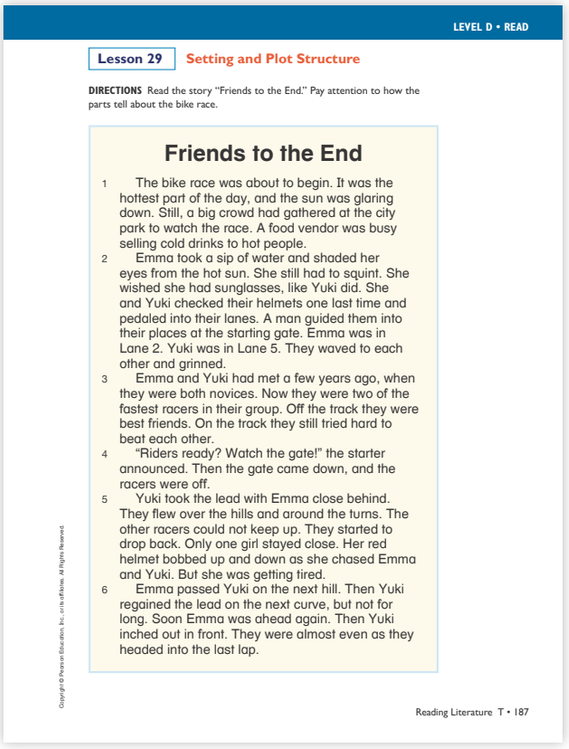
Have students identify the setting at various points in the story and which plot events happen in each setting. **BRIDGING**

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

Intervention Activity

USE TEXT EVIDENCE

Use Lesson 29, pp. T187–T192, in the *myFocus Intervention Teacher's Guide* for instruction on using text evidence.



LEVEL D • READ

Lesson 29 Setting and Plot Structure

DIRECTIONS Read the story "Friends to the End." Pay attention to how the parts tell about the bike race.

Friends to the End

1 The bike race was about to begin. It was the hottest part of the day, and the sun was glaring down. Still, a big crowd had gathered at the city park to watch the race. A food vendor was busy selling cold drinks to hot people.

2 Emma took a sip of water and shaded her eyes from the hot sun. She still had to squint. She wished she had sunglasses, like Yuki did. She and Yuki checked their helmets one last time and pedaled into their lanes. A man guided them into their places at the starting gate. Emma was in Lane 2. Yuki was in Lane 5. They waved to each other and grinned.

3 Emma and Yuki had met a few years ago, when they were both novices. Now they were two of the fastest racers in their group. Off the track they were best friends. On the track they still tried hard to beat each other.

4 "Riders ready? Watch the gate!" the starter announced. Then the gate came down, and the racers were off.

5 Yuki took the lead with Emma close behind. They flew over the hills and around the turns. The other racers could not keep up. They started to drop back. Only one girl stayed close. Her red helmet bobbed up and down as she chased Emma and Yuki. But she was getting tired.

6 Emma passed Yuki on the next hill. Then Yuki regained the lead on the next curve, but not for long. Soon Emma was ahead again. Then Yuki inched out in front. They were almost even as they headed into the last lap.

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Reading Literature T • 187

Fluency

Assess 2-4 students

PROSODY

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

ORAL READING RATE AND ACCURACY

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

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

USE TEXT EVIDENCE

Talk About Independent Reading Have students look back at the sticky notes in their books for evidence on how setting influenced the plot.

Possible Conference Prompts

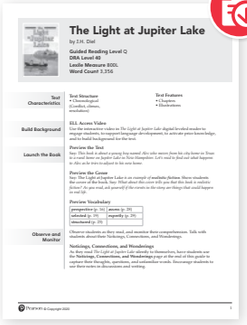
- Where in the text does the author tell what the setting is?
- Where in the text do you infer that the setting has an influence on the plot?

Possible Teaching Point Critical readers find evidence in the text that details how the setting influences the plot. A good way to keep track of that evidence is by using sticky notes.

Leveled Readers

USE TEXT EVIDENCE

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


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics: Text Structure • Chronological • Sequence, chronology • Vocabulary; Text Features • Chapters • Illustrations

Build Background: ELL Access Video

Launch the Book: Preview the Text; Preview the Genre

Preview Vocabulary: perspective (p. 24), aware (p. 29), selected (p. 29), expanded (p. 29), networked (p. 29)

Observe and Monitor

Noticings, Connections, and Wonderings

Whole Group

Share Invite two students to share how they noted the text evidence when they saw the setting of a story influencing the story's plot.

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

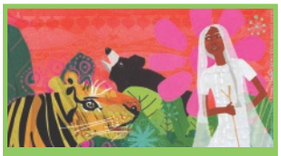
- complete the graphic organizer on *Student Interactive* p. 45.
- write about their book in their reader's notebook.
- play the *myView* games.
- choose a passage from a text and, with a partner, take turns reading the passage with appropriate expression.

SUPPORT INDEPENDENT READING

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

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

Reflect and Share



Grandma and the Great Gourd

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.

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

Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

ACADEMIC VOCABULARY

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

- What customs from different cultures are in the stories?
- How do characters solve the big problem in the stories?

Talk About It

Minilesson

FOCUS ON STRATEGIES Explain to students that if they don't understand something that has been said in a discussion, it is important to ask questions to find out what the other person means. They can also ask questions to find out more about what the other person thinks. Their questions must be related to the topic being discussed.

- Listen and try to understand what others say.
- Ask questions to learn more about someone else's ideas.
- Make sure that your questions are about the topic being discussed.

MODEL AND PRACTICE Model asking relevant questions while discussing the Talk About It prompt on *Student Interactive* p. 46.

If I didn't understand why my discussion partner gave an idea about a form of travel that Grandma could use, I would ask, "What do you mean by that? Why did you say that?" I would not start talking about travel in the latest movie I have seen, because that is not relevant to what we are discussing.

ELL Targeted Support **Explain Using Details** Have students explain methods of travel in India using specific details.

Ask students yes/no questions such as: Are there many ways to travel in India? Is walking one way people travel in India? **EMERGING**

Have small groups use sentence frames to explain travel in India, such as: *One way to travel in India is _____. To travel in the _____ areas of India, people must _____.* **DEVELOPING**

Have partners ask each other questions about ways to travel in India and provide more details to clarify their responses if needed. **EXPANDING**

Have students use specific details from the text to explain to the class different methods of travel used in India. **BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking relevant questions.

OPTION 1 **Use the Shared Read** Have students use evidence from this week's texts to discuss other forms of travel Grandma might have used. If a student's idea is unclear, others should ask clarifying questions.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to discuss other forms of travel. Students should ask each other relevant questions as needed during the discussion.

QUICK CHECK

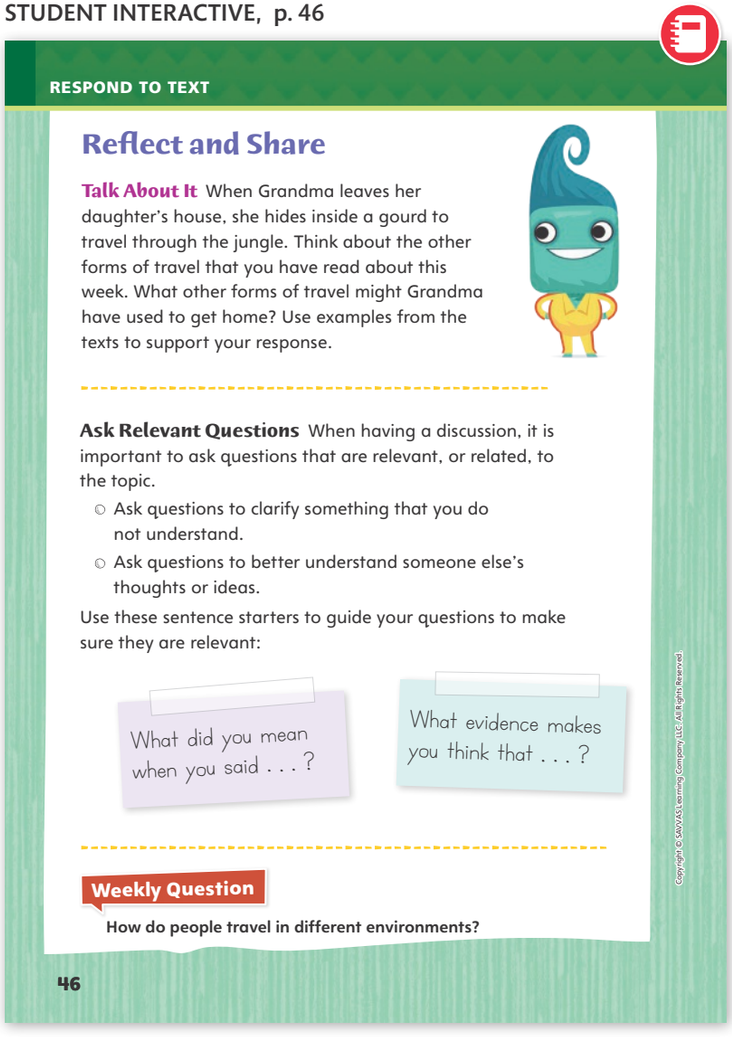
Notice and Assess Can students ask and answer relevant questions about a topic?

Decide

- **If students struggle,** revisit instruction for asking relevant questions in Small Group on pp. T82–T83.
- **If students show understanding,** extend instruction for asking relevant questions in Small Group on pp. T82–T83.

WEEKLY QUESTION Have students use evidence from the text 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. 46



RESPOND TO TEXT

Reflect and Share

Talk About It When Grandma leaves her daughter's house, she hides inside a gourd to travel through the jungle. Think about the other forms of travel that you have read about this week. What other forms of travel might Grandma have used to get home? Use examples from the texts to support your response.

Ask Relevant Questions When having a discussion, it is important to ask questions that are relevant, or related, to the topic.

- Ask questions to clarify something that you do not understand.
- Ask questions to better understand someone else's thoughts or ideas.

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

What did you mean when you said . . . ?

What evidence makes you think that . . . ?

Weekly Question

How do people travel in different environments?

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46

Word Study Syllable Patterns

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

Assess Understanding

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

campus

matter

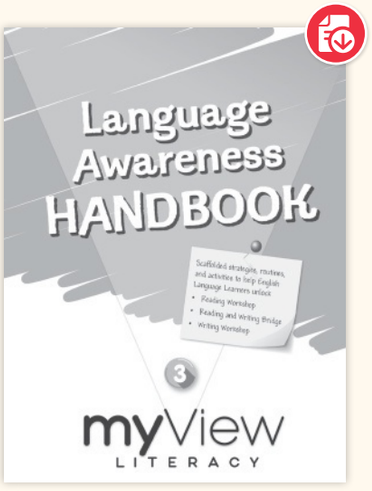
mishap

capture

Have students use their knowledge of the spelling of the syllable pattern VC/CV to divide each word in syllables and then decode the words.

Develop Language Awareness

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



FLEXIBLE OPTION

LESSON 1
Teach Syllable Pattern VC/CV

LESSON 2
Apply Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 3
More Practice

FLEXIBLE OPTION

LESSON 4
Review: Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 5
Assess Understanding

Use the QUICK CHECK on p. T79 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Active readers discuss their ideas about texts with other readers. Sometimes they don't understand what another person has said, or they want the other person to say more about his or her ideas. They have to ask the person questions. Have students discuss the different forms of travel that Grandma might have used in *Grandma and the Great Gourd* and compare it to the forms of travel found in "Going from Here to There." Tell students to raise questions as appropriate.

ELL Targeted Support

Have students ask questions about traveling in India using key words and vocabulary from "Going from Here to There" on pp. 14–15 of the *Student Interactive*.

Have students ask each other yes/no questions based on the information in the text, such as: *Do people in India travel on trains? Is walking a way people in India travel?* **EMERGING**

Have small groups use sentence frames to ask each other about travel in India, such as: *Is _____ a way to travel in India? How do people travel in _____ areas of India?* **DEVELOPING**

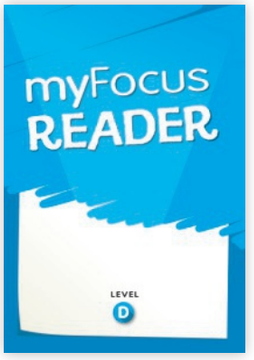
Have pairs of students talk about forms of travel in India. Have partners ask questions if information is unclear or vague. **EXPANDING**

Have partners develop questions they could ask to clarify discussion about the topic and share them with the class. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Reread pp. 129–132 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how people travel in different locations 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 Teacher's Guide*, Lessons 1–15.

On-Level and Advanced

INQUIRY

Organize Information and Communicate Students should organize their findings on travel into an effective format.

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

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

myView Digital: REALIZE READER, AUDIO, ANNOTATE, DOWNLOAD, RESEARCH, VIDEO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3-4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about making connections between texts. Have them refer to p. 46 in the *Student Interactive* if desired.

Possible Conference Prompts

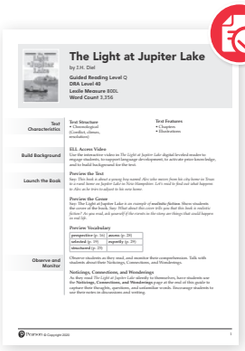
- Between what settings and plots can you make a connection?
- What forms of travel do the characters use?
- How are the ways characters travel related to the setting of a story?

Possible Teaching Point Readers think about other texts they have read to make connections between settings and plots.

Leveled Readers

COMPARE TEXTS

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


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics
Text Structure
• Chronological
• Problem/Solution
• Headings
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to build background knowledge and develop language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Text: This book is about a young boy named Alex who moves from his city home to Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Text: The Light at Jupiter Lake is an example of realistic fiction. Have students look at the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As they read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary
perspective (p. 14)	aware (p. 29)
selected (p. 29)	regards (p. 31)
structured (p. 29)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read The Light at Jupiter Lake silently to themselves, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and connections to texts. Encourage students to use these notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- reread or listen to the infographic "Going from Here to There" 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 travel based on the infographic.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T492–T493, for

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

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made to settings and characters in different texts. Encourage students to describe how the relationships are similar.

UNIT 1 WEEK 2
SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about traditional tales and infer theme in a folktale.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Poem: Weekly Question T88–T89
- Listening Comprehension: Read Aloud: "A Gift Horse" T90–T91
- Folktale T92–T93

Quick Check T93

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T94–T95
- Word Study: Teach Inflected Endings T96–T97

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T100-T101
- Strategy, Intervention, and On-Level/ Advanced Activities T100
- ELL Targeted Support T100
- Conferring T101

INDEPENDENT/COLLABORATIVE

- Independent Reading T101
- Literacy Activities T101

BOOK CLUB T101 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T374–T375
  - » Develop an Engaging Idea
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T375
- Conferences T372

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Inflected Endings T376

Assess Prior Knowledge T376

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Simple Sentences T377

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T102–T117
  - » Preview Vocabulary
  - » Read: *Why the Sky Is Far Away*
- Respond and Analyze T118–T119
  - » My View
  - » Develop Vocabulary

Quick Check T119

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Inflected Endings T120–T121
- High-Frequency Words T120

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

- Personal Narrative T378–T379
  - » Narrator
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T379
- Conferences T372

WRITING BRIDGE

- Spelling: Teach: Inflected Endings T380

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Subjects and Predicates T381

LESSON 3

READING WORKSHOP

CLOSE READ

- Infer Theme T124–T125
  - » Close Read: *Why the Sky Is Far Away*
  - Quick Check T125

READING BRIDGE

- Read Like a Writer: Analyze Graphic Features T126–T127

FLEXIBLE OPTION

- Word Study: More Practice: Inflected Endings T128–T129

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T131
- Literacy Activities T131
- Partner Reading T131

WRITING WORKSHOP

MINILESSON

- Personal Narrative T382–T383
  - » Compose a Setting
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T383
- Conferences T372

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Inflected Endings T384
- Language and Conventions: Teach Subject and Predicates T385

LESSON 4

READING WORKSHOP

CLOSE READ

- Ask and Answer Questions T132–T133
  - » Close Read: *Why the Sky Is Far Away*
  - Quick Check T133

READING BRIDGE

- Write for a Reader: Use Graphic Features T134–T135

FLEXIBLE OPTION

- Word Study: Spiral Review: Syllable Pattern VC/CV T136–T137

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T138–T139
- Strategy and Intervention Activities T138
- Fluency T138
- ELL Targeted Support T138
- Conferring T139

INDEPENDENT/COLLABORATIVE

- Independent Reading T139
- Literacy Activities T139
- Independent Reading T139

WRITING WORKSHOP

MINILESSON

- Personal Narrative T386–T387
  - » Problem
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T387
- Conferences T372

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Syllable Pattern VC/CV T388
- Language and Conventions: Practice Subjects and Predicates T389

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T140–T141
  - » Write to Sources
  - Quick Check T141
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Inflected Endings T142–T143
  - Assess Understanding T142

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T144–T145
- Strategy, Intervention, and On-Level/ Advanced Activities T144
- ELL Targeted Support T144
- Conferring T145

INDEPENDENT/COLLABORATIVE

- Independent Reading T145
- Literacy Activities T145

BOOK CLUB T145 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T390
  - » Resolution
  - » Share Back

INDEPENDENT WRITING

WRITING CLUB T391 SEL

- Conferences T372

WRITING BRIDGE

- Spelling: Inflected Endings T392
  - Assess Understanding T392

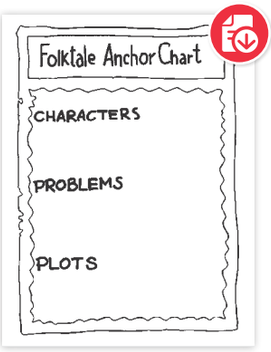
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T393

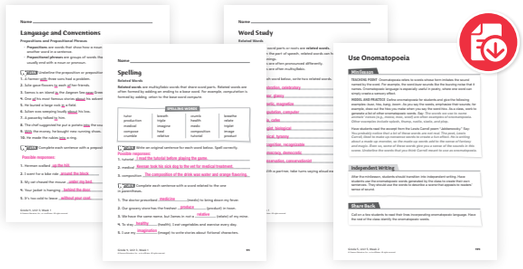
Materials

POEM
Friends

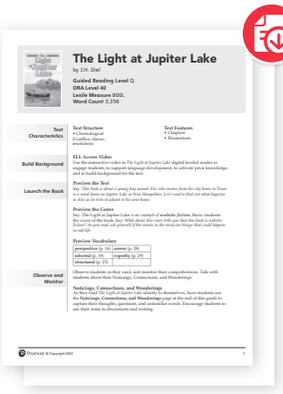
READING ANCHOR CHART
Folktale



EDITABLE ANCHOR CHART
Folktale



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words

story
draw

Develop Vocabulary

preparations
magnificent
brooded
rejoicing
satisfied

Spelling Words

inches
pitches
dishes
glasses
spies
fries
cities
pennies
families
faxes

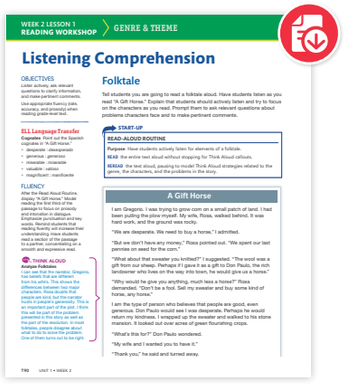
Challenge Spelling Words

countries
mysteries
varieties

Unit Academic Vocabulary

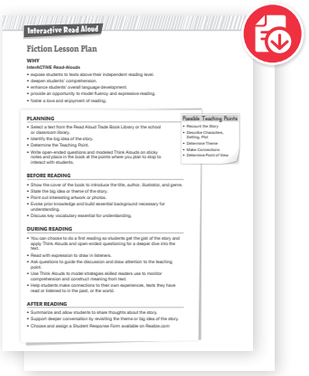
competition
solve
custom
occasion
organization

myView Digital | REALIZE READER | DOWNLOAD | ASSESSMENT

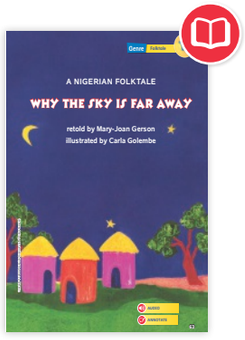


READ ALOUD
"A Gift Horse"

READ ALOUD TRADE BOOK LIBRARY



INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Why the Sky Is Far Away

BOOK CLUB

Titles related to Spotlight Genre and Theme: T494–T495

Mentor STACK

Writing Workshop T371

LITERACY STATIONS

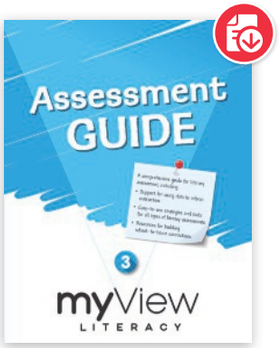
SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

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

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

ACADEMIC VOCABULARY

Language of Ideas The unit Academic Vocabulary words help students access ideas. Use these words to teach and reinforce instruction throughout the lesson. For example, as you discuss the illustration, ask: How do the pictures solve the problem of showing ideas? What occasion is the boy under the tree enjoying in the pictures?

- competition
- custom
- organization
- solve
- occasion

Explore the Poem

Remind students of the Essential Question for Unit 1: *How does our environment affect us?* Point out the Week 2 Question: *How do different cultures relate to their environments?*

Direct students' attention to the illustration on pp. 58–59 in the *Student Interactive*. Explain that this illustration attempts to show some of the ideas presented in the poem. Have students look over the illustration and discuss how the artist used visual images to represent ideas from the poem.

Use the following questions to guide discussion:

- Which lines from the poem are illustrated in the artwork?
- Why are the smaller pictures shown inside bubbles?
- How does the poem match the illustration in general?

WEEKLY QUESTION Reread the Week 2 question: *How do different cultures relate to their environments?* Tell students that through the illustration they can see how one person relates to his environment. Explain that they will soon read about other ways to relate to different environments.

FREEWRITE Have students freewrite to answer the question on p. 59 and then share their responses.

EXPERT'S VIEW **Ernest Morrell, University of Notre Dame**

"Engagement is not about having fun things for kids to do. It's about finding a space inside of kids that really connects them with learning. It is all about belonging. Students are engaged when they feel that they are part of a community and when they see that their interests and opinions are valued. When students understand that their views or their perspectives are valued, it increases their confidence for learning and increases their engagement."

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

myView Digital INTERACTIVITY NOTEBOOK

ELL Targeted Support **Visual Support** Read aloud the parts of the poem that are shown in the illustration, such as "lie a little while," and "look up through the tree," as well as the other inset illustrations shown in thought bubbles.

Preview the visuals. Ask: Have you ever laid down under a tree like this and watched the sun through the leaves? What other parts of nature did you sense around you? **EMERGING**

Preview the visuals. Have students describe the sensations the boy feels. Compare those sensations to other common feelings. Display newly generated words. **DEVELOPING**

Preview the visuals. Ask: Who are the "friends" that the poem mentions in the title and the text? How are these friends a part of the boy's experience under the tree? **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 58–59

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 "A Gift Horse."

- desperate : *desesperado*
- generous : *generoso*
- miserable : *miserable*
- valuable : *valioso*
- magnificent : *manificente*

FLUENCY

After the Read Aloud Routine, display "A Gift Horse." Model reading the first third of the passage to focus on prosody and intonation in dialogue. Emphasize punctuation and key words. Remind students that reading fluently will increase their understanding. Have students read a section of the passage to a partner, concentrating on a smooth and expressive read.

THINK ALOUD

Analyze Folktales

I can see that the narrator, Gregorio, has beliefs that are different from his wife's. This shows the differences between two major characters. Rosa doubts that people are kind, but the narrator trusts in people's generosity. This is an important part of the plot. I think this will be part of the problem presented in this story as well as the part of the resolution. In most folktales, people disagree about what to do to solve the problem. One of them turns out to be right.

Folktale

Tell students you are going to read a folktale aloud. Have students listen as you read "A Gift Horse." Explain that students should actively listen and try to focus on the characters as you read. Prompt them to ask relevant questions about problems characters face and to make pertinent comments.

START-UP

READ-ALOUD ROUTINE

Purpose Have students actively listen for elements of a folktale.

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 characters, and the problems in the story.

A Gift Horse

I am Gregorio. I was trying to grow corn on a small patch of land. I had been pulling the plow myself. My wife, Rosa, walked behind. It was hard work, and the ground was rocky.

"We are desperate. We need to buy a horse," I admitted.

"But we don't have any money," Rosa pointed out. "We spent our last pennies on seed for the corn."

"What about that sweater you knitted?" I suggested. "The wool was a gift from our sheep. Perhaps if I gave it as a gift to Don Paulo, the rich landowner who lives on the way into town, he would give us a horse."

"Why would he give you anything, much less a horse?" Rosa demanded. "Don't be a fool. Sell my sweater and buy some kind of horse, any horse."

I am the type of person who believes that people are good, even generous. Don Paulo would see I was desperate. Perhaps he would return my kindness. I wrapped up the sweater and walked to his stone mansion. It looked out over acres of green flourishing crops.

"What's this for?" Don Paulo wondered.

"My wife and I wanted you to have it."

"Thank you," he said and turned away.

myView Digital DOWNLOAD

"A Gift Horse," continued

I had no choice but to return to my miserable, dusty, rocky hillside. Rosa was furious with me. "You are a fool to give something valuable to a man who has everything."

I hung my head and tied myself to the plow. We went back to scraping along the rows. We hardly made a dent in the soil.

Later, we looked up to see the rich landowner riding by on his magnificent black stallion. He barely turned his head toward me.

"I hope you are happy," Rosa said bitterly.

But that night we heard the snort of a horse and raced outside our hut. A white horse stood beside the landowner, who handed me the reins. "You were kind to me. This gift is the least I can do."

We began to cry and thanked him as he marched away. Rosa praised my wisdom. "Tomorrow, our gift horse will do our work."

Yet in the morning light we could see that the horse was old. It had sore feet and a U-shaped back. It could not pull a plow or even carry Rosa.

"The landowner dumped a nag on you. Now we will have to feed it and care for it. Some gift!"

I fed my gift horse. I soaked its feet. My Rosa shook her head.

Then one morning we heard a strange sound. We ran outside, and there were two white foals! Baby horses! It was a she!

The landowner was furious but couldn't ask for them back. Their father was his great black stallion. They were worth a fortune!

Now my Rosa says, "You are the smartest man I know!"

"You give a gift," I tell her, "and you get kindness in return."

THINK ALOUD

As I reread the end of the story, I think about the problem and how it was solved. The narrator uses kindness to get a stranger to help him. I see that even though Don Paulo tried to get rid of an old horse with a lot of problems, the problem was resolved in a way that helped Gregorio and his wife. I think the author of this folktale is trying to teach the listener that being kind to people will result in good fortune.

ELL Access

To help students appreciate the oral reading of "A Gift Horse," read aloud the following summary first:

A poor farmer and his wife do not have a horse to plow a field. He gives away a sweater his wife has knitted to try to get a rich landowner to give him a horse. The landowner gives him a broken-down older horse, which is only a burden at first. But the horse gives birth to two valuable foals, so the poor farmer is now rich.

WRAP-UP

ENVIRONMENTS	
Problem	Solution

Analyze Plot: Use the "Problem and Solution" chart to help students understand the plot.

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

Folktale

LEARNING GOAL

I can learn more about traditional tales and infer theme in a folktale.

OBJECTIVES

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

Read on-level text with purpose and understanding.

LANGUAGE OF THE GENRE

Once you have reviewed the genre and the anchor chart, ask students to use words related to folktales in their discussions.

- setting
- characters
- plot
- theme

FLEXIBLE OPTION

ANCHOR CHARTS

- Create a blank anchor chart on a poster or on the board.
- Go through the elements of the genre and work with the class to define them.
- During the week, add elements to the chart.
- Suggest that students add headings and graphics.

ELL Language Transfer

Cognates Point out the Spanish cognates related to folktales:

- solution : *solución*
- theme : *tema*

Minilesson

FOCUS ON STRATEGIES Remind students that folktales are often told orally for generations before they are written down. Explain that these types of stories are entertaining and teach a lesson. This lesson is most often the theme of the folktale. Folktales have distinguishing characteristics. They include:

- Relatable characters that the reader understands.
- Familiar plots with which the reader identifies.
- Problems with a twist or surprise that provides an unexpected solution.
- A theme that teaches a lesson. Sometimes the theme can be inferred.

MODEL AND PRACTICE Model how to determine whether a story is a traditional tale: The farmer cannot afford a horse and has to plow his field by himself. Needing a horse to plow tells me that this is an old tale. The farmer explains that his belief in the goodness of people will bring him the horse he needs. I also see that his wife reveals her character by doubting his plan. I infer that the problem is their differing beliefs. Is the problem solved? Yes, because although the landowner appears to trick the farmer, the farmer becomes rich. The tale teaches the lesson that being generous will pay off in the end. I realize this is the theme of the folktale.

Talk about other folktales students may have heard before. Have them discuss the characters, problems, solutions, and settings.

ELL Targeted Support **Describe** Have volunteers express the theme of "A Gift Horse" in their own words. Have students write words or phrases on the board that describe the theme. **EMERGING/DEVELOPING**

Discuss themes encountered in a different story. Ask questions about how the characters advanced the theme in the plot. **EXPANDING/BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify folktales.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 60 of the *Student Interactive*. Walk around the room to determine whether students understand the characteristics of a folktale.

OPTION 2 **Use Independent Text** Have students jot down the page and paragraph number where they find text that shows them how the theme of the story is defined. This text can be descriptions of characters, plot points, statements of problems or solutions, and lessons the author is presenting as a theme. Have students explain how each element works.

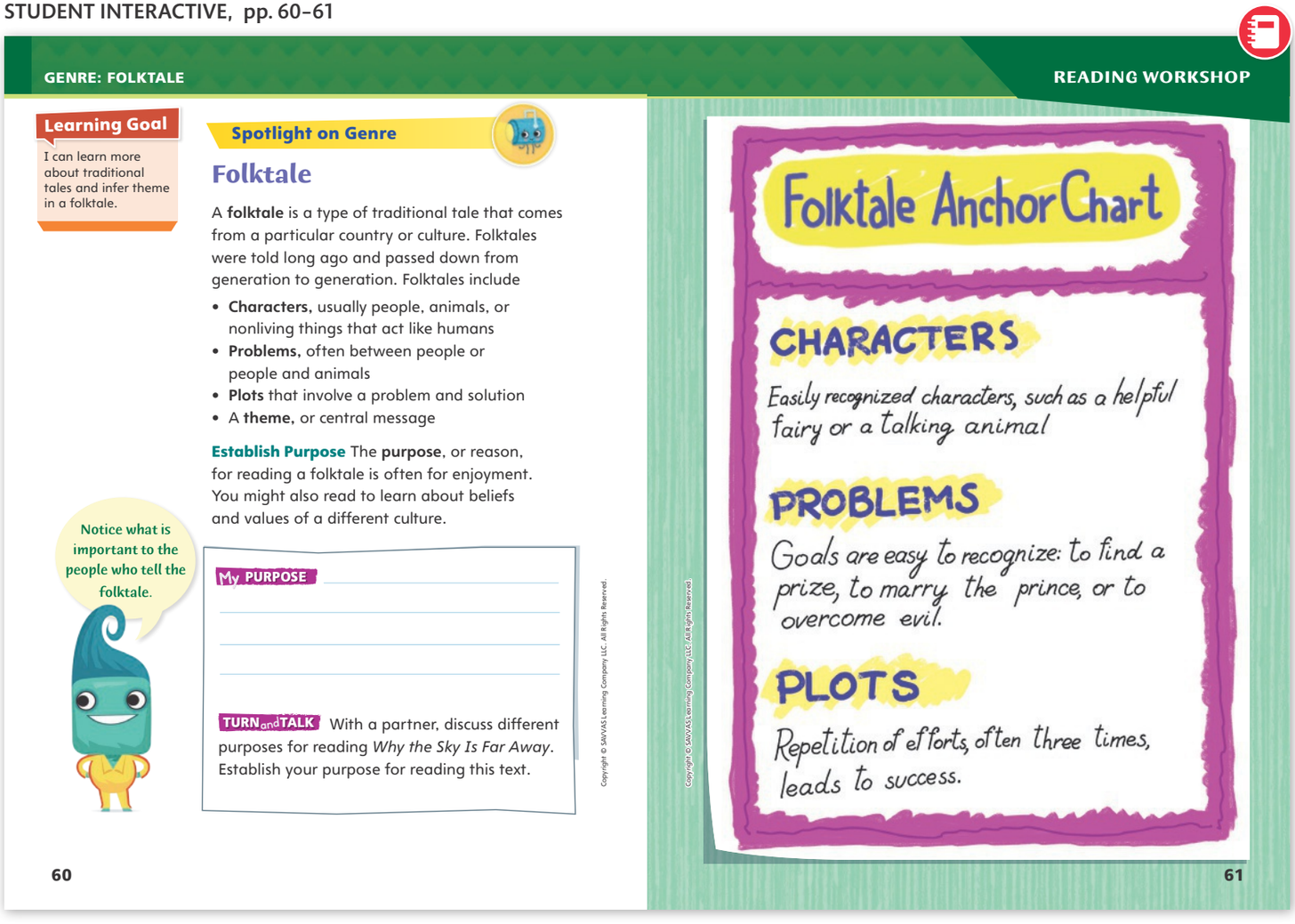
QUICK CHECK

Notice and Assess Can students identify folktales?

Decide

- **If students struggle,** review the elements of folktales in Small Group on pp. T100–T101.
- **If students show understanding,** have them continue practicing the strategies for reading folktales, using the Independent Reading and Literacy Activities in Small Group on pp. T100–T101.

STUDENT INTERACTIVE, pp. 60–61



GENRE: FOLKTALE

READING WORKSHOP

Learning Goal

I can learn more about traditional tales and infer theme in a folktale.

Spotlight on Genre

Folktale

A **folktale** is a type of traditional tale that comes from a particular country or culture. Folktales were told long ago and passed down from generation to generation. Folktales include

- **Characters,** usually people, animals, or nonliving things that act like humans
- **Problems,** often between people or people and animals
- **Plots** that involve a problem and solution
- A **theme,** or central message

Establish Purpose The **purpose**, or reason, for reading a folktale is often for enjoyment. You might also read to learn about beliefs and values of a different culture.

Notice what is important to the people who tell the folktale.

MY PURPOSE

TURN and TALK With a partner, discuss different purposes for reading *Why the Sky Is Far Away*. Establish your purpose for reading this text.

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60

Folktale Anchor Chart

CHARACTERS

Easily recognized characters, such as a helpful fairy or a talking animal

PROBLEMS

Goals are easy to recognize: to find a prize, to marry the prince, or to overcome evil.

PLOTS

Repetition of efforts, often three times, leads to success.

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61

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

- competition : *competición*
- occasion : *ocasión*
- organization : *organización*

WEEKLY STANDARDS PRACTICE

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

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Synonyms are words with similar meanings, and antonyms are words with meanings that are opposite or nearly opposite. Identifying synonyms and antonyms helps readers make connections, build vocabulary, and learn the nuances between the meanings of similar words.

- Use print or digital resources to determine the meaning of an unfamiliar word encountered in text.
- To identify synonyms and antonyms, brainstorm and list words that have meanings similar to and opposite of the unfamiliar word.
- Use print or digital resources to confirm these synonyms and antonyms.

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *custom*. If I encountered the word *custom* in a text, I could find its meaning in the glossary or in a print or online dictionary. Then I would brainstorm all the words I know with similar or opposite meanings. Using an online or print dictionary or thesaurus, I would compare and contrast the meanings of these words to the meaning of *custom* to confirm or correct my understanding of the synonyms and antonyms I listed.

Have students apply this strategy to another word. Discuss students' words and the synonyms and antonyms they identified.

ELL Targeted Support **Academic Vocabulary** Present the following Academic Vocabulary words to students: *competition, occasion,* and *organization*. Explain that *-tion* and *-sion* are usually pronounced /shun/ in English. Have students practice pronouncing the words. **EMERGING**

Ask student pairs to use the words in oral sentences and identify synonyms and antonyms of each word. **DEVELOPING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow this same strategy as they complete the chart on p. 83 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 83

VOCABULARY | READING-WRITING BRIDGE

Academic Vocabulary

Synonyms and Antonyms A **synonym** is a word that has the same or nearly the same meaning as another word. An **antonym** is a word that means the opposite of another word.

Learning Goal

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

My TURN For each word,

1. **Write** the definition.
2. **Choose** two synonyms or antonyms for the word.
3. **Use** your glossary or a print or online dictionary to check your work.

Possible responses:

competition, n. the act of trying to win something
Synonyms: battle, contest
Antonyms: harmony, agreement
solve, v. to find an answer to a problem
Synonyms: figure out, answer
Antonyms: confuse, question
organization, n. the process of putting things in order
Synonyms: order, arrangement
Antonyms: disorganization, disorder

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83

Word Study Inflected Endings

OBJECTIVE

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

LESSON 1

Teach Inflected Endings

FOCUS ON STRATEGIES Inflected endings are added to nouns, verbs, and adjectives. In this lesson, the inflected endings *-s, -es,* and *-ies* are added to nouns to change singular nouns to their plural forms.

Explain that the letters at the end of a singular noun determine which inflected ending will change the noun to its plural form.

MODEL AND PRACTICE Direct students' attention to the chart on p. 84 in the *Student Interactive*. Review the examples, pointing out the ending letters of each singular noun. Help students identify that the last letters of the singular noun tell them what to do to change the noun to its plural form.

Guide students in using the information in the first column to change the singular nouns *street, class,* and *country* to their plural forms. (*streets, classes, countries*)

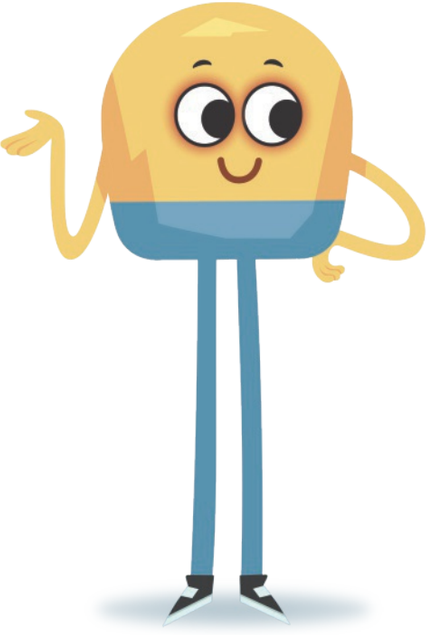
ELL Targeted Support

Pronunciation Write the words *chopped* and *mined* on the board.

Say each word. Put your finger under the inflectional ending as you say it. Have students repeat after you. **EMERGING**

Model the different ending sounds in the words *chopped* (/t/) and *mined* (/d/). Have students repeat the words on the board. **DEVELOPING**

Challenge students to write as many words as possible with both pronunciations of inflected ending *-ed*. Then have students share their words with the class. **EXPANDING/BRIDGING**



LESSON 1
Teach Inflected Endings

FLEXIBLE OPTION
LESSON 2
Apply Inflected Endings

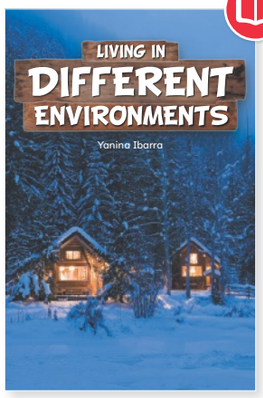
FLEXIBLE OPTION
LESSON 3
More Practice

FLEXIBLE OPTION
LESSON 4
Spiral Review: Syllable Pattern VC/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 in SavvasRealize.com.



LEVEL L

Genre Informational Text

Text Elements
- Decoding challenges
- Some new terms explained in text

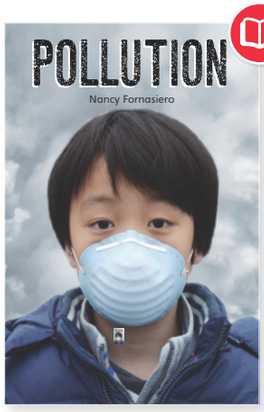
Text Structure
- Compare and Contrast

LEVEL M

Genre Traditional Story

Text Elements
- Abstract themes
- Most content carried by text

Text Structure
- Chronological



LEVEL N

Genre Informational Text

Text Elements
- Presentation of multiple subtopics
- Prefixes and suffixes

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Folktales

- How can you tell whether this story is a folktale?
- What is the problem and the solution in this story?
- What is the theme of this story?

Develop Vocabulary

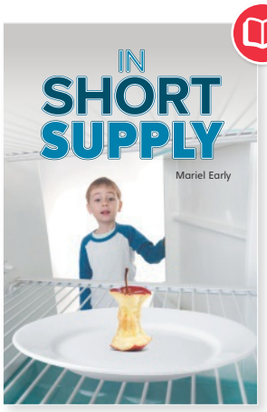
- What context clues will help you determine the meaning of a word?
- What does the word ____ have to do with the theme?
- What new and interesting words did the author use to state the problem and solution?

Infer Theme

- How was the problem solved?
- What values or lessons were taught to the characters?
- How would this plot apply to people in the same or similar situation?

myView Digital | REALIZE READER | DOWNLOAD

SMALL GROUP



LEVEL O

Genre Informational Text

Text Elements
- Multiple subtopics
- Some content builds on prior knowledge

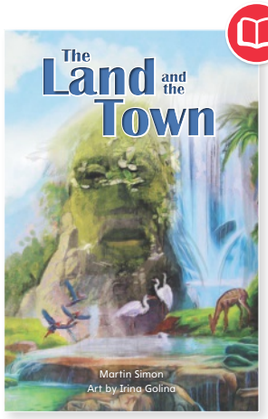
Text Structure
- Description

LEVEL O

Genre Biography

Text Elements
- Multiple subtopics
- Some content builds on prior knowledge

Text Structure
- Description



LEVEL P

Genre Myth/Traditional Story

Text Elements
- Themes of cultural diversity
- Descriptive text necessary to understanding the plot

Text Structure
- Chronological

Ask and Answer Questions

- Which question will help you define the characters?
- What will you learn by answering questions about problems and solutions?
- What questions about the plot reveal that this is a folktale?

Compare Texts

- Have you read other books that are like this one?
- What was different about this book?

Word Study

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

Leveled Reader Teacher's Guide

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

Use the QUICK CHECK on p. T93 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY FOLKTALES

Teaching Point One way to distinguish folktales from other genres is to look at the problem. How is it solved? Is there a lesson? Sometimes the lesson is the theme of the story. Review the Anchor Chart on p. 61 of the *Student Interactive*. Ask students to identify the various elements of folktales and how they appear in "A Gift Horse."

ELL Targeted Support

Discuss common folktales that students have read to tap into their prior knowledge. Display the names of three well-known characters from these tales. Have students create a list of words that describe these characters. Circle traits that characters have in common. **EMERGING**

Help students understand that folktales are fiction. Ask students what the difference is between real-life stories and folktales. Have students describe characters from stories they have read and compare them with people they know. **DEVELOPING**

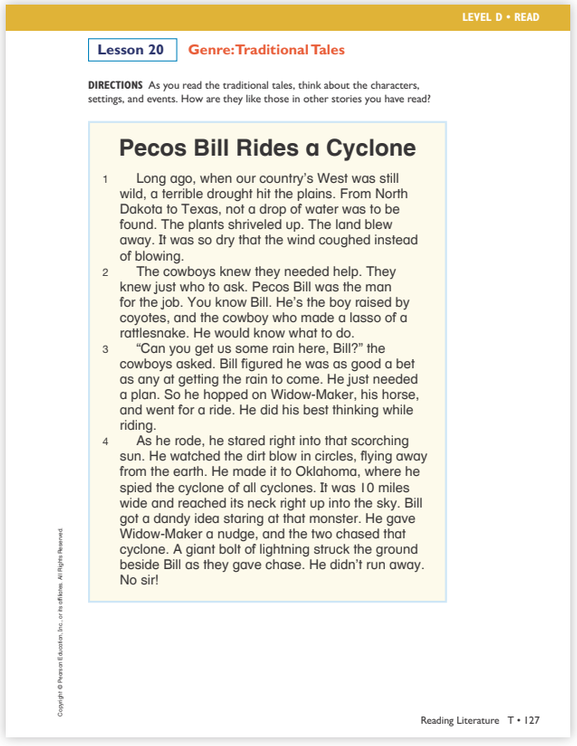
Ask students to identify characters, plot, and theme in "A Gift Horse." Have students discuss the following question: *Why is "A Gift Horse" considered a folktale?* **EXPANDING/BRIDGING**

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

Intervention Activity

READING TRADITIONAL TALES

Use Lesson 20, pp. T127–T132, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of traditional tales.



LEVEL D • READ

Lesson 20 Genre: Traditional Tales

DIRECTIONS As you read the traditional tales, think about the characters, settings, and events. How are they like those in other stories you have read?

Pecos Bill Rides a Cyclone

1 Long ago, when our country's West was still wild, a terrible drought hit the plains. From North Dakota to Texas, not a drop of water was to be found. The plants shriveled up. The land blew away. It was so dry that the wind coughed instead of blowing.

2 The cowboys knew they needed help. They knew just who to ask. Pecos Bill was the man for the job. You know Bill. He's the boy raised by coyotes, and the cowboy who made a lasso of a rattlesnake. He would know what to do.

3 "Can you get us some rain here, Bill?" the cowboys asked. Bill figured he was as good a bet as any at getting the rain to come. He just needed a plan. So he hopped on Widow-Maker, his horse, and went for a ride. He did his best thinking while riding.

4 As he rode, he stared right into that scorching sun. He watched the dirt blow in circles, flying away from the earth. He made it to Oklahoma, where he spied the cyclone of all cyclones. It was 10 miles wide and reached its neck right up into the sky. Bill got a dandy idea staring at that monster. He gave Widow-Maker a nudge, and the two chased that cyclone. A giant bolt of lightning struck the ground beside Bill as they gave chase. He didn't run away. No sir!

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Reading Literature T • 127

On-Level and Advanced

INQUIRY

Question and Investigate Have students review the Folktale Anchor Chart on *Student Interactive* p. 61 to identify the characteristics of folktales that they may find in their independent reading. Ask students to use these characteristics to help understand the stories. See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

myView Digital: REALIZE READER, AUDIO, ANNOTATE, VIDEO, INTERACTIVITY, GAME, DOWNLOAD, NOTEBOOK

SMALL GROUP

Conferring

3 students / 3-4 minutes per conference

IDENTIFY FOLKTALES

Talk About Independent Reading Ask students to share what they have learned about the problems and solutions in folktales they are reading. Discuss how finding solutions can help them understand the themes.

Possible Conference Prompts

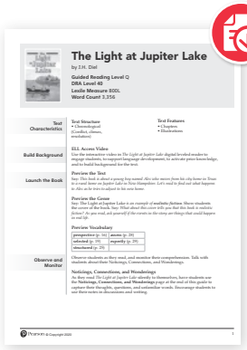
- How is the problem solved?
- Is there a lesson?

Possible Teaching Point The solution to the problem often teaches the reader and characters a lesson. This lesson may tie in with the theme.

Leveled Readers

IDENTIFY FOLKTALES

- For suggested titles, see "Matching Texts to Learning," pp. T98–T99.
- For instructional support on how to find the characteristics of folktales, see *Leveled Reader Teacher's Guide.*


The Light at Jupiter Lake

by E.M. Dial

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count 3,956

Text Characteristics
Text Structure
• Chronological
• Problem/Solution, resolution
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to build background knowledge. Before viewing, ask students to share what they know, or ask your own knowledge, and to build background for the text.

Launch the Book
Preview the Text
Say: This book is about a young boy named Alex who moves from his city home to Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Say: *The Light at Jupiter Lake* is an example of realistic fiction. Show students the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary

peregrines (p. 11)	aware (p. 20)
admired (p. 15)	eagerly (p. 21)
abandoned (p. 20)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use the Noticings, Connections, and Wonderings page at the end of this guide to record their noticings, connections, and summative words. Encourage students to use their notes in discussions and writing.

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Whole Group

Share Ask two students to share their work with the entire class. Have students explain what they have learned.

Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- read their Book Club text or one of the books from the suggested titles on pp. T98–T99.

Centers

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

Literacy Activities

Students can

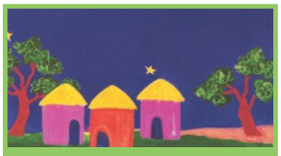
- write about their reading in a reading notebook.
- retell their story to a partner.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T494–T495, for

- teacher's summary of chapters in *Eleven Nature Tales*.
- 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



Why the Sky Is Far Away

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. 62 of the *Student Interactive* and define them as needed.

- **preparations:** activities to get ready for something
- **magnificent:** very wonderful or beautiful
- **brooded:** worried or fretted
- **rejoicing:** actions and feelings of great happiness
- **satisfied:** happy or pleased

These words will help you understand a festival and the actions of the characters in *Why the Sky Is Far Away*. As you read, highlight the words when you see them in the text. Ask yourself what they tell you about the characters.

Read

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

FIRST READ STRATEGIES

NOTICE Remind students that both the text and images will help them make predictions as they read.

GENERATE QUESTIONS Ask students to jot down questions they think the author will answer in the story.

CONNECT Ask students to think about how the lessons learned in this folktale are applicable in their own lives.

RESPOND Have students discuss with classmates how this text contributes to the idea that different cultures interact with their environment in unique ways.

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

myView Digital | REALIZE READER | AUDIO | ANNOTATE | NOTEBOOK

ELL Targeted Support

Concept Mapping Tell students that concept mapping can help them learn relationships between words and meanings.

Draw a web diagram on the board with the five vocabulary words circling the word *Celebrations*. Read each word aloud and have students repeat it. Give them a simple definition for each word. Discuss the relationship between the vocabulary words and the word *Celebrations*. Then invite students to pantomime each word. **EMERGING/DEVELOPING**

Have students draw in their notebooks a web diagram with the five vocabulary words circling a blank center. Have partners discuss what all of the words might be about and write it at the center. Students may need help understanding that the words relate to celebrations. Have partners add more words to the web and then share with the group. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students benefit from using prior knowledge to help them determine the meanings of words. Ask students to share what they know from their home cultures about celebrations and about preparations for celebrations.

STUDENT INTERACTIVE, pp. 62–63

Meet the Author

Mary-Joan Gerson feels a strong connection to other cultures. She learned about Nigerian folktales while in the Peace Corps, an agency that helps people around the world who are in need of food, housing, and education. She has also written *Fiesta Feminina*, a book about seven strong Mexican women.

Why the Sky Is Far Away

Preview Vocabulary

As you read *Why the Sky Is Far Away*, pay attention to these vocabulary words. Notice how they provide clues to the theme.

preparations		**magnificent**
brooded	**rejoicing**	**satisfied**

Read

Establish your purpose for reading this **folktale**. Follow these strategies when you read the folktale for the first time.

Notice text and images that make you wonder about the text.	**Generate Questions** about what the author wants you to understand.
Connect this text to what you know from your own life.	**Respond** by discussing with classmates how this text answers the weekly question.

First Read

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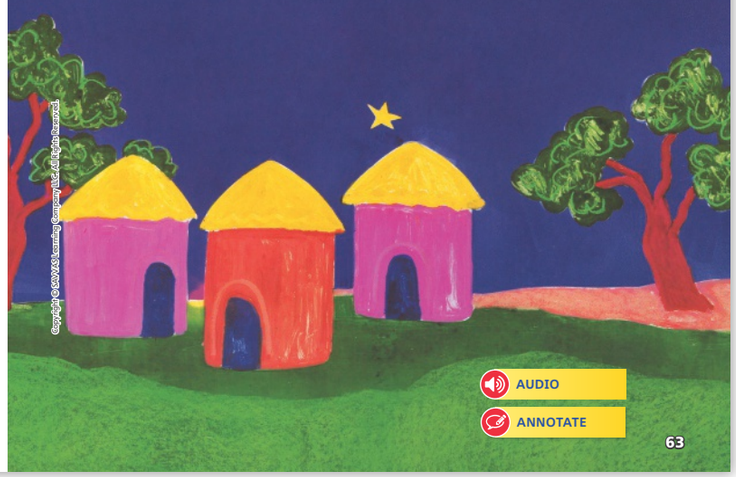
62

Genre Folktale

A NIGERIAN FOLKTALE

WHY THE SKY IS FAR AWAY

retold by Mary-Joan Gerson
illustrated by Carla Golembe



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AUDIO
ANNOTATE

63

First Read

Notice

THINK ALOUD The first sentence of the story introduces the setting. "In the beginning" tells me this folktale is set long, long ago, in an unknown time in the past. The story takes place on the earth, but it is a different earth from the one I know because the sky is close to it.

Close Read

Ask and Answer Questions

Have students scan **paragraph 2.** Ask: Why is the sky important to the people? What details provide a clue to the answer? Highlight details that help to answer the questions as students point them out. **See student page for possible responses.**

Ask students how they know the food that the sky provided was not all the same. Have them use text evidence to support their understanding.

Possible Response: The last sentence tells me that the sky had different tastes.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Evaluate details read to determine key ideas.

CLOSE READ

Ask and Answer Questions

Highlight details that help you ask and answer a question about why the sky is important to the people.

1 In the beginning, the sky was very close to the earth.

2 In that time, men and women did not have to sow crops and harvest them. They did not have to prepare soup and cook rice. The children did not have to carry water from the stream or gather sticks for the fire. Anybody who was hungry just reached up, took a piece of sky, and ate it. It was delicious, too. Sometimes the sky tasted like meat stew, sometimes like roasted corn, and sometimes like ripe pineapple.

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64

Possible Teaching Point

Read Like a Writer | Author's Craft

Add Details To help students understand how details add interest to the story, display the sentence *In that time, the way people lived was very different from the way they live now.*

Then have students read the first three sentences of paragraph 2. Discuss how the author added specific details and examples of how life was different to help the reader understand that time period and add interest to the story. Point out that the repetition of the phrase *did not have to* emphasizes the specific details.

3 There was very little work to do, so people spent their time weaving beautiful cloth, carving handsome statues, and retelling tales of adventures. And there were always festivals to prepare for. The musicians practiced, the mask makers carved their masks in secret, and everywhere the children watched the preparations in wonder.

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CLOSE READ

Vocabulary in Context

Use a context clue within the sentence to determine the meaning of *handsome*.

Underline the context clue that supports your definition.

preparations activities to get ready for something

First Read

Connect

THINK ALOUD It is interesting to me that the author writes, "the children watched the preparations in wonder." I think about times when a festival or carnival was coming to town. I would watch things happening and get very excited. It was something that didn't happen all the time, and it was going to be fun.

Close Read

Vocabulary in Context

Have students use context within a sentence to determine the meaning of the word *handsome* in **paragraph 3.** Tell them to use context to determine the meaning of the unfamiliar word. Ask: What context clue did you underline? Why does the author use the word *handsome* to describe a statue?

Possible Response: The underlined clue word is *beautiful,* a synonym describing the weavers' cloth. The author probably wants to emphasize that the people are trying to weave and create statues that look very, very nice.

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES Social Studies

The arts are very important in all cultures throughout the world. In this Nigerian culture, sculptors and artists are carving statues and making masks, weavers are weaving cloth, musicians are creating music, and storytellers are telling tales of the past. Ask students how these different kinds of artists might be relating their form of art to their environment.

First Read

Generate Questions

THINK ALOUD As I read, I have questions about the text. Right now, I know the sky is unhappy because it is tired of being wasted and thrown into rubbish bins. I will circle paragraph 6 to remind myself to look for what the sky decides to do.

Close Read

Ask and Answer Questions

Tell students that while they are reading they should generate or ask themselves questions to deepen their understanding of the text.

Have students scan **paragraph 5** and highlight details that would help them to ask and answer a question to understand the topic of the folktale. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CLOSE READ

Ask and Answer Questions

Highlight details that help you to ask and answer a question to better understand the topic of the folktale, or what the folktale is mostly about.

magnificent very wonderful or beautiful

brooded worried or fretted

4 The king of the land was called the *Oba,* and his court was magnificent. At the royal palace was a team of servants whose only work was to cut and shape the sky for ceremonies.

5 But the sky was growing angry because people were wasteful. Most often they took more than they could possibly eat and threw the leftovers onto garbage heaps.

6 "I am tired of seeing myself soured and spoiled on every rubbish bin in the land," brooded the sky.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Personification Explain that personification is a figure of speech in which human traits are given to animals or to objects, such as the sky. Personification can make fiction seem more real and writing more interesting. The character of the sky in this folktale is not a real person but has human traits. Ask: What are some things the sky does in the story that real people do? **Possible Responses**: gets angry, has feelings, thinks, talks to itself

7 So one morning at sunrise, the sky turned very dark. Thick black clouds gathered over the Oba's palace, and a great voice boomed out from above.

8 "Oba! Mighty one! Your people have wasted my gifts. I am tired of seeing myself on heaps of garbage everywhere. I warn you. Do not waste my gifts any longer, or they will no longer be yours."

9 The *Oba*, in terror, sent messengers carrying the sky's warning to every corner of the land. In every village, people were told about the sky's unhappiness. The children were warned never to take a piece of sky unless they were truly hungry.

CLOSE READ

Infer Theme

Underline sentences that help you infer the theme, or central message, of the folktale.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features To help students develop an understanding of how graphic features, such as illustrations, can help readers picture ideas, have them study the illustration above paragraph 7. Ask: How does the illustration help you picture details? **Possible Response**: The illustration shows what the village looks like, who the people in the village are, and how magnificent the *Oba's* messengers are.

For more instruction on Author's Craft, see pp. T126–T127.

First Read

Connect

THINK ALOUD The sky warns the people that it will keep its gifts if they do not change. I know there are times that a warning makes a person want to do something or behave in a certain way. Sometimes a warning can get people to change.

Close Read

Infer Theme

Explain that most folktales have a theme, or a central message. The theme may not be summed up in a single sentence. Readers have to infer or figure it out for themselves.

Have students scan **paragraph 8.** Ask: What feelings does the sky express? What warning does the sky make? Have students find and underline the sentences that help them infer the theme. **See student page for possible responses.**

Ask students to explain how these details help them understand the theme.

Possible Response: The sky is angry about being wasted, and the warning is not to be wasteful of the things that have been given to you.

DOK 2

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

First Read

Connect

THINK ALOUD The illustration of the *Oba* dancing helps me understand the festival that is going on. It also helps me gain a better understanding of the Nigerian culture. The images of noisemakers, castanets, and drums help me imagine the joyful sounds. I have seen some wonderful celebrations. This illustration helps me understand a little bit more about this celebration.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

All cultures and societies have celebrations and ceremonies at different times of the year and for different reasons. Ask students to name some celebrations that happen once a year and what people do during those celebrations (e.g., birthday, Fourth of July, New Year's Day). Have students look at the illustrations for activities taking place during this festival. Discuss what the people are doing to celebrate and how these activities compare with celebrations students know.

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10 People were very, very careful—that is, for a while. . . . Then the time arrived for the greatest festival of the year. It was the festival that celebrated the power of the *Oba*.

11 The most important palace dancers performed all through the night, and the *Oba* himself, in ceremonial robes, danced for his subjects.

12 By the fifth day, there was rejoicing in every home and on every street. The *Oba* knew, though, that with the dancing and merriment, people might forget the sky's warning. So he made sure no one took more sky than he or she absolutely needed.

CLOSE READ

Ask and Answer Questions

Highlight a detail that states the purpose of the festival. Use this detail to generate questions about the festival as you read. Then use text evidence to answer your questions and deepen your understanding of the text.

Infer Theme

Underline text evidence that suggests that the *Oba* is worried about the people eating too much sky. Use this evidence to infer a theme of the folktale.

rejoicing actions and feelings of great happiness

Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features Point out the dash and ellipsis in the first sentence in paragraph 10. Explain that the dash and ellipsis are punctuation marks that authors sometimes use to indicate a pause in a sentence. Discuss why the author chose to have these pauses in this sentence.
Ask: What do you think the author was hinting?

First Read

Notice

THINK ALOUD Time has passed since the sky's warning, but I notice that the *Oba* is still very much aware of the warning. Even during the festival, he makes sure the people don't take more sky than they need. I wonder what will happen. Maybe someone will take more sky than he or she can eat.

Close Read

Ask and Answer Questions

Ask: What is the purpose for the festival?
Have students scan **paragraph 10** and highlight a detail that states the purpose. **See student page for possible responses.**

Have students use the detail to generate questions about the festival during their reading. Remind them to use text evidence to answer their questions and to support understanding. DOK 1

Infer Theme

Remind students that the theme of a story is usually not stated and readers must use clues from the story and their own knowledge to infer it.

Have students scan **paragraph 12** and underline text evidence that will help them infer the theme of the folktale. **See student page for possible responses.**

DOK 2

OBJECTIVES

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

Make inferences and use evidence to support understanding.

Infer the theme of a work, distinguishing theme from topic.

First Read

Generate Questions

THINK ALOUD The story has been about the people and the *Oba*. Now the author changes the story to focus on one woman, Adese. I read that Adese loves to eat. Will Adese waste the sky? Will she be the cause of the sky being far away? I'll keep reading to answer my questions.

Close Read

Vocabulary in Context

Have students use context within and beyond a sentence to determine the meaning of the word *craved* in **paragraph 13.** Ask: Why does the author use the word *craved* as the verb for Adese?

Possible Response: The underlined clue words are *never satisfied* and *more*. The author uses the word *craved* to emphasize how greedy Adese is. Even when Adese has so much, she very strongly wants more of everything.

DOK 2

OBJECTIVE

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

CLOSE READ

Vocabulary in Context

Use context clues within and beyond the sentence to determine the meaning of *craved* in paragraph 13.

Underline the context clues that support your definition.

satisfied happy or pleased

13 Now, there was a woman in this kingdom who was never satisfied. She could barely move when she wore all the weighty coral necklaces her husband had bought her, but she still craved more necklaces. She had eleven children of her own, but she felt her house was empty. And most of all, Adese loved to eat.

14 On the very last night of the celebration, Adese and her husband were invited to the *Oba's* palace. There they danced and danced and ate well past midnight.

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70

ELL Targeted Support **Summarize** Point to the word *Now* in paragraph 13 and explain that this tells the reader that there is going to be a change. It is a good time to stop and summarize what students have read up to this point in the plot.

Use gestures and motions to clarify story events. Mimic taking pieces of the sky, preparing items for the festival, people being wasteful, and messengers telling the warning. EMERGING/DEVELOPING

On the board draw four horizontal boxes representing events of the story. Call on volunteers to map out the events in the folktale up to this point. EXPANDING/BRIDGING

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First Read

Generate Questions

THINK ALOUD When I combine what I just read with the illustration on this page, I begin to understand who Adese is. What are *weighty coral necklaces?* Why does the author mention them? The illustration shows me what those necklaces looked like. The text mentions that Adese can barely move when she wears them. I see how the text and illustrations work together to help me understand.

CROSS-CURRICULAR PERSPECTIVES Social Studies

Adese wore coral necklaces. Coral is a heavy stone-like material made up of the skeletons of tiny sea animals. Because the part of Nigeria where the Bini tribe lived is near the coast of the Atlantic Ocean, coral would have been available to them. But traders could carry coral and other goods for many miles and sell them. Trade routes throughout the world are used to transport things to be sold or traded far from where those things actually come from.

First Read

Generate Questions

THINK ALOUD As I look at the illustration, it looks like Adese is taking a large piece of the sky. I am afraid that something is going to happen, and it probably won't be good. I will continue reading to confirm if I am right.

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Possible Teaching Point

Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T94–T95 in the Reading-Writing Workshop Bridge to point out that words in a text may have the same or nearly the same meanings or opposite meanings. Students can use context, synonyms, and antonyms to help them figure out meanings of unfamiliar words. Direct students to reread paragraphs 16 and 17, and call their attention to the synonyms *stuffed* and *full.*

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15 "What an evening it was," Adese thought later, standing in her own garden again. "How I wish I could relive tonight—the drumming I heard, the riches I saw, the food I ate!" She looked up at the sky and, hoping to taste again the cocoyams and meat stew the sky had offered, she took a huge piece to eat. She had only finished one-third of it when she could swallow no more.

16 "What have I done?" wailed Adese. "I cannot throw this away. Otolo!" she screamed, calling her husband. "Come and finish this piece of sky for me." Her husband, exhausted from dancing all night and stuffed with the sky he had eaten at the *Oba's* palace, could take only two bites.

17 "Wake the children!" screamed Adese. Now, the children had spent all night at a masquerade and party after their dinner, and most of them were still too full to even nibble at their mother's piece of sky.

CLOSE READ

Infer Theme

Underline details that suggest the reason why Adese takes more than she needs from the sky.

Ask and Answer Questions

Highlight details that describe how Adese tries to solve the problem. Use these details to ask and answer a question that helps you deepen your understanding of the folktale and its theme.

Possible Teaching Point

Word Study | Inflected Endings

Use the Inflected Endings lesson on pp. T96–T97 in the Reading-Writing Workshop Bridge to teach use of inflected endings *-s, -es,* and *-ies* with plural nouns. Point out the plurals *cocoyams* in paragraph 15 and *bites* in paragraph 16. Then ask students how they would form the plural of the word *sky.*

First Read

Connect

THINK ALOUD I see from the illustration that Adese is taking from the sky. Then, as I read, I understand that she is in trouble. When she says, "What have I done?" I know that Adese is upset, and she frantically searches for someone to help eat the piece of sky. I, too, would be desperate to figure out what to do, because I wouldn't want to be the cause of the sky carrying out its threat.

Close Read

Infer Theme

Remind students that as they are reading they should be looking for clues in the text that help them infer the theme of the folktale.

Have students scan **paragraph 15** and underline details that suggest the reasons why Adese takes more from the sky. **See student page for possible responses.**

DOK 2

Ask and Answer Questions

Have students scan **paragraphs 16 and 17.** Say: Adese's problem is that she must finish eating the piece of sky she took. How does she try to solve her problem? Highlight details that describe how she tries to solve the problem as students point them out. **See student page for possible responses.**

Then have students use these details to generate and answer a question that helps them deepen their understanding of the plot and the theme. DOK 2

OBJECTIVE

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

First Read

Generate Questions

THINK ALOUD Adese cannot find anyone to finish eating her piece of the sky, and she buries it in the rubbish heap. I wonder what the sky's punishment will be.

Close Read

Infer Theme

Remind students that the theme is the central message of this story and that events in the story can help them infer the theme. Have students scan **paragraph 18.** Ask: Why does Adese throw away the piece of sky? Underline the sentence as students point it out. **See student page for possible responses**.

Ask students to explain how this detail helps them understand the theme.

Possible Response: Adese has taken too much sky but doesn't think it will matter if she throws away just one more piece. She doesn't think being wasteful will matter this time.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Infer the theme of a work, distinguishing theme from topic.

CLOSE READ

Infer Theme

Underline a sentence that helps you infer the reason why Adese throws away the piece of sky.

18 The neighbors were called, and the neighbors' neighbors were called, but Adese still held in her hand a big chunk of sky. "What does it matter," she said finally, "one more piece of sky on a rubbish heap." And just to make sure it didn't matter, she buried the leftover in the garbage bin at the back of her house.

19 Suddenly the ground shook with thunder. Lightning creased the sky above the *Oba's* palace, but no rain fell.

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74

Possible Teaching Point

Read Like a Writer | Author's Craft

Characterization Remind students that authors can reveal a character through his or her actions. Ask students what three things Adese does in paragraph 18 and what each action reveals about her.

1. She calls neighbors to help eat the piece of sky; she tries to do the right thing.
2. She says one more piece of sky in the rubbish won't matter; she makes excuses for herself (she rationalizes her actions).
3. She tries to hide the piece of sky by burying it; she feels guilty.

20 "Oba! Mighty one!" boomed a voice from above. "Your people have not treated me with respect. Now I will leave you and move far away."

21 "But what will we eat?" cried the *Oba*. "How will we live?"

22 "You must learn how to plow the land and gather crops and hunt in the forests," answered the sky. "Perhaps through your own labor you will learn not to waste the gifts of nature."

CLOSE READ

Infer Theme

Underline sentences that help you infer the theme of the folktale.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

The people have enjoyed having plenty—there has been enough food because they took it from the sky. They are now facing scarcity, or not having enough of something. In this folktale they are running out of food. Ask: According to the sky, what must the people do to get food? What are some examples of scarcity you know of?

First Read

Respond

THINK ALOUD The sky carried through with its warning. No longer will the people be able to just reach up and take a piece of the sky. The sky taught the people a lesson. I think it wasn't right that everyone should have been punished for Adese's actions. Now everyone will have to learn to grow and gather crops and hunt the land. So maybe it is a good thing after all.

Close Read

Infer Theme

Students should be thinking about what the theme of this folktale is. By now they realize it involves respect for nature and not wasting natural resources. Have students scan **paragraphs 20 and 22** for sentences that will help them infer the theme. Underline sentences as students point them out. **See student page for possible responses.**

DOK 2

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

First Read

Generate Questions

I have been thinking about the question of how different cultures relate to their environments. I see now how the sky forces the people to relate to their environment by making them farm in the fields and hunt in the forests. What other questions do you have about what you just read?

Possible response: What does the sky still provide for the people?

Close Read

Ask and Answer Questions

This folktale's plot moved from telling about all the people to telling about Adese to telling about all the people again. Ask: How did the actions of one person, Adese, affect everyone? Have students scan **paragraph 24** for details about how everyone is affected. **See student page for possible responses.**

Ask students to give some real-life examples of how one person's actions affect many other people.

Possible Response: Students might refer to examples in the classroom, school, or government.

DOK 3

OBJECTIVE

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

CLOSE READ

Ask and Answer Questions

Highlight details that you can use to ask and answer a question to better understand how the actions of one person can affect everyone.

23 No one in the land slept very well that night. The rising sun uncovered the heads of men and women and children peering over rooftops and through windows, straining to see if the sky had really left them. It truly had. It had sailed upward, far out of their reach.

24 From that day onward, men and women and children had to grow their own food. They tilled the land and planted crops and harvested them. And far above them rested the sky, distant and blue, just as it does today.

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76

CROSS-CURRICULAR PERSPECTIVES Science

What is the scientific explanation for why the sky appears to be blue? The sun's light looks white but is really made up of all the colors of the rainbow: red, orange, yellow, green, blue, and violet. Light travels in waves as it comes from the sun. As light passes through tiny molecules of air, the waves of most of its colors come straight through. But blue light waves are very short and get scattered by the air molecules, making the air—that is, the sky—look blue.

AUTHOR'S NOTE

25 This story is at least five hundred years old. It was first told in Bini, the language of the Bini tribe of Nigeria, which has existed for more than eight hundred years. The Bini people live today, along with many other tribes, in what is now the country of Nigeria. How interesting it is that the Bini people long ago began teaching their children to respect the earth and sky. Today we are very concerned about caring for our planet. We now see, as the wise Bini did then, that the future of nature and its gifts rests in our own hands.

CLOSE READ

Infer Theme

Underline details that suggest the author's beliefs about the importance of the theme today.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Author's Purpose Explain that an author's purpose is his or her reason for writing a text. Authors write to entertain, to persuade, to inform, or to express something to bring about a feeling. Ask: What was the author's purpose for writing this story? Students' conclusion should be that the main purpose was to entertain. What message does the author express through this folktale? Students will conclude that the message is the theme: We must respect and take care of our earth and the sky.

First Read

Connect

THINK ALOUD I think the Bini people were right in teaching their children to respect the earth and sky. It's important to be responsible for our natural world, and we should treat the earth wisely and carefully. That is why I try to be aware of caring for our natural resources.

Close Read

Infer Theme

Remind students that authors generally write with a theme, or central message, in mind. Have students scan **paragraph 25.** Ask: What does the author of this story believe about the importance of caring for our world? Underline the sentences as students point them out. **See student page for possible responses.**

Ask students for examples of how we can care for our world.

Possible Response: recycling at home and at school; not wasting things; cleaning up air and water pollution

DOK 2

OBJECTIVE

Infer the theme of a work, distinguishing theme from topic.

Respond and Analyze

Why the Sky Is Far Away

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

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 *Why the Sky Is Far Away*.

- **Brainstorm** What did you like about this text?
- **Discuss** How can you use the lessons from this folktale in your life?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that in folktales, authors choose certain words to convey information about characters and events. The vocabulary words *preparations, satisfied, rejoicing, magnificent,* and *brooded* tell about the characters and events in *Why the Sky Is Far Away.*

- Remind yourself of the word's meaning.
- Ask what the author is trying to convey about a character or event.

MODEL AND PRACTICE Model filling out the chart on page 78 of the *Student Interactive* using the word *satisfied*. The author says Adese is never satisfied. She always wants more jewelry, children, and food. If she were satisfied, she would feel that she had enough of everything. The word helps to communicate that Adese always wants more. She is not pleased.

ELL Targeted Support **Vocabulary** Read aloud the words in the word bank and their meanings.

Ask students yes/no questions about the vocabulary, such as: Do you have everything you want when you are *satisfied*? **EMERGING**

Have small groups discuss the vocabulary using sentence frames: *The word _____ means _____. I can use the word _____ to describe _____.* **DEVELOPING**

Have partners discuss descriptions of the characters and events using each word correctly. **EXPANDING/BRIDGING**

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students use newly acquired vocabulary in their own original sentences using p. 78 of the *Student Interactive.*

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words associated with characters and events in their independent reading texts. Next, have students use context clues to determine each word's meaning. They should explain what the word says about the character and/or event.

QUICK CHECK

Notice and Assess Can students identify how the vocabulary words give clues to characters and events in *Why the Sky Is Far Away?*

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T122–T123.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T122–T123.

Check for Understanding **My TURN** Have students complete p. 79 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 78–79

VOCABULARY

Develop Vocabulary

In folktales, authors use words to communicate ideas about characters and events. Vivid words contribute to the theme, or central message.

My TURN Complete each sentence with a word from the word bank. Then write what the word describes and an idea about a character or event that the word helps communicate.

Word Bank

brooded satisfied rejoicing magnificent preparations

Possible responses:

Vocabulary Word	Tells About . . .	Idea the Word Helps Communicate
Satisfied means "pleased."	Adese	Adese wants more. She is not pleased.
Preparations means "activities to get ready for something."	the festivals	There is a lot to do to get ready for the festivals.
Brooded means "worried."	the sky	The sky is concerned that people are being wasteful.
Magnificent means "very wonderful."	the king's court	Beauty is important to the king.
Rejoicing means "actions and feelings of great happiness."	the people, homes, and streets during the festival	The festival is a happy time for the people.

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78

COMPREHENSION READING WORKSHOP

Check for Understanding

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

Possible responses:

1. What are three details from the text that help you identify this story as a folktale? DOK 2

The folktale comes from a particular country, Nigeria. The sky is a character that talks and has special powers. The characters learn an important life lesson.

2. What is a logical argument that you can develop to explain why the author included the Author's Note? DOK 3

The author wants to tell readers more about the folktale, where it came from, and why its message is still important today.

3. What conclusion can you draw from the following sentence? *"Wake the children!" screamed Adese.* Cite text evidence. DOK 2

Adese knows that she has made a serious mistake and that this mistake needs to be fixed right now. Because she screamed, she knows it was a big mistake. Waking children from sleep would not happen unless the problem was very serious.

4. What connections can you make between the plot of the folktale and messages about greed and wastefulness? DOK 3

The sky's anger shows that being wasteful is wrong. The sky moves far away to teach a lesson about nature's gifts. The sky's demand that people grow their own food shows that people should not count on getting things easily and that hard work can be rewarding.

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79

Word Study Inflected Endings

OBJECTIVES

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

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

LESSON 2

Apply Inflected Endings

APPLY My TURN Direct students to complete the activity on p. 84 in the *Student Interactive.*

Have students write the plural forms of nouns and use the plural forms in sentences.

High-Frequency Words

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

STUDENT INTERACTIVE, p. 84

WORD STUDY

Inflected Endings

Inflected Endings Most plural nouns end in *-s*. Words that end in *sh*, *ch*, *tch*, *s*, *ss*, or *x* need to have *-es* added to them to make them plural. These letters add another syllable to the word, as in the word *boxes*. To make words that end in a consonant and the letter *y* plural, change the *y* to an *i* and then add *-es*.

Read each singular and plural noun below.

Singular Noun	Plural Noun
wish	wish**es**
fox	fox**es**
watch	watch**es**
glass	glass**es**
strawberry	strawberr**ies**
baby	bab**ies**

My TURN Write the plural form of each noun.

1. sky skies
2. statue statues
3. watch watches

High-Frequency Words

High-frequency words are words that you often see in texts. Read these high-frequency words: *story*, *draw*.

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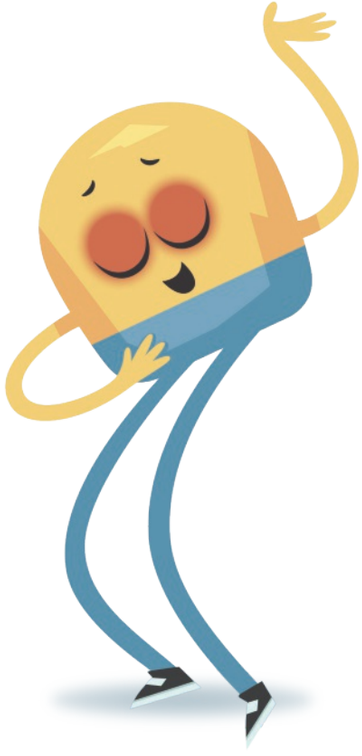
84



LESSON 1 Teach Inflected Endings

LESSON 2 Apply Inflected Endings

FLEXIBLE OPTION LESSON 3 More Practice

FLEXIBLE OPTION LESSON 4 Spiral Review: Syllable Pattern VC/CV

FLEXIBLE OPTION LESSON 5 Assess Understanding

Use the QUICK CHECK on p. T119 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Readers pay attention to the words that authors use to describe characters and events. These words help a reader learn more about the characters and plot. Have students look back at *Why the Sky Is Far Away* for some words that the author used to describe characters and events.

ELL Targeted Support

Tell students that they can give information about a character by using vocabulary words that describe the character's actions, feelings, or attitude.

Have students pantomime to communicate how the words *brooded, satisfied, rejoicing, magnificent,* and *preparations* are associated with the story *Why the Sky is Far Away*. **EMERGING**

Have small groups use sentence frames to give information about the characters, such as: *The word brooded describes the character _____. The character felt satisfied when _____.* **DEVELOPING**

Have partners identify the sentences in the story that use the words in the word bank. Have students explain what each word tells a reader about a character or event. **EXPANDING**

Have students find the vocabulary words in the dictionary and share at least one synonym for each word. **BRIDGING**

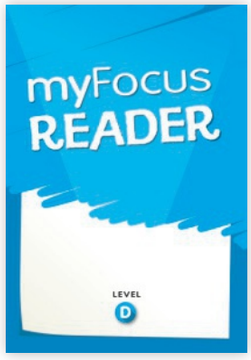
For additional support, see the online *Language Awareness Handbook.*

Intervention Activity

myFOCUS READER

Read pp. 8–9 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students.

Provide instructional support for comprehension and word study—Related Words and Academic Vocabulary.



Fluency

Assess 2–4 students

RATE

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. While the goal is for students to read at a fluent rate, remind them that it is possible to read too quickly. If needed, model reading at an appropriate rate.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

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SMALL GROUP

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author used to describe the characters and events.

Possible Conference Prompts

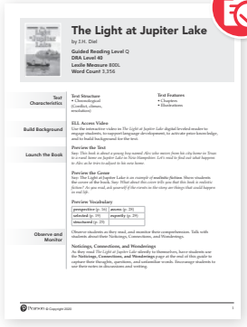
- What are some words the author used to tell about a character?
- What do those words tell you about the character?
- What helped you understand the words?

Possible Teaching Point Readers look for words that describe characters and events in a story. They might ask themselves, *What does this word tell about the characters or events?*

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T98–T99.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher's Guide.*


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics
Text Structure
• Chronological
• Descriptions, directions, enrichment
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to preview the text, develop language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Text: This book is about a young boy named Alex who moves from his city home in Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Text: The Light at Jupiter Lake is an example of realistic fiction. Have students look at the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As they read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary
perspective (p. 14)	aware (p. 20)
selected (p. 20)	expertly (p. 24)
structured (p. 20)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Technology, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read The Light at Jupiter Lake silently or fluently, have students use the Noticings, Connections, and Wonderings page at the end of this guide to record their thoughts, questions, and connections to ideas. Encourage students to use these notes in discussions and writing.

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Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and what those words say about the characters and events from the story.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Why the Sky Is Far Away* 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

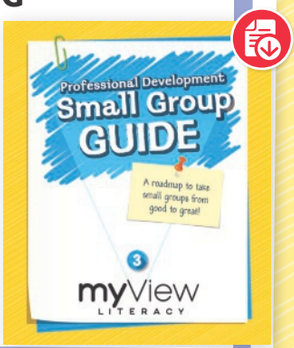
Students can

- complete the graphic organizer on *Student Interactive* p. 78.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 79.
- play the *myView* games.

SUPPORT PARTNER READING

As partners read, have them identify key events that help to determine the theme.

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



Infer Theme

Why the Sky Is Far Away

OBJECTIVES

Use text evidence to support an appropriate response.

Infer the theme of a work, distinguishing theme from topic.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about characters and events. Give students sentence starters, such as:

- Oba's festival was a special occasion for the town because _____.
- Adese tries to solve her problem by _____.

ELL Access

Discuss with students the meaning of *theme*, the overall message or lesson of a story. Ask them to tell you the theme of *Why the Sky Is Far Away.* Write this theme in the middle circle of an idea web. Fill the outer spokes of the idea web with examples of events, words, characters, and ideas from the story that support the theme.

Minilesson

FOCUS ON STRATEGIES Readers infer the theme of a work by noticing the lessons characters learn in a story.

- Think about how the characters behaved at the beginning of the story.
- Notice the consequences of the characters' actions.
- Ask yourself how the characters change their behavior at the end and what actions show that they have learned a lesson.

MODEL AND PRACTICE Use the Close Read note on p. 67 of the *Student Interactive* to model how to annotate the text to infer theme.

The theme is the central message of the story. Which sentences tell about the theme of the folktale? I am going to underline these sentences that Sky says, "Your people have wasted my gifts. I am tired of seeing myself on heaps of garbage everywhere." I am also going to underline "Do not waste my gifts any longer, or they will no longer be yours." I am going to write *theme: don't be wasteful* in the margin.

Have pairs find and underline another sentence in the passage that helps them infer the same theme. Students can write what that sentence helps them infer about the theme in the margin.

ELL Targeted Support **Identify Themes** Tell students that finding examples of a theme or lesson is a good way to check that they understand a text.

Provide a real-world example of the lesson that people should not be wasteful. Have students complete the following sentence frame: *People should not be wasteful because* _____. Have students share their responses. **EMERGING/DEVELOPING**

Ask students to give a real-world example of the lesson that people should not be wasteful. Have students share personal stories or create a story about learning this lesson themselves. **EXPANDING/BRIDGING**

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for inferring theme.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Infer Theme and then use the text evidence from their annotations to complete the chart on p. 80 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where they find evidence of a theme. Direct them to write on the sticky notes what theme they can infer from the passage.

QUICK CHECK

Notice and Assess Can students identify evidence in a story that helps them infer theme?

Decide

- **If students struggle,** revisit instruction about inferring theme in Small Group on pp. T130–T131.
- **If students show understanding,** extend instruction about inferring theme in Small Group on pp. T130–T131.

STUDENT INTERACTIVE, p. 80

CLOSE READ

Infer Theme

The **theme,** or central message, of a story is what the author wants the reader to learn or understand about life. Usually, the theme is not directly stated. Instead, the reader must **infer** the theme, or make an educated guess. It is important to recognize, or distinguish, that a theme is different from a topic, or what the story is about.

1. **My TURN** Go to the Close Read notes in *Why the Sky Is Far Away* and underline the parts that help you infer theme.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Topic of Folktale:		
Natural resources		
Theme of Folktale:		
We must respect nature and its gifts.		
Key Detail	**Key Detail**	**Key Detail**
"Your people have wasted my gifts.... Do not waste my gifts any longer, or they will no longer be yours."	"...people might forget the sky's warning. So he made sure no one took more sky than he or she absolutely needed."	"Your people have not treated me with respect.... Perhaps through your own labor you will learn not to waste the gifts of nature."

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80

Read Like a Writer

OBJECTIVE

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

Analyze Graphic Features

Minilesson

FOCUS ON STRATEGIES Authors may use graphic features to help readers visualize the characters and events in a text or to convey mood.

- To analyze how an author uses graphic features, note what the graphic feature shows, the details it includes, and the style and colors that are used.
- Think about how the graphic features support the text. How do they help the reader understand the text?
- Then explain how the author uses graphic features to achieve specific purposes in the text.

MODEL AND PRACTICE Explain that students will analyze how author Mary-Joan Gerson uses illustrations to achieve specific purposes in *Why the Sky Is Far Away*. Model analyzing graphic features using p. 85 of the *Student Interactive*.

1. Read the passage from the text. Then have students examine the details in the illustration on p. 64 of the *Student Interactive*.
2. Guide students in connecting details in the text with details shown in the illustration.
3. Help students describe Mary-Joan Gerson's specific purposes for using this illustration in *Why the Sky Is Far Away*.

ELL Targeted Support **Analyze Graphic Features** Tell students that writers choose words carefully to make readers feel a certain way while reading. Explain that this is creating a *mood*.

List feeling-related words that could be used to describe the mood conveyed in the text and illustration, such as *threatening, scary, upset, worried,* or *sad*. Have students work in pairs to select the word they believe best describes the mood of the text. **EMERGING/DEVELOPING**

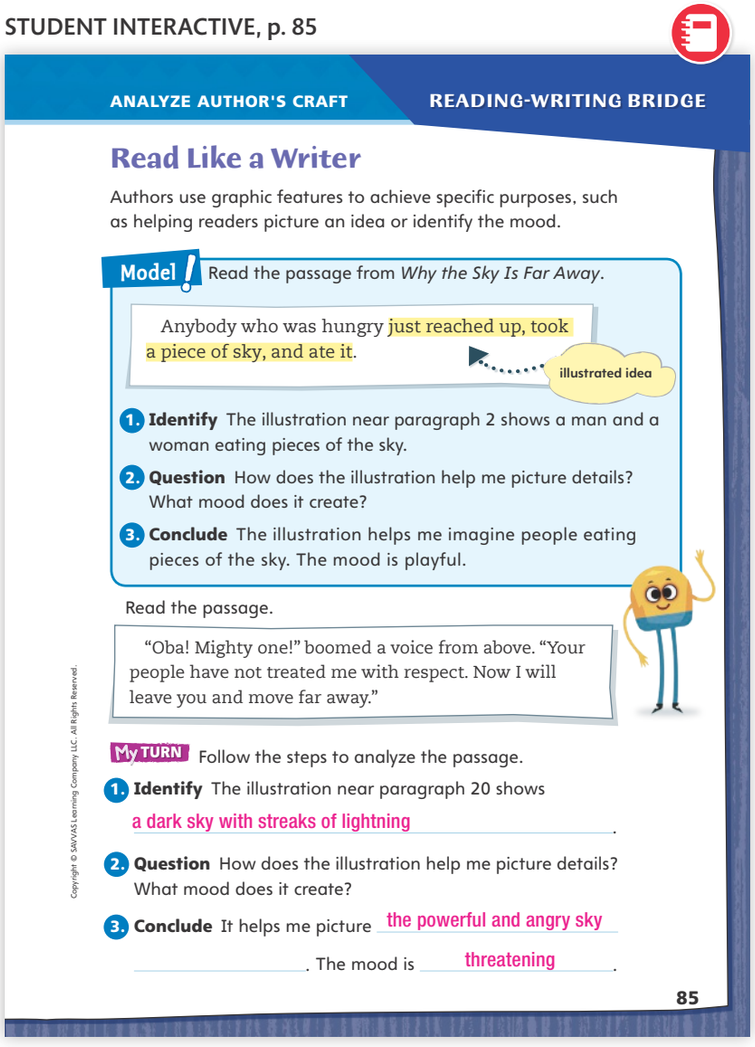
Have students brainstorm adjectives that describe the mood of the text. Write the suggested words on the board. Ask volunteers to explain which words they think best describe the mood of the text. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students back to *Why the Sky Is Far Away* and complete the activity on p. 85 of the *Student Interactive.*

STUDENT INTERACTIVE, p. 85



ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

Authors use graphic features to achieve specific purposes, such as helping readers picture an idea or identify the mood.

Model Read the passage from *Why the Sky Is Far Away*.

> Anybody who was hungry just reached up, took a piece of sky, and ate it.

illustrated idea

1. **Identify** The illustration near paragraph 2 shows a man and a woman eating pieces of the sky.
2. **Question** How does the illustration help me picture details? What mood does it create?
3. **Conclude** The illustration helps me imagine people eating pieces of the sky. The mood is playful.

Read the passage.

> "Oba! Mighty one!" boomed a voice from above. "Your people have not treated me with respect. Now I will leave you and move far away."

My TURN Follow the steps to analyze the passage.

1. **Identify** The illustration near paragraph 20 shows a dark sky with streaks of lightning.
2. **Question** How does the illustration help me picture details? What mood does it create?
3. **Conclude** It helps me picture the powerful and angry sky. The mood is threatening.

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85

Word Study Inflected Endings

OBJECTIVE

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

FLEXIBLE OPTION

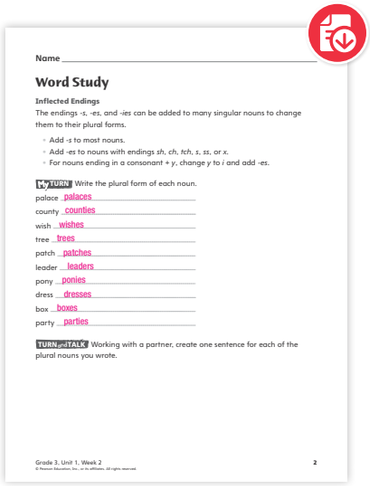
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the inflected endings *-s*, *-es*, and *-ies* can be added to singular nouns to change singular nouns to their plural forms.

MODEL AND PRACTICE The word *worry* is a noun that ends with a consonant + *y*. To change this noun to its plural form, change the *y* to *i* and add *-es*. Have students change the nouns *copy*, *house*, and *speech* to their plural forms and read each word aloud. (*copies*, *houses*, and *speeches*)

APPLY Have students complete *Word Study* p. 2 from the *Resource Download Center.*



Name _____

Word Study

Inflected Endings

The endings -s, -es, and -ies can be added to many singular nouns to change them to their plural forms.

- Add -s to most nouns.
- Add -es to nouns with endings *sh, ch, tch, s, ss,* or *x.*
- For nouns ending in a consonant + *y*, change *y* to *i* and add -es.

MY TURN Write the plural form of each noun.

palace palaces
county counties
wish wishes
tree trees
patch patches
leader leaders
pony ponies
dress dresses
box boxes
party parties

TURN and TALK Working with a partner, create one sentence for each of the plural nouns you wrote.

Grade 3, Unit 1, Week 2 2

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***Word Study*, p. 2**

FLEXIBLE OPTION

LESSON 1

Teach Inflected Endings

LESSON 2

Apply Inflected Endings

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the QUICK CHECK on p. T125 to determine small group instruction.

Teacher-Led Options

Strategy Group

INFER THEME

Teaching Point The theme is the central message of the story. When reading, you can find clues to theme by looking for lessons that characters learn or ideas that come up frequently. Work with students to complete the graphic organizer on *Student Interactive* p. 80.

ELL Targeted Support

To help students internalize the concept of theme, use repetitive language and visual supports.

Find pictures that show theme; for example, pictures of a themed party or decorated room. Point out your classroom theme, if apropos. In each case, ask: *What is the theme?* Remind students that theme is an idea that repeats and grows. Discuss the theme of the story and have students create pictorial representations. **EMERGING**

Discuss the theme of the story with students. Write down the theme and solicit student input on examples of the theme. Have students create a storyboard depicting scenes from the story and write one sentence that explains the theme. **DEVELOPING**

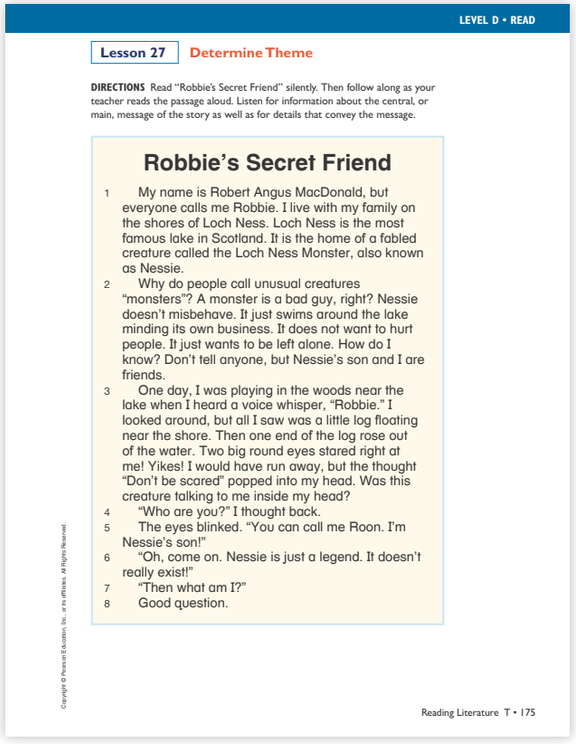
Discuss the theme of the story with students. Have them write a sentence about the theme and three sentences with details that support the theme. **EXPANDING/BRIDGING**

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

Intervention Activity

INFER THEME

Use Lesson 27, pp. T175–T180, in the *myFocus Intervention Teacher's Guide* for instruction on determining theme.



LEVEL D • READ

Lesson 27 Determine Theme

DIRECTIONS Read "Robbie's Secret Friend" silently. Then follow along as your teacher reads the passage aloud. Listen for information about the central, or main, message of the story as well as for details that convey the message.

Robbie's Secret Friend

1 My name is Robert Angus MacDonald, but everyone calls me Robbie. I live with my family on the shores of Loch Ness. Loch Ness is the most famous lake in Scotland. It is the home of a fabled creature called the Loch Ness Monster, also known as Nessie.

2 Why do people call unusual creatures "monsters"? A monster is a bad guy, right? Nessie doesn't misbehave. It just swims around the lake minding its own business. It does not want to hurt people. It just wants to be left alone. How do I know? Don't tell anyone, but Nessie's son and I are friends.

3 One day, I was playing in the woods near the lake when I heard a voice whisper, "Robbie." I looked around, but all I saw was a little log floating near the shore. Then one end of the log rose out of the water. Two big round eyes stared right at me! Yikes! I would have run away, but the thought "Don't be scared" popped into my head. Was this creature talking to me inside my head?

4 "Who are you?" I thought back.

5 The eyes blinked. "You can call me Roon. I'm Nessie's son!"

6 "Oh, come on. Nessie is just a legend. It doesn't really exist!"

7 "Then what am I?"

8 Good question.

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Reading Literature T • 175

Fluency

Assess 2-4 students

RATE

Have students practice reading a short passage with appropriate reading rate.

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER · AUDIO · ANNOTATE · VIDEO · INTERACTIVITY · NOTEBOOK · GAME · DOWNLOAD

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

INFER THEME

Talk About Independent Reading Ask students to tell you about any themes they have noticed in their independent reading and to give some examples of details that support the themes.

Possible Conference Prompts

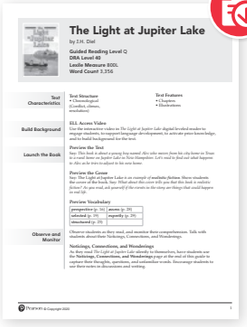
- Do you notice an idea, or theme, that is repeated in your book?
- Do the characters learn any important lessons?
- How does the theme connect to your own life?

Possible Teaching Point Readers pay attention to ideas or lessons that are repeated in stories. These ideas and lessons usually help readers understand the story's theme.

Leveled Readers

INFER THEME

- For suggested titles, see "Matching Texts to Learning," pp. T98–T99.
- For instructional support on how to infer theme, see *Leveled Reader Teacher's Guide.*


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics
Text Structure
• Chronological
• Descriptions, directions, vocabulary
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to build background knowledge and develop language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Text: This book is about a young boy named Alex who visits his aunt in Texas. It is a real town on Jupiter Lake in New Hampshire. Let's read to find out what happens as Alex is introduced to his new home.

Preview the Genre
Text: *The Light at Jupiter Lake* is an example of realistic fiction. Have students look at the cover of the book. Text: What about this cover tells you that this book is realistic fiction? As they read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary
perspective (p. 14)	aware (p. 20)
selected (p. 20)	regards (p. 20)
concerned (p. 20)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and connection to ends. Encourage students to use their notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Why the Sky Is Far Away* or another text they have previously read.
- read a trade book or their Book Club text.
- develop a summary of a passage they read.

Centers

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

Literacy Activities

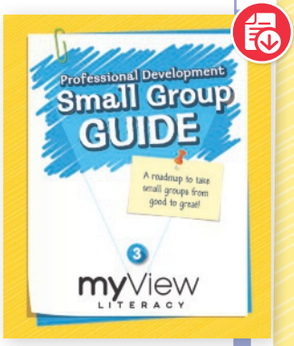
Students can

- complete the graphic organizer on *Student Interactive* p. 80.
- practice this week's word study focus by creating a chart of related words.
- play the *myView* games.
- take turns with a partner reading a text at an appropriate reading rate.

SUPPORT PARTNER READING

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

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to explain the theme of the story they are reading. Ask students to give examples of events in the story that support the theme.

Ask and Answer Questions

Why the Sky Is Far Away

OBJECTIVES

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

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to ask and answer questions about theme.

- The custom of eating a piece of sky for food became a problem because _____.
- At the beginning of the story, there was no competition for food because _____. How did the theme, or lesson, change the way people ate?

Minilesson

FOCUS ON STRATEGIES Readers ask and answer questions before, during, and after reading to gain information and deepen their understanding of the text.

- Before reading, look through the story to generate questions and ideas about the plot.
- During reading, pause several times to think about whether your questions have been answered. If you do not understand the text, ask questions about what you do not understand and then reread to gain information.
- After reading, think about the answers to the questions you had before and during reading. Add any additional questions you might have about theme to deepen your understanding.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 64 to model asking and answering questions while reading. When I read, I monitor my understanding and ask questions to help clarify the text, such as *Why is the sky important?* I will highlight details that help me answer that question. In paragraph 2, I will highlight "Anybody who was hungry just reached up, took a piece of sky, and ate it." This detail helps me understand that it was their source of food.

Remind students that when they read their self-selected texts, they should ask questions before, during, and after to gain knowledge and deepen their understanding.

ELL Targeted Support **Make Connections** Tell students that readers use their prior knowledge to understand what they read. Model for students how experience can elicit questions and personal responses about the theme. Read aloud sections from *Why the Sky Is Far Away.*

After reading, discuss the theme of wastefulness. Have students fill in the answer to this question: *How can I stop wasting _____? I can stop wasting _____ by _____.* **EMERGING**

After reading, have students work in pairs to share ideas on how they can be less wasteful. **DEVELOPING**

After reading, have students write and illustrate answers to the question, *How can I be less wasteful?* **EXPANDING/BRIDGING**

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for asking and answering questions.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Ask and Answer Questions and then use their annotations to complete *Student Interactive* p. 81.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places where they notice text details that help them ask and answer questions about theme. Have students write questions or answers about theme on the sticky notes.

Quick check

Notice and Assess Can students ask and answer questions about theme?

Decide

- **If students struggle,** revisit instruction for asking and answering questions about theme in Small Group on pp. T138–T139.
- **If students show understanding,** extend instruction for asking and answering questions about theme in Small Group on pp. T138–T139.

STUDENT INTERACTIVE, p. 81

READING WORKSHOP

Ask and Answer Questions

Before, during, and after reading, readers can ask and answer questions about a text and its theme. Asking and answering questions about a text helps readers gain information and deepen their understanding of the text.

1. My TURN Go back to the Close Read notes and highlight key details that help you ask and answer questions about the theme.

2. **Text Evidence** Use your highlighted text to complete the chart.

Possible responses:

Question I Could Ask	Key Detail That Helps Me Answer the Question
How did the people depend on the sky?	"Anybody who was hungry just reached up, took a piece of sky, and ate it."
What is the main problem in the folktale?	". . . people were wasteful."; ". . . they took more than they could possibly eat and threw the leftovers onto garbage heaps."
How did Adese try to solve her problem?	". . . calling her husband. 'Come and finish this piece of sky for me. . . .'" "'Wake the children!'"

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81

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 Remind students that authors use graphic features to achieve specific purposes in their writing. Together review how author Mary-Joan Gerson uses illustrations to convey mood and help readers visualize characters and events in *Why the Sky Is Far Away*.

- Authors consider how adding graphic features could help them achieve specific purposes. Could visuals help readers better understand the text? Could visuals help convey the mood of the text?
- Authors identify the specific purposes for using graphic features and then determine what type of graphic features, such as illustrations or photos, would best achieve these purposes.

MODEL AND PRACTICE Discuss how students might use graphic features for specific purposes in their own writing, using p. 86 of the *Student Interactive*. Model an example: Hiking is a hobby I enjoy. If I wrote a story about my family's hiking trip to the state park, I might include graphic features to help readers picture my family and our hiking experience in the park. I think using an illustration or photo would best achieve these purposes. So in my text, I will include an illustration of my family as we hiked along the trails of the state park.

ELL Targeted Support **Use Graphic Features** To guide students' responses to the activity, explain that a hobby is an activity people like to do in their free time, such as biking, swimming, painting, or reading.

Have students draw their story illustrations first. Use the students' illustrations to identify words that students want to use in their writing. **EMERGING/DEVELOPING**

Before students begin writing, lead a group discussion about hobbies. Ask volunteers to identify and describe hobbies they enjoy. List the hobbies and descriptive words on the board for students to use as they write about their hobbies. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students refer to author Mary-Joan Gerson's use of graphic features as an example of how to use graphic features in their own writing. Then guide students to complete the activity on p. 86 of the *Student Interactive.*

Writing Workshop

Have students include graphic features in their personal narratives from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to incorporate graphic features into their narratives.

STUDENT INTERACTIVE, p. 86

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use graphic features, such as illustrations, to achieve specific purposes. They may help readers picture the story. Graphic features may show details or give information that is not in the text. They may help create a mood within the story.

My TURN Think about how the illustrations in *Why the Sky Is Far Away* help you understand and enjoy the ideas in the story. Now think about how you can use illustrations in your own story.

1. Think about a story you would like to write about a hobby. What idea would you like to develop in the story?
   Responses should be an idea that has to do with a hobby that could be developed into a story.

2. Explain how this illustration will help readers understand your idea.
   The description should have specific details of an illustration that would enhance the story idea. It should explain how the details will help readers understand the idea by adding information to what's shown in the text.

3. Write about a hobby. Include details that tell about it. Then draw the illustration on another sheet of paper.
   Responses should include key details that develop the student's idea about a hobby.

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86

Word Study Spiral Review

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VC/CV

FOCUS ON STRATEGIES Review the strategies from the previous week to use the syllable pattern VC/CV to decode words.

MODEL AND PRACTICE Call on a volunteer to describe the syllable pattern of the word *supper*. Discuss how identifying the VC/CV syllable pattern helps readers understand how to read and pronounce unfamiliar words. Remind students to divide a VC/CV word between two consonants, as in *lesson*: *les/son*.

APPLY Have students work independently or in pairs to use what they have learned about the VC/CV syllable pattern to decode the following words: *happen*, *problem*, *puppet*, and *trumpet*. Ask students to discuss and compare how they used the VC/CV syllable pattern to read and pronounce the words.

ELL Targeted Support

Syllable Pattern VC/CV Write the word *winter* on the board. Have students identify which letters are consonants and which are vowels. **EMERGING**

Have students identify where two consonants are in *winter* and say each syllable aloud. **DEVELOPING**

Write the words *winter*, *pencil*, and *barber* on note cards. Have pairs read the words to each other, emphasizing the syllables. **EXPANDING**

Have pairs look for VC/CV words in classroom books. Have students read the words aloud to each other. **BRIDGING**

LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Inflected Endings	Apply Inflected Endings	More Practice	Spiral Review: Syllable Pattern VC/CV	Assess Understanding

Use the QUICK CHECK on p. T133 to determine small group instruction.

Teacher-Led Options

Strategy Group

ASK AND ANSWER QUESTIONS

Teaching Point You should ask questions about the plot of a story before reading. As you read, pause and ask yourself whether your questions have been answered and if the answers you are finding help develop the theme Guide students to ask and answer at least one question about the theme, using details from the story to support their answer.

ELL Targeted Support

Ask students to use single words or short phrases to express their opinions about the theme of the story.

Have students orally respond to the following questions: *What do you think is the theme of the story? Why do you think so?* **EMERGING**

Have students use the following sentence frames to express their opinions: *I think the theme of the story is ____. It is the theme because ____.* **DEVELOPING**

Have student pairs work together to discuss the theme of the story and share their answers orally with you. **EXPANDING**

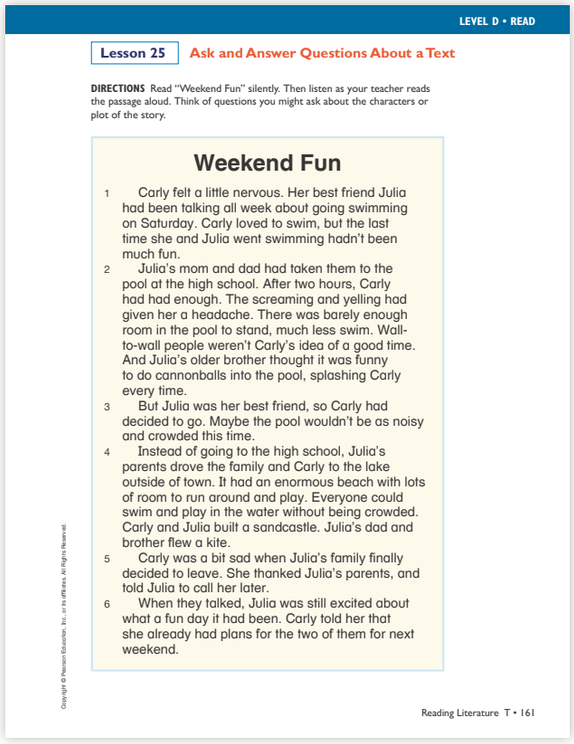
Have individual students express their opinions about the story's theme in a group discussion. **BRIDGING**

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

Intervention Activity

ASK AND ANSWER QUESTIONS

Use Lesson 25, pp. T161–T166, in the *myFocus Intervention Teacher's Guide* for instruction on asking and answering questions about a text.



LEVEL D • READ

Lesson 25 Ask and Answer Questions About a Text

DIRECTIONS Read "Weekend Fun" silently. Then listen as your teacher reads the passage aloud. Think of questions you might ask about the characters or plot of the story.

Weekend Fun

1 Carly felt a little nervous. Her best friend Julia had been talking all week about going swimming on Saturday. Carly loved to swim, but the last time she and Julia went swimming hadn't been much fun.

2 Julia's mom and dad had taken them to the pool at the high school. After two hours, Carly had had enough. The screaming and yelling had given her a headache. There was barely enough room in the pool to stand, much less swim. Wall-to-wall people weren't Carly's idea of a good time. And Julia's older brother thought it was funny to do cannonballs into the pool, splashing Carly every time.

3 But Julia was her best friend, so Carly had decided to go. Maybe the pool wouldn't be as noisy and crowded this time.

4 Instead of going to the high school, Julia's parents drove the family and Carly to the lake outside of town. It had an enormous beach with lots of room to run around and play. Everyone could swim and play in the water without being crowded. Carly and Julia built a sandcastle. Julia's dad and brother flew a kite.

5 Carly was a bit sad when Julia's family finally decided to leave. She thanked Julia's parents, and told Julia to call her later.

6 When they talked, Julia was still excited about what a fun day it had been. Carly told her that she already had plans for the two of them for next weekend.

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Reading Literature T • 161

Fluency

Assess 2–4 students

PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 7–12 in Unit 1 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, AUDIO, ANNOTATE, VIDEO, INTERACTIVITY, NOTEBOOK, GAME, DOWNLOAD

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

ASK AND ANSWER QUESTIONS

Talk About Independent Reading Ask students to reread their sticky notes. Have partners talk about one of the themes of the story and a question and answer they had about it.

Possible Conference Prompts

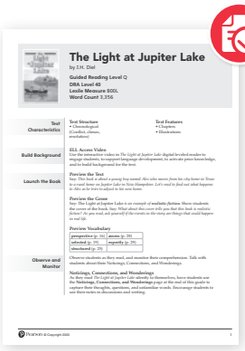
- What was one of the themes in your book?
- What details support it?
- How can you connect the theme to your own life?

Possible Teaching Point Pay attention to ideas that come up or lessons that characters learn. An idea that grows or repeats, involving other characters and events, will help you figure out the theme.

Leveled Readers

ASK AND ANSWER QUESTIONS

- For suggested titles, see "Matching Texts to Learning," pp. T98–T99.
- For instructional support on how to use strategies to ask and answer questions, see *Leveled Reader Teacher's Guide.*



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

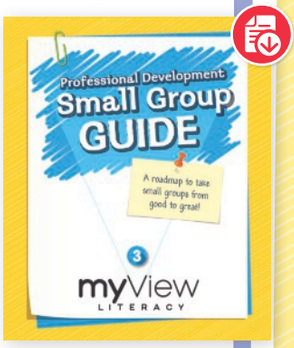
Students can

- complete *Student Interactive* p. 81.
- write about their book in their reader's notebook.
- play the *myView* games.
- with a partner, take turns reading a passage with appropriate expression.

SUPPORT INDEPENDENT READING

As students read independently, remind them to ask and answer questions before, during, and after reading in order to better understand the text.

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share the questions they asked and answered about theme.

Reflect and Share

Why the Sky Is Far Away

OBJECTIVES

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

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

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 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. Give students sentence starters, such as:

- The organization, or sequence of events, in the story shows that people affect the environment by _____.
- Telling folktales is a custom in many cultures because _____.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that before writing about a text, they should ask and answer questions about the text. This practice will focus their writing and increase their comprehension of the text.

- Ask students to focus on other texts and identify how the cultures are similar and different, what lessons were learned, and what connections can be made among the texts.
- Then ask and answer questions about the lessons that were learned and how students can make connections between themselves or others and the characters in the text.

MODEL AND PRACTICE Model self-checking for understanding before beginning to write about the Write to Sources prompt on *Student Interactive* p. 82. Before I write, I am going to make sure I know enough about the theme of *Why the Sky Is Far Away*. I ask myself, *What was the story mostly about?* I remember that the story was mostly about how the people wasted what they had. I think the theme is *don't be wasteful.*

ELL Targeted Support **Express Ideas** Help students compare aspects of the cultures they read about this week.

Review with students aspects of the cultures they read about this week. Ask students to look for pictures that reflect the different cultures. Encourage student discussion. **EMERGING**

Provide students with the following sentence frames to aid their small group discussions: *One culture I read about was _____. In that culture, _____. This is different from the Nigerian culture because _____.* **DEVELOPING**

Have student pairs complete a chart with three columns: *Culture, What I Know About the Culture,* and *How This Culture Is Similar to or Different from Other Cultures.* **EXPANDING**

Have students discuss how each culture is similar to or different from other cultures. Invite volunteers to share their responses with the class. **BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 **Use the Shared Read** Have students use evidence from this week's text to discuss how the culture in *Why the Sky Is Far Away* views the environment.

OPTION 2 **Use Independent Text** Students should use self-selected independent reading texts to discuss other cultures and the ways those cultures relate to their environments.

QUICK CHECK

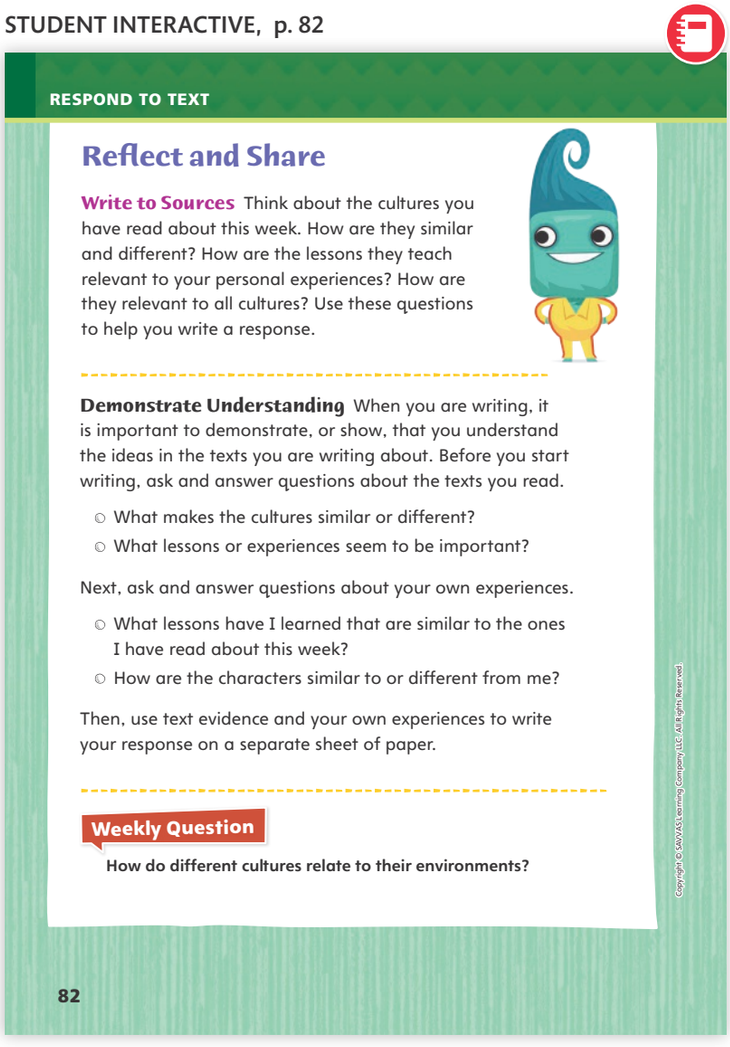
Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle,** revisit instruction for making text comparisons in *Small Group* on pp. T144–T145.
- **If students show understanding,** extend instruction for making text comparisons in *Small Group* on pp. T144–T145.

WEEKLY QUESTION Have students use evidence from the text 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. 82



RESPOND TO TEXT

Reflect and Share

Write to Sources Think about the cultures you have read about this week. How are they similar and different? How are the lessons they teach relevant to your personal experiences? How are they relevant to all cultures? Use these questions to help you write a response.

Demonstrate Understanding When you are writing, it is important to demonstrate, or show, that you understand the ideas in the texts you are writing about. Before you start writing, ask and answer questions about the texts you read.

- What makes the cultures similar or different?
- What lessons or experiences seem to be important?

Next, ask and answer questions about your own experiences.

- What lessons have I learned that are similar to the ones I have read about this week?
- How are the characters similar to or different from me?

Then, use text evidence and your own experiences to write your response on a separate sheet of paper.

Weekly Question

How do different cultures relate to their environments?

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82

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.

"'You must learn how to plow the land and gather crops and hunt in the forests,' answered the sky." Do you think everyone should be punished in the folktale *Why the Sky is Far Away?* Use text evidence to support your opinion.

Word Study Inflected Endings

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

Assess Understanding

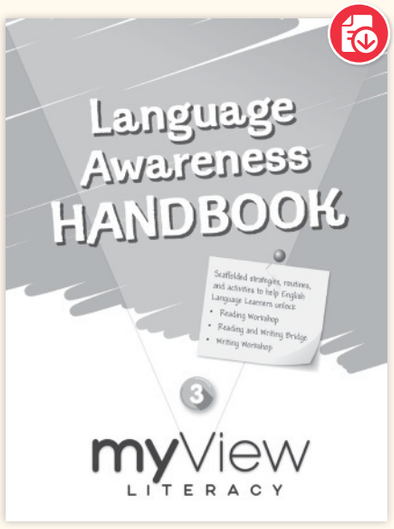
To assess students' understanding of inflected endings, provide them with the following words: *sky*, *crop*, *class*, *dish*, *match*, and *box*.

Have students use their knowledge of the inflected endings *-s*, *-es*, and *-ies* to change each singular noun to its plural form.

Provide students with an example by showing them how to change the *y* to an *i* and add *-es* when changing *sky* to *skies*. Then have them complete the activity for the other five words. (*crops*, *classes*, *dishes*, *matches*, *boxes*)

Develop Language Awareness

For additional practice with inflected endings, complete the activity on p. 11 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand how to use inflected endings to write singular and plural nouns.



LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Inflected Endings	Apply Inflected Endings	More Practice	Spiral Review: Syllable Pattern VC/CV	Assess Understanding

Use the QUICK CHECK on p. T141 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Critical readers think about the similarities and differences between texts in order to understand big ideas, such as how cultures relate to their environments. Work with students to list aspects of the cultures they read about in their stories and to generate ideas about how each culture relates to the environment.

ELL Targeted Support

Have students fill in this sentence starter: _____ *is one part of the culture in Why the Sky Is Far Away.* Work with students to complete the sentence starter for cultures in other texts. Solicit ideas about similarities and differences between texts. **EMERGING**

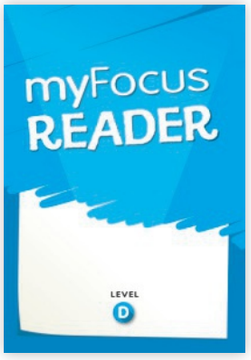
Make an idea web about culture, with the word *culture* in the middle circle. Have students give simple one-word or short-phrase descriptions about the cultures they read about. List their responses on the spokes of the web. Initiate a discussion about similarities and differences between cultures. **DEVELOPING**

Have partners work together to create a Venn diagram comparing the cultures in two of the texts they read. Students can orally answer this question: How do these cultures relate to their environments? **EXPANDING/BRIDGING**

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

Intervention Activity

myFOCUS READER



Reread pp. 8–9 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support understanding of different cultures 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 Students should organize their comparisons/contrasts of different cultures and their answer to the Essential Question.

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

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

myView Digital: REALIZE READER, AUDIO, ANNOTATE, DOWNLOAD, RESEARCH, VIDEO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about culture and how cultures relate to their environments.

Possible Conference Prompts

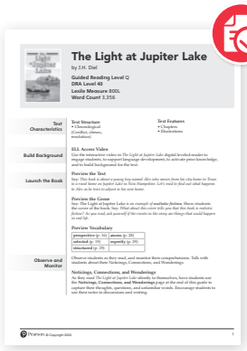
- What were some customs in the culture you read about?
- How did that culture relate to the environment?
- How can you make a connection between that culture's ideas and your own life?

Possible Teaching Point Readers think about other texts they have read and make connections between the cultures, ideas, and themes.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T98–T99.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide.*


The Light at Jupiter Lake

by D.K. Diaz

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

Text Characteristics
Text Structure
• Chronological
• Cause/Effect
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video

Launch the Book
Preview the Text
Preview the Genre
Preview Vocabulary
perspective (p. 14) | aware (p. 20)
selected (p. 20) | regards (p. 24)
structured (p. 29)

Observe and Monitor

Noticings, Connections, and Wonderings

Whole Group

Share Bring the class back together in whole group. Invite one or two students to share ideas about culture and the way cultures relate to their environments in the texts they read.

Independent/Collaborative

Independent Reading

Students can

- read a self-selected text.
- reread or listen to their leveled reader.
- reread or listen to a previously read text.

Centers

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

Literacy Activities

Students can

- write in their readers' notebook in response to the Weekly Question.
- research other cultures of interest.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T494–T495, for

- teacher's summary of chapters in *Eleven Nature Tales*.
- 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 1 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 *environments* by analyzing characters in realistic fiction.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Diagram: Weekly Question T150–T151
- Listening Comprehension: Read Aloud: "Feeling the Cold" T152–T153
- Realistic Fiction T154–T155

Quick Check T155

READING BRIDGE

- Academic Vocabulary: Context Clues T156–T157
- Word Study: Teach Base Words and Endings T158–T159

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T162–T163
- Strategy, Intervention, and On-Level/ Advanced Activities T162
- ELL Targeted Support T162
- Conferring T163

INDEPENDENT/COLLABORATIVE

- Independent Reading T163
- Literacy Activities T163

BOOK CLUB T163 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T398–T399
  - » Compose an Introduction
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T399
- Conferences T396

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Base Words and Endings T400

Assess Prior Knowledge T400

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Subjects and Predicates T401

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T164–T179
  - » Preview Vocabulary
  - » Read: *Cocoliso*
- Respond and Analyze T180–T181
  - » My View
  - » Develop Vocabulary

Quick Check T181

  - » Check for Understanding

READING BRIDGE

- Word Study: Apply Base Words and Endings T182–T183
- High Frequency Words T182

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T184–T185
- Strategy and Intervention Activities T184
- Fluency T184
- ELL Targeted Support T184
- Conferring T185

INDEPENDENT/COLLABORATIVE

- Independent Reading T185
- Literacy Activities T185
- Collaboration T185

WRITING WORKSHOP

MINILESSON

- Personal Narrative T402–T403
  - » Develop an Event Sequence
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T403
- Conferences T396

WRITING BRIDGE

- Spelling: Teach Base Words and Endings T404

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Compound Sentences T405

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Characters T186–T187
  - » Close Read: *Cocoliso*
  - Quick Check T187

READING BRIDGE

- Read Like a Writer: Analyze Imagery T188–T189

FLEXIBLE OPTION

- Word Study: More Practice: Base Words and Endings T190–T191

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T192–T193
- Strategy and Intervention Activities T192
- Fluency T192
- ELL Targeted Support T192
- Conferring T193

INDEPENDENT/COLLABORATIVE

- Independent Reading T193
- Literacy Activities T193
- Partner Reading T193

WRITING WORKSHOP

MINILESSON

- Personal Narrative T406–T407
  - » Develop Dialogue
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T407
- Conferences T396

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Base Words and Endings T408
- Language and Conventions: Teach Compound Sentences T409

LESSON 4

READING WORKSHOP

CLOSE READ

- Make Inferences T194–T195
  - » Close Read: *Cocoliso*
  - Quick Check T195

READING BRIDGE

- Write for a Reader: Use Imagery T196–T197

FLEXIBLE OPTION

- Word Study: Spiral Review: Inflected Endings T198–T199

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T200–T201
- Strategy and Intervention Activities T200
- Fluency T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

WRITING WORKSHOP

MINILESSON

- Personal Narrative T410–T411
  - » Descriebe Actions, Thoughts, and Feelings
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T411
- Conferences T396

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Inflected Endings *-s, -es, -ies* T412
- Language and Conventions: Practice Compound Sentences T413

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T202–T203
  - » Write to Sources
  - Quick Check T203
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Base Words and Endings T204–T205
- Assess Understanding T204

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T206–T207
- Strategy, Intervention, and On-Level/ Advanced Activities T206
- ELL Targeted Support T206
- Conferring T207

INDEPENDENT/COLLABORATIVE

- Independent Reading T207
- Literacy Activities T207

BOOK CLUB T207 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T414
  - » Compose a Conclusion
  - » Share Back

INDEPENDENT WRITING

- Select a Genre T415
- Conferences T396

WRITING BRIDGE

- Spelling: Base Words and Endings T416
- Assess Understanding T416

FLEXIBLE OPTION

- Language and Conventions: Standards Practice T417

Materials

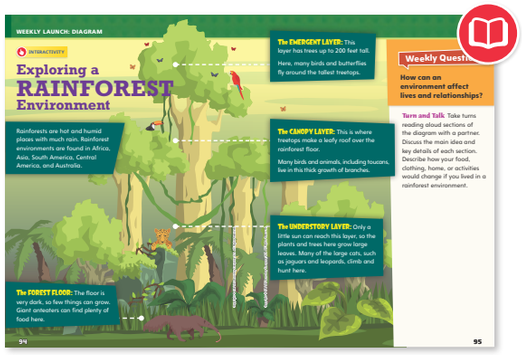
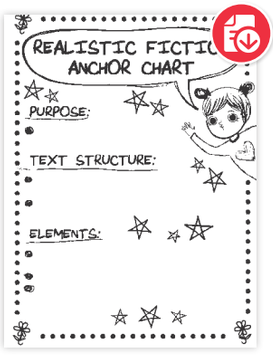
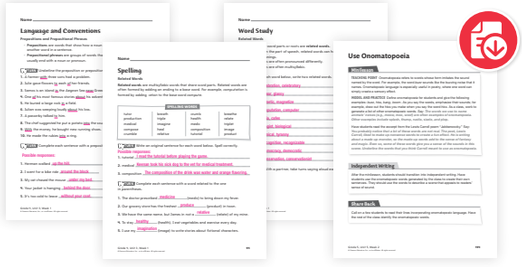


DIAGRAM
Exploring a Rainforest Environment

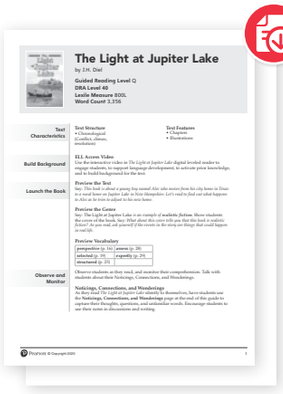
READING ANCHOR CHART
Realistic Fiction



EDITABLE ANCHOR CHART
Realistic Fiction



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words
notice
slowly

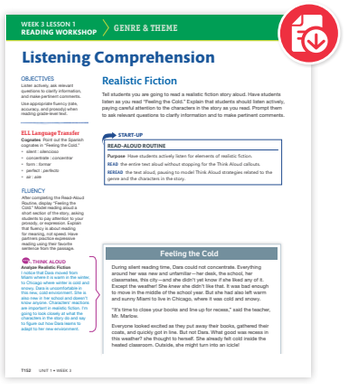
Develop Vocabulary
dreams
amazing
bored
discovery
proud

Spelling Words
moving
beginning
carried
easier
begged
noisier
using
angriest
dragging
emptied

Challenge Spelling Words
interesting
exciting
windiest

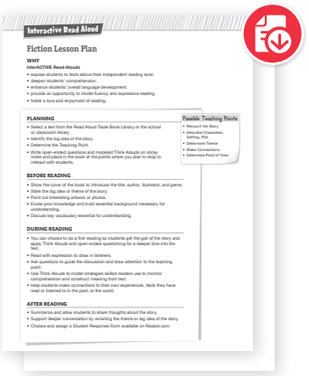
Unit Academic Vocabulary
competition
solve
custom
occasion
organization

myView Digital | REALIZE READER | DOWNLOAD | ASSESSMENT



READ ALOUD
"Feeling the Cold"

READ ALOUD TRADE BOOK LIBRARY



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

SHARED READ
Cocoliso

BOOK CLUB

Titles related to Spotlight Genre and Theme: T496–T497

Mentor STACK

Writing Workshop T395

LITERACY STATIONS

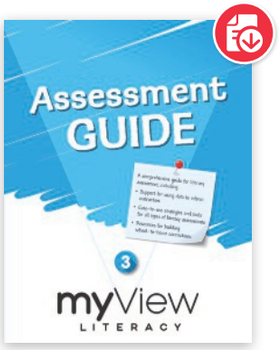
SCOUT

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

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

Make inferences and use evidence to support understanding.

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.

Understand how humans adapt to variations in the physical environment.

ACADEMIC VOCABULARY

Language of Ideas Academic Vocabulary helps students understand ideas. After you discuss the diagram, ask: How do people solve the tasks of finding food and building shelters in different environments?

How does the diagram's organization help you understand the effect environment has on the ways people and animals live?

- competition
- custom
- organization
- solve
- occasion

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 1: *How does our environment affect us?* Point out the Week 3 Question: *How can an environment affect lives and relationships?*

Direct students' attention to the diagram on pp. 94–95 in the *Student Interactive.* Explain that a diagram combines words and pictures to provide information. Have students read the diagram and discuss how a rainforest environment might affect the ways that people live, including the types of shelter they build, the clothing they wear, and the foods they eat.

Use the following questions to guide discussion:

- Which facts about these environments surprised you?
- Why do you think people living in different environments have different types of shelter, food, and clothing?
- What do these facts suggest about the importance of adapting to one's environment?

WEEKLY QUESTION Reread the Week 3 Question: *How can an environment affect lives and relationships?* Tell students they just learned a few ways that people adapt to living in different environments. Explain that they will read about more ways this week.

TURN, TALK, AND SHARE Have students participate in the Turn and Talk activity on *Student Interactive* p. 95.

EXPERT'S VIEW **Jim Cummins, Professor Emeritus, University of Toronto**

"Students may pick up conversational fluency in English considerably faster than they can catch up academically in terms of reading and writing skills. Within a year or two, kids are reasonably fluent in conversational contexts, but that doesn't mean that they have caught up in academic English. It typically takes at least four to five years for students to catch up to on grade-level academic achievement."

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

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ELL Targeted Support **Identify Main Idea and Supporting Details** Have students read sections of the diagram on pp. 94–95 of the *Student Interactive* identifying the main idea and supporting details.

Read aloud each section as students follow along. Help them identify the main idea of each section. **EMERGING**

Have students read each section of the diagram and use the visuals to complete sentence frames, such as: *The main idea of this section is _____. One detail in this section is _____.* **DEVELOPING**

Have students read the diagram. Have partners ask each other questions to help understand the main idea of each section. Tell partners to discuss supporting details. **EXPANDING**

Have students read through the entire diagram and then write a paragraph that includes the main idea of each section and some supporting details. **BRIDGING**

STUDENT INTERACTIVE, pp. 94–95

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 "Feeling the Cold."

- silent : *silencioso*
- concentrate : *concentrar*
- form : *formar*
- perfect : *perfecto*
- air : *aire*

FLUENCY

After completing the Read-Aloud Routine, display "Feeling the Cold." Model reading aloud a short section of the story, asking students to pay attention to your prosody, or expression. Explain that fluency is about reading for meaning, not speed. Have partners practice expressive reading using their favorite sentence from the passage.

Realistic Fiction

Tell students you are going to read a realistic fiction story aloud. Have students listen as you read "Feeling the Cold." Explain that students should listen actively, paying careful attention to the characters in the story 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 realistic fiction.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and the characters in the story.

THINK ALOUD

Analyze Realistic Fiction

I notice that Dara moved from Miami where it is warm in the winter, to Chicago where winter is cold and snowy. Dara is uncomfortable in this new, cold environment. She is also new in her school and doesn't know anyone. Characters' reactions are important in realistic fiction. I'm going to look closely at what the characters in the story do and say to figure out how Dara learns to adapt to her new environment.

Feeling the Cold

During silent reading time, Dara could not concentrate. Everything around her was new and unfamiliar—her desk, the school, her classmates, this city—and she didn't yet know if she liked any of it. Except the weather! She *knew* she didn't like that. It was bad enough to move in the middle of the school year. But she had also left warm and sunny Miami to live in Chicago, where it was cold and snowy.

"It's time to close your books and line up for recess," said the teacher, Mr. Marlow.

Everyone looked excited as they put away their books, gathered their coats, and quickly got in line. But not Dara. What good was recess in this weather? she thought to herself. She already felt cold inside the heated classroom. Outside, she might turn into an icicle!

myView Digital DOWNLOAD

"Feeling the Cold" continued

Once outside, Dara stood against the brick wall of the school and watched her classmates. A few of them were throwing snowballs, and suddenly one hit her in the face.

Dara felt ready to cry, but before a single tear fell, two girls came up to her. One of them said, "Sorry about that! I bet your face stings." Then she dried off Dara's face with her scarf.

Dara smiled a little. "Aren't you two freezing?"

The other girl laughed. "Of course we are! It's winter in Chicago, after all! That's why we run around at recess. It warms us up . . . a little."

The girls led Dara to a fresh patch of snow. They taught her how to form a perfect snowball and launch it into the air. They also showed her how to use her arms and legs to make snow angels on the ground.

When recess ended, Dara didn't feel cold anymore. In fact, she felt warm inside her heart.

WRAP-UP

Dara's Feelings	
Start of Recess	End of Recess

Use a T-chart to help students note how Dara's feelings about her environment change.

THINK ALOUD

Analyze Realistic Fiction As I reread the last page of the story, I am thinking about how Dara and the two girls became friends. The girls show Dara the games they play to keep themselves warm during the Chicago winters. This helps Dara learn how to stay warm outside. The two girls also make Dara feel more comfortable in her new environment by including her in their activities. I think the author wants me to realize that sometimes people adapt to new environments with help from new friends.

ELL Access

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

Dara just moved from Miami to Chicago. Everything is new for her. She doesn't know anyone at her new school and the weather is too cold for her. She gets hit by a snowball at recess. The girl who threw the snowball tells Dara she is sorry. Then the girl and another girl teach Dara how to make snowballs and to run around in the snow to stay warm. Dara warms up and she makes new friends. She feels better about her new home.

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

Realistic Fiction

LEARNING GOAL

I can learn more about themes concerning environments by analyzing characters in realistic fiction.

OBJECTIVE

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

LANGUAGE OF THE GENRE

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

- major characters
- minor characters
- setting
- plot

FLEXIBLE OPTION ANCHOR CHARTS

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

ELL Language Transfer

Cognates Point out the Spanish cognates related to realistic fiction:

- realistic : *realista*
- major : *mayor*
- minor : *menor*
- events : *eventos*

Minilesson

FOCUS ON STRATEGIES Major characters in realistic fiction interact and undergo changes like real people. They also face problems that are often resolved by the end of the story. Sometimes the setting's environment affects the way the major and minor characters respond and behave.

- Do the major and minor characters seem like real people? Do they interact with each other in a realistic way? How do you know?
- Think about the problem the main character is facing. How would you feel or react in that situation?
- Look for details that tell whether the setting is in a realistic location and whether the plot describes realistic events. Does the story happen in a real time? Does the setting affect the story in a realistic way?

MODEL AND PRACTICE Model determining that a story is realistic. In "Feeling the Cold," the main character, Dara, moved from Miami to Chicago, both real cities. Does the setting seem real? Yes, it does. A school and a playground at recess are realistic settings. I also notice that the cold weather and being at a new school are hard for Dara. I ask myself, could this happen in real life? Yes, it could. People who move from a warm environment to a cold environment take a while to adapt. It is also hard to be in a new environment without knowing anyone. I decide that "Feeling the Cold" is an example of realistic fiction.

Talk about familiar fictional stories. Discuss the characters, settings, and plots in the stories and whether the stories seem realistic.

ELL Targeted Support

Describe Have students describe a major and a minor character and the characters' reactions to their environment.

Write words and phrases from students' descriptions on the board. Use these words to give an oral description of how each character deals with his or her environment. Have students repeat after you.

EMERGING/DEVELOPING

Ask a volunteer to describe a major and a minor character's reaction to their environment in a favorite story, without naming the title. Then, allow students to guess the title. **EXPANDING/BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify realistic fiction, and then compare and contrast realistic fiction with traditional tales.

OPTION 1 **TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 96 of the *Student Interactive*. Circulate to discover if students can determine similarities and differences between realistic fiction stories and traditional tales.

OPTION 2 **Use Independent Text** Have students use a three-column chart to record pages in the text where they notice *characters that are like real people, a realistic setting,* and *realistic events.* Direct them to write on the chart why each is realistic.

QUICK CHECK

Notice and Assess Can students analyze characters in realistic fiction stories?

Decide

- **If students struggle,** revisit instruction about realistic fiction in *Small Group* on pp. T162–T163.
- **If students show understanding,** have them continue practicing the strategies for reading realistic fiction using the Independent Reading and Literacy Activities in *Small Group* on pp. T162–T163.

STUDENT INTERACTIVE, pp. 96–97

GENRE: REALISTIC FICTION

READING WORKSHOP

Learning Goal

I can learn more about themes concerning *environments* by analyzing characters in realistic fiction.

Realistic Fiction

Realistic fiction is a made-up story that could possibly happen in real life. It may include imaginary **characters** who act like real people in real situations.

The characters in realistic fiction may be

- **Major characters:** the main character and other characters who are important to the plot
- **Minor characters:** characters who do not play an essential role in the plot events

Characters may narrate as a character within the story (first-person point of view) or narrate as an observer (third-person point of view).

Watch for ways the characters change in a realistic fiction story!

TURN and TALK Discuss with a partner how realistic fiction is similar to and different from a traditional tale. Use the Realistic Fiction Anchor Chart to help you compare and contrast the genres. Take notes on your discussion.

My NOTES

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96

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97

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.

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:

- competition : *competición*
- compete : *competir*
- occasion : *ocasión*
- organization : *organización*
- custom : *costumbre*

WEEKLY STANDARDS PRACTICE

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

Context Clues

Minilesson

FOCUS ON STRATEGIES Readers often encounter unfamiliar words or phrases in their reading. They may have seen an unfamiliar word before but are unsure of its meaning in a particular phrase or sentence. Other words or phrases within a sentence or a section of text can provide clues to the meanings of words that are unfamiliar or that have multiple meanings.

- When you come across an unfamiliar phrase or a word with more than one meaning, look for clues to its meaning in the same sentence or nearby sentences.
- Use these context clues to determine the meaning of the unfamiliar phrase or a word with more than one meaning.
- Check the word's meaning in a glossary or dictionary to be sure.

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

- When I see the word *competition* in my reading, I'm not sure I know its exact meaning. I could look it up in a dictionary or glossary, but instead I'm going to look for clues that might help me figure out its meaning. For example, the words *the Olympic games* are in the same sentence. I know that in the Olympics, athletes struggle to win first place and become a champion of their sport. This is a clue that a competition is an event in which two or more people work against each other to win a contest.
- Have students work with a partner to apply this strategy to another word. As a group, discuss the definitions that students produce.

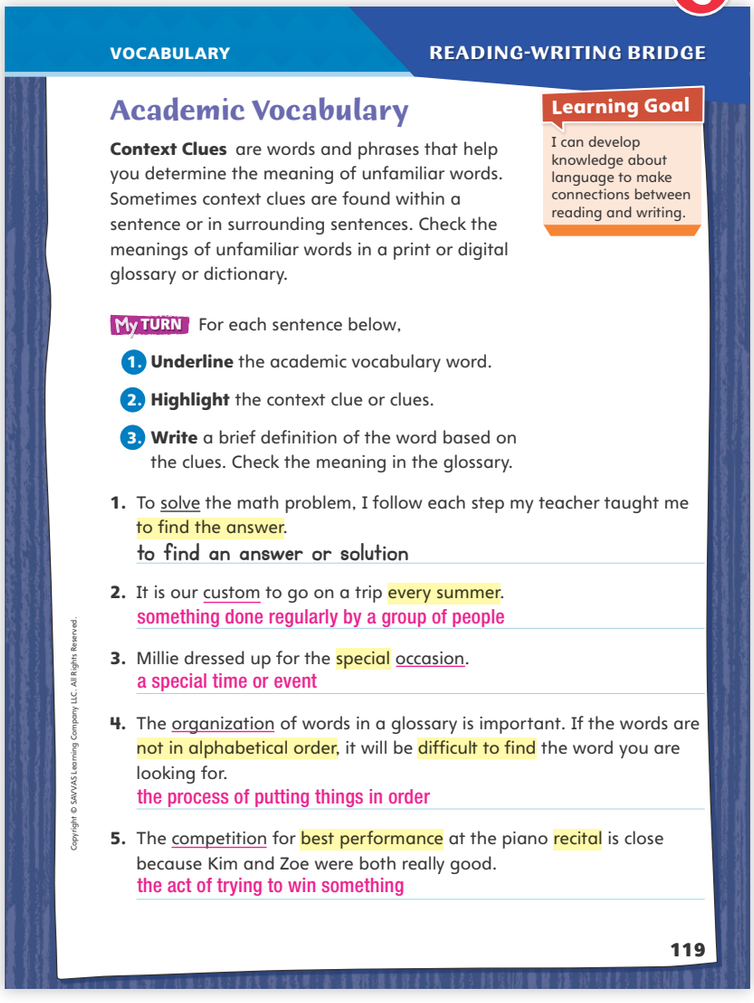
ELL Targeted Support **Academic Vocabulary** Have volunteers read aloud the Academic Vocabulary words: *competition, occasion, organization, solve,* and *custom*. Have students sound out each syllable and the vowel sounds. Ask them to use the meanings of familiar cognates to explain what these words are likely to mean. **EMERGING/DEVELOPING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow this same strategy as they complete the chart on p. 119 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 119



VOCABULARY READING-WRITING BRIDGE

Academic Vocabulary

Learning Goal

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

Context Clues are words and phrases that help you determine the meaning of unfamiliar words. Sometimes context clues are found within a sentence or in surrounding sentences. Check the meanings of unfamiliar words in a print or digital glossary or dictionary.

My TURN For each sentence below,

1. **Underline** the academic vocabulary word.
2. **Highlight** the context clue or clues.
3. **Write** a brief definition of the word based on the clues. Check the meaning in the glossary.

1. To solve the math problem, I follow each step my teacher taught me to find the answer.
   to find an answer or solution
2. It is our custom to go on a trip every summer.
   something done regularly by a group of people
3. Millie dressed up for the special occasion.
   a special time or event
4. The organization of words in a glossary is important. If the words are not in alphabetical order, it will be difficult to find the word you are looking for.
   the process of putting things in order
5. The competition for best performance at the piano recital is close because Kim and Zoe were both really good.
   the act of trying to win something

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119

Word Study Base Words and Endings

OBJECTIVE

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

LESSON 1

Teach Base Words and Endings

FOCUS ON STRATEGIES A base word is the simplest form of a word. Endings can be added to base words to create new words with related, but different, meanings. If the ending *-ed* is added to a verb, it shows that the action happened in the past. If the ending *-ing* is added to a verb, it shows the action is happening now. The endings *-er* and *-est* can be added to adjectives, such as *sadder* and *saddest,* when comparing things.

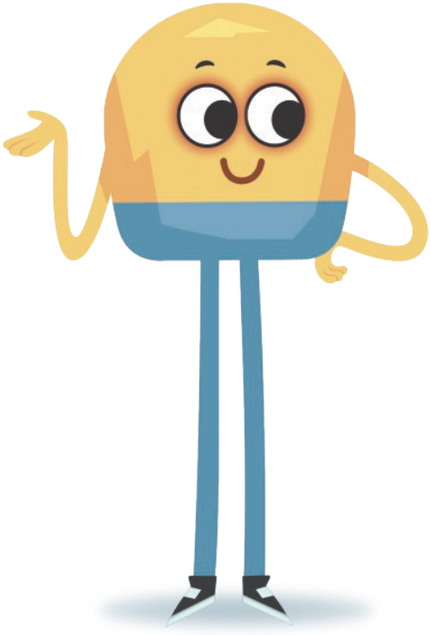
MODEL AND PRACTICE Display the following words: *bake, baked, baking; carry, carried, carrying; hop, hopped, hopping; big, bigger, biggest*. Have students demonstrate their knowledge of suffixes by reading each word. Then guide students' discussion about how each base word changed when the suffix was added and how the suffix changes the word's meaning.

ELL Targeted Support

Spelling Changes Write the adjective *heavy* and the verbs *carry* and *bake* on the board. Read the words with students and explain that each one is a base word, the simplest form of a word there is.

Next to each word, write the word again, this time adding an ending. (*heavier, carried, baked*) Read the new words, pointing out how the spelling changed when the ending was added. Have students repeat the words. **EMERGING/DEVELOPING**

Have partners add the endings *-er* and *-est* to *heavy*. Encourage them to tell how the spelling changes: *The ___ changes to a ___.* **EXPANDING/BRIDGING**



LESSON 1
Teach Base Words and Endings

FLEXIBLE OPTION
LESSON 2
Apply Base Words and Endings

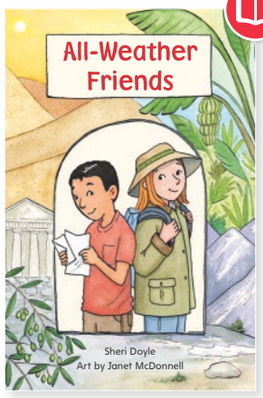
FLEXIBLE OPTION
LESSON 3
More Practice

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

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.

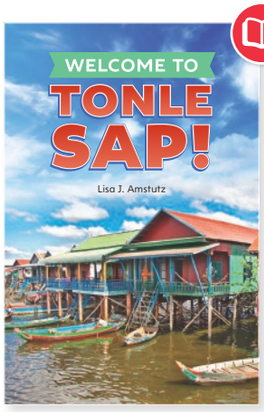


LEVEL L

Genre Realistic Fiction

Text Elements
- Some new vocabulary
- Multisyllable words

Text Structure
- Chronological with Letters

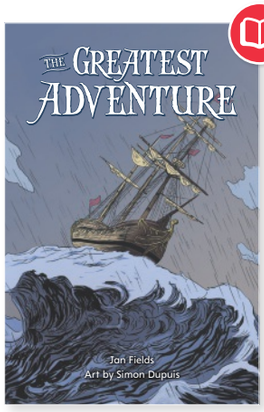


LEVEL M

Genre Informational Text

Text Elements
- Most content carried by text
- Multisyllable words

Text Structure
- Description



LEVEL N

Genre Historical Fiction

Text Elements
- Complex plots with time passing
- Multiple characters to follow

Text Structure
- Chronological with Journal Entries

Guided Reading Instruction Prompts

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

Identify Realistic Fiction

- How can you tell this story is fiction?
- What is the problem in the story?
- Is the setting a real place in real time?
- Could the plot events happen in real life?

Develop Vocabulary

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

Analyze Characters

- How does the character feel about the environment in the story? Where does the text tell you that?
- What evidence does the author give the reader to describe the character's feelings?
- How do the character's actions and/or feelings about the environment change? Show me evidence in the text that tells why.

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SMALL GROUP

LEVEL N

Genre Realistic Fiction

Text Elements
- Characters' attributes shown in various ways
- Varying sentence length and complexity

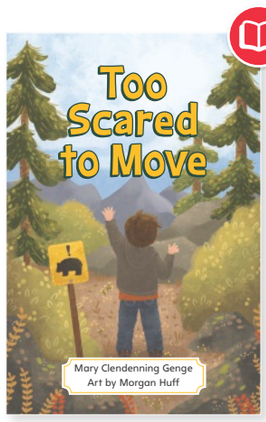
Text Structure
- Chronological

LEVEL O

Genre Science Fiction

Text Elements
- Multiple characters to follow
- Figurative language

Text Structure
- Chronological



LEVEL P

Genre Realistic Fiction

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

Text Structure
- Chronological

Make Inferences About Characters

- What might have changed the character's feelings and/or behavior?
- Why did the character choose to act that way?
- Thinking about other characters you know, why might a person think or act that way?

Compare Texts

- What connections can you make to other books?
- What did the author do to make this book interesting?

Word Study

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

Leveled Reader Teacher's Guide

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

Use the QUICK CHECK on p. T155 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY REALISTIC FICTION

Teaching Point When you are reading realistic fiction, it helps you understand why and how a character changes if you think about how someone might react in real life.

Review the anchor chart on p. 97 of the *Student Interactive*. Ask students to describe a real life situation and tell how they felt during that time.

ELL Targeted Support

Tell students that realistic fiction tells a story with major and minor characters, a setting, and a plot. The character(s) usually face a problem that is solved at the end of the story.

Use a T-chart. On one side, list definitions of elements of fiction. Have students name the elements on the opposite side. **EMERGING**

Ask students to fill in the correct elements of fiction using the story *Cocoliso*. *The ____ for this story is ____. The ____ is named ____. The ____ takes place in ____.* **DEVELOPING**

Ask students: Who is Alejandro? Who is Cocoliso? Where does the story take place? How does Alejandro change in the story? **EXPANDING**

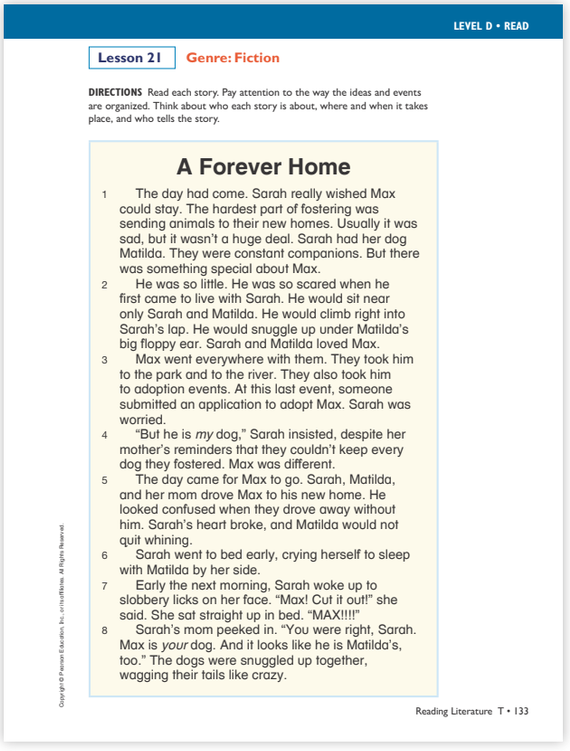
Have students describe the story's characters, setting, problem, and events. **BRIDGING**

For additional support, see 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 realistic 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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Reading Literature T • 133

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the diagram on *Student Interactive* pp. 94–95 to generate questions about how environments affect the ways people live and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

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SMALL GROUP

Conferring

3 students/ 3–4 minutes per conference

IDENTIFY REALISTIC FICTION

Talk About Independent Reading Ask students to share what they have learned about the major and minor character(s) in the book they are reading and how knowing the characteristics of realistic fiction helped them understand the story.

Possible Conference Prompts

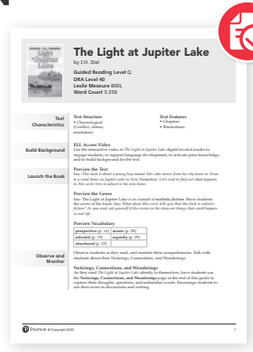
- Who is the most important character?
- What is the problem in the story?
- How did the main character change?

Possible Teaching Point Do you remember what we learned about the major and minor characters, setting, and plot in a realistic fiction story? The characters react to a problem and change in a realistic way.

Leveled Readers

IDENTIFY REALISTIC FICTION

- For suggested titles, see "Matching Texts to Learning," pp. T160–T161.
- For instructional support on how to find the characteristics of realistic fiction, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read and 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 pp. T160–T161.

Centers

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

Literacy Activities

Students can

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

BOOK CLUB

See Book Club, pp. T496–T497, for

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

Whole Group

Share Bring the class back together in whole group. Invite one student to share some observations from the chart or the Turn, Talk, and Share discussion. Reinforce with students the reading strategies that the volunteer student used.

Introduce the Text

Cocoliso

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. 98 in the *Student Interactive*. Have students share what they already know about the words, and define them as needed.

  dreams: has a desired goal or purpose

  amazing: causing great wonder or surprise

  bored: not interested in something

  discovery: something found for the first time

  proud: feeling good about yourself or something

- These words will help you understand the characters and plot of *Cocoliso*. As you read, highlight the words when you see them in the text. Ask yourself what each word reveals about the character.

Read

Discuss the First Read Strategies. Tell students that when reading realistic fiction for the first time, they will better understand and enjoy the story if they take an active interest in the characters and what happens to them. Prompt students to establish a purpose for this first reading, such as finding out what the selection title means.

FIRST READ STRATEGIES

NOTICE Encourage students to mark any parts of the text that they would like to know more about.

GENERATE QUESTIONS Remind students to write down questions that they can use to help them clarify information. Have students generate questions about the text before, during, and after reading.

CONNECT Ask students to connect this text to other texts they have read. Encourage students to consider how the text connects to other realistic fiction stories as well as what they have learned from informational texts.

RESPOND Have students discuss their thoughts about the selection with others 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.

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ELL Targeted Support

Prior Knowledge Use the Spanish translations below to clarify the meaning of the words. Write and read example sentences using the words, and have students repeat them. Ask students to use the sentence stems to make personal connections.

- dreams : *sonar; He often **dreams** about _____.*
- amazing : *increíble; My _____ is **amazing** because _____.*
- bored : *aburrido / aburrida; I am **bored** when _____.*

EMERGING/DEVELOPING

Discuss how the vocabulary words can help students talk about themselves. Ask students to write sentences using the words. Then have volunteers read sentences aloud. EXPANDING/BRIDGING

ELL Access

Inductive Reasoning

The selection mentions several animals that are not depicted in the illustrations. Tell students that for this first read, they can use their prior knowledge of animals and context clues to reason about the type of animal being discussed. For example, if the text mentions that a certain animal can sing or fly, students can reason that it must be a type of bird. Encourage students to circle unknown words, use context clues and reasoning to develop a basic understanding, and then confirm or seek out more exact definitions after they have finished reading the selection.

STUDENT INTERACTIVE, pp. 98–99

Meet the Author

Andrés Pi Andreu traveled through Cuba to learn about his environment. He explored mountains and caves, hidden beaches, and valleys. Ciénaga de Zapata was one of those places. Andrés lived there for a month in a town called Mosquito!

Cocoliso

Preview Vocabulary

As you read *Cocoliso*, pay attention to these vocabulary words. Notice how they provide clues about the characters and help you understand the story.

dream	amazing	
bored	discovery	proud

Read

Establish a purpose for reading **realistic fiction**, such as reading to find out what the title means. Follow these strategies when you read this realistic fiction text the first time.

Notice what you would like to know more about.	**Generate Questions** to clarify information.
Connect this text to other texts you have read.	**Respond** by discussing your thoughts with others as you read.

First Read

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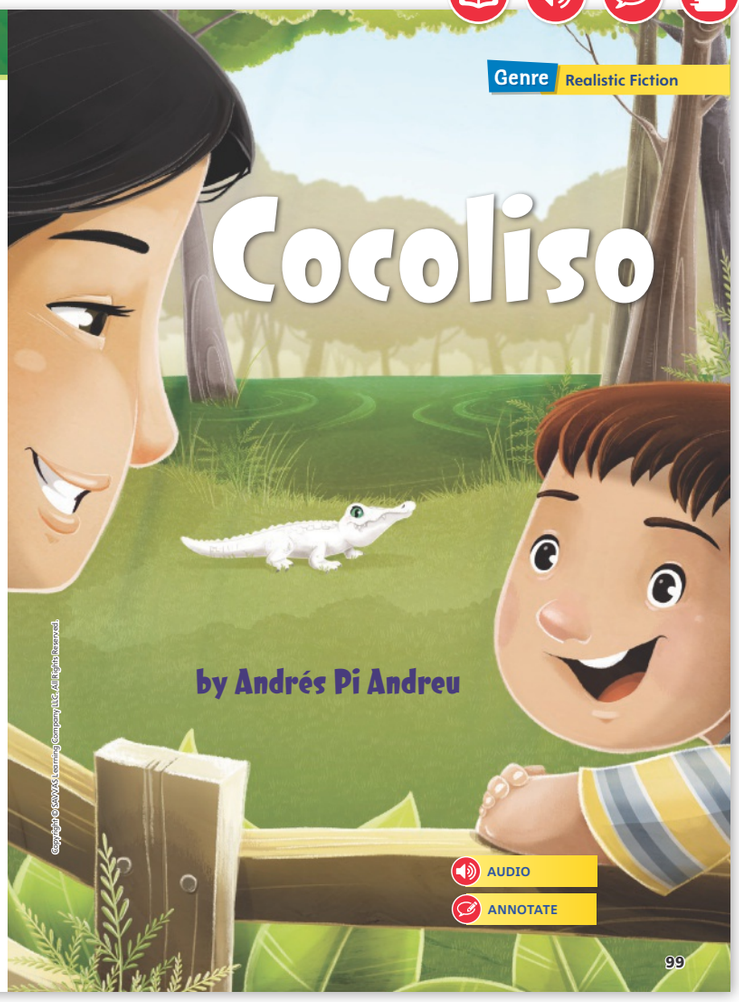
98

Genre Realistic Fiction



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99

First Read

Notice

THINK ALOUD The story begins by introducing Alejandro and his dream of being an airplane pilot, so Alejandro is probably the main character. I think Papi is his father, based on what he says to Alejandro and the family shown in the illustration. Alejandro and Papi's conversation makes me wonder if the title, *Cocoliso*, is the name of an airport or an airplane.

Close Read

Analyze Characters

Tell students that what characters say to each other and how they treat one another are clues about the kind of relationship they have. Ask: What kind of relationship do Alejandro and Papi have? Have students scan **paragraphs 2 and 3** and underline details that they can use to explain this relationship. **See the student page for possible responses.**

Ask students to explain how these details help them explain the relationship.

Possible Response: Alejandro and Papi have a close, caring relationship. When Alejandro tells Papi "We live so far from the airport," he is sharing what troubles him. Papi tries to make him feel better by saying, "One day, you will fly." Calling Alejandro by his nickname, Ale, also shows that Papi is affectionate toward him.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Explain the relationships among the characters.

CLOSE READ

Analyze Characters

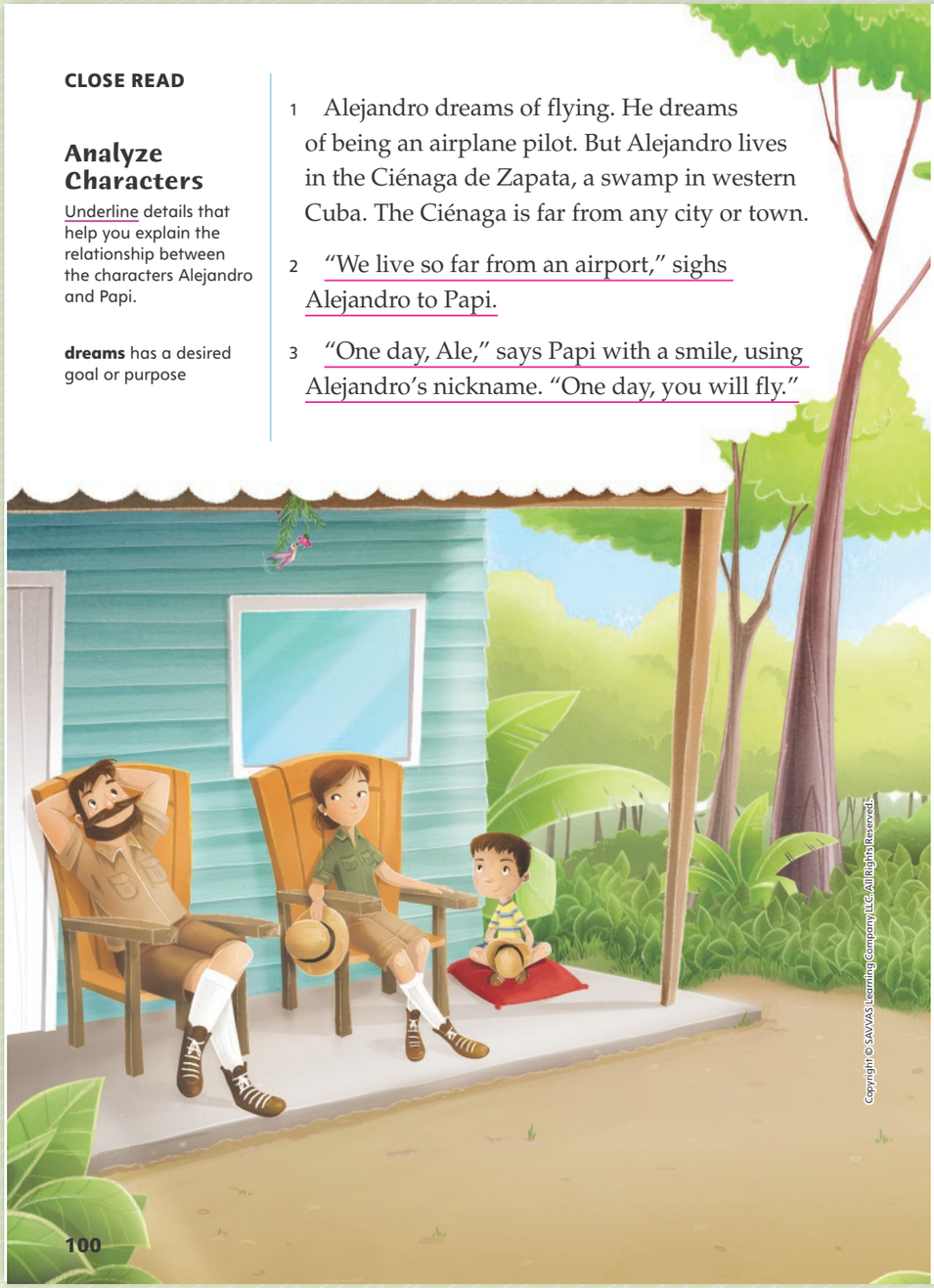
Underline details that help you explain the relationship between the characters Alejandro and Papi.

dreams has a desired goal or purpose

1 Alejandro dreams of flying. He dreams of being an airplane pilot. But Alejandro lives in the Ciénaga de Zapata, a swamp in western Cuba. The Ciénaga is far from any city or town.

2 "We live so far from an airport," sighs Alejandro to Papi.

3 "One day, Ale," says Papi with a smile, using Alejandro's nickname. "One day, you will fly."



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CROSS-CURRICULAR PERSPECTIVES Social Studies

Ciénaga de Zapata (Zapata Swamp) is a national park southeast of Havana that contains one of the largest wetlands in the Caribbean. A swamp is a forested wetland found in regularly flooded, low-lying areas; in tropical and subtropical areas like Cuba, they are often mangrove swamps. About 9,000 people also live throughout the park. These residents support themselves through local industries such as silviculture (forestry), fisheries, apiculture (beekeeping), tourism, selling handicrafts, and community agriculture. Have students connect this information to the "Exploring a Rainforest Environment" diagram on pp. 94–95 of the *Student Interactive.*

CLOSE READ

Analyze Characters

Underline details that suggest how Alejandro gets along with his parents.

4 Mama and Papi work in the Ciénaga as park rangers.

5 They often sit with Alejandro on their porch and watch the sunlight dance on the water. They listen to the hum of insects and the sweet songs of the birds. His parents teach Alejandro about the swamp.

6 "We have fifteen different kinds of mammals here," says Mama.

7 "And the *zunzuncito*! The smallest bird in the world," says Papi. "The Ciénaga is so amazing."

amazing causing great wonder or surprise

8 "If I could fly," sighs Alejandro, "*that* would be amazing."

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Possible Teaching Point

Read Like a Writer | Author's Craft

Imagery To help students recognize the author's use of imagery, display this example from paragraph 5: "They listen to the hum of insects and the sweet songs of the birds." Discuss how the description of sounds helps readers imagine or share the characters' experience of sitting outdoors in the swamp. Tell students that sound imagery is just one type of imagery that authors use to appeal to readers' senses. For additional instruction, use the Read Like a Writer lesson on pp. T188–T189 in the Reading-Writing Workshop Bridge.

First Read

Generate Questions

THINK ALOUD Paragraph 4 introduces Mama by telling readers that she and Papi are park rangers. Mama must be Alejandro's mother, but then is "Papi" another word for "father," like "papa" or "dad"? I thought "Papi" was Alejandro's father's name. As I read, I am going to jot down my questions about information in the text and check my understanding. For example, in paragraph 5 we learn that Alejandro's parents often sit with him on the porch. The illustration shows the family sitting on the porch. This must be one of the times the author describes.

Close Read

Analyze Characters

Tell students that information about what characters do together can suggest how well they get along or interact with each other. Then have students reread **paragraph 5** and underline details that suggest how Alejandro gets along with his parents. **See the student page for possible responses.** Ask: What can you tell about the family from the things that they do together?

Possible Response: The detail that Mami and Papi "often sit with Alejandro on their porch" tells me that the family spends time together, so they probably get along well with each other. Since the parents "teach Alejandro about the swamp" and have him "watch the sunlight dance" and listen to insects and birds with them, I think they want him to like these things.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Explain the relationships among the characters.

First Read

Connect

THINK ALOUD After reading paragraph 12, say: In the other realistic fiction stories I have read, the main character feels differently about something at the end of the story than he or she felt at the beginning. I think Alejandro's feelings about his home might change in this story.

Close Read

Make Inferences

Have students scan **paragraphs 9–12** and highlight text evidence, or details, about Alejandro's thoughts and feelings. **See the student page for possible responses.**

Remind students that an inference is an idea that they form from text evidence and what they already know. Ask: Based on this evidence, what can you infer about how Alejandro feels about his home? Cite evidence to support your inference.

Possible Response: The detail that Alejandro's "thinking of another place" makes me think that he sees things like hummingbirds all the time and is bored at home. I think he would rather live in Cienfuegos, the place he is thinking about, because "he wants to go to the big city to visit the airport." If there was an airport near his home, Alejandro would probably like it more.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

CLOSE READ

Make Inferences

Highlight text evidence about Alejandro's thoughts and feelings. Use this evidence to make and support an inference about how Alejandro feels about his home.

bored not interested in something

9 Alejandro smiles as the tiny hummingbird floats by his nose, but he is thinking of another place.

10 "When are we going to Cienfuegos?" he asks. He wants to go to the big city to visit the airport there.

11 "Soon, Ale," Papi always says, but "soon" never comes.

12 Alejandro is bored now. He jumps down from the porch.

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Possible Teaching Point

Word Study | Base Words and Ending *-ing*

Tell students that identifying words formed from a base word and ending can help them understand their meaning. Point out the word *hummingbird* in paragraph 9. Discuss the connection between *hum* and *humming*, and explain that hummingbirds *hum* by flapping their wings at high speed. For further instruction, use the Base Words and Endings lesson on pp. T158–T159 in the Reading-Writing Workshop Bridge.

13 "Where are you going?" asks Mama.

14 "To the Crocodile Clinic," he answers, "to see the doctor."

15 "OK, but don't take any shortcuts. Take the safe way, please!" Papi warns.

16 Alejandro has learned a lot from Mama and Papi. He knows the sound of the crocodiles and the song of the ferminias. He knows the shadow of a long-tailed hawk from the shadow of a whistling duck. He knows how to stay safe.

CLOSE READ

Analyze Characters

Underline details that reveal what Mama and Papi have taught Alejandro.

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Possible Teaching Point

Academic Vocabulary | Context Clues

Remind students that they can use nearby words and phrases to help them infer the meaning of a word. Have students locate the word *ferminias* in paragraph 16. Explain how "the song of" and the parallel information in the rest of the sentence and the following sentence are context clues that suggest ferminias are birds. (In fact, they are endangered native birds also called Zapata wrens.) For further instruction in using this strategy, use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge.

First Read

Respond

THINK ALOUD I am not sure why Alejandro is going to see a doctor at the Crocodile Clinic, but I can infer that he goes there often. His parents do not seem surprised, and they let him go alone. The illustration shows that Alejandro is walking on a path through the swamp, so maybe the "safe way" to the clinic is to just stay on the path.

Close Read

Analyze Characters

Have students scan **paragraph 16** and underline details that reveal what Mama and Papi have taught Alejandro. **See the student page for possible responses.**

Ask: How do these details help you explain the relationship between Alejandro and his parents?

Possible Response: His parents taught him many things to keep him safe and to share their knowledge with him. These details show a close relationship.

DOK 2

Ask: What can you infer about Alejandro's relationship with his parents from the detail that they let him go to the Crocodile Clinic alone?

Possible Response: Mama and Papi know that Alejandro remembers everything they taught him, and they trust him to do what they say.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Explain the relationships among the characters.

First Read

Connect

THINK ALOUD After reading paragraph 18, say: Now I understand why Alejandro wants to go to the Crocodile Clinic. His relationship with Dr. Fernanda reminds me of my own friendships and the ones I've read about in other stories. Friends are interested in many of the same things, so they enjoy talking about and exploring these interests together.

Close Read

Analyze Characters

Tell students that how a main character feels about other characters can reveal their importance to the story. Have students scan **paragraph 18** and underline details that they can use to explain the relationship between Alejandro and Dr. Fernanda. **See the student page for possible responses.**

Ask: What conclusion can you draw about Dr. Fernanda's importance to Alejandro?

Possible Response: Dr. Fernanda is an important friend in Alejandro's life for many reasons. The detail that he "loves to listen to her talk about crocodiles" shows that they share this interest. Since her clinic "is the only thing in the swamp as exciting as airplanes" and "she always cheers up Alejandro," I think Alejandro would be more bored and unhappy living in the swamp if she was not around. The detail that she is "helpful" also makes me think that she will help Alejandro later in the story.

DOK 3

OBJECTIVE

Explain the relationships among the characters.

CLOSE READ

Analyze Characters

Underline details that you could use to explain the relationship between the major character, Alejandro, and the minor character, Dr. Fernanda.

17 "I know, I know," says Alejandro, and he puts on his yarey hat and heads down the path.

18 Alejandro is off to see his friend, Dr. Fernanda. She studies Cuban crocodiles. Her clinic is the only thing in the swamp as exciting as airplanes. Alejandro loves to listen to her talk about crocodiles.

19 Dr. Fernanda is funny and helpful, and she always cheers up Alejandro.

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104

ELL Targeted Support **Develop Vocabulary** Point out the use of *heads* as a verb in paragraph 17. Explain that *head* can mean "move" or "go."

Write these sentences on the board: *He heads down the path. She heads out the door.* Read each sentence aloud and act out its meaning. Have students repeat the sentence. Ask volunteers to draw a picture illustrating the meaning.
EMERGING/DEVELOPING

Ask students what word could be used to replace *heads* in the sentence from the text. Use other example sentences to illustrate the same meaning. Have students write their own example sentences and share them with the group.
EXPANDING/BRIDGING

20 Alejandro stays on the path, but he can see the gar zooming in the water on either side. The long, thin fish look like rockets! The slow shadow of a manatee startles him. It is harmless, but it is so big!

21 He talks to the giant animal in the water.

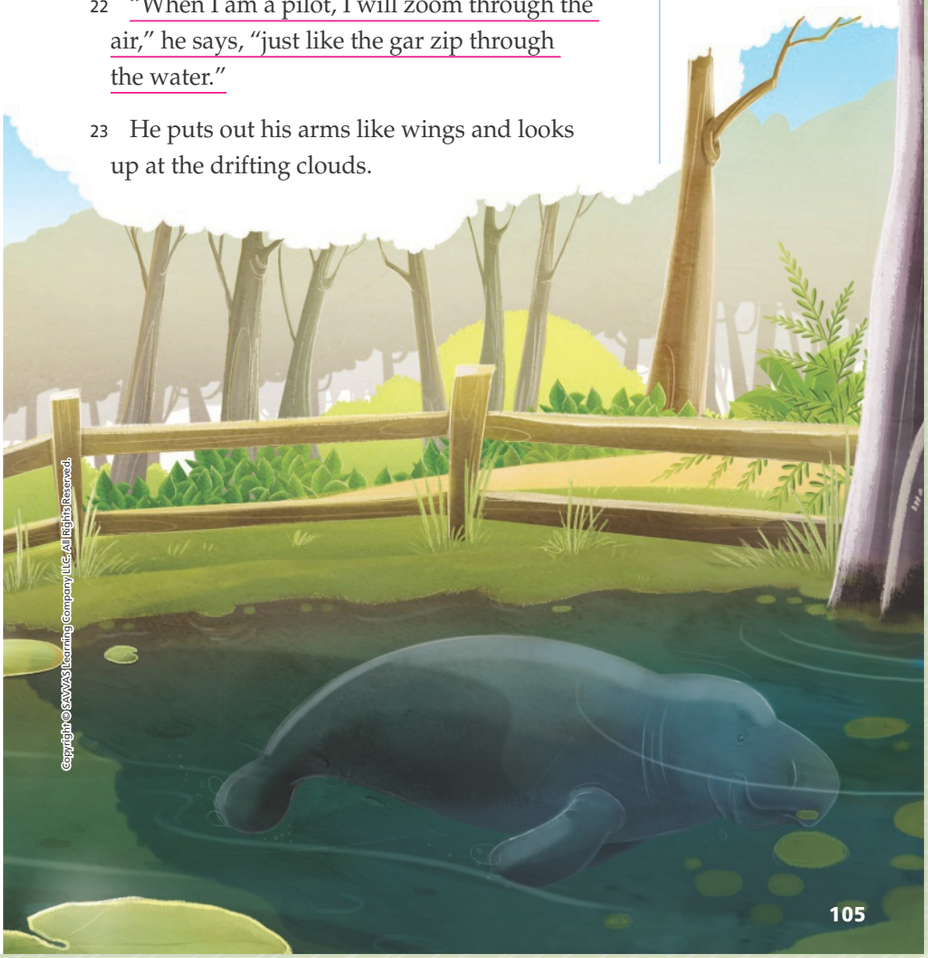
22 "When I am a pilot, I will zoom through the air," he says, "just like the gar zip through the water."

23 He puts out his arms like wings and looks up at the drifting clouds.

CLOSE READ

Analyze Characters

Underline details that suggest that Alejandro is interested in the animals in his environment.



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Possible Teaching Point

Academic Vocabulary | Context Clues

Remind students that they can use context clues to help determine the meanings of unfamiliar words, such as *manatee* in paragraph 20. Ask them to identify the context clues they used. Then have students locate the manatee in the illustration on p. 105. Ask volunteers to define the word and then look up and share the exact definition. For further instruction, use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD When I read that "Alejandro stays on the path," I remember that he needs to be safe in the swamp and I'm glad I do not have to worry about him. He is paying attention to what is around him, and this helps him to notice many interesting things. The descriptions make me want to see these animals for myself, so I am glad that I can see them in the illustration.

Close Read

Analyze Characters

Point out to students that Alejandro does not seem to have pets, but he seems to be very interested in animals. Discuss how people behave when they are interested in something. Then have students scan **paragraphs 20–22** and underline details that indicate that Alejandro is interested in the animals in his environment.

Ask: How does Alejandro's relationship with the wild animals show interest?

Possible Response: Alejandro acts like he feels close to the animals. He tells the manatee what he is thinking, and confides in him like a friend.

DOK 2

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

First Read

Notice

THINK ALOUD After reading paragraph 27, say: When Alejandro sees the crocodile baby, he asks it if it's hurt. I'm not sure if he thinks it's hurt because it's an unusual color, or because baby crocodiles don't normally come near the path, or for some other reason. I also wonder how dangerous a baby crocodile can be, especially if it is tiny. Now I want to learn more about crocodiles.

Close Read

Vocabulary In Context

Call students' attention to **paragraph 25**, and have them read the Close Read note. Ask students to write down their definition of the word *pure*. Then prompt them to underline the context clue that they used. **See the student page for possible responses.**

Ask: How does your underlined context clue support your definition of *pure*?

Possible Response: The phrase "as white as a cloud" tells me that the word "pure" describes exactly how white the crocodile is. It is not a yellowish white or bluish white, but a pure white. So I think "pure" means "not mixed with other things."

DOK 2

OBJECTIVES

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

Use text evidence to support an appropriate response.

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 a context clue within the sentence to determine the meaning of *pure*.

Underline the context clue that supports your definition.

24 When Alejandro looks back down, he sees he is not alone on the path.

25 A tiny crocodile baby lies at the edge. It is not like other crocs. It is pure white, as white as a cloud.

26 "Are you hurt?" he asks.

27 Alejandro takes a step closer. Then he remembers. "Never go near a wild animal in the swamp." It is a rule he has never broken.

28 "Mama and Papi will know what to do," he says to the baby.

29 He races home to get his parents.

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106

Possible Teaching Point

Read Like a Writer | Author's Craft

Author's Purpose Point out this sentence from paragraph 27: "Never go near a wild animal in the swamp." Use guiding questions to discuss why the sentence is in enclosed in quotation marks. Ask: Does Alejandro say this aloud to himself? Could he be reminding himself of someone else's words, or hearing them in his head? Have students share their ideas about why the author made this choice. Prompt: In whose voice can you imagine hearing these words: Alejandro's, Mama's, or Papi's? Discuss what this detail adds to their understanding of Alejandro's personality and his relationship with his parents.

30 Minutes later, Alejandro returns with Mama and Papi.

31 "A white croc!" they both whisper, amazed.

32 Mama makes Alejandro stand with Papi a safe distance away from the baby. Mama looks around for the baby's mother, moving carefully. She knows that a mother croc will want to protect its baby, but there are no signs of Mama Croc.

33 "I think it's hurt!" calls Alejandro. "What could have hurt it?"

CLOSE READ

Make Inferences

Highlight details that help you make an inference about Mama's reasons for acting the way she does.

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ELL Targeted Support **Confirm Understanding** Tell students that some words may be shortened or abbreviated in informal speech and writing. Display these sentences from the text that include *crocodile* and *croc*. *A tiny crocodile baby lies at the edge. "A white croc!" they both whisper, amazed.*

Read the first sentence and have students locate a picture of the underlined word in the illustrations. Do the same for the second sentence, and discuss how the words mean the same thing. **EMERGING/EXPANDING**

Read each sentence aloud as is, then replace the underlined word with the other form. Discuss how using *croc* in the second sentence demonstrates the characters' amazement. **DEVELOPING/BRIDGING**

First Read

Respond

THINK ALOUD If Alejandro's parents are amazed, I know that this crocodile is something special. As park rangers, they probably know about most of the animals in the swamp. They also know how you should act around them. Paragraph 32 is an instance where the rule Alejandro remembered about not going near a wild animal, even if it's a baby, applies. Mama or Papi probably taught Alejandro this rule to help him stay safe.

Close Read

Make Inferences

Have students scan **paragraph 32** and highlight details that help them infer why Mama is acting nervous. **See the student page for possible responses.**

Ask: How does your evidence support the inference that Mama is afraid that the children could get hurt?

Possible Response: The detail that Mama "makes Alejandro stand with Papi a safe distance away" shows that she is scared of the crocodile. The details that "Mama looks around for the baby's mother" because it "will want to protect its baby" tell me that Mama is aware of danger and understands a mother crocodile's behavior. She is responding to that.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

First Read

Connect

THINK ALOUD I can understand why Papi says wild animals are not pets. I've read stories about wild animals that suffer when they are taken from their homes. This detail suggests that Papi is a good park ranger. He cares about what is best for wild animals, not just what humans may want.

Close Read

Analyze Characters

Have students scan **paragraphs 35–37** and underline details that show that Alejandro cares about animals. **See the student page for possible responses.**

Ask: How would you explain the relationship between Alejandro and Cocoliso? Use your text evidence to support your answer.

Possible Response: Alejandro likes Cocoliso so much, he begs to keep it as a pet. He shows that he cares about Cocoliso by calling the crocodile "poor baby" and saying, "I want to help it heal." The detail that he wants to take it to Dr. Fernanda "right now" also makes me think that he feels protective of Cocoliso.

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

Explain the relationships among the characters.

CLOSE READ

Analyze Characters

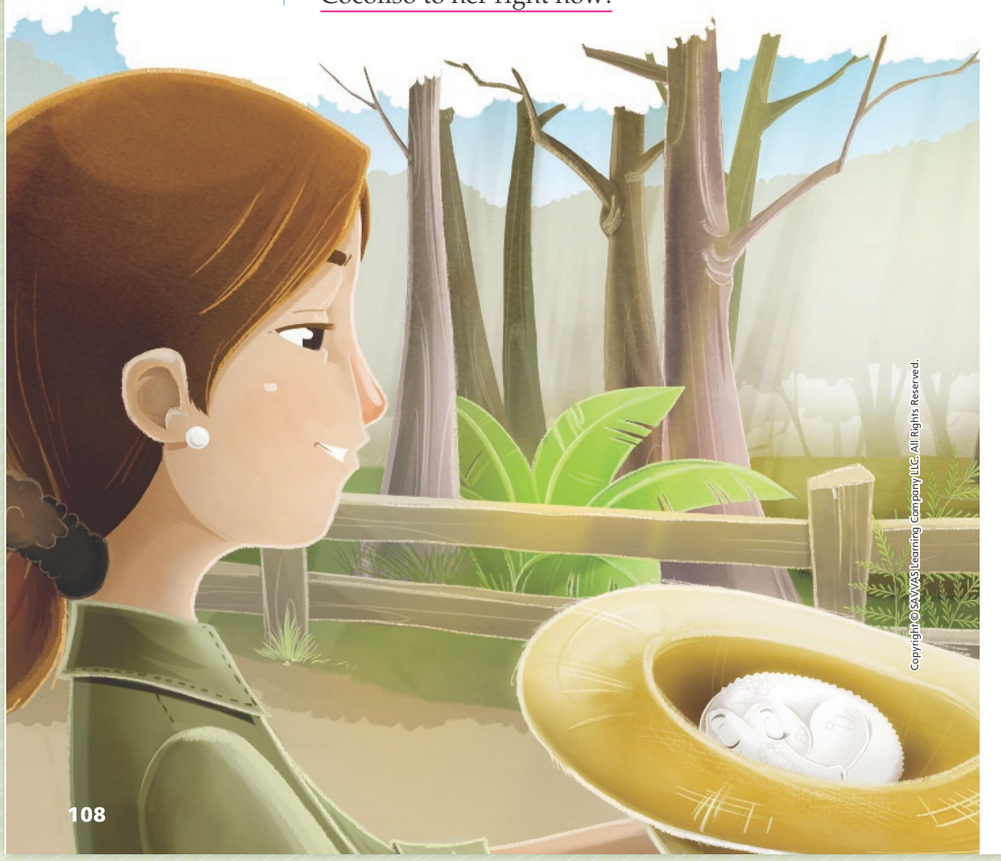
Underline details that show that Alejandro cares about animals. Use these details to briefly explain the relationship between the major characters Alejandro and Cocoliso.

34 "Without its mother, almost anything could have happened," says Papi.

35 "Poor baby. I want to help it heal. Can I keep it?" Alejandro starts to beg.

36 "No, Ale, wild animals are not pets, but Dr. Fernanda can help," says Papi. He helps Mama pick up the weak crocodile.

37 "Of course!" says Alejandro. "Let's take Cocoliso to her right now!"



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108

CROSS-CURRICULAR PERSPECTIVES Social Studies

The critically endangered Cuban crocodile (*Crocodylus rhombifer*) can be found only in Cuba. Ciénaga de Zapata (Zapata Swamp) hosts the main population. Cuban government agencies have been taking steps to keep the Cuban crocodile species from disappearing. For instance, Ciénaga de Zapata has been designated a Biosphere Reserve since 2000, and there are laws against hunting and poaching. Recently, in cooperation with CITMA, Cuban conservationists have begun breeding genetically pure Cuban crocodiles in captivity and releasing them in the easternmost part of the Zapata Swamp, where no other crocodile species or hybrids are found.

38 Mama and Papi scoop up the baby into Mama's hat.

39 "*Cocoliso*? A flat crocodile?" Mama laughs. "This little guy might be unusual, but he isn't really flat!"

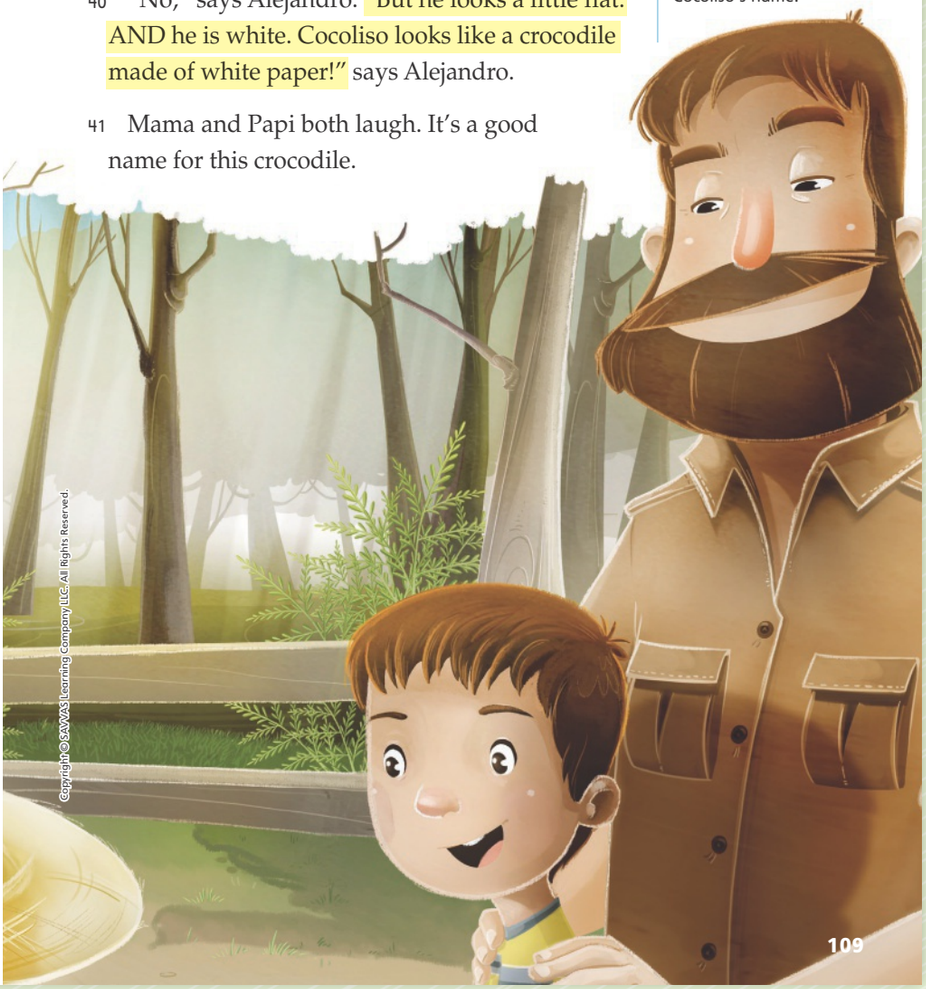
40 "No," says Alejandro. "But he looks a little flat. AND he is white. Cocoliso looks like a crocodile made of white paper!" says Alejandro.

41 Mama and Papi both laugh. It's a good name for this crocodile.

CLOSE READ

Make Inferences

Highlight text evidence that helps you infer and supports your understanding of how Alejandro came up with Cocoliso's name.



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CROSS-CURRICULAR PERSPECTIVES Social Studies

The Spanish spoken in Cuba is not considered a dialect by linguists, but it does differ from that in other Spanish-speaking countries. Cuban Spanish has been influenced by the country's location, history, and resulting ethnic diversity. While most of the population are descendants of Spanish settlers, the vocabulary, speech patterns, and intonation of contemporary Cuban Spanish have been particularly influenced by the African languages and cultures of colonial-period slaves and their descendants, as well as more recent immigrants from Africa and nearby Haiti and Jamaica.

First Read

Generate Questions

THINK ALOUD Since the title of this text is *Cocoliso*, I want to understand this character's name better. I am not sure whether *Cocoliso* is a real word or one that Alejandro made up. Does one part of the name mean "flat" and the other part "crocodile"? In Spanish, doesn't *coco* mean "coconut"? I am going to write my questions down, so I remember to find out the answers.

Close Read

Make Inferences

Have students scan **paragraphs 39 and 40** and highlight details that help them infer how Alejandro came up with Cocoliso's name. **See the student page for possible responses.**

Ask: What can you infer about Alejandro from the way he names Cocoliso? Use text evidence to support your inference.

Possible Response: Alejandro's explanation that "he looks a little flat. AND he is white" shows that he names Cocoliso carefully and thoughtfully. I can infer that Alejandro wanted to name Cocoliso because he is the person who found him, and he thinks of the crocodile as his friend.

DOK 1

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

First Read

Respond

THINK ALOUD It makes me happy to read that Alejandro is so excited and happy. I have really grown to care about this character, which is one reason that I love reading realistic fiction. I'm glad that he found something that he cares about as much as airplanes and flying.

Close Read

Make Inferences

Have students scan **paragraphs 42 and 43** and highlight details that suggest that Alejandro is eager to take care of Cocoliso. **See the student page for possible responses.**

Ask: Based on these details, what inference can you make about the kind of person Alejandro is? Use text evidence to support your response.

Possible Response: I can infer that Alejandro is a helpful and thoughtful person, since he "has many ideas for how to help" and offers to "help him make friends with the other crocodiles." Alejandro also is not a lazy person, because he offers to "build him a little house with a pool." He will do whatever he can to help Cocoliso.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

CLOSE READ

Make Inferences

Highlight details that suggest that Alejandro is eager to take care of Cocoliso. Use this evidence to make and support an inference about what kind of person Alejandro is.

discovery something found for the first time

42 At the clinic, Dr. Fernanda looks carefully at Cocoliso. Alejandro has many ideas for how to help.

43 "I can build him a little house with a pool. I can help him make friends with the other crocodiles."

44 "Slow down, Alejandro," laughs Dr. Fernanda. "This is a crocodile, not a little brother! One thing is for sure, though. We are all very fortunate that you found this little guy. White crocodiles are very rare, and there are only a few of them in the whole world."

45 "Then I've made a great discovery!" says Alejandro.

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110

Possible Teaching Point

Academic Vocabulary | Context Clues

Call students' attention to the word *fortunate* in paragraph 44. Explain that when you are trying to determine the meaning of a word, its part of speech can help. Help students understand that *fortunate* is an adjective, a word that describes someone or something. Rewrite this sentence without the word *fortunate*: *We are all very ____ that you found this little guy.* Ask students to volunteer other words that could complete the sentence by describing the characters in the story. For additional practice using context clues, use the Academic Vocabulary lesson on pp. T156–T157 in the Reading-Writing Workshop Bridge.

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46 "Yes, you have," replies the doctor. "Scientists from all over will be grateful for the chance to study Cocoliso."

47 Alejandro feels proud. Suddenly, the swamp doesn't seem so boring.

48 "Maybe your name and picture will be in the newspapers in Cienfeugos!" laughs Papi.

49 "Who knows? Maybe even in the capital city of Havana!" says Alejandro.

CLOSE READ

Make Inferences

Highlight a clue that Alejandro's feelings about his home have changed.

proud feeling good about oneself or something

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Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features Tell students that although most authors do not create the illustrations in their texts, they do decide what should be shown. Have students share their observations of the illustration on p. 111. Ask students why they think the author wanted to include it and show that particular scene. Ask: How does the illustration show that Alejandro is thinking about things in a different way? When you think of a map, what other things come to mind? What do you think the map represents in this story?

First Read

Notice

THINK ALOUD When Dr. Fernanda says that scientists from all over will want to study Cocoliso, it makes me wonder how scientists study wild animals in real life. I'm going to try to find out more about this kind of research later. I also want to find out why white crocodiles are so rare.

Close Read

Make Inferences

Have students scan **paragraphs 47–49** and highlight a clue that Alejandro's feelings about his home have changed. **See the student page for possible responses.**

Ask: How are Alejandro's feelings about his home different from the way he felt at the beginning of the story? Use text evidence to support your response.

Possible Response: The detail that "Suddenly, the swamp does not seem so boring" shows that Alejandro is more interested in his home now. I think he also may not feel that airports are the only things that make a place important anymore. At the beginning of the story, he only wanted to go to the airport in Cienfuegos. But when Papi mentions the newspapers in Cienfuegos, Alejandro suggests that papers in "the capital city of Havana" would be even better.

DOK 2

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

First Read

Notice

After reading paragraph 53, ask: What do you think Alejandro means when he says he doesn't want to be "just a pilot" anymore? What caused his dream to change?

Possible Response: Alejandro still wants to be a pilot, but he wants to be something else too. His dream changed because he found Cocoliso and he interests Alejandro.

Close Read

Analyze Characters

Remind students that in realistic fiction, we can learn a lot about characters from illustrations and the text.

Have students scan **paragraphs 50–53** and underline details that reveal characteristics of Alejandro's personality. **See the student page for possible responses.**

Ask: How has Alejandro's relationship with Cocoliso changed Alejandro? Use text evidence to support your response.

Possible Response: Before Alejandro found Cocoliso, his dream was to be an airplane pilot and he wanted to go to Cienfuegos to visit the airport. Now, he is excited to "go to Cienfuegos to meet the scientists" instead.

DOK 2

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

CLOSE READ

Analyze Characters

Look at the illustration. How does it help you understand Alejandro's character? Underline details in the text that support your understanding.

50 "Cocoliso and I will go to Cienfuegos to meet the scientists! Then we can watch the airplanes take off and land! We could even fly to Havana!" says Alejandro.

51 He glides around with his arms out, like an airplane. Cocoliso raises his head and watches.

52 "You'll be a pilot for sure!" says Dr. Fernanda.

53 "Oh, I don't want to be just a pilot anymore!" says Alejandro.

Possible Teaching Point

Read Like a Writer | Author's Craft

Word Choice To help students develop their understanding of personification, display this sentence from paragraph 51: "Cocoliso raises his head and watches." Discuss how the author's choice of words make Cocoliso seem like a person without really using personification of the type often seen in other stories. Then ask: How does the author's choice of words make you feel about Cocoliso after reading this sentence?

54 "What will you be?" asks both Mami and Papi, surprised.

55 "I still want to be a pilot. But I also want to be a scientist, just like Dr. Fernanda. I'll learn how to take care of baby crocodiles. I'll make great scientific discoveries. AND, Cocoliso and I will fly all over the world telling people about crocodiles!"

56 Cocoliso seems to laugh, opening his big mouth full of tiny teeth.

57 And Alejandro feels as if he can finally fly.

CLOSE READ

Make Inferences

Highlight a detail in the text that describes how Alejandro's parents feel when they hear that he does not want to be just a pilot anymore. What can you infer about why they might feel this way?

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Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features Remind students that authors include illustrations and other graphic features for a specific purpose. Call students' attention to the last sentence of the story, "And Alejandro feels as if he can finally fly." Ask students to compare the meaning of the sentence with what is shown in the illustration on p. 113. Ask: What does the illustration help readers to understand about Alejandro? Would the meaning of the last sentence change if the illustration was different?

First Read

Respond

After finishing the story, say: Alejandro's dreams have multiplied! Now he wants to be a pilot and a scientist and combine these two jobs to help Cocoliso, other crocodiles, and other people in a number of ways. How do you think Alejandro feels about this change in his life?

Possible Response: Since Alejandro "feels as if he can finally fly," I think he has never been more excited.

Close Read

Make Inferences

Have students highlight a detail in **paragraph 54** that describes how Alejandro's parents feel when they hear that he does not want to be just a pilot anymore. **See the student page for possible responses.**

Ask: What can you infer is the reason Alejandro's parents feel this way?

Possible Response: Alejandro's parents knew that his dream was to be a pilot. In the story, he complained about living so far from an airport, asked to go to the airport in Cienfuegos, and told them how it would be amazing to fly. He probably did all of these things more often than the author mentioned, because they are a close family and he did not hide his dream. So Mama and Papi are surprised now because this is the first time he has let them know that his dream has changed.

DOK 3

OBJECTIVES

Make inferences and use evidence to support understanding.

Explain the relationships among the characters.

Respond and Analyze

Cocoliso

OBJECTIVES

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Explain the relationships among the major and minor characters.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

My View

Use these suggestions to prompt students' initial responses to reading *Cocoliso*.

- **Brainstorm** What would it be like to live in the Ciénaga?
- **Discuss** What would you have done if you had seen a baby white crocodile in the wild?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors choose words carefully to describe characters and show how those characters change. The vocabulary words *amazing*, *bored*, and *dreams* are used to describe Alejandro's thoughts and feelings in *Cocoliso*.

- Remind yourself of the word's meaning.
- Ask yourself what the author is describing about Alejandro.
- Think about how the word can be used to describe how Alejandro changes.

MODEL AND PRACTICE Model filling out the chart on p. 114 of the *Student Interactive* using the word *bored.*

- I need to figure out which of the vocabulary words means "not interested." When someone is bored, that person is not interested in what is going on. I'll write *bored* in the second column.
- Now I need to think about when Alejandro was bored. In the beginning of the story, Alejandro was bored by the nature around him. All he wanted to do was get away to the city. But after he found the white crocodile, his feelings changed. He was no longer bored because he was interested in Cocoliso.

ELL Targeted Support **Vocabulary** Display the words in the Word Bank. Explain that these words can be used to talk about thoughts and feelings.

Have students work with a partner. Have them describe a time they felt bored, a time they thought something was amazing, and a dream that they had. EMERGING/DEVELOPING

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 114 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 **Use Independent Text** Have students find and list words that describe a character from their independent reading texts. Have them use these words to tell if the character changed or stayed the same. Encourage them to find a time when a character felt bored or had a dream.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words help show how Alejandro's thoughts and feelings change in *Cocoliso*?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T184–T185.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T184–T185.

Check for Understanding **My TURN** Have students complete p. 115 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 114–115

VOCABULARY

Develop Vocabulary

In realistic fiction, authors use descriptive words to tell about the characters, such as how they look and what they think, feel, and do. Descriptive words provide clues to understanding how characters change over the course of a story.

My TURN Add the vocabulary word from the word bank to complete the chart. Explain how the word relates to Alejandro at the beginning and end of the story, using newly acquired vocabulary as appropriate.

Word Bank

amazing bored dreams

Possible responses:

Character: Alejandro

The author uses a word that means . . .	Vocabulary Word	In the beginning, Alejandro . . .	In the end, Alejandro changes because . . .
not interested.	bored	is bored by the nature around him.	he is no longer bored because of his interest in Cocoliso.
has a desired goal or purpose.	dreams	dreams of flying and being an airplane pilot.	he also wants to be a scientist and make discoveries.
causing great wonder or surprise.	amazing	thinks flying, not the Ciénaga, is amazing.	he thinks Cocoliso is also amazing.

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COMPREHENSION READING WORKSHOP

Check for Understanding

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

Possible responses:

1. How can the reader tell that *Cocoliso* is realistic fiction? DOK 2
   The setting is a real place. The characters are made up but believable. The events in the story could happen in real life.

2. What details does the author include to explain the relationships among the major and minor characters? Cite one example and explain how it shows the characters' relationship. DOK 3
   The author includes the detail that Alejandro's dad calls him by his nickname, Ale. This shows that the two characters have a close relationship.

3. What sequence of events supports the idea that Alejandro's feelings about the swamp change? Cite text evidence in your response. DOK 2
   At first, Alejandro is "bored" by the swamp. By the end, he is excited about Cocoliso and "the swamp doesn't seem so boring."

4. What details and events support the idea that finding the crocodile is the most important event in the story? Cite text evidence in your response. DOK 3
   At the beginning of the story, Alejandro wants only to be "an airplane pilot." After finding the crocodile, he also wants to "learn how to take care of baby crocodiles." Finding Cocoliso causes Alejandro to change from the beginning to the end of the story

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Word Study Base Words and Endings

OBJECTIVES

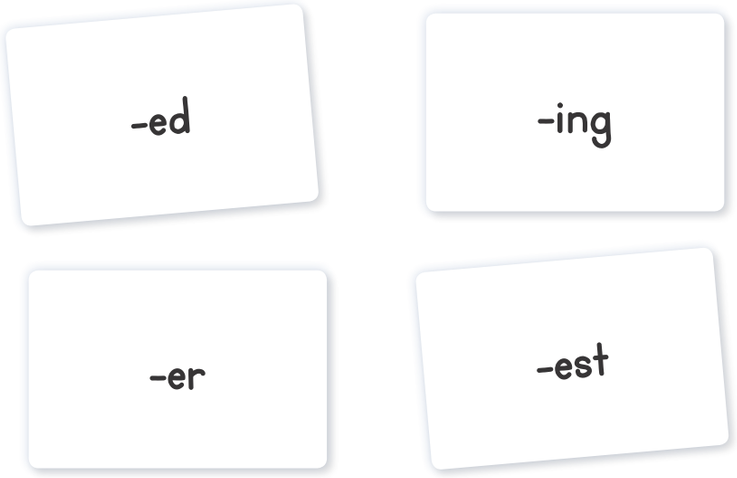
Decode words using knowledge of suffixes, including how they change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

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

LESSON 2

Apply Base Words and Endings

Direct students to complete the activity on p. 120 of the *Student Interactive*.



Have students write the words formed with these endings and use them in sentences.

High-Frequency Words

Explain that because high-frequency words are words that appear often in speech and in written language, their forms and usage should already be familiar.

STUDENT INTERACTIVE, p. 120

WORD STUDY

Base Words and Endings

A base word is the simplest form of a word. Endings may change how a base word is used or spelled. Read the highlighted words in the chart.

Base Word	+ *-ed* (action happened in past)	+ *-ing* (action is still happening)
chop	**chopped** (double final consonant)	**chopping** (double final consonant)
carry	**carried** (change *y* to *i*)	**carrying**

Base Word	+ *-er* (compares two things)	+ *-est* (compares more than two things)
large	**larger** (drop final e)	**largest** (drop final e)

My TURN Identify the word in each sentence that contains an *-ing*, *-ed*, *-er*, or *-est* ending. Underline the ending. Then write the base word.

1. Alejandro takes a step closer. close
2. "The Ciénaga is so amazing." amaze
3. "And the *zunzuncito!* The smallest bird in the world," says Papi. small
4. "A white croc!" they both whispered. whisper

High-Frequency Words

High-frequency words appear often in texts. Read these high-frequency words: *notice*, *slowly*.

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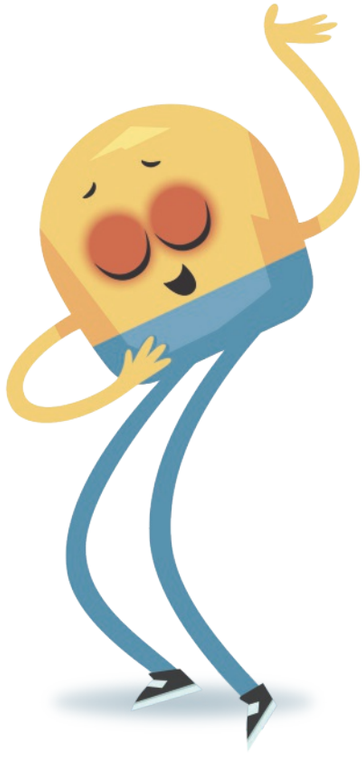
120



LESSON 1
Teach Base Words and Endings

LESSON 2
Apply Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

FLEXIBLE OPTION
LESSON 5
Assess Understanding

Use the QUICK CHECK on p. T181 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Remember, readers pay attention to the words that authors use to describe characters. This can help a reader learn more about how the characters think and feel. Have students look back at *Cocoliso* for words the author used to describe the characters.

ELL Targeted Support

Tell students that they can understand a character by looking for words that describe how the character is thinking and feeling.

Choose pictures from a magazine that show a person who is bored, a person who is dreaming, and something amazing. Write *bored*, *dream*, and *amazing* on note cards. Have students match the pictures to the appropriate word. **EMERGING**

Repeat the activity above. Then have students explain how the picture shows the word. **DEVELOPING**

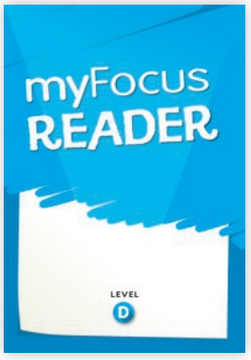
Have students work with a partner to act out the words *bored*, *dream*, and *amazing.* Have one person act out the word and the other person guess which word is being acted out. **EXPANDING**

Have students work with a partner to act out how Alejandro was bored, was dreaming, and saw something amazing. Have the partner guess which part of the story is being acted out and explain why or how Alejandro was bored, was dreaming, or saw something amazing. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Read pp. 10–11 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how authors show what characters think, feel, and do.

Provide instructional support for comprehension and word study—Related Words 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 make their voice show the feeling of the words they are reading. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to name words the author used to describe the characters' feelings, thoughts, and actions.

Possible Conference Prompts

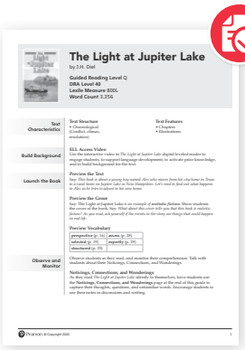
- What words did the author use to describe the character's thoughts and feelings?
- What words did the author use to describe what the character did?
- What helped you figure out the meaning of these words?

Possible Teaching Point Good readers pay attention to the words the author uses to describe how a character feels, thinks, and acts. They think about why the author chose those specific words.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T160–T161.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading

Students can

- reread and listen to *Cocoliso* or another book they have read.
- read a self-selected book or their Book Club text.
- partner read a text, asking one another questions about the book.

Centers

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

Literacy Activities

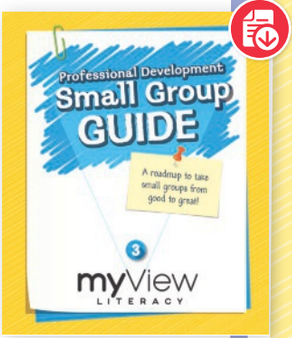
Students can

- complete the graphic organizer on *Student Interactive* p. 114.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 115.
- play the *myView* games.

SUPPORT PARTNER READING

Students will need to practice partner reading 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.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and how those words describe a character's thoughts and feelings.

Analyze Characters

Cocoliso

OBJECTIVES

Explain the relationships among the characters.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about characters. Give students sentence starters, such as

- Alejandro tries to solve the problem of being bored by ___?
- On this occasion of going to the Crocodile Clinic, Alejandro ___.

ELL Access

Discuss with students the importance of understanding the main characters in a story. Students may benefit from using a character web to describe Alejandro.

Minilesson

FOCUS ON STRATEGIES Readers learn about a character's traits by analyzing his or her relationships, motivations, and feelings. Readers also analyze illustrations to better understand a character's thoughts and feelings. They use this information to explain how the characters' actions affect the sequence of events in the story.

- Think about what characters say and how they treat each other.
- Look for what motivates the characters.
- Identify how the characters feel about events or other characters.

MODEL AND PRACTICE Use the Close Read note on p. 100 of the *Student Interactive* to model how to annotate the text to analyze characters.

- Which details help me understand Alejandro and Papi? The text says that Alejandro "sighs" as he talks to Papi about living far from the airport. We learn that Alejandro is frustrated. Papi replies by smiling and encouraging Alejandro. These details show me that Papi loves Alejandro and wants to encourage him.
- Ask students to describe Alejandro in more detail. Tell them to include his motivations and feelings. Elicit that the illustrations also help reveal Alejandro's character. Discuss with students how Alejandro's feelings and personality traits influence his actions. Explain how those actions contribute to the sequence of events.

ELL Targeted Support **Analyze Characters** Write a character web on the board. Have students give details about Alejandro's parents.
EMERGING/DEVELOPING

EXPERT'S VIEW **Judy Wallis, Literacy Specialist and Staff Developer**

"In third grade and beyond, we have a comprehension crisis. We have fast readers who struggle with comprehension. This is often the result of focusing too narrowly on isolated phonics, fluency, and word work. Always start with the whole text. Ask questions such as: What did you think about what you read? What is the big idea here? How did the author organize the text? After you have done that, you can focus on the patterns of words in the text. The patterns are difficult for kids to see on their own in the context of text."

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

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have student use the strategies to analyze characters.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Characters and then use the text evidence from their annotations to complete the chart on p. 116 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places in the text where we learn something about Alejandro's relationship with another character. Direct them to write on the sticky note what this reveals about Alejandro's character.

QUICK CHECK

Notice and Assess Can students explain how Alejandro's actions are affected by other characters?

Decide

- **If students struggle,** revisit instruction about analyzing characters in Small Group on pp. T192–T193.
- **If students show understanding,** extend instruction about analyzing characters in Small Group on pp. T192–T193.

STUDENT INTERACTIVE, p. 116

CLOSE READ

Analyze Characters

Readers can learn about **characters** by analyzing their **motivations**, or reasons for acting as they do, and **traits**, or qualities, actions, and appearance. Another way to understand characters is to analyze their relationships. Readers can also use illustrations to better understand characters' thoughts and feelings.

1. **My TURN** Go to the Close Read notes in *Cocoliso* and underline details that help you analyze characters in the story.
2. **Text Evidence** Use those details to complete the chart.

Possible responses:

Details About Alejandro's Relationship to . . .	Traits or Motivations These Details Show	How Relationship Affects Plot
his parents: "He knows the sound of the crocodiles... He knows how to stay safe."	Alejandro learns a lot from his parents. He listens to his parents.	Alejandro does not go near the baby crocodile and races home to get his parents.
Dr. Fernanda: "Alejandro loves to listen to her talk about crocodiles."	Alejandro respects Dr. Fernanda.	Alejandro decides he wants to be a scientist like Dr. Fernanda.

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How do the illustrations help you better understand Alejandro?
They show what Alejandro is feeling and what he is interested in learning about.

116

Read Like a Writer

OBJECTIVES

Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.

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

Analyze Imagery

Minilesson

FOCUS ON STRATEGIES Imagery is descriptive language that helps readers picture in their minds the characters, settings, and events of a story.

- Think about the words that authors use to create imagery. For example, an author might use *flaming* instead of *red* to describe a sunset.
- When writers describe something in a unique way, readers can form a picture in their mind. For example, an author might write, *The leaves jumped up into a tornado* instead of *The leaves blew around*.

MODEL AND PRACTICE Explain that students will analyze how author Andrés Pi Andreu uses imagery to provide moving descriptions in *Cocoliso*. Model analyzing imagery on p. 121 of the *Student Interactive*.

1. Read the passage from the text. Then have students examine the language of the imagery used on p.121 of the *Student Interactive*.
2. Guide students in drawing a connection between the imagery described in the text and the pictures they see in their minds as they read.
3. Discuss students' responses to the questions and guide them in discussing what the author achieves by using imagery in *Cocoliso*.

ELL Targeted Support **Develop Vocabulary** To help students develop vocabulary, have them use visual and contextual support to practice generating descriptive words.

Explain that imagery helps readers imagine how things look, sound, feel, smell, and taste. Pantomime the five senses and ask students to name each. **EMERGING**

Have small groups describe objects in the classroom using unique and specific descriptions. **DEVELOPING**

Have partners read the examples of imagery on p. 121 of the *Student Interactive* and discuss the picture in their minds that each creates. **EXPANDING**

Have students read the examples of imagery on p. 121 of the *Student Interactive* and come up with other sensory imagery that could be used to describe the same items. **BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students back to *Cocoliso* to find the author's specific use of imagery. Students should then complete the activity on p. 121 of the *Student Interactive* to help determine their understanding of the skill.

STUDENT INTERACTIVE, p. 121

ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

Authors use imagery to help readers experience how things look, sound, smell, taste, or feel. Imagery engages readers' senses and imagination.

Model Read the passage from *Cocoliso*.

They often sit with Alejandro on their porch and watch the sunlight dance on the water.

vivid imagery

1. **Identify** Andrés Pi Andreu uses sensory words to help me imagine how the sunlight looks on the water.
2. **Question** What does the imagery help me experience?
3. **Conclude** The phrase "dance on the water" creates a picture of light moving as quickly as a dancer.

Read the passage.

Alejandro . . . can see the gar zooming in the water on either side. The long, thin fish look like rockets!

My TURN Follow the steps to analyze imagery.

Possible responses:

1. **Identify** Andrés Pi Andreu uses sensory words to help me imagine how the gar looks.
2. **Question** What does the imagery help me experience?
3. **Conclude** The phrases "zooming in the water" and "look like rockets" create a picture of the gar swimming fast.

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121

Word Study Base Words and Endings

OBJECTIVE

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

FLEXIBLE OPTION

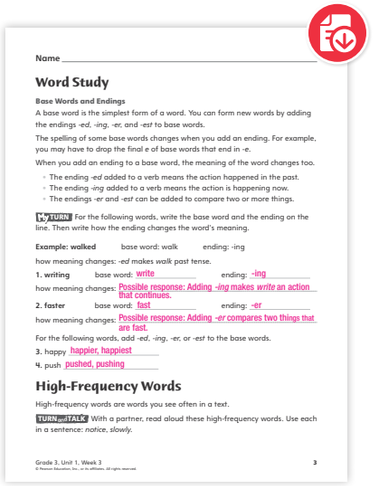
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the endings *-ed* and *-ing* can be added to verbs to show when the action occurred, and that *-er* and *-est* can be added to adjectives when comparing things. Sometimes, the spelling of the base word changes when one of these suffixes is added.

MODEL AND PRACTICE Explain that when adding *-ed* or *-ing* to the word *live*, you drop the final *-e*. (*lived, living*) Then have students add *-er* or *-est* to the adjectives *pretty, loose*, and *blue* and read each word aloud. (*prettier, prettiest; looser, loosest; bluer, bluest*)

APPLY Have students complete *Word Study* p. 3 from the *Resource Download Center*.



Name _____

Word Study

Base Words and Endings

A base word is the simplest form of a word. You can form new words by adding the endings *-ed*, *-ing*, *-er*, and *-est* to base words.

The spelling of some base words changes when you add an ending. For example, you may have to drop the final e of base words that end in *-e*.

When you add an ending to a base word, the meaning of the word changes too.

- The ending *-ed* added to a verb means the action happened in the past.
- The ending *-ing* added to a verb means the action is happening now.
- The endings *-er* and *-est* can be added to compare two or more things.

MY TURN For the following words, write the base word and the ending on the line. Then write how the ending changes the word's meaning.

Example: walked base word: walk ending: -ing

how meaning changes: *-ed* makes *walk* past tense.

1. writing base word: write ending: -ing

how meaning changes: Possible response: Adding *-ing* makes *write* an action that continues.

2. faster base word: fast ending: -er

how meaning changes: Possible response: Adding *-er* compares two things that are fast.

For the following words, add *-ed*, *-ing*, *-er*, or *-est* to the base words.

3. happy happier, happiest

4. push pushed, pushing

High-Frequency Words

High-frequency words are words you see often in a text.

TURN and TALK With a partner, read aloud these high-frequency words. Use each in a sentence: *notice*, *slowly*.

Grade 3, Unit 1, Week 3 3

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***Word Study*, p. 3**

FLEXIBLE OPTION

LESSON 1

Teach Base Words and Endings

LESSON 2

Apply Base Words and Endings

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review: Inflected Endings *-s*, *-es*, *-ies*

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the QUICK CHECK on p. T187 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE CHARACTERS

Teaching Point Readers pay attention to what a character's relationships say about the character and how those relationships affect the plot. Work with students to complete the graphic organizer on *Student Interactive* p. 116.

ELL Targeted Support

Tell students that analyzing a character's relationships in a story can help them better understand a story's plot.

Have students name the minor characters in the story (Alejandro's parents, Dr. Fernanda). Have students recall details about the characters by telling what each person does for work. Ask students why this detail is important. **EMERGING**

Have students answer the following questions: *How does Alejandro feel about his parents? How do you know he feels that way? Do his feelings make a difference in the story?* **DEVELOPING**

Have students work with a partner to determine one thing Alejandro learns from his parents and one thing he learns from Dr. Fernanda. **EXPANDING**

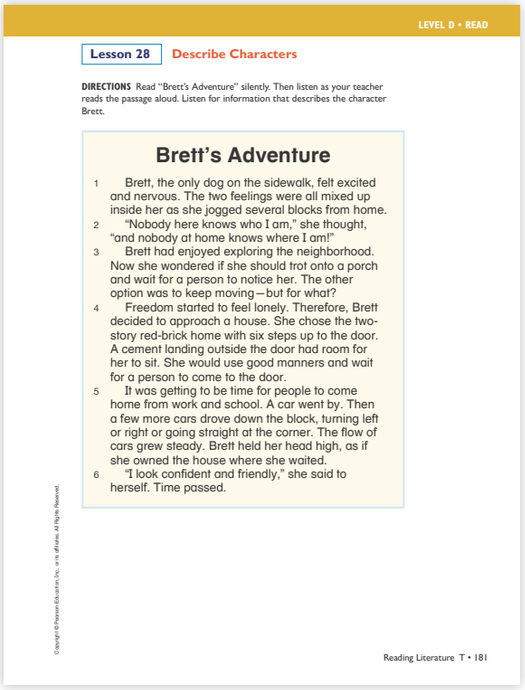
Have students write one thing Alejandro learns from his parents and one thing he learns from Dr. Fernanda. Then have students discuss how these things affect the plot. **BRIDGING**

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

Intervention Activity

ANALYZE CHARACTERS

Use Lesson 28, pp. T181–T186, in the *myFocus Intervention Teacher's Guide* for instruction on describing characters.



LEVEL D • READ

Lesson 28 Describe Characters

DIRECTIONS Read "Brett's Adventure" silently. Then listen as your teacher reads the passage aloud. Listen for information that describes the character Brett.

Brett's Adventure

1 Brett, the only dog on the sidewalk, felt excited and nervous. The two feelings were all mixed up inside her as she jogged several blocks from home.

2 "Nobody here knows who I am," she thought, "and nobody at home knows where I am!"

3 Brett had enjoyed exploring the neighborhood. Now she wondered if she should trot onto a porch and wait for a person to notice her. The other option was to keep moving—but for what?

4 Freedom started to feel lonely. Therefore, Brett decided to approach a house. She chose the two-story red-brick home with six steps up to the door. A cement landing outside the door had room for her to sit. She would use good manners and wait for a person to come to the door.

5 It was getting to be time for people to come home from work and school. A car went by. Then a few more cars drove down the block, turning left or right or going straight at the corner. The flow of cars grew steady. Brett held her head high, as if she owned the house where she waited.

6 "I look confident and friendly," she said to herself. Time passed.

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Reading Literature T • 181

Fluency

Assess 2–4 students

PROSODY

Have student pairs practice reading a short passage with fluent phrasing. Have them scan the passage first to locate punctuation that indicates a pause. Then have them read the passage more than once to a partner.

ORAL READING RATE AND ACCURACY

Use pp. 13–18 in Unit 1, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

ANALYZE CHARACTERS

Talk About Independent Reading Ask students to look back at their sticky notes in their books to share what they learned about characters.

Possible Conference Prompts

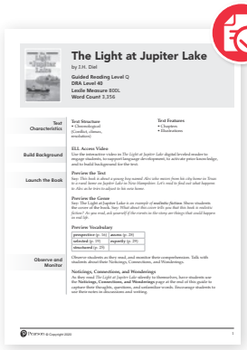
- Who are the characters?
- What details do you know about the characters?
- How does a minor character affect the main character?

Possible Teaching Point Minor characters' actions and words can affect the main characters, which also affects the plot of the story.

Leveled Readers

ANALYZE CHARACTERS

- For suggested titles, see "Matching Texts to Learning," pp. T160–T161.
- For instructional support on how to analyze characters, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by J.M. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 820L
Word Count 3,056

Text Characteristics

Text Structure
- Sequence
- Conflict, climax, resolution

Text Features
- Photographs
- Illustrations

Build Background

ELL Access Video
Use the Spanish video to introduce *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book

Preview the Text
Say: This book is about a young boy named Alex who wants more for city home in Texas. Alex's family moves to a new city, Jupiter Lake, in Connecticut. Let's read to find out what happens in this city he starts school in for the first time.

Preview the Genre
Say: *The Light at Jupiter Lake* is an example of realistic fiction. Show students the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary

perspective (p. 16)	access (p. 26)
relieved (p. 19)	regularly (p. 26)
threatened (p. 25)	

Observe and Monitor

Observe students as they read, and monitor their comprehension. Talk with students about their Strategies, Connections, and Wonderings.

Strategies, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use sticky notes to record their Strategies, Connections, and Wonderings on page at the end of this guide to support their thoughts, questions, and remember words. Encourage students to use their notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- reread or listen to *Cocoliso* or another text.
- read a trade book or their Book Club text.
- partner read a text and ask each other questions.

Centers

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

Literacy Activities

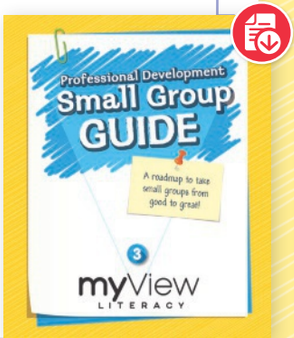
Students can

- complete the graphic organizer on *Student Interactive* p. 116.
- practice using Academic Vocabulary by using at least one word in a discussion about *Cocoliso.*
- play the *myView* games.
- read a text aloud with a partner, practicing appropriate rate and accuracy.

SUPPORT PARTNER READING

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

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to name a character in the story and give a detail describing that character. Remind students to use text evidence to support their conclusions.

Make Inferences

Cocoliso

OBJECTIVES

Make inferences and use evidence to support understanding.

Explain the relationships among the characters.

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about characters. Give students sentence starters, such as

- What organization takes care of crocodiles in the story?
- What is Alejandro's custom when he is walking on the path?

Minilesson

FOCUS ON STRATEGIES Making inferences means figuring out details that are not directly stated in the text. Readers often make inferences about what characters think and feel based on what they say and do.

- Read the text closely and think about what the character says and does. Notice different character traits.
- Use knowledge from your own life to help you make inferences about the character's motivations, feelings, and thoughts.

MODEL AND PRACTICE Use the Close Read note on p. 102 of the *Student Interactive* to model how to annotate the text to make inferences about Alejandro's thoughts and feelings.

- What are Alejandro's thoughts and feelings on page 102? The text says that "he is thinking of another place." I'll have to read on to see where he is thinking about.
- In the next paragraph, the text says, "He wants to go to the big city." I know when I am bored, I sometimes daydream about being someplace else.
- When I read on, I see that the text says Alejandro is bored. By using this text evidence, I can infer that Alejandro must be bored living where he lives.

ELL Targeted Support **Make Connections** Help students understand that using prior knowledge or information from other texts will help students make inferences.

Confirm students' understanding of spoken English by asking them to act out Alejandro being bored. **EMERGING**

Have a student act out Alejandro being bored. Then have the student describe the actions. **DEVELOPING**

Have partners compare a time when they felt bored to how Alejandro acts when he is bored. **EXPANDING**

Have students compare a time when they felt bored to how Alejandro acts when he is bored by writing the comparisons on a T-chart. Then have students share their feelings with a partner. **BRIDGING**

myView Digital ANNOTATE DOWNLOAD

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences about characters.

OPTION 1 My TURN Have students annotate the text using the other Close Read notes for Make Inferences and then use the text evidence from their annotations to complete p. 117 of *the Student Interactive*.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark places where they make inferences about characters and their motivations.

QUICK CHECK

Notice and Assess Can students make inferences about the relationships among major and minor characters?

Decide

- **If students struggle,** revisit instruction about making inferences in Small Group on pp. T200–T201.
- **If students show understanding,** extend instruction about making inferences in Small Group on pp. T200–T201.

STUDENT INTERACTIVE, p. 117

READING WORKSHOP

Make Inferences

As you read, make **inferences**, or figure out important ideas that are not directly stated in the text. Combine what you already know with evidence from the text to support your inferences.

1. My TURN Go back to the Close Read notes and highlight evidence that helps you make inferences about characters and their motivations, or reasons for doing what they do.
2. **Text Evidence** Use some of your highlighted evidence and what you already know to complete the chart.

Possible responses:

Text Details About Mama	What I Already Know
"Mama makes Alejandro stand with Papi a safe distance away from the baby. Mama looks around for the baby's mother, moving carefully."	Parents can keep their children safe.

My Inferences About Mama's Motivations
Mama is caring and loving. She risks her own safety to check on the baby crocodile, but she will not risk Alejandro's safety.

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117

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 Imagery

Minilesson

FOCUS ON STRATEGIES Explain to students that writers want readers to be able to picture in their minds the characters, settings, and events of their stories. To do this, they use descriptive words that call upon the readers' five senses and make their stories come alive.

Remind students that they identified how author Andrés Pi Andreu uses imagery to bring alive the setting, characters, and events in *Cocoliso.* Review some of the words the author uses to create images.

MODEL AND PRACTICE Discuss how students might use imagery to bring their own writing to life. Model an example: I like to write about the city. When I ride the subway, I describe imagery in my notebook. I write that the train sounds thunderous. I describe a man's face as having lines that mark every smile. I capture the feeling I get when I see a rat on the tracks as a sharp tingling that travels up my spine.

1. Have students describe *sunshine, eggs, orange juice* in their own words. Ask students to verbally share their ideas. (Possible responses: beams spreading across the sky; eggs dancing in the pan; orange juice with pulp as thick as crushed ice)
2. Ask students to use imagery to write a description of a party or a scene from their neighborhood.

ELL Targeted Support **Use Imagery** Encourage students to think of different words to describe the same images.

Have students provide a simple description of what one of their favorite foods is like. Allow partners to find more vivid or interesting words to describe the same thing. **EMERGING/DEVELOPING**

Have students suggest similes that provide imagery. Model using similes to describe something they know. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students review Andrés Pi Andreu's use of imagery and use it an example for their own writing. Then guide students to complete the activity on p. 122 of the *Student Interactive*.

Writing Workshop

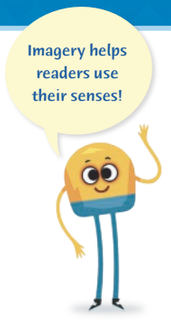
Have students use imagery in their personal narratives from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to include imagery in their writing.

STUDENT INTERACTIVE, p. 122

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use imagery to help their readers experience the way things look, sound, smell, feel, and taste. Different descriptive words can be used to appeal to each of the five senses.



My TURN Think about how Andrés Pi Andreu's use of imagery in *Cocoliso* helped you experience the story. Now identify how you can use imagery to help readers share the experience you describe in your writing.

1. If you wanted to describe breakfast cooking in your kitchen, what words or phrases might you use to stimulate your readers' senses? Write an example for each sense.

Possible responses:

sight beams of sunshine, shiny pots and pans, colorful cups and plates

sound eggs sizzling, bacon grease popping

taste salty bacon; sweet, pulpy orange juice; buttery toast

smell smoky bacon, burnt toast

touch warm sunshine, cool fork

2. Write about being at a birthday party. Use imagery to help your reader experience the way things look, sound, smell, feel, and taste. Then explain how your use of imagery helps you achieve this purpose.

Responses should include examples of imagery that stimulate the five senses and an explanation of how the imagery helps readers picture the scene.

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122

Word Study Spiral Review

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 4

Spiral Review: Inflected Endings *-s, -es, -ies*

FOCUS ON STRATEGIES Review the strategies from the previous week to use the inflected endings *-s, -es*, and *-ies* to create plural nouns.

MODEL AND PRACTICE Display different words that require spelling changes with the addition of inflected endings, such as *bike*, *glass*, and *city*. Ask volunteers to spell these words correctly and note any changes in spelling: *bikes, glasses*, and *cities*. Remind students that the final letters in a word determine which ending to use and if letters need to be dropped or changed.

APPLY Have students pair up or work independently to apply what they have learned about adding inflected endings to nouns to create plurals. Then allow students to share what they have learned by forming plurals with nouns they collect.

ELL Targeted Support

Pronunciation Write the words *chopped* and *mined* on the board.

Say each word. Put your finger under the inflectional ending as you say it. Have students repeat after you. **EMERGING**

Model the different ending sounds in the words *chopped* (/t/) and *mined* (/d/). Have students repeat the words on the board. **DEVELOPING**

Challenge students to write as many words as possible with both pronunciations of inflected ending *-ed*. Then have students share their words with the class. **EXPANDING/BRIDGING**

Use the QUICK CHECK on p. T195 to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE INFERENCES

Teaching Point When you read, some ideas are not directly stated in the text. You have to use what you already know to understand the text. In real life, you also have to infer how people feel or think based on what you already know. For example, if two people smile and say each other's names when they meet, you might infer that they are friends.

ELL Targeted Support

Have students use support from their peers to make inferences. To infer how Alejandro's feelings about the swamp have changed, have students complete the following:

Have partners discuss how Alejandro looks in the illustration on *Student Interactive* p. 102 versus pp. 110–111. **EMERGING**

Have partners look for details about how Alejandro's feelings have changed using p. 101 and pp. 110–111. **DEVELOPING**

Have partners complete a T-chart comparing how Alejandro feels about the swamp at the beginning of the story versus how he feels about it at the end of the story. **EXPANDING**

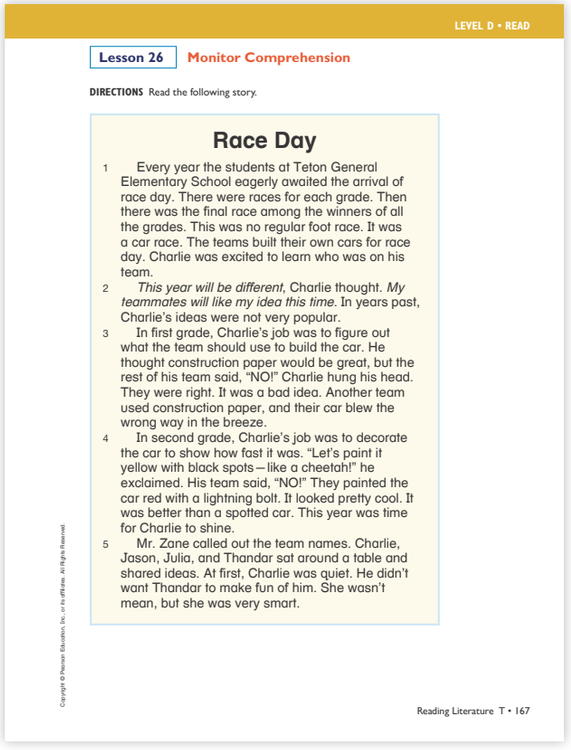
Have partners work together to write a paragraph that compares how Alejandro feels about the swamp at the beginning of the story versus how he feels about it at the end of the story. **BRIDGING**

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

Intervention Activity

MAKE INFERENCES

Use Lesson 26, pages T167–T172, in the *myFocus Intervention Teacher's Guide* for instruction on making inferences.



LEVEL D • READ

Lesson 26 Monitor Comprehension

DIRECTIONS Read the following story.

Race Day

1 Every year the students at Teton General Elementary School eagerly awaited the arrival of race day. There were races for each grade. Then there was the final race among the winners of all the grades. This was no regular foot race. It was a car race. The teams built their own cars for race day. Charlie was excited to learn who was on his team.

2 *This year will be different,* Charlie thought. *My teammates will like my idea this time.* In years past, Charlie's ideas were not very popular.

3 In first grade, Charlie's job was to figure out what the team should use to build the car. He thought construction paper would be great, but the rest of his team said, "NO!" Charlie hung his head. They were right. It was a bad idea. Another team used construction paper, and their car blew the wrong way in the breeze.

4 In second grade, Charlie's job was to decorate the car to show how fast it was. "Let's paint it yellow with black spots—like a cheetah!" he exclaimed. His team said, "NO!" They painted the car red with a lightning bolt. It looked pretty cool. It was better than a spotted car. This year was time for Charlie to shine.

5 Mr. Zane called out the team names. Charlie, Jason, Julia, and Thandar sat around a table and shared ideas. At first, Charlie was quiet. He didn't want Thandar to make fun of him. She wasn't mean, but she was very smart.

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Reading Literature T • 167

Fluency

Assess 2–4 students

PROSODY

Have partners read a passage passage fluently, paying attention to punctuation.

ORAL READING AND ACCURACY

Use pp. 13–18 in Unit 1, Week 3 *Cold Reads* to assess students. Have partners practice reading the passage three times. Use the *Fluency Progress Chart* to track student progress.

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SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

MAKE INFERENCES

Talk About Independent Reading Have students talk with partners about inferences they made while reading and what prior knowledge they used to make the inferences.

Possible Conference Prompts

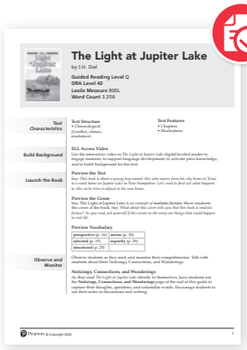
- What text details helped you make the inference?
- How did the inference explain a character's feelings or motivations.

Possible Teaching Point Your relationship with your parents can help you understand a character's relationship with his or her parents.

Leveled Readers

MAKE INFERENCES

- For suggested titles, see "Matching Texts to Learning," pp. T160–T161.
- For instructional support on how to make inferences, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by S.M. Dial

Guided Reading Level Q
DRA Level 40
Lexile Measure 820L
Word Count 3,056

Text Characteristics

Text Structure
• Sequence
• Conflict, climax, resolution

Text Features
• Dialogue
• Illustrations

Build Background

ELL Access Video
Use the Access Video to build background for The Light at Jupiter Lake digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book

Preview the Text
Say: This book is about a young boy named Alex who moves from his city home to Texas. Alex is sad to leave his friends behind. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Say: The Light at Jupiter Lake is an example of realistic fiction. Have students look at the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary

perspective (p. 16)	access (p. 26)
relieved (p. 19)	regularly (p. 29)
threatened (p. 25)	

Observe and Monitor

Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read The Light at Jupiter Lake silently to themselves, have students use sticky notes to record their Noticings, Connections, and Wonderings on page at the end of this guide to support their thoughts, questions, and unfamiliar words. Encourage students to use their notes in discussions and writing.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to another text they have previously read.
- read a trade book or their Book Club text.
- partner read a text, practicing fluent reading.

Centers

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

Literacy Activities

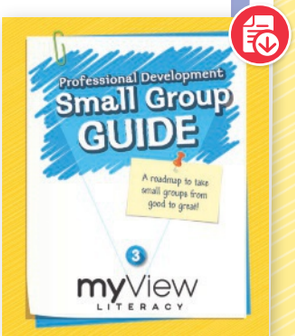
Students can

- complete the graphic organizer on *Student Interactive* p. 117.
- write about their book in their reader's notebook.
- play the *myView* games.
- ask and answer questions about a text with a partner.

SUPPORT INDEPENDENT READING

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

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they learned today about making inferences.

Reflect and Share

Cocoliso

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 to make connections with other texts. Give students sentence starters, such as

- The characters try to solve the problem _____.
- The organization of each story helps me understand _____.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that when they are writing an opinion, it is important for them to use text evidence to support their ideas.

- Look for details that support your opinion.
- Look for direct quotations from the text that support your opinion.
- Make connections between ideas to support your opinion.

MODEL AND PRACTICE Model making pertinent comments using the Write to Sources prompt on p. 118 in the *Student Interactive.*

In *Cocoliso*, the story takes place in a swamp. The text says that it was "far away from any city or town." This is very important to the story, because Alejandro thinks it is boring to live in the swamp. Then Alejandro sees a baby white crocodile. The text says "white crocodiles are very rare." If this story took place in the city, Alejandro most likely would have never seen the white crocodile.

ELL Targeted Support **Describe Environments** Have students describe an environment they read about in a story.

Have students describe the environment in *Cocoliso*, using words or short phrases. **EMERGING**

Have students describe the swamp in *Cocoliso*, using descriptive words. **DEVELOPING**

Have students write a sentence that describes the swamp in *Cocoliso.* **EXPANDING**

Have students write a paragraph that describes the swamp in *Cocoliso*. **BRIDGING**

myView Digital NOTEBOOK

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 write about how the environments affected the characters.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to compare how the environment affected the characters in that text when compared to *Cocoliso*.

QUICK CHECK

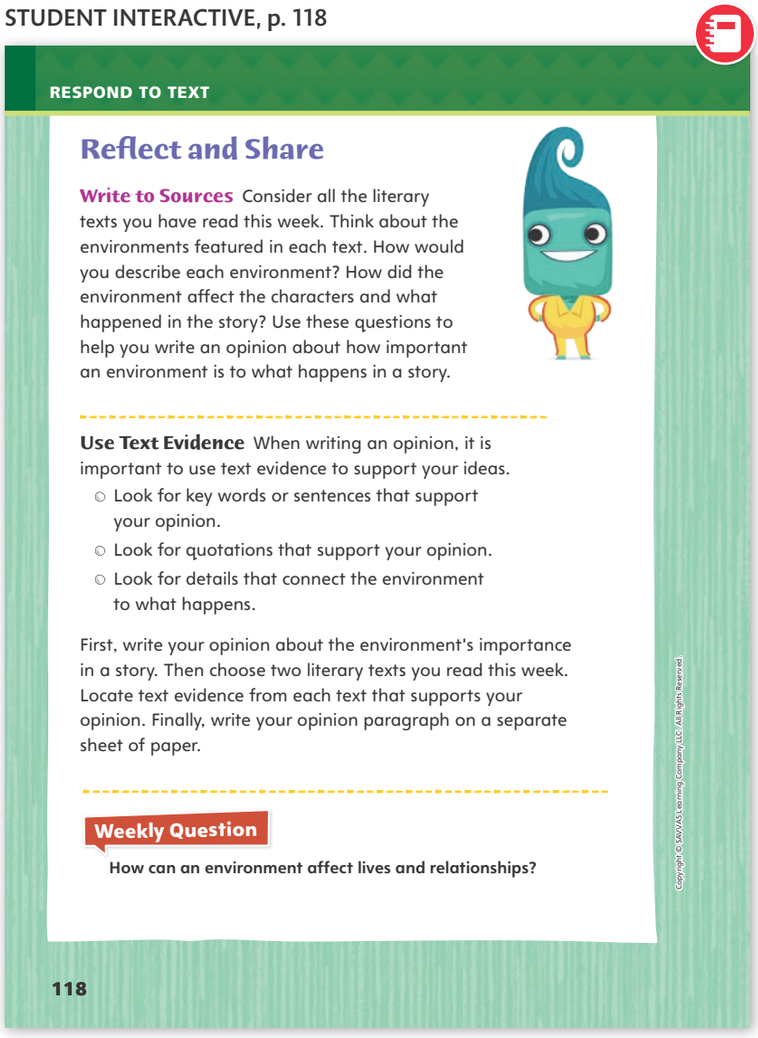
Notice and Assess Can students make connections across texts?

Decide

- **If students struggle,** revisit instruction about comparing environments in stories in Small Group on pp. T206–T207.
- **If students show understanding,** extend instruction about comparing environments in stories in Small Group on pp. T206–T207.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their responses on separate sheets of paper.

STUDENT INTERACTIVE, p. 118



RESPOND TO TEXT

Reflect and Share

Write to Sources Consider all the literary texts you have read this week. Think about the environments featured in each text. How would you describe each environment? How did the environment affect the characters and what happened in the story? Use these questions to help you write an opinion about how important an environment is to what happens in a story.

Use Text Evidence When writing an opinion, it is important to use text evidence to support your ideas.

- Look for key words or sentences that support your opinion.
- Look for quotations that support your opinion.
- Look for details that connect the environment to what happens.

First, write your opinion about the environment's importance in a story. Then choose two literary texts you read this week. Locate text evidence from each text that supports your opinion. Finally, write your opinion paragraph on a separate sheet of paper.

Weekly Question

How can an environment affect lives and relationships?

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118

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.

Mami and Papi were surprised when Alejandro said, "Oh, I don't want to be just a pilot anymore!" How do you think Mami and Papi felt about Alejandro's decision to become a scientist? Use text evidence to support your opinion.

Word Study Base Words and Endings

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

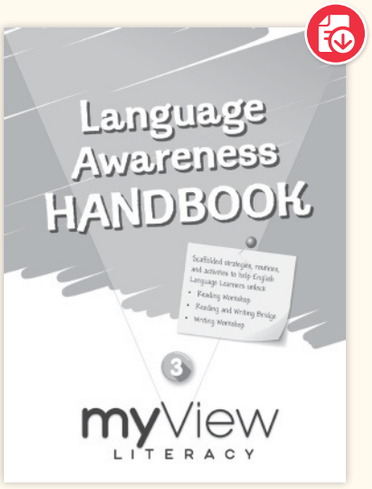
Assess Understanding

To assess students' understanding of base words and endings, provide them with the following words.

Have students use their knowledge of base words and endings to read each word. Then have them explain the spelling and meaning change for each word.

Develop Language Awareness

For additional practice with base words and endings, complete the activity on p. 13 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand base words and endings.



LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Base Words and Endings	Apply Base Words and Endings	More Practice	Spiral Review: Inflected Endings *-s, -es, -ies*	Assess Understanding

Use the QUICK CHECK on p. T203 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Critical readers think about how the environment of a story affects what happens. Stories can take place in very different environments. Create a simple Venn diagram to compare the environment in two stories and how the environment affected the plot of each story.

ELL Targeted Support

Have students use the following sentence frames to compare how environments affect the plots in two different texts they have read. Have them use the sentence frames to discuss the stories in small groups.

The environments in _____ and _____ are alike. **EMERGING**

The environments in _____ and _____ are alike because _____. **DEVELOPING**

The environments in _____ and ____ are alike because ____. They are different because _____. **EXPANDING**

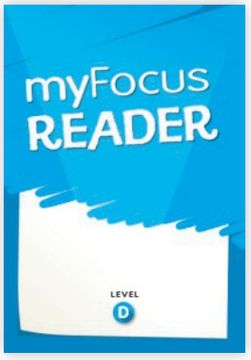
The environments in _____ and ____ are different because ____. However, they are also alike because ____. **BRIDGING**

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

Intervention Activity

myFOCUS READER

Reread pp. 10–11 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to discuss the relationship between the environment and events in a story, and encourage them to use the Academic Vocabulary words.



Intervention Activity

MONITOR COMPREHENSION

Use Lesson 26, pages T167–T172, in the *myFocus Intervention Teacher's Guide* for instruction that will reinforce and reteach the reading strategy of monitoring comprehension.

On-Level and Advanced

INQUIRY

Organize Information Students should organize their findings about environments into an effective format.

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

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

myView Digital: REALIZE READER · AUDIO · ANNOTATE · VIDEO · INTERACTIVITY · GAME · DOWNLOAD

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about environments. Have them refer back to p. 118 in the *Student Interactive* if desired.

Possible Conference Prompts

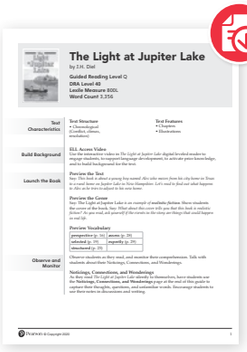
- What were the environments in the two stories?
- How were the environments different?
- How did each environment affect the characters?
- Why are environments important to stories?

Possible Teaching Point Readers think about other texts they have read and make connections about how environments affect stories.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T160–T161.
- For instructional support on how to compare texts, see *Leveled Reader Teacher's Guide.*


The Light at Jupiter Lake

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count: 3,556

Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share connections they made about environments in different texts.

Independent/Collaborative

Independent Reading

Students can

- reread or listen to "Exploring a Rainforest Environment" with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

Centers

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

Literacy Activities

Students can

- write in their reader's notebook in response to the Weekly Question.
- research the effects different kinds of environments have on people.
- play the *myView* games.
- ask questions about a text to a partner to help confirm their understanding of the text.

BOOK CLUB

See Book Club, pp. T496–T497, for

- teacher's summary of chapters in *Eleven Nature Tales.*
- 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 1 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 *environments* by analyzing text features in an informational text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T212–T213
- Listening Comprehension: Read Aloud: "Surviving in the Four Corners" T214–T215
- Informational Text T216–T217

Quick Check T217

READING BRIDGE

- Academic Vocabulary: Figurative Language T218–T219
- Word Study: Teach Vowel Digraphs *ee, ea, ai, ay, ow, oa* T220–T221

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T224–T225
- Strategy, Intervention, and On-Level/ Advanced Activities T224
- ELL Targeted Support T224
- Conferring T225

INDEPENDENT/COLLABORATIVE

- Independent Reading T225
- Literacy Activities T225

BOOK CLUB T225 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T422–T423
  - » Coordinating Conjunctions
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T423
- Conferences T420

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spell Words with Vowel Digraphs T424

Assess Prior Knowledge T424

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Compound Sentences T425

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T226–T249
  - » Preview Vocabulary
  - » Read: *Living in Deserts*
- Respond and Analyze T250–T251
  - » My View
  - » Develop Vocabulary

Quick Check T251

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa* T252–T253
- High-Frequency Words T252

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T254–T255
- Strategy and Intervention Activities T254
- Fluency T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255
- Collaboration T255

WRITING WORKSHOP

MINILESSON

- Personal Narrative T426–T427
  - » Comparative and Superlative Adjectives
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T427
- Conferences T420

WRITING BRIDGE

- Spelling: Teach Vowel Digraphs T428

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Compound Subjects and Predicates T429

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Text Features T256–T257
  - » Close Read: *Living in Deserts*
  - Quick Check T257

READING BRIDGE

- Read Like a Writer: Explain the Use of Graphic Features T258–T259

FLEXIBLE OPTION

- Word Study: More Practice: Vowel Digraphs T260–T261

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T262–T263
- Strategy and Intervention Activities T262
- Fluency T262
- ELL Targeted Support T262
- Conferring T263

INDEPENDENT/COLLABORATIVE

- Independent Reading T263
- Literacy Activities T263
- Partner Reading T263

WRITING WORKSHOP

MINILESSON

- Personal Narrative T430–T431
  - » Pronouns
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T431
- Conferences T420

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Vowel Digraphs T432
- Language and Conventions: Teach Compound Subjects and Predicates: T433

LESSON 4

READING WORKSHOP

CLOSE READ

- Use Text Evidence T264–T265
  - » Close Read: *Living in Deserts*
  - Quick Check T265

READING BRIDGE

- Write for a Reader: Use Graphic Features T266–T267

FLEXIBLE OPTION

- Word Study: Spiral Review: Base Words and Endings T268–T269

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T270–T271
- Strategy and Intervention Activities T270
- Fluency T270
- ELL Targeted Support T270
- Conferring T271

INDEPENDENT/COLLABORATIVE

- Independent Reading T271
- Literacy Activities T271
- Independent Reading T271

WRITING WORKSHOP

MINILESSON

- Personal Narrative T434–T435
  - » Adverbs
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T435
- Conferences T420

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Base Words and Endings T436
- Language and Conventions: Practice Compound Subjects and Predicates T437

LESSON 5

READING WORKSHOP

CLOSE READ

- Reflect and Share T272–T273
  - » Write to Sources
  - Quick Check T273
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Vowel Digraphs *ee, ea, ai, ay ow, oa* T274–T275
  - Assess Understanding T274

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

- Personal Narrative T438
  - » Subject-Verb Agreement
  - » Share Back

INDEPENDENT WRITING

WRITING CLUB T439 SEL

- Conferences T420

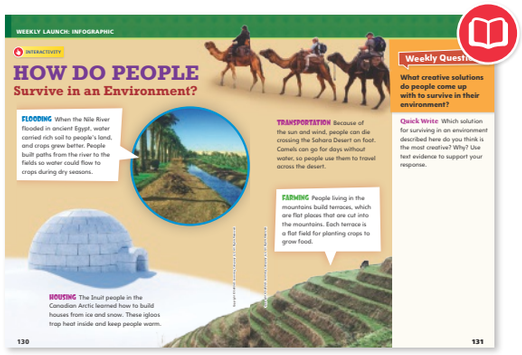
WRITING BRIDGE

- Spelling: Vowel Digraphs T440
  - Assess Understanding T440

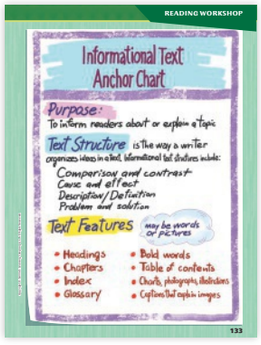
FLEXIBLE OPTION

- Language and Conventions: Standards Practice T441

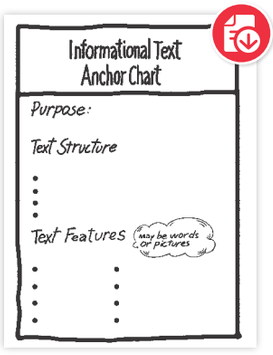
Materials



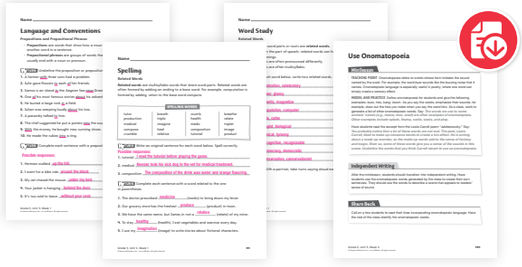
INFOGRAPHIC
How Do People Survive in an Environment?



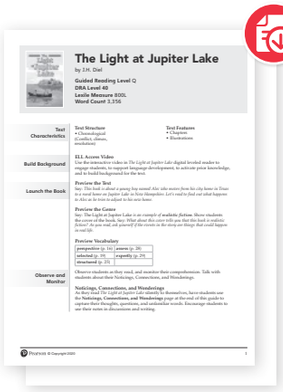
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words
voice
south

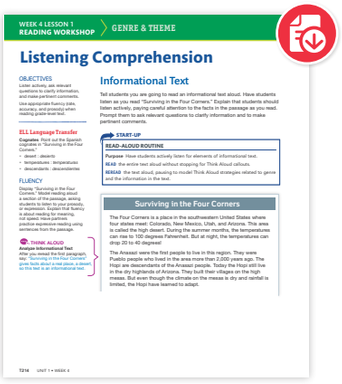
Develop Vocabulary
shield
lack
exposure
nomadic
landscape

Spelling Words
owner
peaches
asleep
display
shadow
dream
braided
charcoal
agree
maintain

Challenge Spelling Words
tomorrow
freedom
entertain

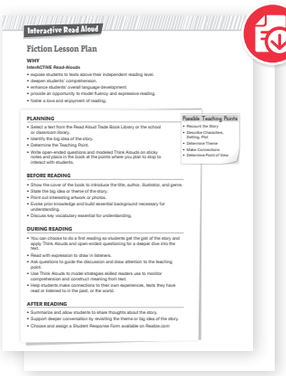
Unit Academic Vocabulary
competition
solve
custom
occasion
organization

myView Digital | REALIZE READER | DOWNLOAD | ASSESSMENT

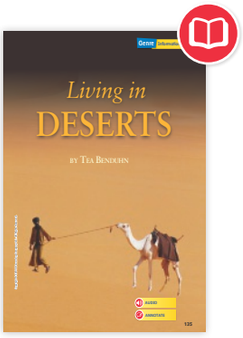


READ ALOUD
"Surviving in the Four Corners"

READ ALOUD TRADE BOOK LIBRARY



INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Living in Deserts

BOOK CLUB

Titles related to Spotlight Genre and Theme: T498–T499

Mentor STACK

Writing Workshop T419

LITERACY STATIONS

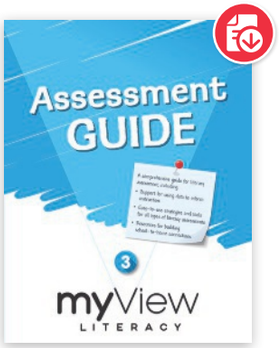
SCOUT

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

Use text evidence to support an appropriate response.

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

Identify and compare how people in different communities adapt to or modify the physical environment in which they live such as deserts, mountains, wetlands, and plains.

ACADEMIC VOCABULARY

Language of Ideas Students create ideas by using Academic Vocabulary. After you discuss the infographic, ask: How did the people of ancient Egypt solve the problem of the river flooding? How would you describe the organization of the mountain terraces?

- competition
- custom
- organization
- solve
- occasion

Explore the Infographic

Remind students of the Essential Question for Unit 1: *How does our environment affect us?* Point out the Week 4 Question: *What creative solutions do people come up with to survive in their environment?*

Direct students' attention to the infographic on pp. 130–131 in the *Student Interactive*. Explain that an infographic is a source that gives information using words and pictures. Have students read the infographic and discuss the different ways people survive in challenging environments.

Use the following questions to guide discussion:

- Which fact about how people learned to survive in challenging environments surprised you the most?
- Why do you think the solutions to surviving in each environment are different?
- What do the facts tell you about the importance of finding creative solutions to survive in different environments?

WEEKLY QUESTION Reread the Week 4 question: *What creative solutions do people come up with to survive in their environment?* Tell students they just learned about four creative solutions people came up with to survive in four challenging environments. Explain that they will read about more creative solutions this week.

QUICK WRITE Have students freewrite to answer the Quick Write question on p. 131 and then share their responses.

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

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *survive, environment, flooding, housing, transportation, farming.* Ask: What is one way people survive in their environment? **EMERGING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *soil, rich, crops, scarce, travel.* Ask: What are two ways people learned to grow crops in their environments? How can people survive when water is scarce in their environment? **DEVELOPING**

Preview the visuals. Discuss how each relates to the topic. Preview key vocabulary: *discovered, pathways, stretches, necessary, terraces.* Ask: What are some examples of how people learned to survive in their environments? **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 130–131

WEEKLY LAUNCH: INFOGRAPHIC

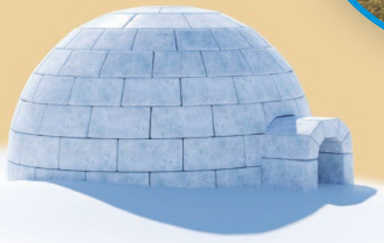
INTERACTIVITY

HOW DO PEOPLE Survive in an Environment?

FLOODING When the Nile River flooded in ancient Egypt, water carried rich soil to people's land, and crops grew better. People built paths from the river to the fields so water could flow to crops during dry seasons.

TRANSPORTATION Because of the sun and wind, people can die crossing the Sahara Desert on foot. Camels can go for days without water, so people use them to travel across the desert.

FARMING People living in the mountains build terraces, which are flat places that are cut into the mountains. Each terrace is a flat field for planting crops to grow food.



HOUSING The Inuit people in the Canadian Arctic learned how to build houses from ice and snow. These igloos trap heat inside and keep people warm.

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130

WEEK 4

Weekly Question

What creative solutions do people come up with to survive in their environment?

Quick Write Which solution for surviving in an environment described here do you think is the most creative? Why? Use text evidence to support your response.

131

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 "Surviving in the Four Corners."

- desert : *desierto*
- temperatures : *temperaturas*
- descendants : *descendientes*

FLUENCY

Display "Surviving in the Four Corners." Model reading aloud a section of the passage, asking students to listen to your prosody, or expression. Explain that fluency is about reading for meaning, not speed. Have partners practice expressive reading using sentences from the passage.

THINK ALOUD

Analyze Informational Text
After you reread the first paragraph, say: "Surviving in the Four Corners" gives facts about a real place, a desert, so this text is an informational text.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read "Surviving in the Four Corners." 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 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 genre and the information in the text.

Surviving in the Four Corners

The Four Corners is a place in the southwestern United States where four states meet: Colorado, New Mexico, Utah, and Arizona. This area is called the high desert. During the summer months, the temperatures can rise to 100 degrees Fahrenheit. But at night, the temperatures can drop 20 to 40 degrees!

The Anasazi were the first people to live in this region. They were Pueblo people who lived in the area more than 2,000 years ago. The Hopi are descendants of the Anasazi people. Today the Hopi still live in the dry highlands of Arizona. They built their villages on the high mesas. But even though the climate on the mesas is dry and rainfall is limited, the Hopi have learned to adapt.

myView Digital DOWNLOAD

"Surviving in the Four Corners," continued

Despite receiving only 8 to 12 inches of rain per year, the Hopi grow corn, squash, and beans. To grow their crops in the desert, the Hopi practice a farming method called dry farming. The idea is to keep the soil moist. They plant small gardens on stepped terraces. The stone walls of the terraces retain water and keep the soil moist. Rainwater also flows down the mesas. The Hopi use this water to irrigate their gardens. Building windbreaks is another method they use to keep the soil from drying out.

To build their homes, the Hopi use available resources. Just like their ancestors, they live in adobe houses. In the old villages, houses were multistoried and made from adobe bricks. The Hopi would form bricks using clay, straw, and water. They placed the bricks in the sun to bake. Adobe houses hold in the cool night air, which keeps them comfortable during the heat of the day.

The Hopi have learned to survive in their desert environment by developing creative ways to build shelters and grow crops.

WRAP-UP

DESERT SURVIVAL	
Problem	Solution

Use a T-chart to help students note the desert survival problems the Hopi have solved and the ways they solved them.

THINK ALOUD

Analyze Informational Text I know that informational text has a main idea. I can look at the title and some of the details and figure out that the central idea is that the Hopi have learned to survive in the desert. There are sections that support the central idea, such as the paragraph about how the Hopi have learned to grow food in the desert and the paragraph about how they have built their houses to make them more comfortable in the hot temperatures.

ELL Access

To help prepare students for the oral reading of "Surviving in the Four Corners," read aloud this short summary:

The Hopi, a Native American group in the United States, live in a very dry desert that can be very hot during the day and very cold at night. They have learned to survive in this desert by creating ways to grow food with very little water. They have also figured out how to build houses that help keep them cool when it is hot.

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.

Informational Text

LEARNING GOAL

I can learn more about themes concerning environments by analyzing text features in an informational text.

OBJECTIVE

Recognize characteristics and structures of informational text, including the central idea with supporting evidence; features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding; cause and effect and problem and solution.

LANGUAGE OF THE GENRE

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

- main idea
- details
- text structure
- text features
- images

FLEXIBLE OPTION ANCHOR CHARTS

Display a blank poster-sized anchor chart in the classroom.

- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.

ELL Language Transfer

Cognates Point out the Spanish cognate related to informational text:

- definitions : *definiciones*

Minilesson

FOCUS ON STRATEGIES Informational text is text that provides a reader with facts and informs the reader about a topic. Some traditional tales use character, plot, and setting to explain natural events. Comparing and contrasting informational texts and traditional tales of this kind will help students recognize the unique characteristics and structures of informational text.

- Look for text features such as sections, tables, and graphs in both informational text and traditional tales.
- Ask yourself, "What facts are given to the reader in each text?"
- Figure out if each text has a text structure, such as cause and effect or problem and solution.

MODEL AND PRACTICE Model determining how an informational text is different from a traditional tale. In "Surviving in the Four Corners," I ask myself if the text presents facts that can be found in a resource like a dictionary or an encyclopedia. Yes, I see the fact that the Anasazi were the first people to live in the Four Corners region 2,000 years ago. A traditional tale is not driven by facts, but describes a problem that characters attempt to solve. The texts are different regarding the information they tell the reader.

Encourage students to find similarities between informational texts and some traditional tales they know.

ELL Targeted Support

Describe Have students describe text features in an informational text.

Help students identify text features in a piece of informational text. Have them highlight, annotate, or use sticky notes to mark each feature. **EMERGING/DEVELOPING**

Have student pairs choose an informational text. Give students a list of text features and have them identify some of these features in their text. They should highlight, annotate, or use sticky notes to mark each feature, then share their information. **EXPANDING/BRIDGING**

myView Digital NOTEBOOK

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. 132 of the *Student Interactive*. Circulate to discover whether students can determine how an informational text is similar to and different from a traditional tale.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark text features in an informational text. Direct them to write the name of the feature on the sticky note.

QUICK CHECK

Notice and Assess Can students identify informational text?

Decide

- **If students struggle,** revisit information about informational text in Small Group on pp. T224–T225.
- **If students show understanding,** have them continue to practice identifying the characteristics of informational text using the Independent Reading and Literacy Activities on pp. T224–T225.

STUDENT INTERACTIVE, pp. 132–133

GENRE: INFORMATIONAL TEXT READING WORKSHOP

Learning Goal

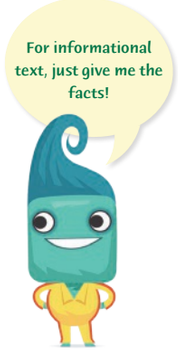
I can learn more about themes concerning *environments* by analyzing text features in an informational text.

Informational Text

An **informational text** informs readers about a particular topic. It includes

- A **main idea,** or the most important idea in the text
- **Facts, definitions, examples,** and other **details** that provide information about the topic
- An informational **text structure,** such as cause and effect or problem and solution
- **Text features,** such as sections, tables, and graphs, that contain true or factual information
- **Images,** such as **photos or illustrations,** that explain the text or provide additional facts

Knowing the elements of informational text will help you better understand what you are reading and point you to the main ideas.



TURN and TALK Discuss with a partner how an informational text is similar to and different from a traditional tale. Take notes on your discussion.

My NOTES

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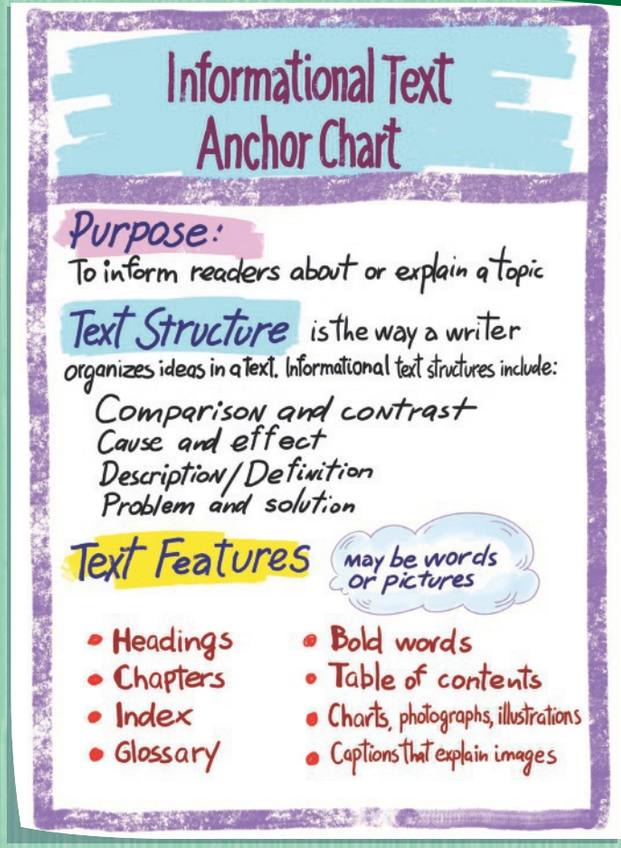
132



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133

Academic Vocabulary

LEARNING GOAL

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

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 native language as a strategy to help them understand and remember the academic vocabulary words. Point out the following cognates:

- competition : *competición*
- custom : *costumbre*
- occasion : *ocasión*
- organization : *organización*

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 is language that gives words a meaning beyond their dictionary definitions. One common form of figurative language is the simile. A simile compares two things using the word *like* or *as*.

- Identify what the simile compares.
- Think about what similarity the simile emphasizes.
- Consider how the simile relates to the overall message of the text.

MODEL AND PRACTICE Model this strategy using the first example in the chart on p. 163 of the *Student Interactive*.

- Read the first example. Say: The simile compares how often Tina wears the hat to the sunrise. The two things are similar because they happen regularly. They can be expected. I'm looking for a word in the word bank that relates to something that happens often or is expected.
- Ask volunteers to suggest which word from the word bank is related to something being expected or happening regularly. Then have them use the word in an original sentence that contains a simile.
- Have students apply the strategy to another sentence.

ELL Targeted Support **Related Ideas** Students may have trouble interpreting similes. Help students identify related ideas.

Select a key word in each sentence and ask: Which word relates to ____? For example: Which word relates to *math problems*? (solve) Which word relates to a *party*? (occasion) **EMERGING/DEVELOPING**

Write the word bank words in one column. In a second column, write *expected, neat, win, party,* and *math problems*. Have students draw a line from each word bank word to its related word in the second column. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 163 of the *Student Interactive*. Remind students that they will use these Academic Vocabulary throughout this unit.

STUDENT INTERACTIVE, p. 163

VOCABULARY | READING-WRITING BRIDGE

Academic Vocabulary

Learning Goal

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

Figurative Language is any language that gives words a meaning beyond their dictionary definitions. One type of figurative language is simile, which compares two things using the words *like* or *as*.

My TURN For each sentence below,

1. **Read** each sentence and underline the simile.
2. **Match** each word in the word bank with the simile that best relates to the definition of the word.
3. **Choose** two similes. Then use each simile and its related academic vocabulary word in a sentence.

WORD BANK

competition **solve** **custom** **occasion** **organization**

Tina always wears a yellow hat so it has become as expected as the sunrise. custom

The bookshelf looks as neat as a pin. organization

People assumed Tim was too young to win, but he is as tough as nails. competition

Family game night is always like a party. occasion

Figuring out math problems is as easy as pie. solve

Possible responses: His custom of washing the car on Saturday is as expected as the sunrise; I would describe the organization of her clothes closet as neat as a pin; The competition for first place made the team as tough as nails; The occasion of football on Sundays is always like a party; They solve crossword puzzles as easy as pie.

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163

Word Study Vowel Digraphs

OBJECTIVE

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

LESSON 1

Teach Vowel Digraphs *ee, ea, ai, ay, ow, oa*

FOCUS ON STRATEGIES Words with vowel digraphs have two letters that combine to spell one vowel sound. The vowel sound is usually, but not always, long. The vowel digraphs *ee* and *ea* form a long *e* sound. Digraphs *ai* and *ay* form a long *a* sound. Digraphs *ow* and *oa* form a long *o* sound. Knowing digraphs can help readers figure out how to pronounce unfamiliar multisyllabic words.

MODEL AND PRACTICE To demonstrate how to use vowel digraphs to decode words, write the words *shadow*, *needy*, and *Friday* on the board. Guide students to identify the vowel digraph in each word. Then use the pattern to identify the vowel sound and pronounce each word. (*shadow, ow,* long *o; needy, ee,* long *e; Friday, ay,* long *a*)

Guide students to identify the vowel digraphs in *painter* and *easy* and decode the words.

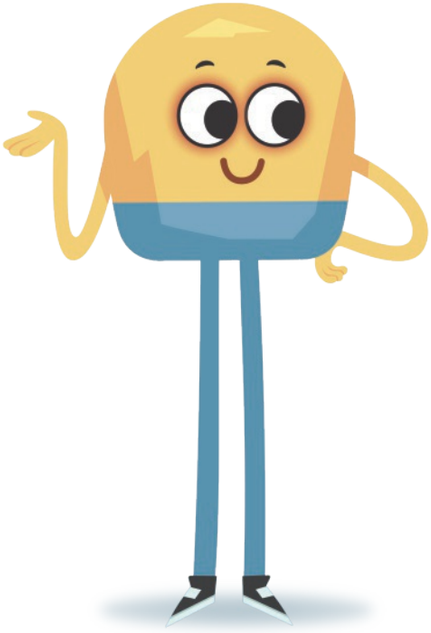
ELL Targeted Support

Vowel Digraphs *ee, ea, ai, ay, ow, oa* Help students learn to identify vowel digraphs. Explain that vowel digraphs are made up of two vowels that produce one long vowel sound.

Write *shadow* and *coat* on the board. Have students identify which letters make the long *o* sound in each word. **EMERGING/DEVELOPING**

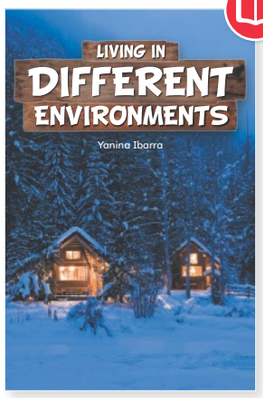
Write *shadow*, *coat,* and *monkey* on note cards. Have pairs of students read the words to each other and select the two that have a long *o* sound. **EXPANDING**

Have students write and read aloud a sentence using the word *shadow*. Then have them write sentences using other *ow* words. **BRIDGING**



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.

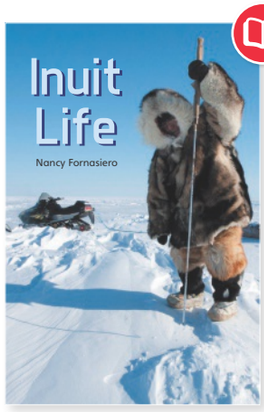


LEVEL L

Genre Informational Text

Text Elements
- Decoding challenges
- Some new terms explained in text

Text Structure
- Compare and Contrast

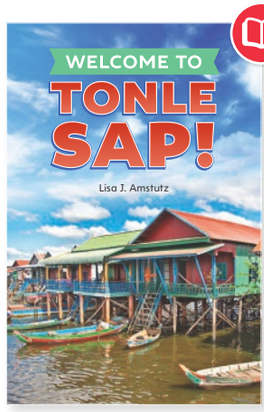


LEVEL M

Genre Procedural

Text Elements
- Most content conveyed by print
- Some new vocabulary introduced and explained in text

Text Structure
- Description



LEVEL M

Genre Informational Text

Text Elements
- Most content carried by text
- Multisyllable words

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Informational Text

- How can you tell that this book is an informational text?
- What is the central idea of the book?
- What text features can you identify in this book?

Develop Vocabulary

- What context clues lead us to the meaning of the word _____? What does the word mean?
- What does the word ____ tell us about the central idea of the text?
- What new or interesting words did you find in this book?

Analyze Text Features

- Name one text feature in this book. What does it help a reader understand?
- What are some text features that support the central idea of the book?
- What are some other text features that help teach the reader something in this book?

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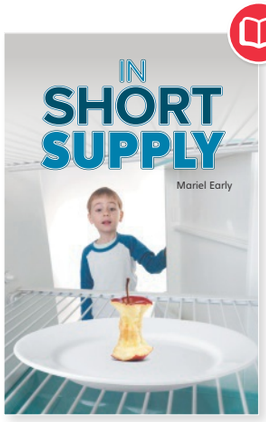
SMALL GROUP

LEVEL O

Genre Science Fiction

Text Elements
- Multiple characters to follow
- Figurative language

Text Structure
- Chronological

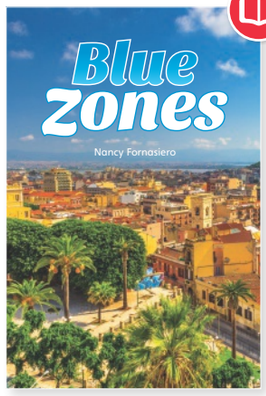


LEVEL O

Genre Informational Text

Text Elements
- Multiple subtopics
- Some content builds on prior knowledge

Text Structure
- Description



LEVEL P

Genre Informational Text

Text Elements
- Themes of cultural diversity
- Content-specific words defined in text

Text Structure
- Compare and Contrast

Use Text Evidence

- How does text evidence support the text features in this book?
- What is the central idea of this informational text? What details support the central idea?
- What is the text structure of this book (e.g., cause and effect or problem and solution)? What text evidence supports your answer?

Compare Texts

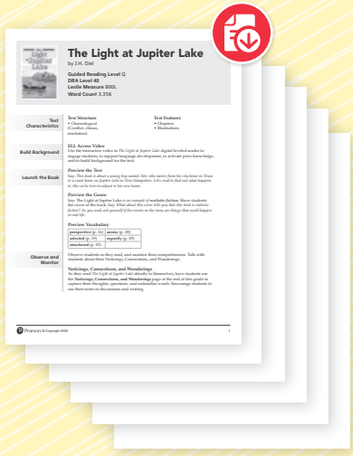
- What connections can you make to other books?
- What interesting information did you learn from this book?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the QUICK CHECK on p. T217 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Informational text is text that teaches readers about a topic. If a passage has a main idea and key details and has text features, such as sections, tables, and graphs, it is an informational text. Review the anchor chart on p. 133 of the *Student Interactive*.

ELL Targeted Support

Tell students that informational text provides facts and details to teach a reader about a topic or main idea. Authors use certain text features to help with understanding.

Make a list of some of the text features of informational texts, such as graphs, maps, headings, and captions. Create index cards with examples of each feature copied from a print or online source. Explain to students how each text feature enhances readers' understanding of the main idea of the text. **EMERGING**

List text features on sticky notes. Discuss with students the definition of each text feature. Provide groups informational texts from a print or online source. Then instruct them to preview the text and place each sticky note next to the matching feature. **DEVELOPING**

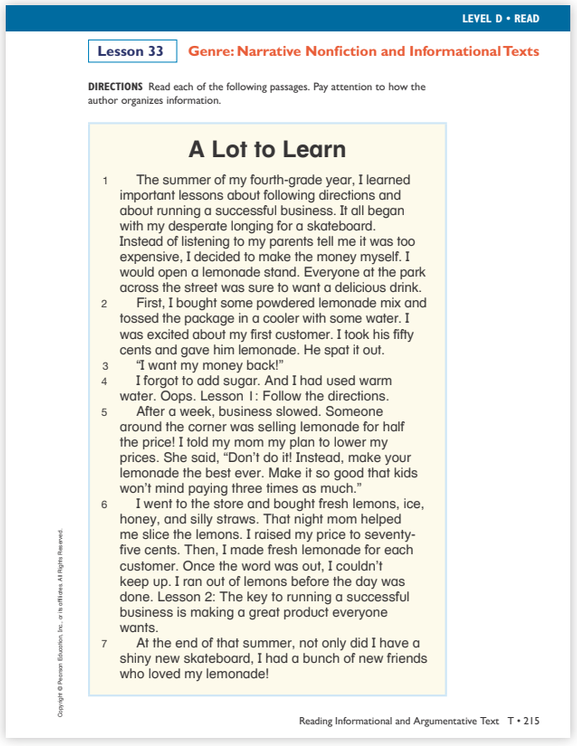
Have students brainstorm additional text features that could accompany the text in "Surviving in the Four Corners." Students should explain why the features would enhance the main idea of the text. **EXPANDING/BRIDGING**

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 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

On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on *Student Interactive* pp. 130–131 to generate questions about surviving in challenging environments and then choose one to investigate. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

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SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share any text features they recognized during their independent reading of informational texts. Ask them about the main ideas of the texts. Ask students to identify text structures, such as cause and effect.

Possible Conference Prompts

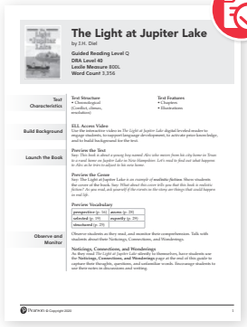
- What are some text features you identified in an informational text?
- What is the main idea of the text? What are some supporting details?

Possible Teaching Point An informational text gives supporting details about a main idea. Informational text often contains specific text features as well.

Leveled Readers

IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see "Matching Texts to Learning," pp. T222–T223.
- For instructional support on how to find the characteristics of informational text, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by E.M. Diaz

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

Text Characteristics
Text Structure
• Chronological (Conflict, climax, resolution)
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Text This book is about a young boy named Alex who moves from his city home to Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Genre *The Light at Jupiter Lake* is an example of realistic fiction. Show students the cover of the book. Say: What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary
perspective (p. 10) | route (p. 10)
refreshed (p. 10) | regards (p. 10)
relocated (p. 10)

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Strategy, Connections, and Wonderings.

Strategy, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use the Strategy, Connections, and Wonderings page at the end of this guide to record their thoughts. Encourage students to write at least one entry in each column. Encourage students to use their notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- begin reading their Book Club text or one of the suggested titles on pp. T222–T223.

Centers

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

Literacy Activities

Students can

- write about their reading in a reading notebook.
- retell to a partner.
- play the *myView* games.

BOOK CLUB

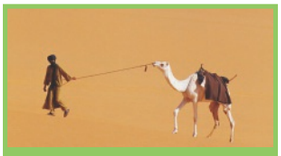
See Book Club, pp. T498–T499, for

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

Whole Group

Share Have two students share observations noted on their sticky notes. Reinforce with students the elements of informational text.

Introduce the Text



Living in Deserts

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.

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

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. 134 of the *Student Interactive* encouraging the use of dictionaries and glossaries to clarify meanings as needed.

shield: to protect by covering

lack: the state of not having something

exposure: the condition of being unprotected from severe weather, such as extreme heat

nomadic: moving around a lot

landscape: the natural features seen in an area

Say: These words will help you understand the meaning of scientific phrases in *Living in Deserts*. As you read, highlight the words when you see them in the text. Ask yourself what information they convey.

Read

Discuss the First Read Strategies. Prompt students to establish what they want to know about deserts.

FIRST READ STRATEGIES

NOTICE Tell students to look for photos and captions that help them understand the text.

GENERATE QUESTIONS Encourage students to mark anything they find confusing.

CONNECT Have students make connections to the text and what they already know about the desert.

RESPOND Have students respond by summarizing the text.

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

EXPERT'S VIEW Pamela Mason, Harvard University

"At first flush, text complexity seems to be about the number of words, the types of words, and the number of sentences. But you must also read the text. It is really important to understand what the text assumes the reader knows about the subject. Texts with fewer words and shorter sentences can be very complex because the reader may have to connect the ideas in the text without the support of the author's explicit use of connectives and explanations. Short sentences are not always easy sentences."

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

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ELL Targeted Support

Concept Mapping Tell students that concept mapping can help them learn relationships between words and meanings.

Draw a web diagram on the board with the word *Deserts* in the center circle and the five vocabulary words around it. Read each word aloud and have students repeat it. If students continue to struggle with a word, tell them to use a dictionary or glossary. Point out that these words tell something about the desert. Then, call on volunteers to add more words to the web. **EMERGING/DEVELOPING**

Direct students to draw a web diagram with the five vocabulary words circling a blank center. Have student pairs discuss what all the words have in common, and write it at the center (*Deserts*). Have partners add more words to the web using dictionaries and glossaries for support. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge of and experiences they have had with deserts.

STUDENT INTERACTIVE, pp. 134–135

Meet the Author

Tea Benduhn is a lawyer who is also the author of many children's books. Most of her books are informational texts, including series about topics such as food, modern energy, living in extreme environments, and living long ago.

from

Living in Deserts

Preview Vocabulary

As you read *Living in Deserts*, notice these words and how they relate to desert environments.

	shield	**lack**
exposure	**nomadic**	**landscape**

Read

Before reading, generate questions about information you wish to gain from the text. Asking yourself what you want to learn about deserts helps you establish a purpose for reading. Follow these strategies the first time you read this **informational text.**

Notice photos and captions that help explain the text.

Generate Questions by marking parts that are confusing.

First Read

Connect this text to what you know about the world.

Respond by summarizing the text.

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134

Genre Informational Text

Living in DESERTS

BY TEA BENDUHN

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AUDIO

ANNOTATE

135

First Read

Notice

THINK ALOUD When I begin reading *Living in Deserts*, I first notice the chapter number and the chapter title, "Welcome to the Desert." Based on these text features, I know that this text is divided into sections. As I begin reading, the author's descriptive language makes me feel like I am actually in a desert. This "welcome" makes me want to keep reading to find out more about deserts.

Close Read

Analyze Text Features

Have students examine the text features above **paragraph 1**. Have students underline a text feature that tells the text will be presented in a certain order. **See student page for a possible response.**

Guide students in recognizing the difference between the chapter numbers and the chapter titles. Ask them to compare and contrast these text features.

Possible Response: Both types of text features divide the informational text into sections. The chapter numbers show the sequence of chapters, and the chapter titles tell the focus or key idea that will be discussed in each chapter.

DOK 2

OBJECTIVE

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

CHAPTER 1

CLOSE READ

Analyze Text Features

Underline the text feature that tells you the text will be presented in a certain order.

Welcome to the Desert

1 The air is hot and dry. Sand blows in your face. Rocks and sand are all you can see for miles and miles. You are thirsty. You will not have much luck finding water because rain has not fallen here for more than a year. Where are you? You are in a desert!

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136

Possible Teaching Point

Read Like A Writer | Author's Craft

Imagery and Literary Devices Have students evaluate the language that the author uses to engage readers. Guide students in recognizing that the author uses the words *you* and *your* to directly address and engage the reader. Also help students recognize the imagery, or descriptive language, the author uses to help readers imagine what it is like to be in a desert. Ask students to identify the words and phrases in paragraph 1 that they found most engaging, and have students discuss their responses in small groups.

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2 A desert is an **extreme** place to live. No other place on Earth is as dry as a desert. Fewer than 10 inches (25 centimeters) of rain fall in deserts each year. The soil is dry, and rainfall can cause a **flash flood**. In the world's deserts, more people have drowned in desert rainstorms than have died from thirst.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that supports what the photograph shows.

Flash floods happen when a desert's dry ground cannot soak up water quickly.

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First Read

Generate Questions

THINK ALOUD As I read, I ask myself questions about the text. The first sentence in paragraph 2 uses the word *extreme* to describe a desert. I ask myself, *I wonder what makes deserts extreme places to live?* I will look for answers to this question as I continue reading the text.

Close Read

Use Text Evidence

Remind students that text evidence refers to facts and details in a text that support an idea or a response.

Have students scan **paragraph 2** to find and highlight the detail that supports what the photograph shows. **See student page for possible responses.**

Have students reread the last sentence of **paragraph 2**. Ask: Do you find this fact surprising? Why or why not? Discuss students' responses. Then ask students to identify specific details in the photo that help them visualize and better understand flash flooding and how flash flooding affects people living in deserts.

Possible Response: The water rushing over the roadways and the car moving through the deep water help me understand what a flash flood is and how dangerous it can be.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

Possible Teaching Point

Word Study | **Vowel Digraphs *ee, ea, ai, ay, ow, oa***

Use the Vowel Digraphs lesson on pp. T220–T221 in the Reading-Writing Workshop Bridge to teach students how to decode words with vowel digraphs. Explain that words with vowel digraphs have two letters that combine to form one long vowel sound. Call attention to the word *rainfall* and ask what two letters combine to form one long vowel sound. (*a* and *i*)

First Read

Notice

THINK ALOUD As I read the text and examine the map, I know that this map represents the world. I recognize the continents and oceans. The map helps me better understand the information in the text by showing me the size and location of deserts. The map is surprising to me because I did not know Antarctica was a desert.

Close Read

Analyze Text Features

Have students examine the map, text, and caption, and ask them to underline facts in the caption and in **paragraph 3** that the map helps them understand. **See student page for possible responses.**

Encourage students to examine the details of the map and think about how those details relate to the text in **paragraph 3**. Ask: What do you think was the author's purpose for including this map?

Possible Response: The author included the map to provide readers with additional details about the sizes and locations of deserts on Earth.

DOK 2

OBJECTIVES

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

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

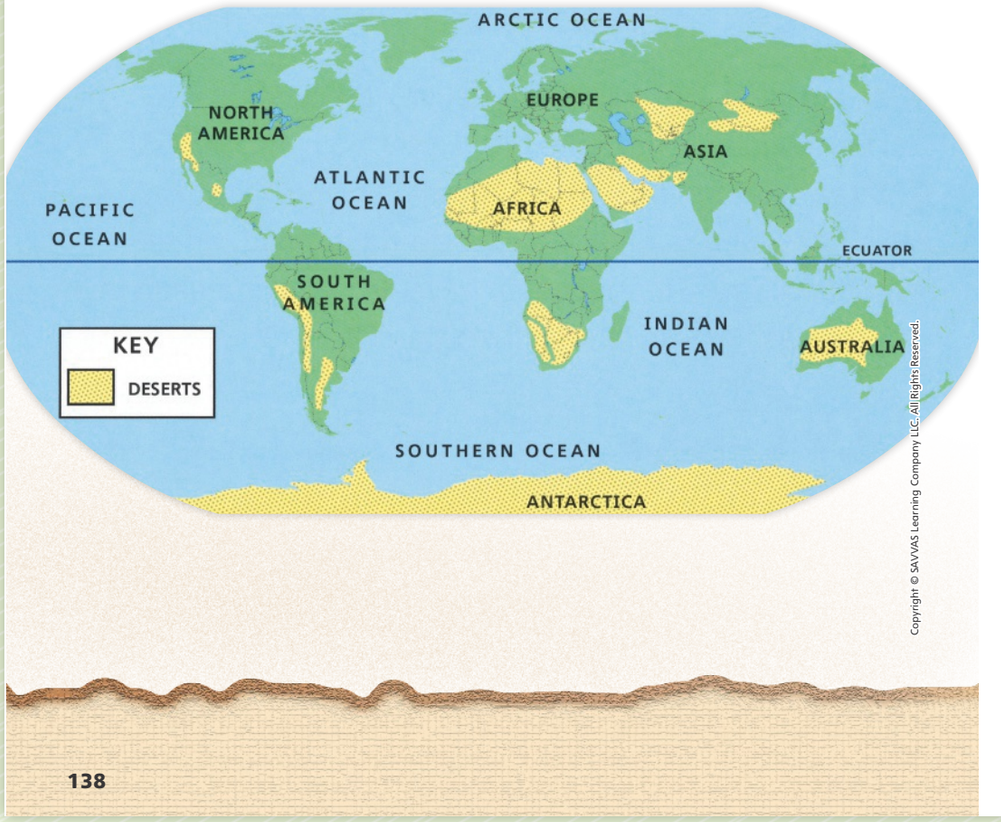
CLOSE READ

Analyze Text Features

Underline the facts in the caption and the text that the map helps you understand.

3 Deserts are almost everywhere in the world. You can find deserts in South America, North America, Asia, Australia, Africa, and Antarctica.

Deserts cover about one-quarter of all land on Earth!



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CROSS-CURRICULAR PERSPECTIVES Social Studies

Use the map to connect students' language arts skills with their social studies skills. Direct students' attention to the map key and ask them what the key shows. (The yellow symbol shows that the color yellow is used to represent deserts on the map.) Ask students to explain how the map helps them understand the differences in Earth's land areas. (The areas shown in yellow on the map are desert areas, which receive fewer than 10 inches of rain each year. The areas shown in green are not as dry and receive more than 10 inches of rain each year.)

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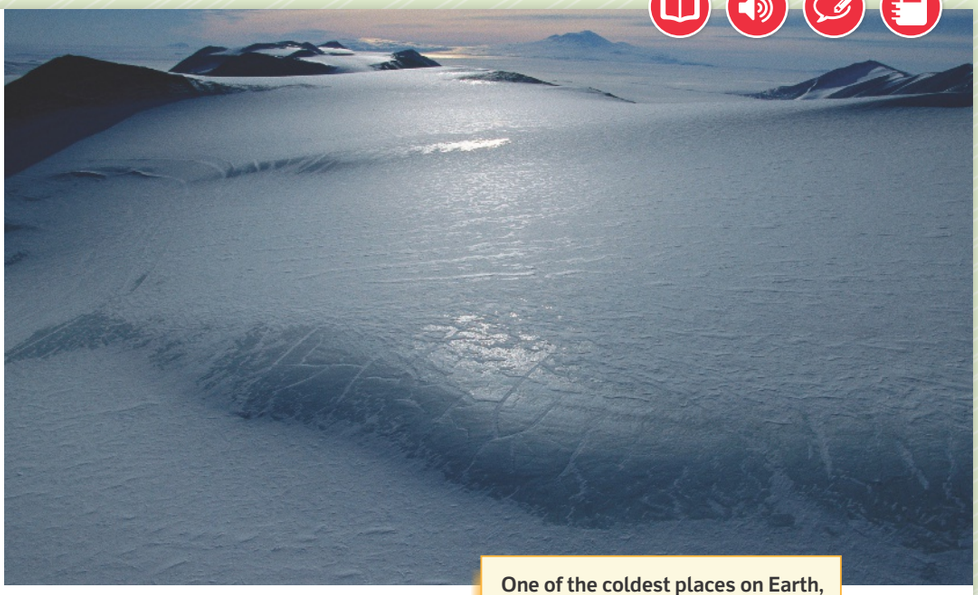

One of the coldest places on Earth, Antarctica, is a desert!

4 Many deserts are hot. There are not enough clouds to shield the ground from the Sun's heat. One of the hottest temperatures ever recorded was in Death Valley, California. The temperature reached 132° Fahrenheit (56° Celsius)! Not all deserts are hot, however. Most of Antarctica is a cold desert. Temperatures there can be as low as –128° F (–89° C). That is way below freezing!

CLOSE READ

Analyze Text Features

Underline details in the text that support the statement in the caption.

shield protect by covering

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ELL Targeted Support **Use Visual and Context Clues** Have students examine the photograph of Antarctica and identify the words *coldest, Antarctica,* and *desert* in the caption. Discuss how students can use the photo and caption as clues to help them figure out the meaning of the words *Antarctica, cold, desert, low,* and *freezing* in paragraph 4. **EMERGING/DEVELOPING**

Guide students in identifying antonyms in the text and caption. (*hot/cold; hottest/coldest*) Discuss with students how using details in the photo and context clues can help them determine the meaning of these words and other content-area vocabulary. **EXPANDING/BRIDGING**

First Read

Respond

THINK ALOUD After reading the text and caption, I'll summarize what I have read so far. When I summarize, I tell the key ideas, or most important ideas, in the text. A summary of this text could be: Earth has different kinds of deserts. Some deserts can be very hot, and some can be very cold.

Close Read

Analyze Text Features

Have students reread the caption and scan **paragraph 4** to identify and underline text details that support the caption. **See student page for possible responses.**

Point out that the regions near the equator experience a hot climate. To have students synthesize information, ask: How would you describe the distance between Antarctica and the equator? Using the information in the text features, what can you conclude about how a desert's distance from the equator affects the desert's temperature?

Possible Response: Antarctica is far from the equator. The text and caption say that Antarctica can be very cold, so a desert area far from the equator can have low temperatures.

DOK 2

OBJECTIVES

Synthesize information to create new understanding.

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.

First Read

Connect

THINK ALOUD The first sentence in paragraph 5 tells me that deserts can be dangerous. I know that a sunburn can really hurt and it's not good for you. I can infer that heatstroke and dehydration are also problems that can affect people, and I can infer that they are even more serious than a sunburn.

Close Read

Use Text Evidence

Have students read the title "People of the Desert." Ask: Using the text features on this page, what prediction can you make about how the information in this chapter will be similar to and different from the information in Chapter 1?

Discuss students' predictions, guiding them to understand that the chapter title indicates that this chapter will include information about deserts, similar to Chapter 1, but that this chapter will also be about people, which is different from Chapter 1.

Have students scan **paragraph 5** to find and highlight the detail that supports the information in the chapter title. **See student page for possible responses.** Have students use their highlighted text as evidence to confirm or correct their predictions.

DOK 2

OBJECTIVES

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

Use text evidence to support an appropriate response.

CHAPTER 2

CLOSE READ

Use Text Evidence

Highlight the detail in the text that supports the information in the chapter title.

lack the state of not having something

exposure the condition of being unprotected from severe weather, such as extreme heat

People of the Desert

5 Deserts can be filled with danger. People can get **heatstroke** from extreme temperatures. Lack of water can lead to **dehydration.** Too much exposure to the Sun can cause sunburn. Some people, however, are able to live in deserts. To them, deserts are home.

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140

Possible Teaching Point

Word Study | Vowel Digraphs *ee, ea, ai, ay, ow, oa*

Remind students that words with vowel digraphs have two letters that combine to form one long vowel sound. Have students identify a word in paragraph 5 that includes a vowel digraph. (*heatstroke*) Discuss with students how the *e* and *a* in *heatstroke* combine to make the long *e* sound.

CLOSE READ

6 For hundreds of years, people have found ways to **protect** themselves against the extreme **conditions** of deserts. They build shelters for shade during the day. They travel at night. The nomadic people of Asia's Gobi Desert move from place to place to find **resources.** They live in tent-like structures called yurts, which they carry with them.

Analyze Text Features

Underline the details in the text that the photograph helps you understand.

nomadic moving around a lot

A yurt is easy to put up, take down, and move. It will stay standing even in winds of 90 miles (145 kilometers) per hour.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Graphic Features To help students develop a clear understanding of the author's use of graphic features, point out the photograph of the yurts and the photo caption. Ask students to analyze and explain how the author was able to provide additional information about nomadic people and yurts through the photograph and caption. Then discuss how students could use photographs and captions to communicate information in their own writing. For more instruction on Author's Craft, see pp. T258–T259.

First Read

Generate Questions

THINK ALOUD I find the yurts to be very interesting. However, I am confused by the text that states that nomadic people carry their yurts with them. How do people put up and take down yurts? How do people carry yurts as they move from place to place? I'll mark the text that is confusing and write my questions in the margin. As I read, I'll look for answers to my questions.

Close Read

Analyze Text Features

Have students scan **paragraph 6** to find details in the text that the photograph helps them understand. **See student page for possible responses.**

Ask students to analyze the details in the text, photograph, and caption to explain why yurts are good homes for nomadic desert people.

Possible Response: Nomadic people move from place to place, and yurts can be set up and taken down as the people move. Yurts provide shelter from the sun and can stay standing even in high winds. The yurts also appear to be good-sized homes for people and their families.

DOK 2

OBJECTIVE

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

First Read

Notice

THINK ALOUD When I turned the page, the photograph immediately caught my attention. The text and caption help me understand that the photograph shows an underground home that people build to stay cool in hot deserts.

Close Read

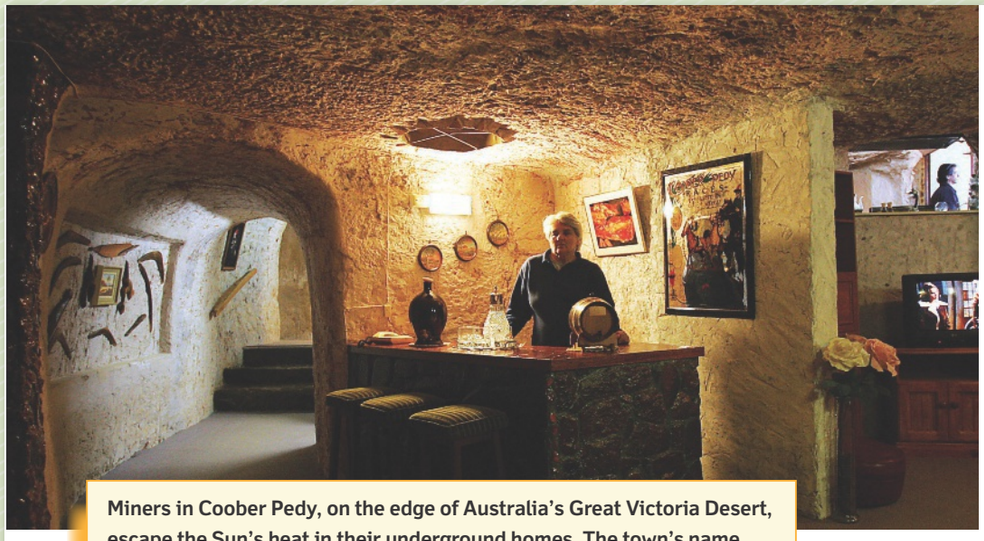
Use Text Evidence

Direct students' attention to the photograph and caption on p. 142. Ask: What details in the photograph help you understand how an underground room can help people "escape the Sun's heat" in the desert? Then have students scan **paragraph 7** to find and highlight details in the text that tell them more about the photograph. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.



Miners in Coober Pedy, on the edge of Australia's Great Victoria Desert, escape the Sun's heat in their underground homes. The town's name means "white man in a hole."

CLOSE READ

Use Text Evidence

Highlight details in the text that tell you more about what you can see in the photograph.

7 Different groups of people live in deserts around the world. Each group has its own way of life. They build different types of shelters to suit their ways of life. Some build homes with bricks they make from mixing mud with straw. Some people live underground! The people of Coober Pedy, Australia, dig underground rooms to make their homes.

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142

Possible Teaching Point

Read Like A Writer | Author's Craft

Graphic Features Direct students' attention to the caption on p. 142 of the *Student Interactive.* Ask students to identify specific details that the author included in the caption and explain how those details add interest and additional information about how people adapt to their desert environment. Then discuss how students could include specific details to captions to provide additional information about the topic in their own writing. For more instruction on Author's Craft, see pp. T258–T259.

CLOSE READ

8 Long ago, the only people who lived in deserts lived **traditional** lifestyles. Today, many kinds of people live in deserts. They use modern technology to build air-conditioned buildings and to pump water into their cities. Las Vegas, Nevada, for example, is in the Mojave Desert.

Analyze Text Features

Underline details in the text that give you more information about the photograph.

Some modern cities, such as Las Vegas, are in the middle of deserts.

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First Read

Notice

THINK ALOUD As I read the text, I am a bit confused by how the author is using the words *traditional* and *modern*. If I look at the photograph and read the caption about the modern city, it helps me better understand the meaning of these words and how they are used in the text.

Close Read

Analyze Text Features

Have students study the photograph on the page and scan **paragraph 8**. Ask: What can you tell me about this photograph? What details in the text give you more information about this photograph? Underline details that give more information about the photograph as students point them out. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES Social Studies

Explain to students that people in different communities adapt to the environment in which they live. Have students use text evidence from pp. 141–143 to identify and compare how people in different desert communities have adapted their homes to their environment. (Some live in yurts that they can carry with them. Some build homes with mud-and-straw bricks. Some build homes with underground rooms. Some build air-conditioned homes in big cities.) Guide students in understanding that not all desert people adapt to their desert environments in the same ways.

First Read

Respond

THINK ALOUD I notice that a new chapter begins on this page. I'll summarize the text on this page to help me figure out what this chapter will be about: Deserts have harsh conditions that make living in them difficult, but people have figured out ways to get what they need to survive.

Close Read

Use Text Evidence

As students scan the text, remind them that using text evidence means using facts and details to support an idea or response. Explain that text evidence must be relevant to, or directly relate to, their idea or response.

Direct students' attention to the chapter title. Then have students scan **paragraph 9** to find and highlight text details that support the chapter title by telling how people find water in the desert. **See student page for possible responses.**

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

CHAPTER 3

CLOSE READ

Use Text Evidence

Highlight the text details that support the chapter title by telling how people find water to survive in the desert.

Living in the Desert

9 Harsh weather and **climate** make it hard for people to live in deserts. Over many years, people have learned ways to find enough water to survive. The San people of the Kalahari Desert, in Africa, for example, know which plants store water. They also use long **reeds** to suck up water from underground. They then store the water in ostrich eggshells.

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144

ELL Targeted Support **Use Language Structures** Assist students in using language structures to determine the meaning of words.

Ask students to locate the words *underground* and *eggshells* in paragraph 9, and assist them in identifying how the meanings of the smaller words contribute to the meaning of each compound word. EMERGING/DEVELOPING

Have students identify two compound words in paragraph 9 (*underground, eggshells*) and explain how the meanings of the smaller words help them determine the meaning of each compound word. Ask student pairs to compose sentences using the compound words. EXPANDING/BRIDGING

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10 Most people who live in deserts live near an **oasis**. An oasis has enough water to grow crops. Many people have palm trees. A fruit called a date grows on these trees. People can also grow olive trees, wheat, and other crops for food. If an oasis is big enough, people can build villages, towns, or even cities around it.

CLOSE READ

Analyze Text Features

Underline details in the caption and text that the photograph supports.

Dates grow on palm trees. People can eat them or trade them for money or other goods.

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Possible Teaching Point

Word Study | Vowel Digraphs *ee, ea, ai, ay, ow, oa*

Review with students that words with vowel digraphs include two letters that combine to form one long vowel sound. Have students scan paragraph 10 to find words with vowel digraphs that form a long *o* sound. (*oasis, grow, grows*) If students mistake *town* or *around* as vowel digraphs, explain that in these words the letters *ow* and *ou* do not produce a long *o* sound.

First Read

Generate Questions

THINK ALOUD As I read the text, I am surprised to learn that people can grow crops in deserts. If deserts are places with little rainfall, how can crops grow? I'll mark this text because I'm confused by how crops can grow in deserts. I will keep reading to look for an answer to my question.

Close Read

Analyze Text Features

Have students scan **paragraph 10** to find and underline details in the caption and text that the photograph supports. **See student page for possible responses.**

Guide students in recognizing the characteristics and structures of informational text. Ask: What features of informational text can you identify on this page? What information do these features help you understand about the topic?

Possible Response: The page includes a photograph, a caption, and bold font. These features help me understand the topic of living in deserts by providing information about an oasis and the types of trees and crops that can grow near an oasis.

DOK 2

OBJECTIVE

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

First Read

Respond

THINK ALOUD After reading the text on this page, it's good to stop and summarize the key idea that the author presents. I understand that desert conditions can be dangerous for people. Some desert people wear special clothes that help to protect them from these harsh conditions.

Close Read

Use Text Evidence

Have students scan **paragraph 11**. Ask: What conditions make living in the desert difficult? How do people protect themselves in these conditions? Have students highlight the detail in the text that helps them understand the photograph and caption. **See student page for possible responses.**

Ask students to identify the words and phrases in the caption that relate to how people protect themselves. Then have students use text evidence from the caption and text to support the idea that desert people's clothes help them to survive in desert environments.

Possible Response: Desert people wear "loose-fitting clothes" and "long, flowing cloaks" that keep "sand out of their eyes, hair, mouths, and skin" and protect them from "the Sun and blowing dust."

DOK 1

OBJECTIVE

Use text evidence to support an appropriate response.

These Tuareg people live in the Sahara Desert. They cover their faces with long, flowing cloaks. Their clothes keep sand out of their eyes, hair, mouths, and skin.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that helps you understand the photograph and caption.

landscape the natural features seen in a particular area

11 Very few plants grow in deserts. Often, deserts go on for hundreds of miles of land with no shade. Strong winds blow through the **barren** landscape. A dust storm can strike at any moment without warning. Desert people wear layers of loose-fitting clothes to protect themselves from the Sun and blowing dust.

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146

CROSS-CURRICULAR PERSPECTIVES Social Studies

The Sahara Desert is the world's largest hot desert, covering an area almost as large as China. The Tuaregs are a nomadic people who have a long history of crossing the Sahara Desert for trade. Their knowledge of the desert helps them survive the sun, sand, and lack of water that can make a desert crossing deadly for an inexperienced traveler. The Tuaregs' clothing helps to protect and cool them as they travel in the desert. Their head coverings consist of about 3 yards of muslin, a thin fabric that allows air to circulate and helps people stay cooler in the desert heat.

12 Some people who live in deserts do not stay in one place. The Tuareg people live in the Sahara Desert in Africa. For hundreds of years, they have traveled across the desert. They carried items for trade, such as gold and spices, from one side of the desert to the other.

CLOSE READ

Analyze Text Features

Underline the text feature that supports your understanding of why the Tuareg people raise goats.

The Tuareg people raise goats to provide milk and meat and to carry water across the desert.

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First Read

Connect

THINK ALOUD The text and caption tell me that some desert people travel a lot and depend on goats for food and carrying water. My family and the Tuareg people both need food and water. However, my family doesn't live in a desert or move from place to place. We only travel long distances to vacation or to see friends and relatives.

Close Read

Analyze Text Features

Have students scan **paragraph 12** and **the caption** to identify and underline a feature of informational text on the page that supports their understanding of why the Tuareg people raise goats. **See student page for a possible response.**

Remind students that the word *nomadic* means "moving around a lot." Have students cite evidence that the Tuaregs are a nomadic people.

Possible Response: The text states that the Tuareg people have traveled across the desert "for hundreds of years" and "do not stay in one place."

DOK 1

OBJECTIVE

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

First Read

Notice

Ask: How do the photograph and caption help you understand the text?

Possible Response: The photograph and caption help me picture the text details, such as a camel's hair and wide feet, and they also help me understand how well-suited camels are to survive in a desert environment.

Close Read

Vocabulary in Context

Remind students that if they find an unfamiliar word or phrase in a text, they can use context clues to help them determine the meaning of the word or phrase.

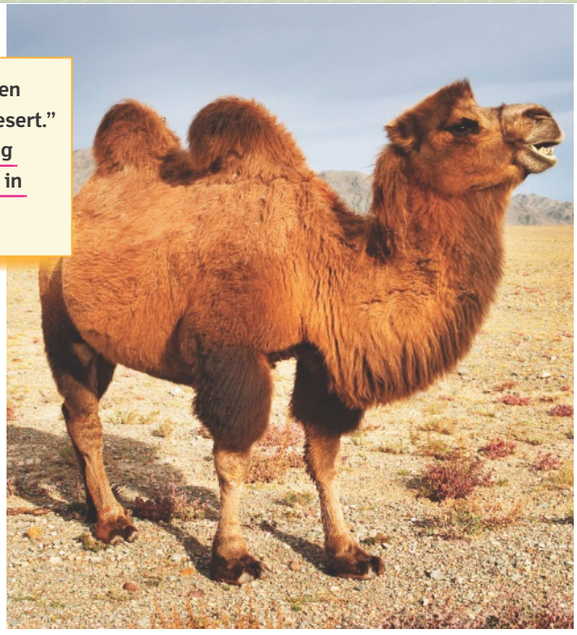
Have students reread the caption and identify the phrase *ships of the desert*. Then direct students to scan **the caption and paragraph 13** to identify and underline the context clues that help them determine the meaning of the phrase. **See student page for possible responses.**

DOK 2

OBJECTIVES

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

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



Camels have often been called "ships of the desert." They can live for a long time off the fat stored in their humps.

CLOSE READ

Vocabulary in Context

Underline the context clues in the caption and the text that help you determine the meaning of the phrase *ships of the desert*.

13 For hundreds of years, many people have used camels to travel through the desert. Camels are built to survive desert weather and climate. Their thick, wooly hair protects them from the hot Sun. Their wide feet stop them from sinking in the sand. They can drink 25 gallons (95 liters) of water in minutes, and they do not need to drink again for days.

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148

Possible Teaching Point

Academic Vocabulary | Figurative Language

Explain to students that figurative language is language that gives words a meaning beyond their dictionary definitions. Tell students that a metaphor is a type of figurative language that makes a comparison between unlike things. Have students identify the phrase *ships of the desert* in the caption. Guide students to recognize that calling camels "ships of the desert" is a metaphor that compares camels to ships. Use the Academic Vocabulary lesson on pp. T218–T219 in the Reading-Writing Bridge for instruction on figurative language.

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14 Fewer than one hundred years ago, many people could not cross a desert without a camel. Today, camels are less important than they once were. People now drive cars and trucks through deserts. Deserts are easier to cross today, but you would not want to get stranded! You may not get help for a long time.

CLOSE READ

Analyze Text Features

Study the photo of the car. Underline details in the text and caption that the photo helps you understand.

Strong winds blow sand through deserts. Blowing sand makes it hard for drivers to see the road.

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Possible Teaching Point

Word Study | Vowel Digraphs *ee, ea, ai, ay, ow, oa*

Remind students that they have recognized words in *Living in Deserts* that include vowel digraphs that produce long *e* and long *o* sounds. Have them scan paragraph 14 to find a word that includes a vowel digraph with the long *a* sound. (*today*)

First Read

Generate Questions

THINK ALOUD As I continue to read, I have questions about the text. I will mark the second sentence in paragraph 14 because I have questions about how desert people use camels today.

Close Read

Analyze Text Features

Have students examine the details in the photograph on p. 149. Then direct students to scan the caption and the text in **paragraph 14** to find and underline details that the photo helps them understand. **See student page for possible responses.**

To extend students' analysis of text features, ask: What do the text features on pages 148 and 149 tell you about how transportation in the desert today compares with transportation in the past?

Possible Response: The text features on page 148 help me understand why camels have been an important form of transportation for desert people. The photo and caption on page 149 help me understand that the cars and trucks used for transportation today make crossing deserts easier than traveling on a camel.

DOK 2

OBJECTIVE

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

First Read

Respond

Ask: How would you summarize the text on this page to help you understand what this chapter will be about?

Possible Response: People living at the edges of deserts can cause problems by using more resources than the land can support.

Close Read

Use Text Evidence

To help students recognize structures of informational text, ask: What text feature on page 150 helps you know what this chapter is about? (chapter title)

Then have students scan **paragraph 15** to find and highlight details that tell how people who live in the desert today meet their needs. **See student page for possible responses.**

DOK 2

OBJECTIVES

Use text evidence to support an appropriate response.

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.

CHAPTER 4

CLOSE READ

Use Text Evidence

Highlight the text details that tell you how people who live in the desert today meet their needs.

People and the Desert Today

15 Every year, more people live on the edges of deserts. They cut down trees for fuel and farm the land. They bring animals, such as goats, to **graze** on the land. The areas surrounding deserts cannot support all the people who live in them. Humans use up lots of water. As people use the land, the soil loses its **nutrients** and becomes weak.

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150

Possible Teaching Point

Read Like A Writer | Author's Craft

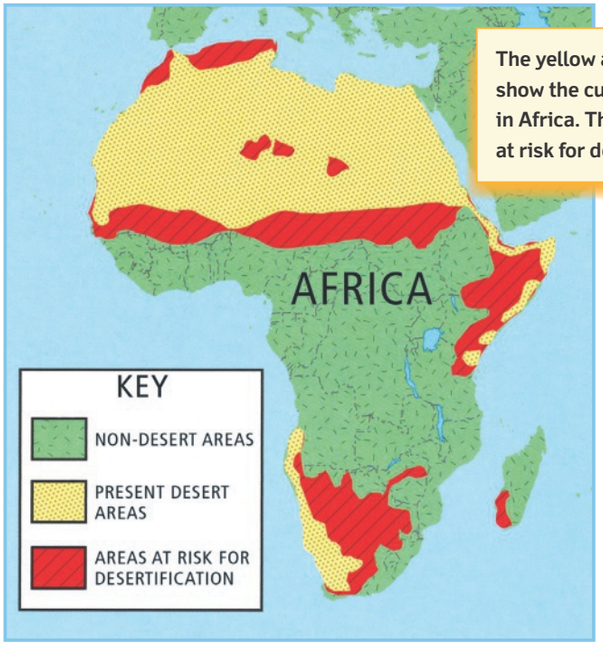
Graphic Features To help students develop their understanding of the author's use of graphic features, have students work with a partner to analyze how the map on p. 151 of the *Student Interactive* supports the text on p. 150. Have pairs identify words and phrases that the map helps them understand. Then discuss how students could use graphic features, such as maps, to support the text in their own writing. For more instruction on Author's Craft, see pp. T258–T259.

16 Most kinds of plants cannot grow in weak soil. Without plants to hold the soil in place, it can dry out and blow away in heavy winds. Dry earth can cover smaller plants and stop them from growing. Every year, more land turns into desert, and the world's deserts grow bigger. The spreading of desert edges is called **desertification.**

CLOSE READ

Analyze Text Features

Underline details in the text that the map helps to explain.



The yellow areas on this map show the current desert areas in Africa. The red shows areas at risk for desertification.

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ELL Targeted Support **Use Visual and Contextual Clues** Remind students that they can use visual and context clues, such as the map on *Student Interactive* p. 151, to help them develop vocabulary.

Say the word *desertification* with students. Help them read the map to identify present desert areas and areas at risk. EMERGING

Have small groups read the map to identify the red areas at risk and discuss these areas using the term *desertification*. DEVELOPING

Have partners read the map, map key, and caption and then write a sentence about desertification in Africa. EXPANDING

Have students read the map elements and write a short paragraph about desertification in Africa. BRIDGING

First Read

Connect

THINK ALOUD When the author describes what happens to plants when the soil is weak and dry, it reminds me of a time I tried to grow a plant, but I forgot to have someone water it when I went on vacation. The plant became so dried out that it died. The experience with my plant helps me better understand what happens to plants in the process of desertification.

Close Read

Analyze Text Features

Ask students to examine the map on p. 151. Have them scan **paragraph 16** to identify and underline details that the map helps to explain. **See student page for possible responses.**

Then ask students to explain the author's purpose for including the map.

Possible Response: The author included the map to help readers understand that desertification happens at desert edges and also understand that large areas are in danger of desertification.

DOK 2

OBJECTIVES

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

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

First Read

Respond

Ask: What does the author want me to understand by reading the text on this page?

Possible Response: Some people and companies harm and pollute deserts through their activities.

Close Read

Use Text Evidence

Remind students that when they use text evidence to support a response, they must find facts and details that are relevant to and confirm their answer. Explain that identifying a key word in their response can help them find and use text evidence.

Ask: How can pollution affect deserts and the planet? Have students scan **paragraph 17** and find text evidence to support an appropriate response. Remind them to use a key word, such as *pollution*, to locate relevant text evidence and highlight it. **See student page for possible responses.**

DOK 1

OBJECTIVE

Use text evidence to support an appropriate response.

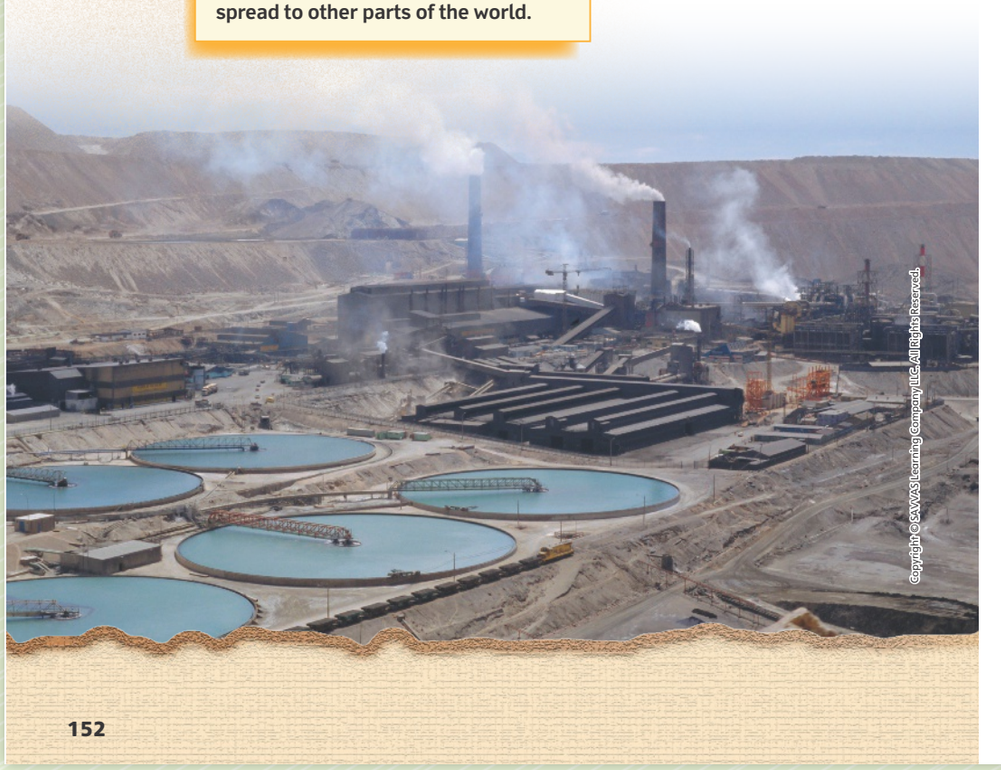
CLOSE READ

Use Text Evidence

Highlight text evidence that you could use to support an appropriate response to this question: How can pollution affect deserts and the planet?

17 Some people harm deserts. They have found valuable resources in the desert. Large companies mine deserts for precious metals, such as gold. Others drill for oil. Some nations test bombs and other weapons in deserts. Such use of deserts causes **pollution**, which can spread to the rest of the world. Pollution of the desert can harm the whole planet.

Desert mines cause pollution that can spread to other parts of the world.



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152

Possible Teaching Point

Read Like A Writer | Author's Craft

Graphic Features Have students evaluate the author's use of graphic features by evaluating the photographs on pp. 152–153 of the *Student Interactive.* Ask students to explain how these images help to convey the author's message about problems in deserts and solutions to those problems. Then discuss how students could use contrasting photographs to communicate information in their own writing.

For more instruction on Author's Craft, see pp. T258–T259.

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Scientists hope to stop the spread of deserts by planting new crops and trees. They cover the plants with plastic covers that look like tunnels.

18 Some people, however, are trying to save deserts. **Conservation** scientists are trying to replant areas that have become desert. They build plastic covers over healthy crops, which stops plants from drying out. Some governments restrict the ways people can use the land. Other deserts are protected as national parks. Protecting deserts can help the planet.

CLOSE READ

Use Text Evidence

Highlight the detail in the text that explains why plants are covered with plastic covers.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

Explain to students that the actions of people can affect the land and environment. Have students describe the effects of people's activities on deserts using the text, photos, and captions on pp. 150, 152, and 153. Have students create a chart to classify actions as either good for the environment or bad.

First Read

Generate Questions

THINK ALOUD As I read, I recognize that this text is focused on how people try to save deserts. What does the author mean when she says, "Some governments restrict the ways people can use the land"? I'm not sure what this sentence means, so I'll mark it and look for information that can help me answer my question.

Close Read

Use Text Evidence

Have students review the photograph and caption on p. 153. Ask: Why are the plants covered with plastic? Highlight the text detail in **paragraph 18** as students point it out. **See student page for possible responses.**

Then have students use text evidence to explain why conservation scientists want to protect deserts and stop desertification.

Possible Response: Conservation scientists want to protect deserts and stop desertification because protecting deserts "can help the planet."

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

First Read

Notice

THINK ALOUD When I turn the page, I notice that the text about deserts has ended and that the author has included a glossary. I know a glossary is a list of important words in a text and their definitions, and it can help me understand the meanings of unfamiliar words.

Close Read

Analyze Text Features

Have students scan **p. 154**. Ask: What words on this page support your understanding of the possible dangers and difficulties associated with living in a desert? Have students find and underline glossary words. **See student page for possible responses.**

Ask students why a glossary is a helpful text feature in an informational text.

Possible Response: There are a lot of content-area words in an informational text. The glossary helps me understand the meanings of words that may be unfamiliar or challenging.

DOK 2

OBJECTIVES

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

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

CLOSE READ

Analyze Text Features

Underline the glossary words on this page that support your understanding of the possible dangers and difficulties associated with living in a desert.

Glossary

barren not able to have living things grow

climate the weather and temperature usually found in an area

conservation having to do with careful protection of something

dehydration extreme thirst or the state of being without enough body fluids due to lack of water

desertification the changing of fertile land into desert

extreme having more of something, such as heat or dryness, than we are used to

flash flood a sudden, violent flood that occurs in heavy rainstorms

graze feed on grass

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154

ELL Targeted Support **Use Academic Language** Have students scan the words and definitions in the glossary. Ask volunteers to select a word and read its definition.

Assist students in understanding the definitions by finding photos in the text that help to define the words. Then have pairs of students take turns and practice reading the words and their definitions. Encourage students to use each word in an oral sentence. EMERGING/DEVELOPING

Have students review the glossary words and definitions. Tell students to select three words that they do not fully understand, read the glossary definitions, go back to the text to review the words' use in the text, and use the words in written sentences. EXPANDING/BRIDGING

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heatstroke extremely high body temperature as a result of too much exposure to the Sun

nutrients substances that living things need to grow

oasis a place in a desert that has water

pollution human-made waste that harms the environment

protect keep safe

reeds tall grasses with long, stiff stems

resources natural substances that people can use to make their lives better

traditional having to do with a way of life and beliefs that have been in use for many generations

CLOSE READ

Use Text Evidence

Highlight the definition that describes a location where people are likely to live in the desert.

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First Read

Notice

Ask: What do you notice about the way the words in the glossary are organized? Why do you think glossary words are organized this way?

Possible Response: The glossary words are organized in alphabetical, or ABC, order. This order helps readers quickly find a specific word or words in the list.

Close Read

Use Text Evidence

Have students review the words and definitions on **p. 155** to find and highlight a word that is a location where people are likely to live in the desert. **See student page for possible responses.**

Encourage students to ask questions about key ideas in the text and to use text evidence from the glossary to answer their questions.

DOK 2

OBJECTIVE

Use text evidence to support an appropriate response.

Possible Teaching Point

Word Study | Vowel Digraphs *ee*, *ea*, *ai*, *ay*, *ow*, *oa*

Have students read the words on p. 155 of the *Student Interactive* that include vowel digraphs that produce long *e* sounds. Ask volunteers to explain how they know these words include vowel digraphs and underline the two letters that combine to produce the long *e* sound in each word. *(heatstroke, keep, reeds)*

First Read

Connect

THINK ALOUD When I turn to this page, I read the heading "For More Information." The heading helps me understand that this is a list of sources with additional information about deserts that I can read on my own.

Close Read

Analyze Text Features

Have students scan the text on **p. 156**. Then have them underline the text feature that helps them recognize a type of source they could use to find more information about deserts. **See student page for a possible response.**

Ask: What is the author's purpose for including this information in *Living in Deserts*?

Possible Response: The author wants to give readers a list of other books they can read to learn more about deserts.

DOK 2

OBJECTIVES

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

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

CLOSE READ

Analyze Text Features

Underline the text feature that helps you recognize a type of source you could use to find more information about deserts.

For More Information

Books

Deserts. Habitats (series). Fran Howard (Buddy Books)

Deserts. Heinemann First Library (series). Angela Royston (Heinemann)

Deserts. Learning About the Earth (series). Emily K. Green (Bellwether Media)

Deserts. Where on Earth? (series). JoAnn Early Macken (Gareth Stevens)

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156

Possible Teaching Point

Read Like a Writer | Author's Craft

Additional Sources Ask students what they might learn about writing informational text by reading other informational texts about the same topic. Then ask them, based on the titles of the book series, what new information about deserts they think they might learn by reading these books. (details about desert habitats, other environments on Earth, and examples of deserts in various locations) Have students consider when they might want to include a list of other sources of information in their own writing and discuss their responses in small groups.

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Index

Africa 138, 144, 147, 151

Antarctica 138–139

Asia 138, 141

Australia 138, 142

camels 148–149

climate 144, 148, 154

clothes 146

crops 145, 153

Death Valley 139

desertification 151, 154

drowning 137

Gobi Desert 141

gold 147, 152

heatstroke 140, 155

homes 142

Kalahari Desert 144

Las Vegas, Nevada 143

Mojave Desert 143

nomads 141

North America 138

oasis 145, 155

palm trees 145

plants 144, 146, 151, 153

pollution 155

resources 141, 152, 155

Sahara Desert 146–147

scientists 153

shade 141, 146

soil 137, 150–151

South America 138

storms 137, 146

Sun 139–140, 142, 146, 148, 155

thirst 136–137, 154

travel 141, 147–148

water 136–137, 140, 143, 144–145, 147–148, 150, 155

winds 141, 146, 149, 151

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CLOSE READ

Analyze Text Features

Underline the index entries that might provide information about where deserts are located.

First Read

Generate Questions

When I turn to this page, I scan the list to review the topics or key words that are used in the text. I can use this index to help me find information about these concepts in the text. I also review the list to consider which topics or key words I understand after reading *Living in Deserts* and which are unclear to me. How could I use the index to find out more about the topics or key words that I do not fully understand?

Close Read

Analyze Text Features

Have students examine the information in the index on **p. 157**. Ask: Why is an index a useful text feature?

Possible Response: The index can help readers find the page on which specific information appears in a text.

Have students scan the page and underline the index entries that might provide information about where deserts are located. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

ELL Targeted Support **Confirm Understanding** Have students work with a partner to ask and answer oral questions about the words in the Index to confirm their understanding.

Ask students questions, such as: *Why are camels important to desert people?* If students struggle to pose or answer questions, guide them in using the page numbers to refer back to the text for support. **EMERGING/DEVELOPING**

Have partners ask and answer oral questions that help them make connections between words in the Index, such as: *Which words identify problems in deserts?* (Possible response: *desertification*, *drowning*, *heatstroke*, *pollution*) **EXPANDING/BRIDGING**

Respond and Analyze

Living in Deserts

OBJECTIVES

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

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

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

Encourage students to share their thoughts and reactions to *Living in Deserts*. Use the following prompts to draw out students' responses.

- **Discuss** What part of the text did you find most interesting or surprising?
- **Connect** Did reading *Living in Deserts* change your understanding of environments or how people live in other parts of the world? Why?

Have students share their reactions to the text. Tell students to listen actively as other students speak, ask relevant questions to clarify information, and comment on the text and ideas shared during the discussion.

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational text use domain-specific words, or words that are related to a specific topic or subject. The vocabulary words *shield, lack, exposure, nomadic,* and *landscape* are words related to desert environments.

- Review the meaning of each vocabulary word.
- Ask yourself what the word tells you about survival in deserts.

MODEL AND PRACTICE Model filling out the chart on p. 158 of the *Student Interactive* using the word *shield*.

- I read that *shield* means "to protect by covering."
- I determine that *shield* best fits into the section titled "Relates to Protection in the Desert" because the word *shield* relates to protection.

ELL Targeted Support **Vocabulary** Display the words in the word bank. Explain that these words relate to the topic of deserts.

Have students work with a partner of a different language-proficiency level to review each word and paraphrase the definitions. **EMERGING**

Complete the activity above. Then have partners write a sentence using each word. **DEVELOPING**

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 158 of the *Student Interactive.* Evaluate students' completion of the activity to assess their understanding of the vocabulary words.

OPTION 2 **Use Independent Text** Have students identify domain-specific words related to the topic or subject of their independent reading texts. Instruct students to use print or digital resources to determine the meaning, syllabication, and pronunciation of each word to deepen their understanding of the domain-specific words used in the text.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words help readers understand survival in the text *Living in Deserts*?

Decide

- **If students struggle,** have them quiz a partner on vocabulary word meanings. Also see pp. T254–T255.
- **If students show understanding,** have students use the vocabulary words to describe living in the desert. Also see pp. T254–T255.

Check for Understanding **My TURN** Have students complete p. 159 of the *Student Interactive.*

STUDENT INTERACTIVE, pp. 158–159

VOCABULARY

Develop Vocabulary

In informational text, look for precise words authors use to give information about a specific topic or subject. These words are called domain-specific words. Knowing their meanings will help you understand the text and use the words correctly.

My TURN Review the definition for each word from *Living in Deserts*. Then think about how each word relates to survival in a desert and place the word into the correct box in the chart.

Word Bank

shield lack exposure nomadic landscape

Describes What a Desert Looks Like	Describes People in the Desert
landscape	nomadic
Desert	
Relates to Protection in the Desert	**Relates to Problems of Living in the Desert**
shield	lack, exposure

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COMPREHENSION READING WORKSHOP

Check for Understanding

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

Possible responses:

1. How can the reader identify this text as informational text?

DOK 2 The text explains a topic and includes facts, details, and text features. It has bold text, maps, photos, captions, and numbered chapters that break the text into sections.

2. What is the most likely reason that the author included a glossary?

DOK 2 The words in the glossary are important because they help readers understand the ideas in the text. Readers can use a glossary to find an unfamiliar word right away.

3. Compare and contrast life for people in deserts today with life in deserts long ago. Cite text evidence, and use words and phrases from the glossary in your response.

DOK 2 Unlike people in the past, people in deserts today "use modern technology to build air-conditioned buildings and to pump water into their cities." People can "drive cars and trucks through deserts" now instead of riding camels. However, people still have to protect themselves from flash floods, heatstroke, and other dangers, just like they did in the past.

4. What information can you gather and evaluate that supports the idea that people can help save deserts?

DOK 3 Scientists are planting in deserts and using plastic covers to keep plants from drying out. Governments are protecting deserts by passing laws that stop harmful activities like mining, drilling for oil, and testing weapons.

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Word Study Vowel Digraphs

OBJECTIVES

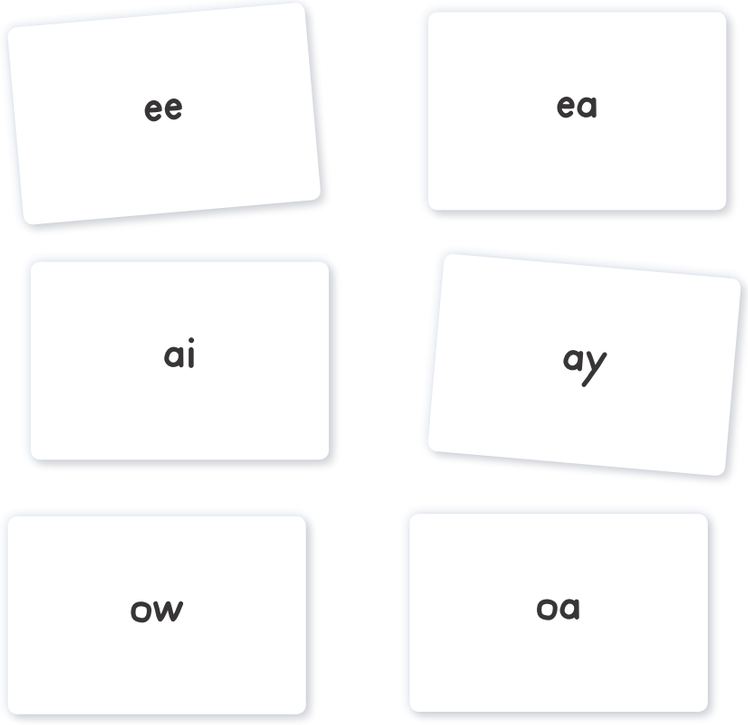
Demonstrate and apply phonetic knowledge by decoding multisyllabic words with closed syllables; open syllables; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

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

LESSON 2

Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa*

APPLY My TURN Direct students to complete the activity on p. 164 of the *Student Interactive*.



High-Frequency Words

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

STUDENT INTERACTIVE, p. 164

WORD STUDY

Vowel Digraphs

Vowel Digraphs are two letters that spell one vowel sound. Digraphs *ee* and *ea* can spell a long *e* sound (*street*, *mean*). Digraphs *ai* and *ay* can spell a long *a* sound (*mail*, *stay*). Digraphs *ow* and *oa* can spell a long *o* sound (*glow*, *float*). Understanding digraphs can help you read multisyllabic words.

My TURN Read each word. Then complete the chart.

coaster	beetle	approach	reason	cattail
freezing	blowfish	playground	boating	crayon
painter	yellow	pillow	teacher	trailer

Sound	Digraph	Word
Long *e*	*ee*	beetle freezing
	ea	reason, teacher
Long *a*	*ai*	cattail, painter, trailer
	ay	crayon, playground
Long *o*	*ow*	blowfish, yellow, pillow
	oa	boating, coaster, approach

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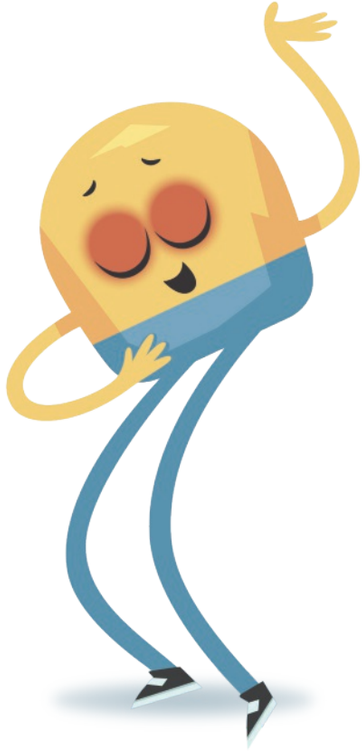
High-Frequency Words

High-frequency words are used often in texts. Read these high-frequency words: *voice*, *south*. Identify them when you read.

164



LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Vowel Digraphs *ee, ea, ai, ay, ow, oa*	**Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa***	More Practice	Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*	Assess Understanding

Use the QUICK CHECK on p. T251 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Remember that authors of informational text use domain-specific words, or words related to the topic or subject. These words can help readers better understand the topic and key ideas in informational text. Have students look back at *Living in Deserts* for domain-specific words used to describe deserts and survival.

ELL Targeted Support

Explain that domain-specific words help readers understand a specific topic.

Review the definitions of the vocabulary words, and have students work with a partner to draw a picture that illustrates the meaning of each word. **EMERGING**

Guide students in using details in the photos to help them confirm their understanding of the vocabulary words. Then help them use the words in oral sentences about deserts. **DEVELOPING**

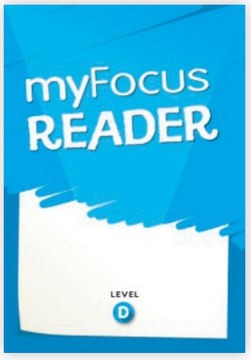
Have students select a photo from the text that best illustrates each vocabulary word and explain their photo choices. **EXPANDING**

Ask student pairs to use the vocabulary words to create their own captions for the photos. Have volunteers share their captions. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Read pp. 257–260 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insights for students on text evidence and text features.

Provide instructional support for comprehension and word study—vowel digraphs *ee, ea, ai, ay, ow, oa* and the Academic Vocabulary *solve* and *custom.*

Fluency

Assess 2–4 students

PROSODY

Have students choose a short passage from the text or a leveled reader. Tell them to work with a partner and take turns reading the passage with appropriate phrasing. Remind them to notice the punctuation and to make their reading sound natural, as if they are speaking the words in a conversation. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students' oral reading rate and accuracy. Have partners practice reading the passage, and record each student's performance. Use the *Fluency Progress Chart* to track student progress.

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SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to identify domain-specific words used in their independent reading. Have students tell how they figured out the meaning of unfamiliar words.

Possible Conference Prompts

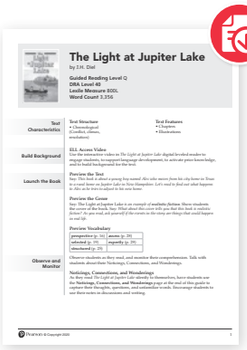
- What words did the author use to tell the reader about the topic of the book?
- What helped you understand these words?

Possible Teaching Point Readers pay attention to domain-specific words to learn more about the topic of an informational text. These words can help you understand what the author wants you to learn about the topic.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T222–T223.
- For instructional support on how to use strategies to develop vocabulary, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

Independent/Collaborative

Independent Reading

Students can

- reread *Living in Deserts*.
- read a self-selected trade book or the Book Club text.
- read a book with a partner, asking each other questions about the text.

Centers

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

Literacy Activities

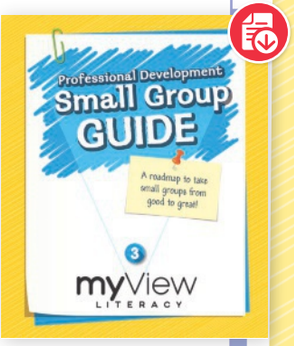
Students can

- complete the graphic organizer on *Student Interactive* p. 158.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 159.
- play the *myView* games.
- read aloud a passage from a text with expression and at a steady rate.

SUPPORT INDEPENDENT READING

Have students choose texts for independent reading that genuinely interest them. Have them give a reason for their choice.

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share new vocabulary words they learned from their reading, what the words mean, and what the words tell about the topic of the text. Take time to celebrate what students have learned through their reading.

Analyze Text Features

Living in Deserts

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary to talk about text features. Give students sentence starters, such as

- A photo is a text feature that helps readers understand how desert people solve problems by _____
- Chapter titles contribute to the organization of information about the desert because they _____.

ELL Access

Discuss with students the importance of synthesizing, or combining, information from text and text features to form a new understanding of words and ideas presented in an informational text. Create a text equation by writing the following on the board: *Text Detail + Feature Detail = These details help me understand* ____. Work with students to create text equations to identify how details in the text and text features help them understand information about living in a desert environment.

Minilesson

FOCUS ON STRATEGIES Explain that authors sometimes structure informational text to include features, such as sections, tables, graphs, bullets, numbers, and bold and italicized font. Maps, photos, and captions are other features common in informational text. Point out to students that recognizing structures of informational text, including text features, can help support their understanding of the text.

- Recognize and identify a text feature in the informational text.
- Think about what the text feature tells you.
- Analyze how the text feature supports your understanding of the topic.

MODEL AND PRACTICE Use the Close Read note on p. 136 of the *Student Interactive* to model how to annotate the text to analyze text features.

- Which text feature on this page tells me that the text will be presented in a certain order? I scan the page and recognize that the chapter title is a text feature that tells me the text will be organized into chapters and presented in a certain order. So I will underline "Chapter 1."
- Have partners work together to read the Close Read note on p. 138 of the *Student Interactive* to practice annotating the text to analyze text features. Help students recognize the connection between the map and the second sentence of paragraph 3. Discuss students' annotations to monitor their comprehension of the reading skill.

ELL Targeted Support **Discuss Text Features** Tell students that they can monitor, or check, their understanding of spoken language during the discussion of the reading skill. Remind students to ask questions or get help if they need clarification.

Ask students to name and describe different types of text features that appear in *Living in Deserts*. Provide the sentence frames, such as: *This text feature is a ____. It shows/tells ____ about ____.* EMERGING/DEVELOPING

Have students identify text features in *Living in Deserts* and describe similarities and differences among the different types of features. Encourage students to share which text features they find most interesting or informative. EXPANDING/BRIDGING

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text features.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Text Features. Students can use the text evidence to complete the chart on p. 160 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students use sticky notes to mark text features in their independent reading text. Instruct students to identify the text feature, what the feature tells the reader about the topic, and how the text feature supports their understanding of the text.

QUICK CHECK

Notice and Assess Can students analyze how text features support their understanding of the informational text?

Decide

- **If students struggle,** revisit text feature instruction in Small Group on pp. T262–T263.
- **If students show understanding,** extend text feature instruction in Small Group on pp. T262–T263.

STUDENT INTERACTIVE, p. 160

CLOSE READ

Analyze Text Features

Text features help readers find and understand information. Examples of text features in informational texts include section headings, numbered chapters, maps, photos, captions, bold or italic text, glossaries, and lists of sources of information.

1. **My TURN** Go to the Close Read notes in *Living in Deserts* and underline details that help you analyze text features.
2. **Text Evidence** Use some of the parts you underlined to complete the chart.

Possible responses:

Type of Text Feature	What the Text Feature Tells Me	My Analysis
chapter heading and number	"Chapter 1"	This text has more than one chapter.
map and caption	"Deserts cover about one-quarter of all land on Earth!"	The caption and map help me understand that deserts are on almost every continent.
glossary words	some important words in the text and their meanings	These are special terms to describe different dangers and problems in the desert.

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160

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 Graphic features include maps, charts, graphs, photographs, and illustrations. Authors of informational texts use graphic features for specific purposes. Graphic features can be used to achieve some or all of the following purposes:

- Graphic features provide additional information to help readers understand the text.
- Graphic features provide information that cannot be easily explained in words alone.
- Graphic features help make a text more interesting.

MODEL AND PRACTICE Model explaining the author's use of graphic features by directing students to the top of p. 165 of the *Student Interactive*. Have students follow along as you complete the steps.

1. Identify that the author Tea Benduhn uses the text to tell readers where in the world a person can find deserts.
2. Ask how the graphic feature on the page helps readers understand where deserts can be found. Ask students how the map provides information to help them better understand the text.
3. Guide students to understand that the map shows more details about the information in the text. By including a map, the author makes it easier for readers to understand the text.

ELL Targeted Support **Maps** To help students better understand the information in the map, have them interpret the map's colors and labels.

Have partners identify and read the labels of the continents on the map. Tell students to ask questions to clarify difficult concepts. **EMERGING/DEVELOPING**

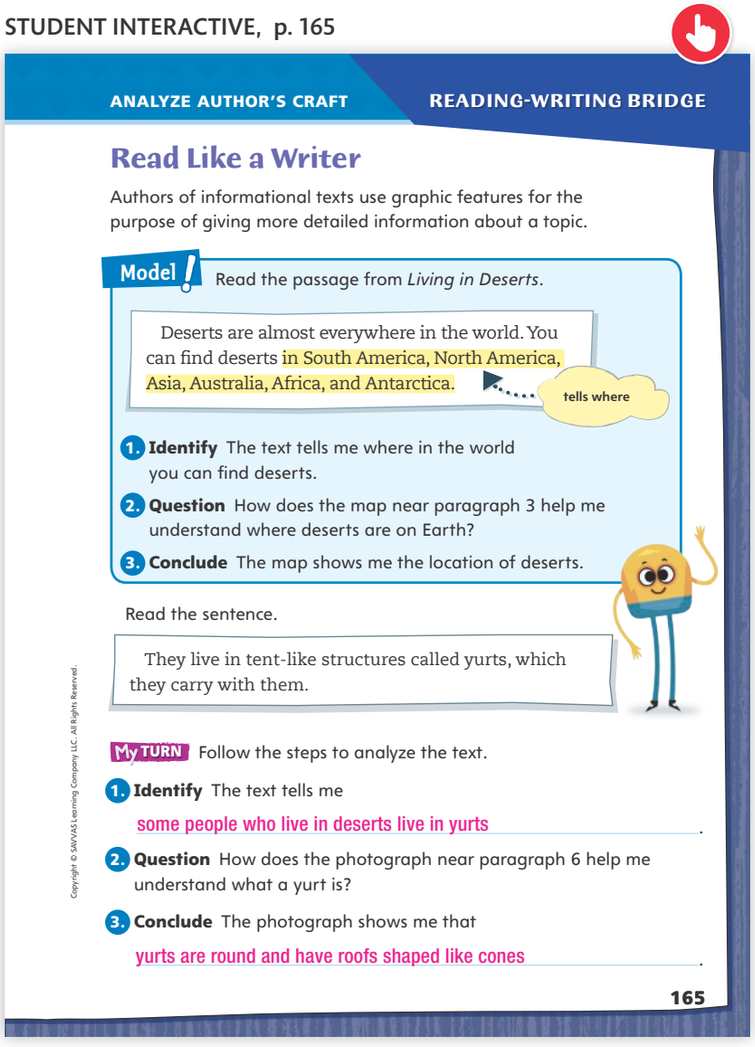
Have students identify where the deserts are in the following places mentioned in the text: South America, North America, Asia, Australia, Africa, and Antarctica. Encourage students to seek support if necessary. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *Living in Deserts* and identify other graphic features. Help guide their search by reminding them that photographs and maps are graphic features. Then have them focus on specific examples of graphic features by completing the activities on *Student Interactive* p. 165.

STUDENT INTERACTIVE, p. 165



ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

Authors of informational texts use graphic features for the purpose of giving more detailed information about a topic.

Model Read the passage from *Living in Deserts*.

Deserts are almost everywhere in the world. You can find deserts in South America, North America, Asia, Australia, Africa, and Antarctica.

tells where

1. **Identify** The text tells me where in the world you can find deserts.
2. **Question** How does the map near paragraph 3 help me understand where deserts are on Earth?
3. **Conclude** The map shows me the location of deserts.

Read the sentence.

They live in tent-like structures called yurts, which they carry with them.

My TURN Follow the steps to analyze the text.

1. **Identify** The text tells me some people who live in deserts live in yurts.
2. **Question** How does the photograph near paragraph 6 help me understand what a yurt is?
3. **Conclude** The photograph shows me that yurts are round and have roofs shaped like cones.

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165

Word Study Vowel Digraphs

OBJECTIVE

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

FLEXIBLE OPTION

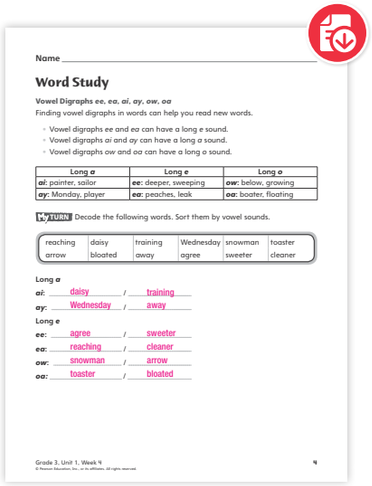
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that decoding words that have vowel digraphs can help them read unfamiliar words.

MODEL AND PRACTICE Display the words *teacher, coasted*, and *mailbox*. Guide students to identify the vowel digraph in each word. Then have them identify the vowel sound each digraph makes. (*teacher, ea,* long *e; coasted, oa,* long *o; mailbox, ai,* long *a*)

APPLY Have students complete *Word Study* p. 4 from the *Resource Download Center*.



Name _____

Word Study

Vowel Digraphs *ee, ea, ai, ay, ow, oa*

Finding vowel digraphs in words can help you read new words.

- Vowel digraphs *ee* and *ea* can have a long *e* sound.
- Vowel digraphs *ai* and *ay* can have a long *a* sound.
- Vowel digraphs *ow* and *oa* can have a long *o* sound.

Long *a*	Long *e*	Long *o*
ai: painter, sailor	***ee***: deeper, sweeping	***ow***: below, growing
ay: Monday, player	***ea***: peaches, leak	***oa***: boater, floating

MY TURN Decode the following words. Sort them by vowel sounds.

reaching	daisy	training	Wednesday	snowman	toaster
arrow	bloated	away	agree	sweeter	cleaner

Long *a*

ai: daisy / training

ay: Wednesday / away

Long *e*

ee: agree / sweeter

ea: reaching / cleaner

ow: snowman / arrow

oa: toaster / bloated

Grade 3, Unit 1, Week 4

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4

***Word Study*, p. 4**

FLEXIBLE OPTION

LESSON 3

More Practice

LESSON 1

Teach Vowel Digraphs *ee, ea, ai, ay, ow, oa*

LESSON 2

Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa*

FLEXIBLE OPTION

LESSON 4

Spiral Review:

Base Words and Endings *-ing, -ed, -er, -est*

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the QUICK CHECK on p. T257 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE TEXT FEATURES

Teaching Point Remember that text features present information or add details that can help you better understand the topic of a text. As a class, make a list of different types of text features found in *Living in Deserts,* such as chapter numbers and titles, bold font, maps, photographs, and captions. Discuss how they support readers' understanding of the text.

ELL Targeted Support

Encourage students to discuss the connections they made between information in the text and text features.

Have students orally share what they learned from a passage of text and a related text feature. Provide the following sentence frame: *I learned about ____.* **EMERGING**

Have students select a photo and orally summarize how the photo supports the text. **DEVELOPING**

Have students work with a partner to identify examples of subtitles and bolding in the *Living in Deserts* text and discuss what they can learn from each. **EXPANDING**

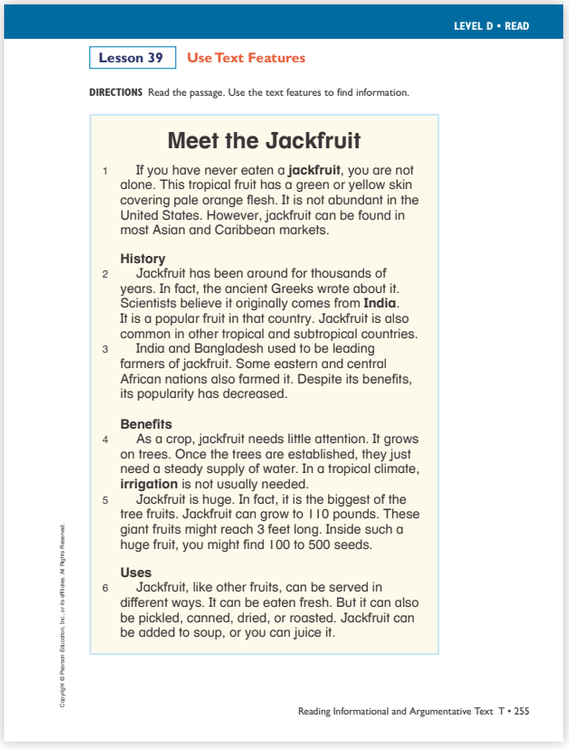
Have students make a list of the text features on the first two pages of the *Living in Deserts* text and use their own words to describe something they can learn from each feature. **BRIDGING**

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

Intervention Activity

ANALYZE TEXT FEATURES

Use Lesson 39, pp. T255–T260, in the *myFocus Intervention Teacher's Guide* for instruction that will reinforce the skill of using text features.



LEVEL D • READ

Lesson 39 Use Text Features

DIRECTIONS Read the passage. Use the text features to find information.

Meet the Jackfruit

1 If you have never eaten a **jackfruit**, you are not alone. This tropical fruit has a green or yellow skin covering pale orange flesh. It is not abundant in the United States. However, jackfruit can be found in most Asian and Caribbean markets.

History

2 Jackfruit has been around for thousands of years. In fact, the ancient Greeks wrote about it. Scientists believe it originally comes from **India**. It is a popular fruit in that country. Jackfruit is also common in other tropical and subtropical countries.

3 India and Bangladesh used to be leading farmers of jackfruit. Some eastern and central African nations also farmed it. Despite its benefits, its popularity has decreased.

Benefits

4 As a crop, jackfruit needs little attention. It grows on trees. Once the trees are established, they just need a steady supply of water. In a tropical climate, **irrigation** is not usually needed.

5 Jackfruit is huge. In fact, it is the biggest of the tree fruits. Jackfruit can grow to 110 pounds. These giant fruits might reach 3 feet long. Inside such a huge fruit, you might find 100 to 500 seeds.

Uses

6 Jackfruit, like other fruits, can be served in different ways. It can be eaten fresh. But it can also be pickled, canned, dried, or roasted. Jackfruit can be added to soup, or you can juice it.

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Reading Informational and Argumentative Text T • 255

Fluency

Assess 2-4 students

PROSODY

Model raising and lowering the pitch of your voice to show expression. Have partners read a short passage with natural expression and phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

ANALYZE TEXT FEATURES

Talk About Independent Reading Ask students to look back at their sticky notes in their books and share what they learned about how text features support their understanding of the text.

Possible Conference Prompts

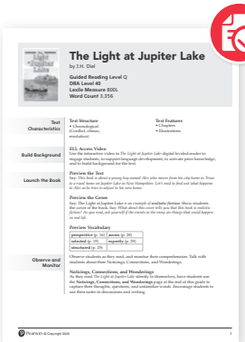
- What did you learn from the text features?
- Do you agree with the author's decision to include these features in the text? Explain.

Possible Teaching Point Asking yourself *Why did the author include this text feature?* can help you determine how the feature supports key ideas in the text.

Leveled Readers

ANALYZE TEXT FEATURES

- For suggested titles, see "Matching Texts to Learning," pp. T222–T223.
- For instructional support on how to analyze text features, see *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Ask student volunteers to share what they learned about text features from their reading. Take time to celebrate what students have learned.

Independent/Collaborative

Independent Reading

Students can

- reread and listen to *Living in Deserts* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- generate questions they want to answer by reading their book.

Centers

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

Literacy Activities

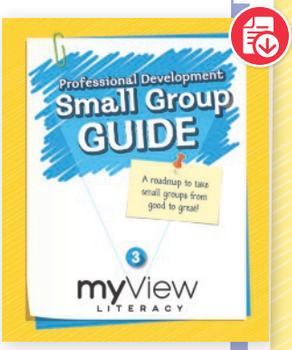
Students can

- complete the graphic organizer on *Student Interactive* p. 160.
- create their own text feature to support information in a passage from a text.
- play the *myView* games.

SUPPORT PARTNER READING

Have students pair with others who have similar interests and reading levels. Tell them to pause and ask questions at regular intervals.

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



Use Text Evidence

Living in Deserts

OBJECTIVE

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to identify and use text evidence. Say:

- The custom of dressing in light, loose clothing helps people survive in the desert because _____.
- Competition for resources affects desert people in the following ways: _____.

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

Minilesson

FOCUS ON STRATEGIES Explain that text evidence refers to details in the text that support an idea. Point out that evaluating details in the text and utilizing text features can deepen readers' understanding.

- Identify a key detail in the text that is supported by a text feature.
- Determine what the text evidence tells about the topic and how the text feature supports the evidence.
- Decide how the text evidence and the details in the text feature work together to help you understand the topic.

MODEL AND PRACTICE Use the Close Read note on *Student Interactive* p. 137 to model how to annotate the text to use text evidence to support an idea.

The Close Read note prompts me to find the detail in the text that supports what the photograph shows. The caption helps me understand that the photograph is showing a flash flood. Then I reread paragraph 2 and highlight "rainfall can cause a **flash flood**" because this text evidence supports what the photograph shows.

Have students work with a partner to practice annotating the text using the Close Read note on *Student Interactive* p. 140. Provide support.

ELL Targeted Support **Confirm Understanding** Have students use the chart on *Student Interactive* p. 161 to confirm their understanding of text evidence. Tell them to work with a partner to ask and answer questions to confirm their understanding of how text features support details in the text.

Model an example question and answer, such as: *What did the text, photo, and caption on page 137 help you understand?* **EMERGING/DEVELOPING**

Have students complete their charts independently and then compare their responses. Encourage students to help each other confirm or correct their understanding of how to use text evidence. **EXPANDING/BRIDGING**

myView Digital NOTEBOOK ANNOTATE

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for finding text evidence.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Use Text Evidence and then use the text evidence to complete p. 161 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Direct students to write questions they have about their independent text on a sheet of paper. Then have students examine details in the text to find text evidence that helps answer each of their questions.

QUICK CHECK

Notice and Assess Can students use text evidence to support a response?

Decide

- **If students struggle,** revisit instruction in Small Group on pp. T270–T271.
- **If students show understanding,** extend instruction in Small Group on pp. T270–T271.

STUDENT INTERACTIVE, p. 161

READING WORKSHOP

Use Text Evidence

Text evidence and text features work together in an informational text. Use both text evidence and text features to support an appropriate response to questions about a text.

1. **My TURN** Go back to the Close Read notes and highlight text evidence that works with text features in *Living in Deserts*.
2. **Text Evidence** Use some of the highlighted text to complete the chart.

Possible responses:

Text Feature	Text Evidence	How the Feature and Evidence Work Together
photo of a flash flood	". . . rainfall can cause a flash flood."	The evidence tells what causes the flash flood shown in the photo.
the chapter title "Living in the Desert"	"use long reeds to suck up water from underground."	The evidence supports the chapter title by telling how people get water so they can live in the desert.
photo and caption of Tuareg people	"layers of loose-fitting clothes to protect themselves"	The evidence and caption tell how clothes protect desert people. The photo shows what these clothes look like.

What do the text evidence and text features help me understand about living in the desert?

The evidence and text features help me understand that living in a desert can be hard, but some people have learned how to live there.

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161

Write for a Reader

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.

Use Graphic Features

Minilesson

FOCUS ON STRATEGIES Writers often include graphic features, such as maps and graphs, to elaborate on the ideas and facts in the text. They choose graphic features that accomplish specific purposes.

- Graphic features may illustrate or summarize facts and ideas in the text.
- Graphic features may provide additional details to help readers better understand a topic.
- Graphic features may show information that is not easily explained in words.

MODEL AND PRACTICE Discuss how students might use graphic features in their own writing, using p. 166 of the *Student Interactive*. Model as an example:

1. Write the following on the board: *The Great Basin Desert is the largest desert in the United States*.
2. Think aloud as you consider a graphic feature that could support this statement. Say: I want to help readers understand the size of this desert. I also want to give them more information about it. A map could show the size of the desert, and it could also show that it is in Nevada.
3. Have students brainstorm other graphic features that could accompany this fact and explain the purpose of each.

ELL Targeted Support **Graphic Features** Help students understand the purposes of different graphic features. Provide partners with examples of a graph, a map, a photo with a caption, and a diagram.

Have partners identify each graphic feature and discuss its purpose. **EMERGING/DEVELOPING**

Have partners tell what each graphic feature shows and explain where this kind of feature might appear. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Refer students to author Tea Benduhn's use of graphic features in *Living in Deserts* as an example of how to use graphic features in their own writing. Then guide students to complete the activity on *Student Interactive* p. 166.

Writing Workshop

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

STUDENT INTERACTIVE, p. 166

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers use graphic features to achieve a specific purpose: to support the facts and details in the text. Sometimes graphic features expand on information or emphasize important ideas. Graphic features may help readers picture information, understand numbers, or organize facts.

My TURN Read each fact in the chart. Then describe a graphic feature that would support the fact. Explain why a writer might choose to include that graphic feature.

Possible responses:

Fact	Graphic Feature	Reason
Some bighorn sheep are found in deserts.	a photo with a caption	A photo can show what a bighorn sheep looks like, and a caption can tell which deserts they are found in.
Oceans cover more than 70 percent of Earth's surface.	graph	A graph can compare the amount of land and water to show how much 70 percent is.
After it rains, many kinds of colorful flowers may cover parts of different deserts.	a photo and labels	A photo can show the colorful flowers. The labels can identity their names.

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166

Word Study Spiral Review

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 4

Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

FOCUS ON STRATEGIES Review the strategies from the previous week about using base words and the endings *-ing, -ed, -er*, and *-est*.

MODEL AND PRACTICE Write the following words on the board: *smarter, hardest, rooted*, and *jumping*. Have volunteers identify the base word and ending in each word. Then ask if they can make a new word by using the base word with one of the other endings.

APPLY Have students work independently to find words that have *-ing, -ed, -er*, or *-est* endings in a story they recently read. Tell students to write each and circle the ending. Challenge them to write new words using the base words and one of the other endings.

ELL Targeted Support

Spelling Changes Write the adjective *heavy* and the verbs *carry* and *bake* on the board. Read the words with students and explain that each one is a base word, the simplest form of a word there is.

Next to each word, write the word again, this time adding an ending. (*heavier, carried, baked*) Read the new words, pointing out how the spelling changed when the ending was added. Have students repeat the words. **EMERGING/DEVELOPING**

Have partners add the endings *-er* and *-est* to *heavy*. Encourage them to tell how the spelling changes: *The ___ changes to a ___.* **EXPANDING/BRIDGING**

Use the QUICK CHECK on p. T265 to determine small group instruction.

Teacher-Led Options

Strategy Group

USE TEXT EVIDENCE

Teaching Point When you use text evidence to support an idea or response, you use facts or details from the text to back up your idea or response. Using text evidence helps you prove that your idea or response is correct. Provide the following prompt for students: *Is living in the desert easy or difficult? Use text evidence to support your response.* Have students locate evidence in the text that supports their opinion. Then discuss student responses and the evidence they used to support their opinions.

ELL Targeted Support

Remind students that their arguments will be stronger if they use details from the text to support their opinions.

Have students use gestures to show what would be most difficult about living in a desert. Assist students in locating text evidence that supports their idea, and help them connect words in the text with their gestures. **EMERGING**

Have students compose simple oral sentences to explain why they think living in the desert would be easy or difficult. Ask them to work with a partner to write their sentences and identify text evidence that supports their opinions. **DEVELOPING**

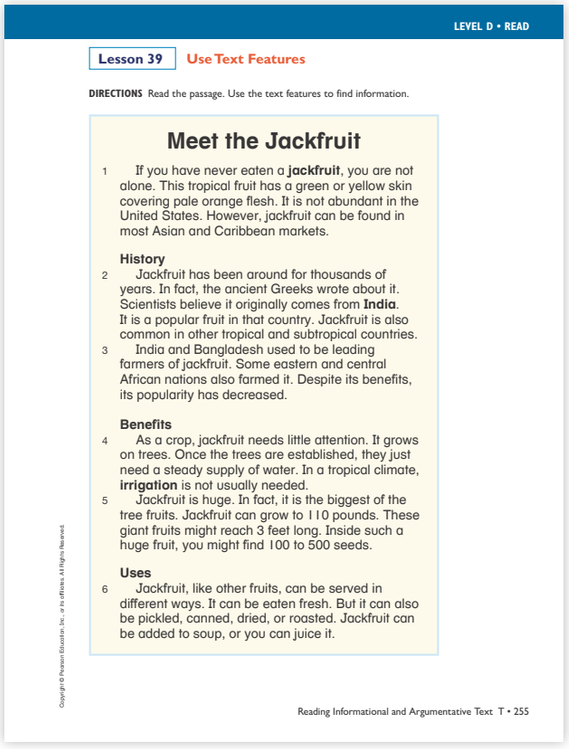
Have students explain their opinion using their own words. Then discuss key words that could help students find evidence in the text to support their opinion. **EXPANDING/BRIDGING**

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

Intervention Activity

USE TEXT EVIDENCE

Use Lesson 39, pp. T255–T260, in the *myFocus Intervention Teacher's Guide* for instruction that will reinforce using text features as text evidence.



LEVEL D • READ

Lesson 39 Use Text Features

DIRECTIONS Read the passage. Use the text features to find information.

Meet the Jackfruit

1 If you have never eaten a **jackfruit**, you are not alone. This tropical fruit has a green or yellow skin covering pale orange flesh. It is not abundant in the United States. However, jackfruit can be found in most Asian and Caribbean markets.

History

2 Jackfruit has been around for thousands of years. In fact, the ancient Greeks wrote about it. Scientists believe it originally comes from **India**. It is a popular fruit in that country. Jackfruit is also common in other tropical and subtropical countries.

3 India and Bangladesh used to be leading farmers of jackfruit. Some eastern and central African nations also farmed it. Despite its benefits, its popularity has decreased.

Benefits

4 As a crop, jackfruit needs little attention. It grows on trees. Once the trees are established, they just need a steady supply of water. In a tropical climate, **irrigation** is not usually needed.

5 Jackfruit is huge. In fact, it is the biggest of the tree fruits. Jackfruit can grow to 110 pounds. These giant fruits might reach 3 feet long. Inside such a huge fruit, you might find 100 to 500 seeds.

Uses

6 Jackfruit, like other fruits, can be served in different ways. It can be eaten fresh. But it can also be pickled, canned, dried, or roasted. Jackfruit can be added to soup, or you can juice it.

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Reading Informational and Argumentative Text T • 255

Fluency

Assess 2–4 students

PROSODY

Have partners read a passage with fluent phrasing by using punctuation as a guide.

ORAL READING RATE AND ACCURACY

Use pp. 19–24 in Unit 1 Week 4 *Cold Reads* to assess students. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3 to 4 minutes per conference

USE TEXT EVIDENCE

Talk About Independent Reading Ask students to share what they learned about using text evidence to support a response.

Possible Conference Prompts

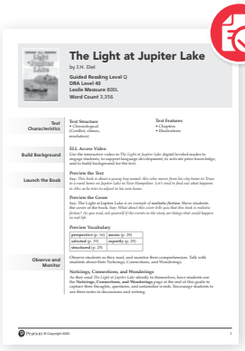
- What text evidence did you use to determine an answer to one of your questions?
- How could you tell which details in the text supported an answer to a question?
- Why is knowing how to use text evidence an important reading skill?

Possible Teaching Point When writing a response, you use text evidence to strengthen your idea or answer. Check the details from the text to make sure that they help to show why you think your response is correct.

Leveled Readers

USE TEXT EVIDENCE

- For suggested titles, see "Matching Texts to Learning," pp. T222–T223.
- For instructional support on using text evidence, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake
by J.H. Diel
Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356

Independent/Collaborative

Independent Reading

Students can

- reread or listen to a text they have read.
- read a self-selected trade book or their Book Club text.
- choose a trade book and take turns reading alternating pages aloud to a partner.

Centers

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

Literacy Activities

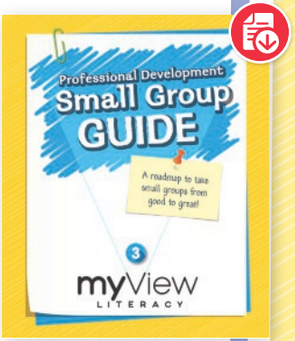
Students can

- complete the graphic organizer on *Student Interactive* p. 160.
- play the *myView* games.
- take turns with a partner reading a passage fluently, using prosody and a natural expression.

SUPPORT PARTNER READING

Help students set goals for their reading. Remind them to think about the purpose of the text.

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



Whole Group

Share Bring the class back together in whole group. Ask student volunteers to share what they learned today about using text evidence. Take time to acknowledge and celebrate what students have learned.

Reflect and Share

Living in Deserts

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

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

- On what occasion is the desert dangerous? How do these dangers compare with dangers in other environments you have read about in this unit?
- How do the customs of desert people relate to the unit theme, *environments*?

Encourage students to use the Academic Vocabulary as they make connections between texts they read during this unit.

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that interacting with sources involves carefully analyzing texts. Remind students that notetaking is one way to interact with a text to help deepen their understanding.

- As you read, identify key details in the texts that relate to a topic or idea.
- Write down the key details or underline them in the texts.
- Compose a brief explanation telling why the details are important.

MODEL AND PRACTICE Model how to take notes using the Write to Sources prompt on p. 162 in the *Student Interactive*.

To write a response to the Write to Sources prompt, I need to find examples in two texts demonstrating how people live, work, and play comfortably in their enviornment. I choose two texts that I read this week that take place in different environments. I scan the texts and take notes that describe how people solve problems to live, work, and play comfortably in each environment. Then I use this text evidence to support my response.

Have students work with a partner to practice identifying key details and taking notes that will support their response to the Write to Sources prompt.

ELL Targeted Support **Use Domain-Specific Words** Encourage students to use their content-based vocabulary in their responses.

Review the definitions of the weekly and Academic Vocabulary words. Have students include one new vocabulary word in their responses. **EMERGING**

Have partners identify two vocabulary words to include in their responses and explain why they chose the words with the following sentence frame: *I chose the words _____ and _____ because they _____.* **DEVELOPING**

Have students provide the definitions of two of the words they selected and explain why they chose these words. **EXPANDING**

Have students provide definitions of four vocabulary words and explain how the words will support and strengthen their response. **BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for using text evidence to make connections between texts.

OPTION 1 **Use the Shared Read** Have students use evidence from *Living in Deserts* and one other text to write a response to the Write to Sources prompt on p. 162 of the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students examine and discuss information in an independent reading text that relates to creative ways humans survive in their environments.

QUICK CHECK

Notice and Assess Can students use evidence from multiple texts?

Decide

- **If students struggle,** revisit instruction in Small Group Intervention or ELL Targeted Support on pp. T276–T277.
- **If students show understanding,** extend instruction in Small Group Leveled Readers or Independent Reading on pp. T276–T277.

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. 162

RESPONSE TO TEXT

Reflect and Share

Write to Sources In *Living in Deserts*, you learned about people living in an extreme environment. How do people live, work, and play comfortably in different environments? Choose two texts you read this week about environments. Then use examples from these texts to write and support a response that demonstrates your understanding of the texts.

Interact with Sources Writers interact with sources in meaningful ways, such as notetaking. Take notes to help you organize information and answer questions you have about a text. Before you write a response, think about questions you have about a text.

- Which details tell about a problem related to living in a particular environment?
- Which details tell about a solution to the problem?
- How does the solution make lives better or safer?

Take notes or underline ideas and details in at least two texts. Then use this text evidence to write your response on a separate sheet of paper.

Weekly Question

What creative solutions do people come up with to survive in their environment?

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162

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

The text from *Living in Deserts* says, "Some people, however, are able to live in deserts. To them, deserts are home." Why do you think some people might like living in a desert environment? Use text evidence to support your opinion.

Word Study Vowel Digraphs

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

Display the words *please* and *seed*. Read aloud the words, and identify the sound each vowel digraph makes. Note that they make the same sound. To assess students' understanding of vowel digraphs, provide them with the following words.

peeler

snowball

loaded

tailor

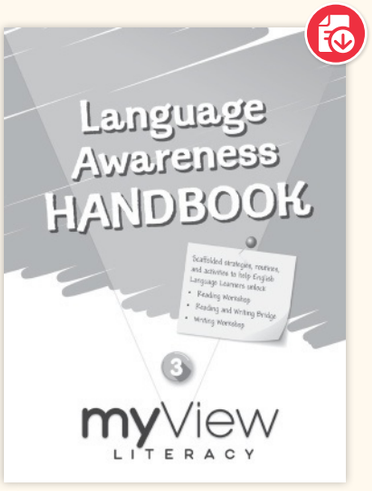
reading

delay

Have students use their knowledge of vowel digraphs to sort the words into pairs whose vowel digraphs have the same long vowel sound. (*peeler, reading; tailor, delay; snowball, loaded*)

Develop Language Awareness

For additional practice with vowel digraphs, complete the activity on p. 15 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand vowel digraphs.



LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Vowel Digraphs *ee, ea, ai, ay, ow, oa*	Apply Vowel Digraphs *ee, ea, ai, ay, ow, oa*	More Practice	Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*	Assess Understanding

Use the QUICK CHECK on p. T273 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Critical readers make connections between texts in order to deepen their understanding of a topic, such as how different environments affect the way people live. Work with students to create a list of different environments discussed in the texts they have read this week. Ask students to identify details of people's lives in each environment, using evidence from the texts. Then discuss how comparing these texts helps students better understand the unit theme of *Environments*.

ELL Targeted Support

Encourage students to use a variety of sentence patterns, compound sentences, and connecting words as they compare texts. Provide the following sentence starters on the board.

People need ____ and ____ to survive in different environments. **EMERGING**

People in a desert environment need ____, and people in a ____ environment need ____. **DEVELOPING**

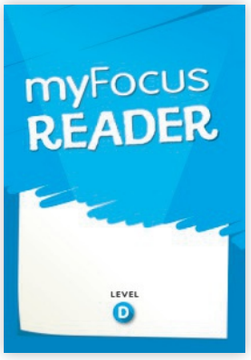
People solve problems in a desert environment by ____, and people solve problems in a ____ environment by ____. **EXPANDING**

People live, work, and play in desert and ____ environments by ____. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Reread pp. 12–13 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how this week's texts support their understanding of how people live in different environments 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 1–15.

On-Level and Advanced

INQUIRY

Organize Information Students should organize their text evidence in an effective format.

Critical Thinking Talk with students about how they answered the Write to Sources prompt. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

myView Digital: REALIZE READER · AUDIO · ANNOTATE · VIDEO · INTERACTIVITY · GAME · DOWNLOAD

SMALL GROUP

Conferring

3 students/3 to 4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share how they made connections across texts.

Possible Conference Prompts

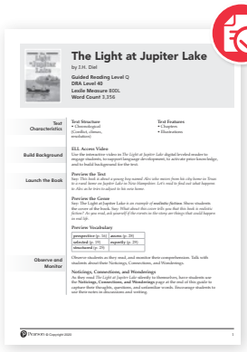
- What text evidence was most useful in comparing and contrasting people's lives in different environments?
- How did the text features help you understand survival in different environments?

Possible Teaching Point Active readers think about other texts they have read and make connections between texts. Making connections between this week's texts helps you understand how environments affect people's lives.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T222–T223.
- For instructional support on comparing texts, see *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by Z.M. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count: 2,256

Text Characteristics
Text Structure
• Chronological (Conflict, climax, resolution)
Text Features
• Chapters
• Illustrations

Build Background

ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book

Preview the Text
Read the title. Discuss what a young boy named Alex who moves from his city home to live in a small town on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Say: *The Light at Jupiter Lake is an example of realistic fiction.* Show students examples of realistic fiction. Say: *Realistic fiction tells about people that could live in real life. As you read, ask yourself if the events in the story are things that could happen in real life.*

Preview Vocabulary
perspective (p. 16) | access (p. 20)
retreat (p. 20) | ingenuity (p. 20)
bittersweet (p. 24)

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
Model how to use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and unfamiliar words. Encourage students to use these notes in discussions and writing.

Whole Group

Share Bring the class back together in whole group. Invite volunteers to share connections they made between texts and how different environments affect people's daily lives. Identify and celebrate what students learned as they compared texts.

Independent/Collaborative

Independent Reading

Students can

- read a self-selected text.
- reread or listen to their leveled reader.
- quietly read aloud a previously read text to practice reading with prosody.

Centers

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

Literacy Activities

Students can

- write a response to the Weekly Question in their reader's notebook.
- research other environments and how those environments affect people's lives.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T498–T499, for

- teacher's summary of chapters in *Eleven Nature Tales.*
- 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 1 WEEK 5
SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about traditional tales and analyze descriptive language in a myth.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of narrative text to write a personal narrative.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on SavvasRealize.com:

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

Materials

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

LESSON 1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Media: Weekly Question T282–T283
- Listening Comprehension: Read Aloud: "The Beaded Necklace" T284–T285
- Myth T286–T287

Quick Check T287

READING BRIDGE

- Academic Vocabulary: Parts of Speech T288–T289
- Word Study: Teach Diphthongs *ou, ow, oi, oy* T290–T291

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T294–T295
- Strategy, Intervention, and On-Level/Advanced Activities T294
- ELL Targeted Support T294
- Conferring T295

INDEPENDENT/COLLABORATIVE

- Independent Reading T295
- Literacy Activities T295

BOOK CLUB T295 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T446–T447
  - » Edit for Legibility
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T447
- Conferences T444

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Diphthongs *ou, ow, oi, oy* T448

Assess Prior Knowledge T448

FLEXIBLE OPTION

- Language and Conventions: Spiral Review: Compound Subjects and Predicates T449

LESSON 2

READING WORKSHOP

SHARED READ

- Introduce the Text T296–T311
  - » Preview Vocabulary
  - » Read: *The Golden Flower*
- Respond and Analyze T312–T313
  - » My View
  - » Develop Vocabulary

Quick Check T313

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Diphthongs *ou, ow, oi, oy* T314–T315
- High-Frequency Words T314

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T316–T317
- Strategy and Intervention Activities T316
- Fluency T316
- ELL Targeted Support T316
- Conferring T317

INDEPENDENT/COLLABORATIVE

- Independent Reading T317
- Literacy Activities T317
- Collaboration T317

WRITING WORKSHOP

MINILESSON

- Personal Narrative T450–T451
  - » Edit for Verbs
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T451
- Conferences T444

WRITING BRIDGE

- Spelling: Teach Diphthongs *ou, ow, oi, oy* T452

FLEXIBLE OPTION

- Language and Conventions: Oral Language: Common and Proper Nouns T453

LESSON 3

READING WORKSHOP

CLOSE READ

- Analyze Descriptive Language T318–T319
  - » Close Read: *The Golden Flower*
  - Quick Check T319

READING BRIDGE

- Read Like a Writer: Describe Author's Purpose T320–T321

FLEXIBLE OPTION

- Word Study: More Practice: Diphthongs *ou, ow, oi, oy* T322–T323

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T324–T325
- Strategy and Intervention Activities T324
- Fluency T324
- ELL Targeted Support T324
- Conferring T325

INDEPENDENT/COLLABORATIVE

- Independent Reading T325
- Literacy Activities T325
- Partner Reading T325

WRITING WORKSHOP

MINILESSON

- Personal Narrative T454–T455
  - » Publish and Celebrate
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T455
- Conferences T444

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: More Practice: Diphthongs *ou, ow, oi, oy* T456
- Language and Conventions: Teach Common and Proper Nouns T457

LESSON 4

READING WORKSHOP

CLOSE READ

- Visualize Details T326–T327
  - » Close Read: *The Golden Flower*
  - Quick Check T327

READING BRIDGE

- Write for a Reader: Use Author's Purpose T328–T329

FLEXIBLE OPTION

- Word Study: Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, oa* T330–T331

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T332–T333
- Strategy and Intervention Activities T332
- Fluency T332
- ELL Targeted Support T332
- Conferring T333

INDEPENDENT/COLLABORATIVE

- Independent Reading T333
- Literacy Activities T333
- Independent Reading T333

WRITING WORKSHOP

MINILESSON

- Personal Narrative T458–T459
  - » Prepare for Assessment
  - » Share Back

INDEPENDENT WRITING

- Personal Narrative T459
- Conferences T444

WRITING BRIDGE

FLEXIBLE OPTION

- Spelling: Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, oa* T460
- Language and Conventions: Practice Common and Proper Nouns T461

LESSON 5

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T334–T335
  - » Talk About It
  - Quick Check T335
  - » Weekly Question

READING BRIDGE

FLEXIBLE OPTION

- Word Study: Diphthongs *ou, ow, oi, oy* T336–T337
  - Assess Understanding T336

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T338–T339
- Strategy, Intervention, and On-Level/ Advanced Activities T338
- ELL Targeted Support T338
- Conferring T339

INDEPENDENT/COLLABORATIVE

- Independent Reading T339
- Literacy Activities T339

BOOK CLUB T339 SEL

WRITING WORKSHOP

MINILESSON

- Personal Narrative T462
  - » Assessment

INDEPENDENT WRITING

- Assessment T463
- Conferences T444

WRITING BRIDGE

- Spelling: Diphthongs *ou, ow, oi, oy* T464
  - Assess Understanding T464

FLEXIBLE OPTION

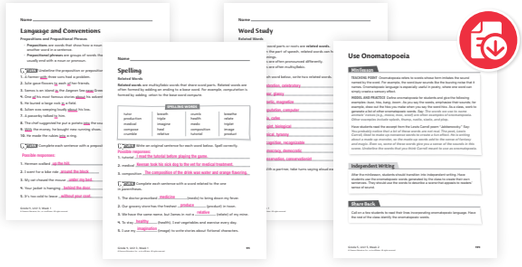
- Language and Conventions: Standards Practice: Common and Proper Nouns T465

Materials

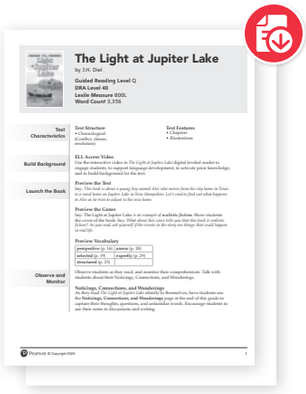
MEDIA
The World Around Us

READING ANCHOR CHART
Myths

EDITABLE ANCHOR CHART
Myths



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS TEACHER'S GUIDE

Words of the Week

High-Frequency Words
unit
figure

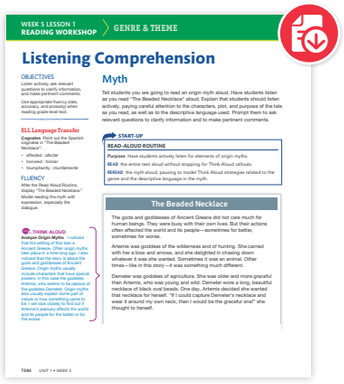
Develop Vocabulary
pouch
globe
murmuring
mountainside
footpath

Spelling Words
thousand
shower
power
enjoy
bounce
avoid
appoint
annoy
proud
fountain

Challenge Spelling Words
pronounce
surroundings
turmoil

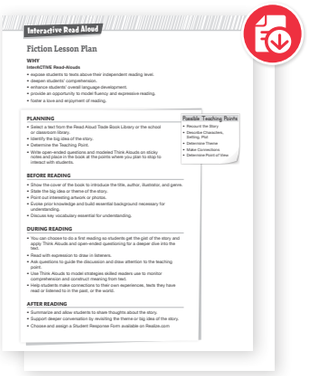
Unit Academic Vocabulary
competition
solve
custom
occasion
organization

myView Digital | REALIZE READER | DOWNLOAD | ASSESSMENT

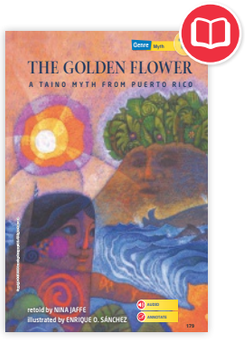


READ ALOUD
"The Beaded Necklace"

READ ALOUD TRADE BOOK LIBRARY



INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
The Golden Feather: A Taino Myth from Puerto Rico

BOOK CLUB

Titles related to Spotlight Genre and Theme: T500–T501

Mentor STACK

Writing Workshop T443

LITERACY STATIONS

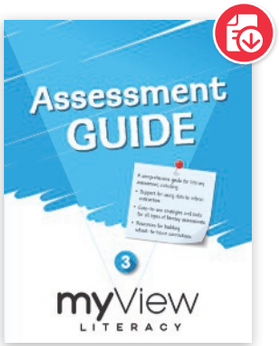
SCOUT

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

Develop oral language through listening, speaking, and discussion.

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

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

Recognize characteristics of digital texts.

Apply critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.

ACADEMIC VOCABULARY

Language of Ideas Use the following questions incorporating Academic Vocabulary to help students access the ideas presented in the media: How can people help solve a shortage of nonrenewable resources? How could organization help people protect the environment? How does competition for natural resources affect our environment?

- competition
- custom
- organization
- solve
- occasion

Explore with Media

Remind students of the Essential Question for Unit 1: *How does our environment affect us?* Point out the Week 5 Question: *Why should we appreciate our environment?*

Direct students' attention to the images on pp. 174–175 in the *Student Interactive*. Explain that media such as still images and videos provides additional information for the text. Have students read the text that goes with each image to learn about natural resources. Point out the differences between renewable and nonrenewable resources.

Use the following questions to guide discussion:

- Why do some natural resources seem more valuable than others?
- Which facts point to our responsibility to protect our natural resources?
- What do the images suggest about appreciation of our natural resources?

WEEKLY QUESTION Reread the Week 5 Question: *Why should we appreciate our environment?* Explain to students that they learned some reasons why they should appreciate their natural resources. Tell them that they will read about even more reasons to value resources this week.

TURN, TALK, AND SHARE Have students discuss the Turn and Talk question on *Student Interactive* p. 175 with a partner and then share their responses with the class.

myView Digital INTERACTIVITY NOTEBOOK

ELL Targeted Support **Listen for Information** Tell students to listen closely as you read about each natural resource.

After reading, write on the board key vocabulary, including: *natural resources, soil, ocean, rivers, lakes, streams, trees, forests*. Have students draw pictures to help them develop their understanding of each word. **EMERGING**

Have small groups write details about each natural resource in a 3-column chart labeled *Land, Water,* and *Plants* as you read aloud. **DEVELOPING**

Have partners take notes in a 2-column chart labeled *Renewable Resources* and *Non-renewable Resources* as you read aloud and use their notes to write a sentence about each. **EXPANDING**

Have students take notes as you read aloud and use their notes to write a paragraph summarizing the differences between each type of natural resource described. **BRIDGING**

STUDENT INTERACTIVE, pp. 174–175

WEEKLY LAUNCH: MEDIA

INTERACTIVITY

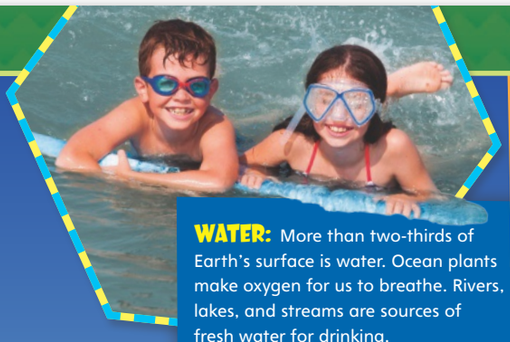
THE WORLD Around Us

Natural resources help us survive on Earth. Land, water, and plants are natural resources found in an environment.
A renewable natural resource can be replaced.
A nonrenewable natural resource is in limited supply.

Watch this video to learn more about natural resources.

LAND: Less than one-third of Earth is land. We need land to grow food. Soil is a renewable resource, but it can wear out if overused. We know how to irrigate, or keep watered, dry land so more plants can grow.

WATCH
"Enjoying Our Environment"



WATER: More than two-thirds of Earth's surface is water. Ocean plants make oxygen for us to breathe. Rivers, lakes, and streams are sources of fresh water for drinking.

PLANTS: Trees help keep the air clean. Trees make oxygen. Forests provide habitats for animals. Trees are a renewable resource if we replant what we use.

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WEEK 5

Weekly Question

Why should we appreciate our environment?

Turn and Talk What natural resources are discussed in the text and the video? What characteristics of each element helped you learn about the topic? Why should we be grateful for natural resources? Make connections to your personal experiences. Discuss your ideas with a partner and take notes.

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 "The Beaded Necklace":

- affected : *afectar*
- honored : *honrar*
- triumphantly : *triunfalmente*

FLUENCY

After the Read Aloud Routine, display "The Beaded Necklace."

Model reading the myth with expression, especially the dialogue.

Myth

Tell students you are going to read an origin myth aloud. Have students listen as you read "The Beaded Necklace" aloud. Explain that students should listen actively, paying careful attention to the characters, plot, and purpose of the tale as you read, as well as to the descriptive language used. 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 origin myths.

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

REREAD the myth aloud, pausing to model Think Aloud strategies related to the genre and the descriptive language in the myth.

THINK ALOUD

Analyze Origin Myths I noticed that the setting of this tale is Ancient Greece. Often origin myths take place in a time long ago. I also noticed that the story is about the gods and goddesses of Ancient Greece. Origin myths usually include characters that have special powers, in this case the goddess Artemis, who seems to be jealous of the goddess Demeter. Origin myths also usually explain some part of nature or how something came to be. I will look closely to find out if Artemis's jealousy affects the world and its people for the better or for the worse.

The Beaded Necklace

The gods and goddesses of Ancient Greece did not care much for human beings. They were busy with their own lives. But their actions often affected the world and its people—sometimes for better, sometimes for worse.

Artemis was goddess of the wilderness and of hunting. She carried with her a bow and arrows, and she delighted in chasing down whatever it was she wanted. Sometimes it was an animal. Other times—like in this story—it was something much different.

Demeter was goddess of agriculture. She was older and more graceful than Artemis, who was young and wild. Demeter wore a long, beautiful necklace of black oval beads. One day, Artemis decided she wanted that necklace for herself. "If I could capture Demeter's necklace and wear it around my own neck, then I would be the graceful one!" she thought to herself.

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"The Beaded Necklace" continued

Artemis asked Hermes, the messenger of the gods, to tell Demeter to meet her in the woods. "Artemis has caught a handsome deer for you to keep as a pet," he said to Demeter, not knowing he was telling her a lie.

Demeter was honored that Artemis would offer her such a gift, so she hurried into the woods. But when she got there, Artemis trapped Demeter and tore the necklace from her neck. "Now this is mine!" Artemis yelled triumphantly.

But the necklace had broken, and beads flew in every direction. Some fell all the way to Earth, where they sunk into the soil and disappeared. Over time, trees grew from the beads. The trees bore fruit that looked like the beads of Demeter's necklace—delicious black olives.

THINK ALOUD

Analyze Origin Myth As I reread the second page of the story, I notice that Artemis tricks Demeter and tries to steal her necklace. Artemis was not rewarded for her bad behavior as she "trapped Demeter and tore the necklace from her neck." Instead, Demeter's "long, beautiful necklace of black, oval beads" broke, and the beads all flew into the air. But some of the beads fell to Earth, "where they sunk into the soil and disappeared." This descriptive language helps me picture what happened. Knowing that origin myths usually explain some force of nature, I looked to see what happened to the beads. They became "delicious black olives" growing on Earth.

WRAP-UP

The Beaded Necklace	
Cause	Effect

Use the T-chart to follow Artemis and her actions. Ask: What caused Artemis to lie to Demeter? What was the effect of her lie? What caused Artemis to yank the necklace off Demeter? What was the effect? Use the chart to record student 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.

SPOTLIGHT ON GENRE

Myth

LEARNING GOAL

I can learn more about traditional tales and analyze descriptive language in a myth.

OBJECTIVES

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

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

LANGUAGE OF THE GENRE

Remind students to use words related to myths in their discussions.

- characters
- gods/goddesses
- plot
- nature

FLEXIBLE OPTION

ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Have students talk about what characters are like in a myth.
- Have students add myths to the chart after they have read more.

ELL Language Transfer

Cognates Point out the Spanish cognates related to myths:

- nature : *naturaleza*
- origin : *origen*
- dialogue : *diálogo*

Minilesson

FOCUS ON STRATEGIES Myths are told and retold many times, so there can be different versions of the same story. Origin myths are usually set in an ancient time, but without many details to describe the exact time and place.

- Look for tales that explain something in the natural world, such as weather patterns, animal behavior, or how land formations such as rivers and mountains came to be.
- The characters in origin myths are often gods, goddesses, or other characters with powers greater than those of humans.
- Look for places where the characters speak, and practice reading their dialogue with expression.
- Identifying the key characteristics and details in a myth will help you determine the central message.

MODEL AND PRACTICE Model determining whether a story is a myth: In "The Beaded Necklace," you have a clue in the first sentence. First you read that this story tells about gods and goddesses of Ancient Greece. Could these characters possibly be the kind written for an origin myth? Yes, they could. Does Ancient Greece sound like a setting for a myth? Yes, it does. As you read on, does the story explain the origin of anything? Yes, it is a tale explaining the origin of olive trees on Earth.

Inquire about other myths the students may have read. Ask students to point out the characteristics of the myths that illustrate the genre. Then discuss how the characteristics relate to the central message of the myths.

FLUENCY Demonstrate how to speak dialogue in "The Beaded Necklace" to reveal the character's intended meaning. Ask students what they think Artemis was feeling when she said this: "If I could capture Demeter's necklace and wear it around my own neck, I would be the graceful one." Ask students, "If Artemis were feeling jealous, how would she sound?" Let students try using appropriate expression for the dialogue. Model the expression that makes sense for each line, and ask students to echo your example. Explain that reading with fluency helps make meaning clear.

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FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify the structure of a myth.

OPTION 1 **TURN, TALK, AND SHARE** Have students complete pp. 176–177 in the *Student Interactive.*

OPTION 2 **Use Independent Text** Create a poster, or board space, using the heading: *MYTH*. Make two columns, one for the story title and one to show what the myth explains in nature. When students finish reading, invite each one to add their myth to the chart. Review the independent reading myths as a group, noting the common characteristics.

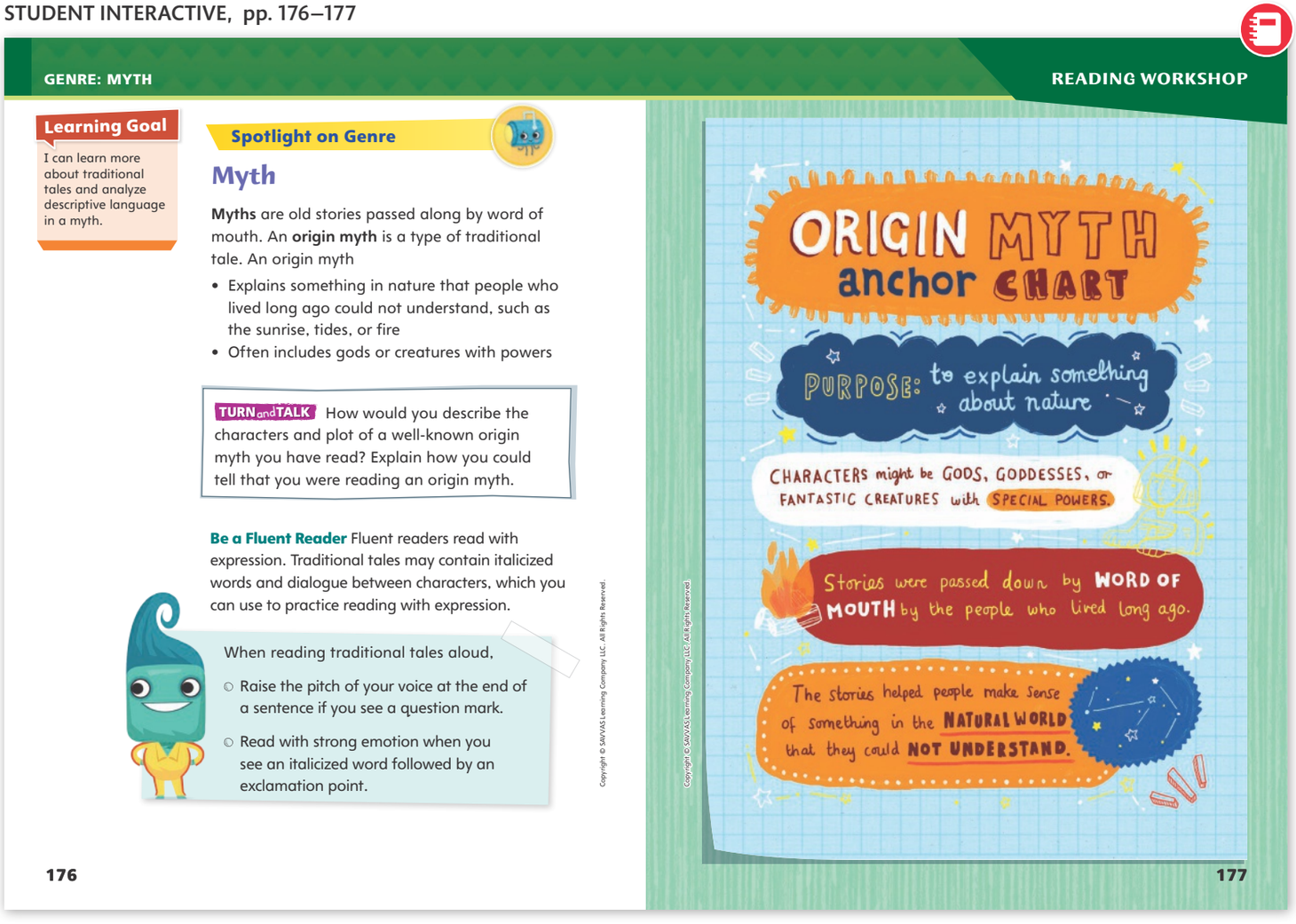
QUICK CHECK

Notice and Assess Can students recognize common features of myths?

Decide

- **If students struggle,** review instruction about myths in Small Group on pp. T294–T295.
- **If students show understanding,** have them continue practicing the strategies for reading myths using the Independent Reading and Literacy Activities in Small Group on pp. T294–T295.

STUDENT INTERACTIVE, pp. 176–177



GENRE: MYTH

READING WORKSHOP

Learning Goal

I can learn more about traditional tales and analyze descriptive language in a myth.

Spotlight on Genre

Myth

Myths are old stories passed along by word of mouth. An **origin myth** is a type of traditional tale. An origin myth

- Explains something in nature that people who lived long ago could not understand, such as the sunrise, tides, or fire
- Often includes gods or creatures with powers

TURN and TALK How would you describe the characters and plot of a well-known origin myth you have read? Explain how you could tell that you were reading an origin myth.

Be a Fluent Reader Fluent readers read with expression. Traditional tales may contain italicized words and dialogue between characters, which you can use to practice reading with expression.

When reading traditional tales aloud,

- Raise the pitch of your voice at the end of a sentence if you see a question mark.
- Read with strong emotion when you see an italicized word followed by an exclamation point.

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176

ORIGIN MYTH anchor CHART

PURPOSE: to explain something about nature

CHARACTERS might be GODS, GODDESSES, or FANTASTIC CREATURES with SPECIAL POWERS.

Stories were passed down by WORD OF MOUTH by the people who lived long ago.

The stories helped people make sense of something in the NATURAL WORLD that they could NOT UNDERSTAND.

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177

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Identify the meaning of and use words with affixes such as *im-* (into), *non-, dis-, in-* (not, non), *pre-, -ness, -y*, and *-ful*.

Respond using newly acquired vocabulary as appropriate.

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

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:

- custom : *costumbre*
- occasion : *ocasión*
- competition : *competición*
- organization : *organización*

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 A word's part of speech is the role the word plays in a sentence. Verbs, for example, can tell what someone or something is doing. Often, the same root word can be used as different parts of speech. Think about what a word does in a sentence to figure out its part of speech.

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

- You solve math problems all the time. That's an action, so *solve* is a verb. The answer you find is a *solution.* A solution is a thing, a noun. But what if a problem is *unsolved*? What part of speech is that? *Unsolved* describes *problem. Problem* is a noun, so *unsolved* is an adjective. We just used the same root word, *solve,* as three different parts of speech: a verb (*solve*), a noun (*solution*), and an adjective (*unsolved*).

- Have students search for other root words on *Student Interactive* page 199 and use them as different parts of speech (*connect, athlete, play, supply, investigate*).

ELL Targeted Support **Parts of Speech** As students learn to define parts of speech, they may need support distinguishing between adjectives and adverbs, and understanding how these parts of speech relate to either nouns (adjectives) or verbs (adverbs).

Write the words *adjective* and *adverb* on the board. Underline the *ad-* in both words. Explain that this means they go with other words. Underline *–verb* in *adverb.* What does the underlined part say about the job of an adverb? **EMERGING/DEVELOPING**

Have students brainstorm words that describe actions, such as *quietly* or *happily.* Write them on the board and have volunteers circle the *–ly* ending. Remind students that adjectives and adverbs are related because they both describe other words. **EXPANDING**

ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the chart on p. 199 of the *Student Interactive*. Remind students that they have studied the same Academic Vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 199

VOCABULARY | READING-WRITING BRIDGE

Academic Vocabulary

Learning Goal

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

Parts of Speech are word categories, such as:

- **nouns:** words naming people, places, or things
- **verbs:** words that tell what something or someone is or does
- **adjectives:** words describing what nouns name
- **adverbs:** words that tell how, when, or where something happens

Words can often be used as more than one part of speech.

My TURN For each sentence below,

1. **Underline** the form of the academic vocabulary word.
2. **Identify** the word's part of speech.
3. **Write** your own sentence using the same base word, but as a different part of speech. Identify the new part of speech.

Possible responses:

Sentence	Part of Speech	My Sentence
We watched the competitive athletes play baseball.	adjective	I plan to compete in the race. (verb)
The reorganized supplies made it easy to find items.	adjective	I organized a trip to the zoo with my friends. (verb)
Investigators solve cases based on strong evidence.	verb	The solved case eased the detective's mind. (adjective)
It is customary for Grandma to wake up early.	adjective	It is my custom to raise my hand in class. (noun)

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199

Word Study Diphthongs

OBJECTIVE

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

LESSON 1

Teach Diphthongs *ou, ow, oi, oy*

FOCUS ON STRATEGIES Students learned last week that the letters *ow* can spell the sound /ō/. These letters can also spell the sound /ou/, as in the word *power*. The letters *ou* can spell the sound /ou/ too, as in the word *mousetrap*. The letters *oi* and *oy* can spell the sound /oi/. The sounds /ou/ and /oi/ are diphthongs. When a vowel sound begins as one sound and moves toward another, it is a diphthong.

MODEL AND PRACTICE Write the words *powder* and *toy* on the board. Point out the *ow* and *oi* diphthongs in each word.

Guide students to use knowledge of these diphthongs to decode the words *town* and *destroy*.

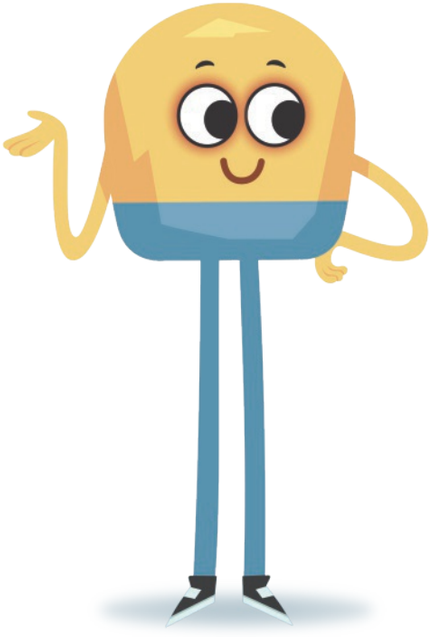
ELL Targeted Support

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**



LESSON 1

Teach Diphthongs *ou, ow, oi, oy*

FLEXIBLE OPTION

LESSON 2

Apply Diphthongs *ou, ow, oi, oy*

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:

Vowel Digraphs *ee, ea, ai, ay, ow, aa*

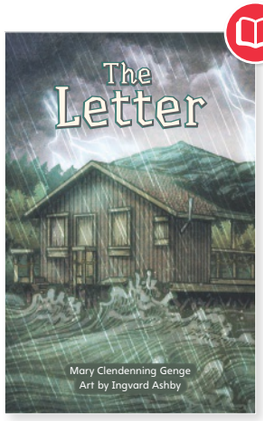
FLEXIBLE OPTION

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 Mystery

Text Elements
- Situations outside typical experience
- Dialogue assigned in a variety of ways

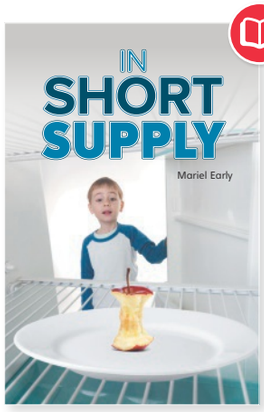
Text Structure
- Chronological

LEVEL M

Genre Traditional Story

Text Elements
- Abstract themes
- Most content carried by text

Text Structure
- Chronological



LEVEL O

Genre Informational Text

Text Elements
- Multiple subtopics
- Some content builds on prior knowledge

Text Structure
- Description

Guided Reading Instruction Prompts

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

Identify Myths

- How can the reader identify this story as a myth?
- Are the characters gods or beings with supernatural powers?
- Does the story help people understand the origin of something in the natural world?
- Does the story take place long ago or could it happen today?

Develop Vocabulary

- Are there descriptive words that help you understand the tale?
- What is the meaning of the word ____?
- Does the author use any new or interesting words?

Visualize Details

- Does the author's description of the main characters help you picture how they behave?
- Which descriptive words help you visualize details in this story?
- Are there conversations, or dialogue, that help you visualize the action in the story?

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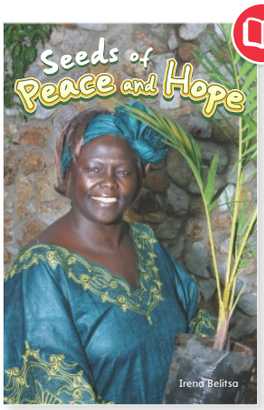
SMALL GROUP

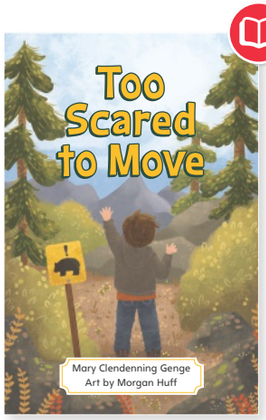


LEVEL O

Genre Biography

Text Elements
- Multiple subtopics
- Some content builds on prior knowledge

Text Structure
- Description

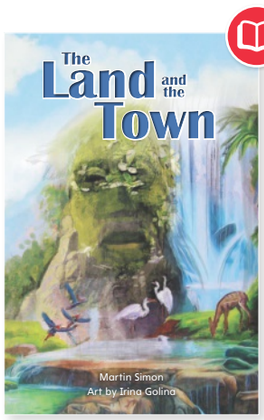


LEVEL P

Genre Realistic Fiction

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

Text Structure
- Chronological



LEVEL P

Genre Myth/Traditional Story

Text Elements
- Themes of cultural diversity
- Content-specific words defined in text

Text Structure
- Chronological

Analyze Descriptive Language

- What kinds of descriptive language does the author use?
- Can you find examples of similes?
- Did the author use any onomatopoeia to describe sounds?
- How is the main character described?

Compare Texts

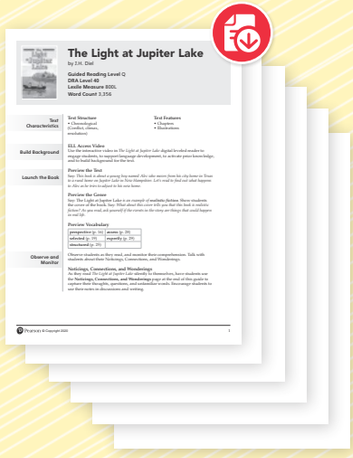
- What other traditional tales have you read?
- Was your text an origin tale?

Word Study

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

Leveled Readers Teacher's Guide

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



Use the QUICK CHECK on p. T287 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY MYTH

Teaching Point Today I want to review the elements of myths, which are a type of traditional tale. It will help if you remember that the characters in origin myths are often gods, goddesses, or supernatural in some way. Remind yourself that origin myths usually try to explain something in nature. Review the Anchor Chart on p. 177. Ask students to identify the elements of a myth and how they apply in "The Beaded Necklace."

ELL Targeted Support

Remind students that myths are stories that usually have gods or other fantastic characters with godlike powers. Display and read aloud the anchor chart on *Student Interactive* p.177.

Reread "The Beaded Necklace" and use a character web to list the traits of Artemis. Talk about whether the character is a type usually found in origin myths. **EMERGING**

Reread "The Beaded Necklace" with students. Then instruct them to use the character descriptions to complete the following sentences: *The main character is _____. The character wants ____. The story describes the character as ____.* **DEVELOPING**

Ask students to look for descriptive language in "The Beaded Necklace" that tells about Artemis. Have the students share with the group how their findings help them visualize the character. **EXPANDING**

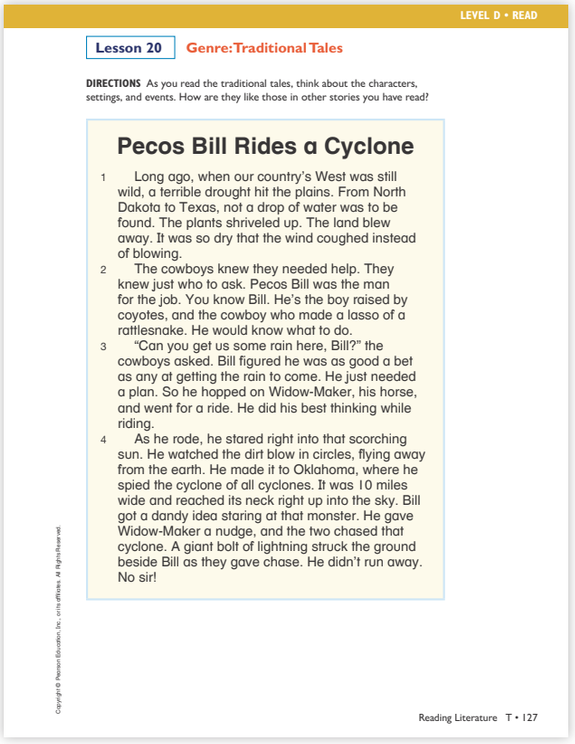
Complete the activity above. Then ask students to compare and contrast the descriptions of Artemis and Demeter. **BRIDGING**

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

Intervention Activity

IDENTIFY TRADITIONAL TALES

Use Lesson 20, pp. T127–T132, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of traditional tales.



LEVEL D • READ

Lesson 20 Genre: Traditional Tales

DIRECTIONS As you read the traditional tales, think about the characters, settings, and events. How are they like those in other stories you have read?

Pecos Bill Rides a Cyclone

1 Long ago, when our country's West was still wild, a terrible drought hit the plains. From North Dakota to Texas, not a drop of water was to be found. The plants shriveled up. The land blew away. It was so dry that the wind coughed instead of blowing.

2 The cowboys knew they needed help. They knew just who to ask. Pecos Bill was the man for the job. You know Bill. He's the boy raised by coyotes, and the cowboy who made a lasso of a rattlesnake. He would know what to do.

3 "Can you get us some rain here, Bill?" the cowboys asked. Bill figured he was as good a bet as any at getting the rain to come. He just needed a plan. So he hopped on Widow-Maker, his horse, and went for a ride. He did his best thinking while riding.

4 As he rode, he stared right into that scorching sun. He watched the dirt blow in circles, flying away from the earth. He made it to Oklahoma, where he spied the cyclone of all cyclones. It was 10 miles wide and reached its neck right up into the sky. Bill got a dandy idea staring at that monster. He gave Widow-Maker a nudge, and the two chased that cyclone. A giant bolt of lightning struck the ground beside Bill as they gave chase. He didn't run away. No sir!

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Reading Literature T • 127

On-Level and Advanced

INQUIRY

Have students investigate the media on *Student Interactive* pp. 174–175 to develop and research questions about why we should appreciate our environment. See *Extension Activities* pp. 38–42 in the *Resource Download Center.*

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SMALL GROUP

Conferring

3 students / 3–4 minutes per conference

IDENTIFY MYTH

Talk About Independent Reading Ask students to share what they have learned about the character(s), the setting, and the plot of the book they are reading.

Possible Conference Prompts

- Who is the most important character?
- Does he or she have unusual powers?
- Does the story take place long ago?
- Does the story attempt to explain how something in nature came to be?

Possible Teaching Point Do you remember what we learned about the features of origin myths? Did you find characters with unusual powers? Did the plot try to explain how something in nature came into being long ago?

Leveled Readers

IDENTIFY MYTH

- For suggested titles, see "Matching Texts to Learning," pp. T292–T293.
- For instructional support on how to identify myths, see the *Leveled Reader Teacher's Guide*.

The Light at Jupiter Lake

by Z.H. Dial

Guided Reading Level Q
DRA Level 40
Lexile Measure 810L
Word Count 3,356

Text Characteristics
Text Structure
• Sequence of events
• Conflict, climax, resolution)
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the Spotlight Video Index to find the video for *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book
Preview the Text
Say: This book is about a young boy named Alex who moves from his city home to Texas to live with his grandparents. Ask: What do you think will happen? Let's read to find out what happens to Alex and to others in his new home.

Preview the Genre
Say: The Light at Jupiter Lake is an example of realistic fiction. Show students the cover of the book. Say: What about this cover tells you that this book is realistic fiction? Can you read and pronounce all the words in the story or things that could happen in a story?

Preview Vocabulary
perspective (p. 16)	access (p. 26)
refreshed (p. 19)	reportedly (p. 29)
abandoned (p. 20)	

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Noticings, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently to themselves, have students use their Book Club bookmarks to record their Noticings, Connections, and Wonderings on the back of the book. Encourage students to use these notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- read a self-selected trade book.
- read and listen to a previously read leveled reader or selection.
- begin reading their Book Club text or a new leveled reader.

Centers

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

Literacy Activities

Students can

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

BOOK CLUB

See Book Club, pp. T500–T501, for

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

Whole Group

Share Invite one or two students to share what they found in their Independent Reading Texts to determine the genre. Reinforce the strategies they used to decide if the story is a myth.

Introduce the Text

The Golden Flower

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. 178 in the *Student Interactive* and define them as needed.
  pouch: a small bag that closes with a piece of string
  globe: an object shaped like a ball
  murmuring: a soft, continuous sound
  mountainside: the sloping side of a mountain
  footpath: a narrow walking path for people
- These words will help you imagine the events in *The Golden Flower* and better understand the story. As you read, highlight the words when you see them in the text. Try to picture in your mind what is being described.

Read

Discuss the First Read Strategies. Prompt students to use text features to make predictions about this original myth.

FIRST READ STRATEGIES

NOTICE Ask students to look for text and text features such as picture clues to predict what will happen next.

GENERATE QUESTIONS Have students write down questions about details that seem different from what they already know. Ask students to generate questions about the title and cover art before reading and about the text itself during and after reading.

CONNECT Ask students to consider how the same things in nature have been described or explained in stories from other cultures.

RESPOND Have students use sticky notes to mark the parts of the text that they find interesting or exciting.

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 **Draw** Tell students that representing the vocabulary words with drawings can help them to visualize, or form a picture in their minds, of the words when they appear in the story. Reinforce their definitions by displaying a representative image of each word as you read the word aloud. Have students repeat each word.

Ask students to draw a picture to represent each word on an index card. Have student pairs exchange cards and identify their partner's pictures by writing the correct words on the back of the card. Ask students to check their partner's work. **EMERGING/DEVELOPING**

Ask students to draw a picture to represent each word and write their own sentence using the word. Have volunteers share their drawings and sentences with the group. **EXPANDING/BRIDGING**

ELL ACCESS

Background Knowledge Confusion about the terms *myth* and *origin myth* may interfere with students' initial ability to connect the text to myths they already know. Find and share examples of mythical characters and stories from students' cultures, as well as any that are currently featured in popular culture (such as children's movies). Ask students to retell a myth they already know, through drawings and/or conversation with a partner.

STUDENT INTERACTIVE, pp. 178–179

Meet the Author

Nina Jaffe loved reading folktales and myths as a child. She is an acclaimed author, teacher, and storyteller of traditional tales and has been the United States representative at the International Festival of Storytelling in the Canary Islands, Spain.

The Golden Flower

Preview Vocabulary

As you read *The Golden Flower*, pay attention to these vocabulary words. Notice how they help you visualize, or picture in your mind, the events to better understand the story.

pouch **globe** **murmuring** **mountainside** **footpath**

Read

Establish a purpose for reading an **origin myth**, such as looking for an explanation of something in nature. Follow these strategies when you read this myth the first time.

First Read

- **Notice** text and images that help you make a prediction about the text.
- **Generate Questions** about what seems different from what you already know.
- **Connect** this text to other texts you have read.
- **Respond** by marking parts you find interesting or surprising.

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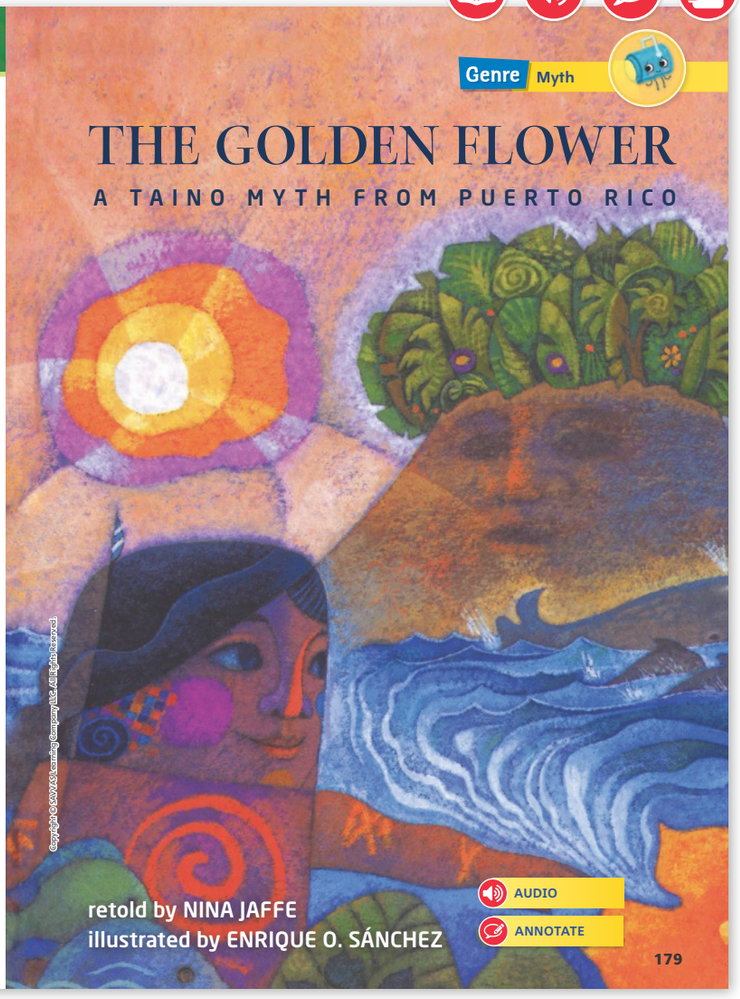
178

Genre Myth



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179

First Read

Notice

THINK ALOUD The "beginning of the world" in this myth is a time when there was no water on earth and no living things except for people. This is interesting because *The Golden Flower* is a Taino myth from Puerto Rico, an island. I think this myth will explain where water came from and how it formed the island.

Close Read

Analyze Descriptive Language

Have students scan **paragraphs 1 and 2** and underline details that describe the beginning of the world. **See student page for possible responses.**

Tell students that descriptive language makes the things being described seem more real to readers. Remind students that imagery is descriptive language that helps readers imagine what things look, smell, taste, sound, or feel like. Ask: How does the description of the mountain help you to imagine it?

Possible Response: It helps me see what the mountain looks like and where it is. I picture a "tall mountain" with no other mountains nearby, since it "stood alone." The detail that it is "on a wide desert plain" makes me see bare, flat ground around the mountain. Since there are no plants, the mountain is bare too.

DOK 2

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.

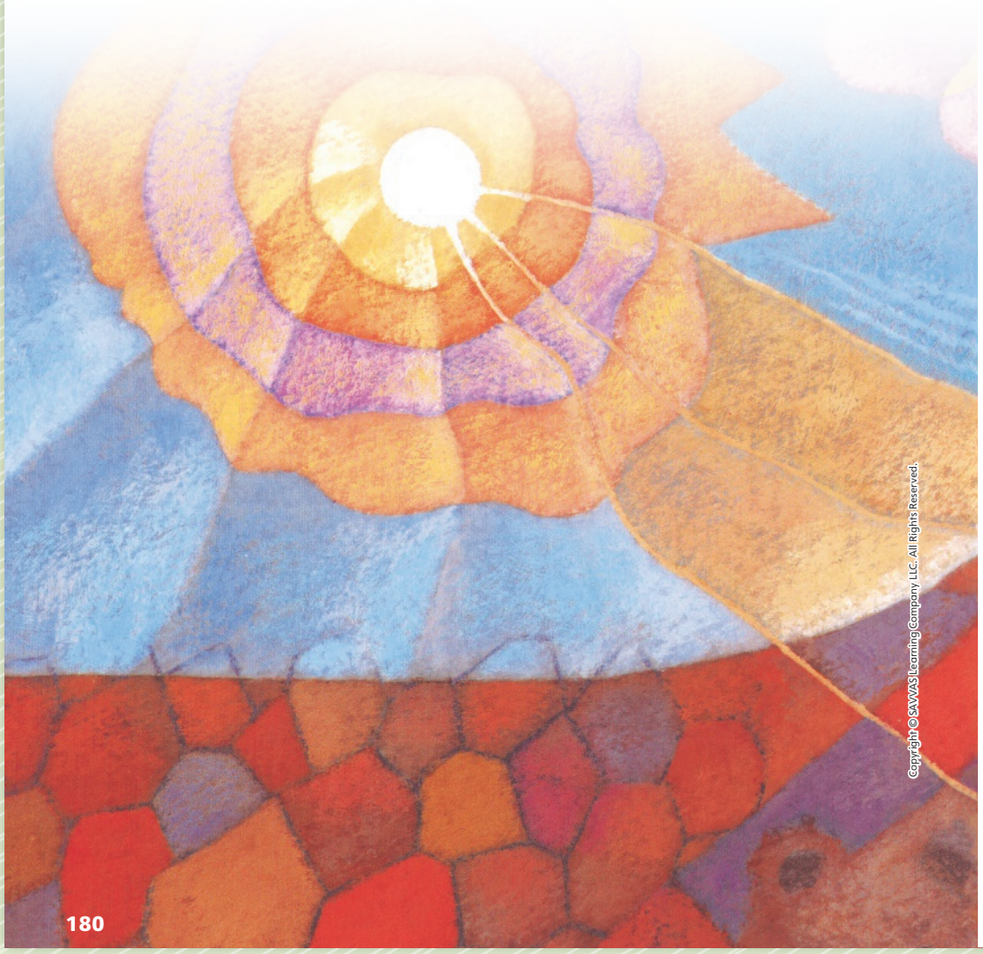
CLOSE READ

Analyze Descriptive Language

Underline details that describe the beginning of the world.

1 In the beginning of the world, there was no water anywhere on earth. There was only a tall mountain that stood alone on a wide desert plain.

2 There were no green plants. There were no flowers. All the people lived on top of this mountain.



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Possible Teaching Point

Read Like A Writer | Author's Craft

Setting To develop students' understanding of the genre, call their attention to the opening phrase, "In the beginning of the world." Ask students why they think it is particularly important for authors to begin myths with when they take place. Also discuss how students can infer the place for this origin myth. For additional instruction about an author's choices, use the Read Like a Writer lesson on pp. T320–T321 in the Reading-Writing Workshop Bridge.

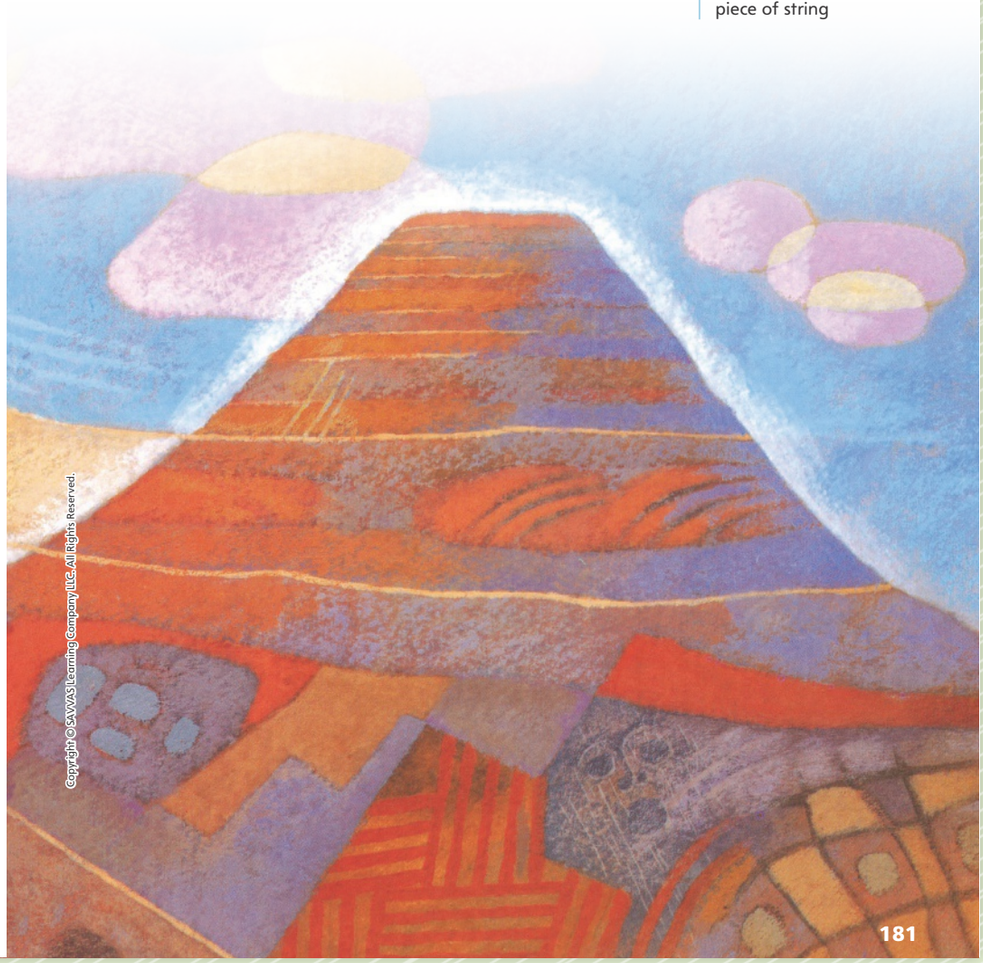
3 One day, a child went walking on the dry land below the mountain. As he bent down over the ground looking for food, something floated by on the wind. He reached out and caught it in his hand. It was a seed. A small, brown seed. He put the seed into his pouch.

CLOSE READ

Visualize Details

Highlight words that help you create a mental image of the seed.

pouch a small bag that closes with a piece of string



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Possible Teaching Point

Word Study | Diphthongs *ou*, *ow*, *oi*, *oy*

To help students read aloud and recognize familiar words in print, call their attention to the word "mountain" in paragraph 3. Point out that the *ou* sound in "mountain" is the same as that in "cloud," and ask students to identify another word on the page with the same vowel sound ("down"). For additional instruction on reading words with diphthongs, use the Word Study lesson on pp. T290–T291 in the Reading-Writing Workshop Bridge.

First Read

Generate Questions

THINK ALOUD The illustration on this page matches my mental image of the mountain. But how can he find a seed if there are no plants? Is this a hint that he will soon meet a god or creature with the power to make seeds out of nothing? I am going to visualize the seed next and see if that helps me understand the story. As I read, I am also going to write down my questions to help me check my understanding of what I already learned from the story. This will help me recognize how the Taino saw things in nature differently than I do, too.

Close Read

Visualize Details

Tell students that authors choose specific nouns, verbs, and descriptive words, or adjectives and adverbs, to help readers visualize what they are describing.

Have students scan **paragraph 3** and highlight words that help them visualize the seed. **See student page for possible responses.**

Ask: How do these details help you form a mental image of the seed while reading? Use text evidence to support your description.

Possible Response: When I read that "something floated by on the wind," I imagined something light and small being carried along by the wind, like a feather. The detail that it was a seed made me think of seeds that have wings, like maple seeds. But when I read that it was just a "small, brown seed," I changed my image to a brown watermelon seed, because those are small and light.

DOK 3

OBJECTIVE

Create mental images to deepen understanding.

First Read

Connect

THINK ALOUD The phrases "day by day," "until his pouch was full," and "one morning" make me wonder how much time is going by. I know that authors will sometimes skip ahead in time or summarize events to keep the plot moving. But in this story, the forest must grow so quickly because it is magical. The child is still a child when it appears!

Close Read

Visualize Details

Have students read the first Close Read note and **scan paragraph 4** to locate and highlight details about the seeds in the pouch. **See student page for possible responses.**

Remind students to use what they already know to help them visualize these details. Prompt them to close their eyes and picture the seeds and pouch. Ask: What does your mental image suggest about how much time has gone by in the story? Use evidence to explain your response.

Possible Response: I think the boy has been collecting seeds for a long time. Since the pouch "could not hold any more," I pictured a small bag stuffed so full, it was shaped like a softball. The seeds are small, so there could be hundreds of them inside the pouch. If he collects one seed each day, it would take hundreds of days to fill the pouch, or maybe even a couple of years.

DOK 2

OBJECTIVES

Create mental images to deepen understanding.

Make inferences and use evidence to support understanding.

CLOSE READ

Visualize Details

Highlight details that describe the seeds in the child's pouch. Use these details to create a mental image of the seeds in the pouch to deepen your understanding of the myth.

Analyze Descriptive Language

Underline details that describe the forest.

4 The next day, he went walking, and again found something as it floated by on the wind. It was another seed. Day by day, he gathered these seeds until his pouch was full. It could not hold anymore. And the child said to himself, "I will plant these seeds at the top of our mountain."

5 He planted the seeds and waited. One morning, a tiny green leaf appeared. The child watched. From under the ground, a forest began to grow high on top of the mountain.

6 All the people came to see. It was a forest of many-colored flowers, a magic garden of green leaves and thick branches. The child was happy.

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182

Possible Teaching Point

Read Like A Writer | Author's Craft

Word Choice To demonstrate how students can question the author's choices while reading, point out that the author refers to the boy just as "the child." Ask students why the characters in realistic fiction and many other traditional tales, including myths about gods and heroes, are given names. Ask: Do you think the child is a main character in this myth? What do you think the author is telling readers by not giving the boy a name? For additional instruction about author's choices, use the Read Like a Writer lesson on pp. T320–T321 in the Reading-Writing Workshop Bridge.

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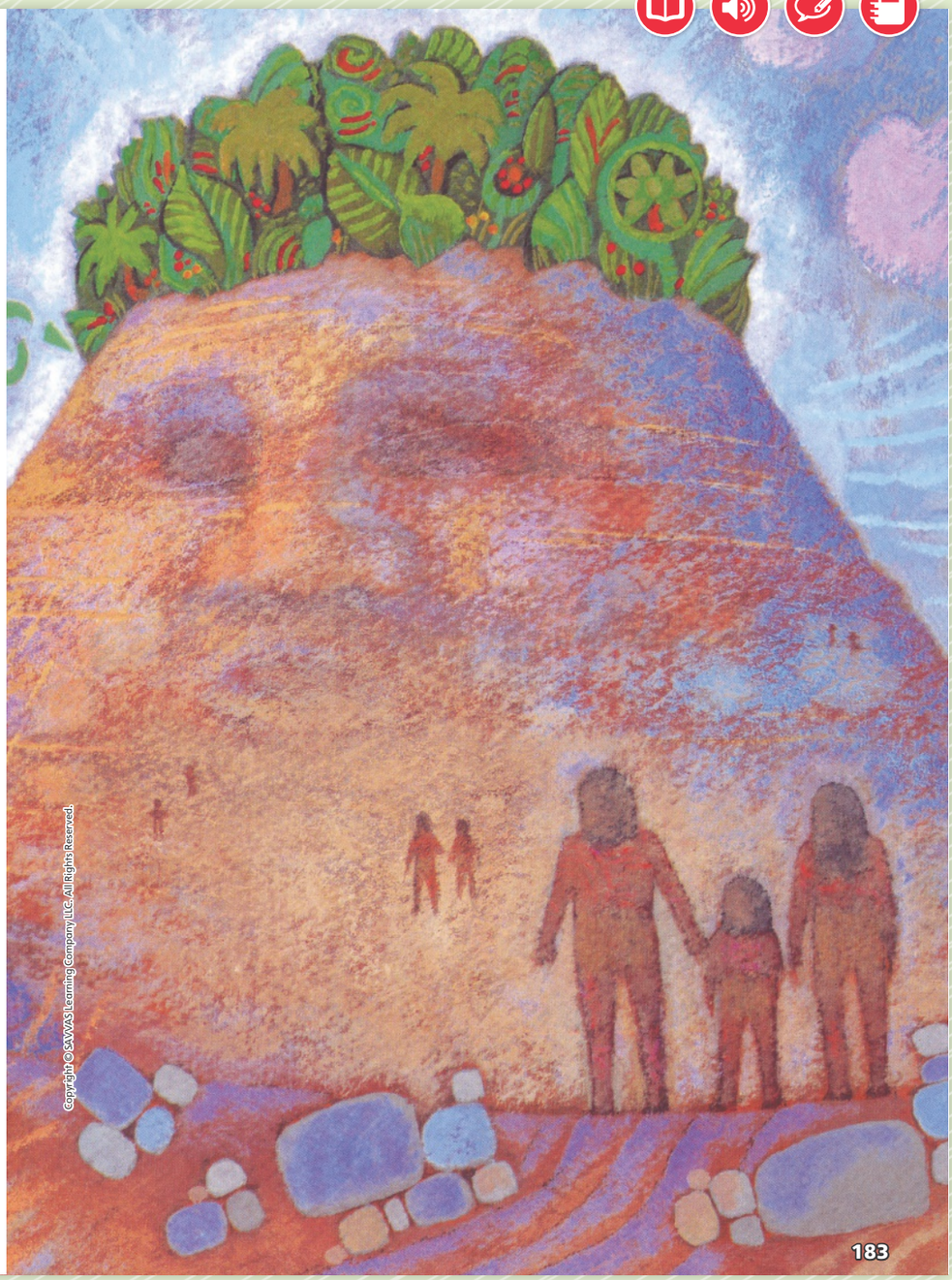

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CROSS-CURRICULAR PERSPECTIVES Social Studies

Today, the island nation of Puerto Rico is often called "Isla del Encanto," or "Island of Enchantment," in reference to its tropical climate and appealing environmental features such as beaches, bioluminescent bays, mountains, and the biodiversity within El Yunque, a small tropical rainforest in the Luquillo Mountains. The prehistoric Taino Indians considered El Yunque a sacred place. Mountains, rocks, and rivers were worshipped as points of origin or ancestry. Have students connect this information to "The World Around Us" weekly opener on pp. 174–175 of the *Student Interactive.*

First Read

Notice

THINK ALOUD Have students study the illustration. Say: The forest in this illustration does look magical. It looks like a tropical forest to me, with palm trees and tall, wide-leafed plants, and red and orange flowers. I have never seen a forest like that growing on a mountaintop. It is also surprising that I can see a face on the mountain, since the text does not mention that detail. Now the forest looks like the mountain's hair. I wonder if the mountain will turn out to be a god and start talking.

Close Read

Analyze Descriptive Language

Have students scan **paragraphs 5 and 6** and underline details that describe the forest. **See student page for possible responses.**

Ask: How do the details in the text support the idea that there is something special about this forest?

Possible Response: The forest is "high on top of the mountain" but still has "many-colored flowers," which is unusual. Most forests on mountaintops are made up of evergreen trees that don't grow flowers. The description of the forest as a "garden of green leaves" also shows that it must have a variety of plants. The word "magic" tells me that the forest probably seems amazing to the people looking at it too.

DOK 2

OBJECTIVES

Make inferences and use evidence to support 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.

First Read

Respond

THINK ALOUD When I visualize the vine described in paragraph 7, I start with one image in my mind and change it to match all the text details. First, I picture a very tall tree. My eyes move down its trunk to focus on the part where the tree comes out of the ground. Then I see a green vine growing up against the tree trunk and imagine it curling all the way around the trunk, like a snake. To visualize the golden flower from the title, my starting image can be the flower in the illustration.

Close Read

Visualize Details

Have students scan **paragraph 8** and highlight details that help them create a mental image of the flower that grew from the vine. **See student page for possible responses.**

Ask: What do you picture in your mind when you read this description of the flower?

Possible Response: I think the flower in the illustration is kind of shaped like a lily, so I picture a golden lily growing on a vine instead of a stem. Since it's "more beautiful than all the rest," I imagine it is fully bloomed and has perfectly-shaped, big petals. To make it "bright," I make it glow a little bit. The detail that it has "golden petals" makes me change its color from orange to the golden yellow of gold jewelry, since that also glows.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

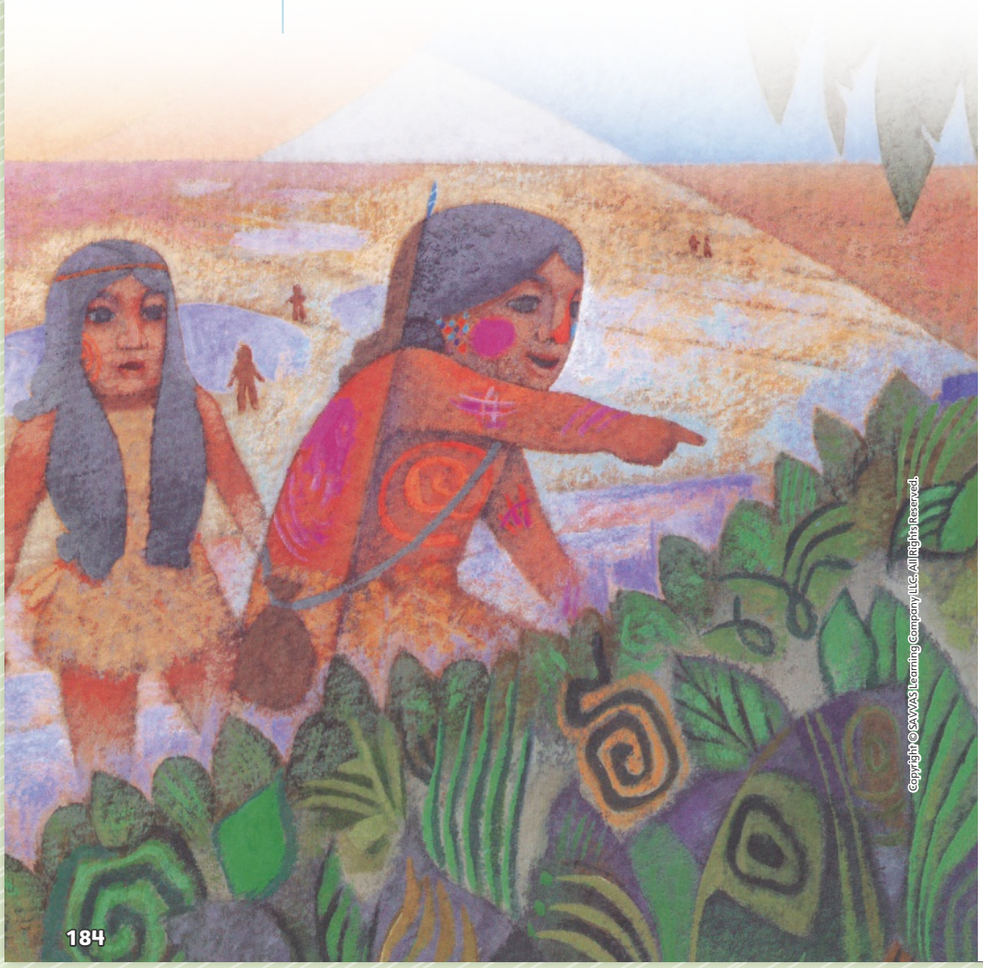
CLOSE READ

Visualize Details

Highlight details that help you create a mental image of the flower that grew from the vine.

7 In the middle of the forest, at the foot of the tallest tree, there grew a vine that wrapped itself around the tree.

8 And from that vine there grew a flower more beautiful than all the rest. A bright flower with golden petals.



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184

ELL Targeted Support **Visual/Contextual Support** Students may mistake the word *there* as the subject when it is used to introduce a subject that comes after a verb. Display and read aloud this example from the text: (paragraph 7) "…at the foot of the tallest tree, there grew a vine that wrapped itself around the tree."

Have students sketch how they picture the vine when they read the words from paragraph 7. EMERGING

Ask students to consider how *there* is used in these sentences as you read them aloud: *There goes the school bus. There are many trees here. There is no water*. DEVELOPING

CLOSE READ

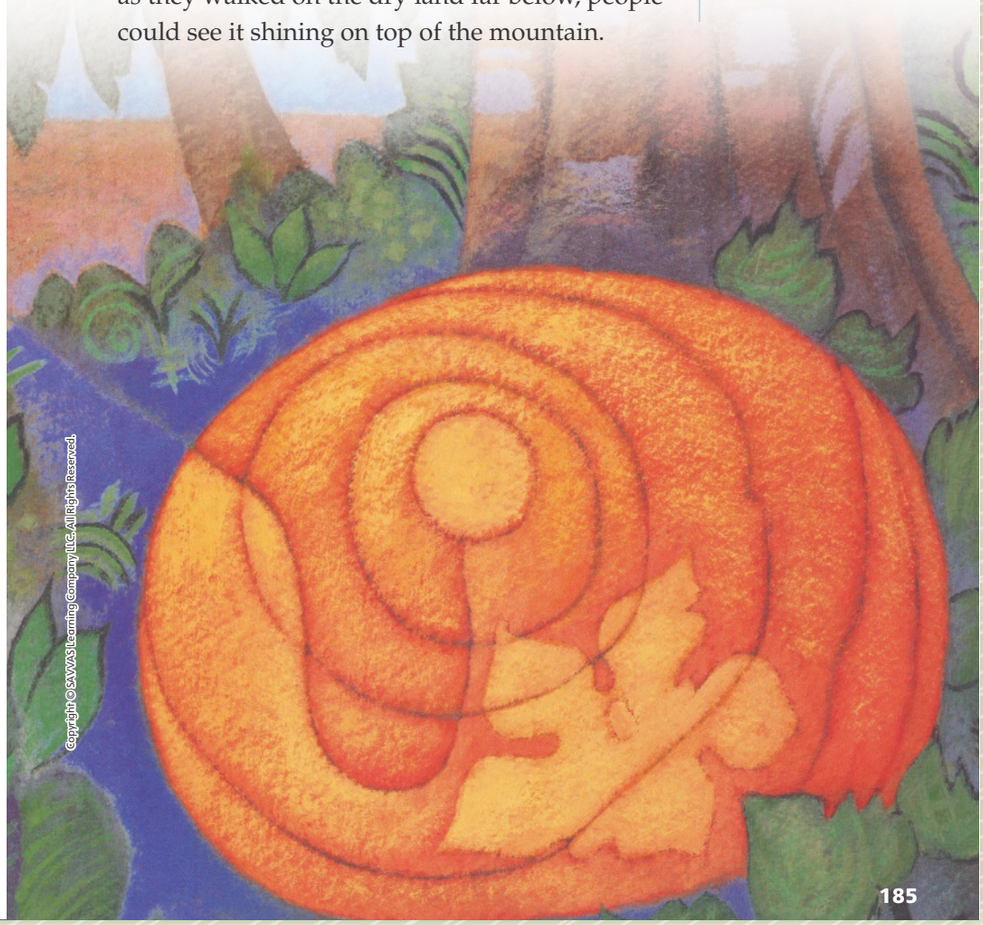
Analyze Descriptive Language

Underline details that describe the growing ball.

globe an object shaped like a ball

9 And from that flower, something new appeared in the forest. It looked like a little ball. "Look!" cried the child. "Something is growing out of the flower!"

10 As the people gathered around to watch, the ball grew larger and larger, until it became a great yellow globe that shone like the sun. Even as they walked on the dry land far below, people could see it shining on top of the mountain.



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First Read

Generate Questions

THINK ALOUD After reading paragraph 10, say: The illustration shows how big the ball is. But the detail that the people "on the dry land" below the mountain can see the ball reminds me of my prediction about water. Will water be the next thing that magically appears in the forest? In real life, trees and plants and flowers need water, but so do people. Are the people in the myth magical, like the forest? I'm writing these questions down so I do not forget them.

Close Read

Analyze Descriptive Language

Have students scan **paragraph 10** and underline details that describe the ball that is growing out of the flower. **See student page for possible responses.**

Tell students that descriptive language often includes comparisons that call attention to certain details and add interest. Remind students that a simile is a comparison of two unlike things that uses words such as *like* or *as*, and ask them to identify the simile in paragraph 10.

Ask: How does comparing the "great yellow globe" to the sun help you understand the story?

Possible Response: Knowing that it "shone like the sun" tells me that it was shining so brightly, there was a glow or light coming from it. This helps explain why the people far below the mountain could see it.

DOK 2

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.

Possible Teaching Point

Academic Vocabulary | Parts of Speech

To check understanding and help students develop their vocabulary, call attention to the word "gathered" in paragraph 10. Ask students to visualize and describe their mental picture of what the people are doing. Elicit the meaning of *gathered* to have students identify it as a verb. Then discuss the meaning of the related noun in this sentence: *The class picnic is a fun gathering in May.* For further instruction about parts of speech, use the Academic Vocabulary lesson on pp. T288–T289 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD The strange sounds coming from inside the ball seem like a clue that something bad is going to happen soon. The woman in the illustration also looks scared and worried at the same time. I predict that whatever is making the sounds will come out of the ball, but I don't know what that will be yet.

Close Read

Analyze Descriptive Language

Have students scan **paragraph 11** and underline the details that describe the sounds coming from the ball. **See student page for possible responses.**

Remind students that descriptive language provides sensory details that help readers see, hear, smell, taste, touch, or feel what is happening. Ask: How do your underlined details help you understand why the people are afraid of the ball?

Possible Response: The adjective *strange* means odd or unusual, so the people don't recognize the noises or know what's making them. The repeated *s* sounds in "strange sounds" also make me think of a hissing snake, and since some snakes are poisonous, I would be afraid if I heard that. A murmuring sound is mysterious too, because there are many things that could make a sound like that.

DOK 2

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.

CLOSE READ

Analyze Descriptive Language
Underline details that describe the sounds coming from the ball.

murmuring a soft, continuous sound

11 One woman said, "If you put your ear next to the ball, you can hear strange noises coming from inside." The people listened. Strange sounds and murmuring could be heard. But nobody knew what was hidden inside.

12 The people were afraid. After that, they all stayed away. Even the child stayed away.

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186

Possible Teaching Point

Read Like A Writer | Author's Craft

Descriptive Language To reinforce students' understanding that authors provide details for specific purposes, point out the sentence in paragraph 11 beginning "One woman said, 'If you put your ear...'" Ask students what mental image they would have formed if the woman had said, "If you listen to the ball" instead. Discuss how the woman's words help readers visualize what she meant. For more instruction on Author's Craft, see pp. T320–T321.

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13 One day, a man walking on the desert plain saw the golden ball. He said, "If that shining ball were mine, I would have the power of the sun. I could light up the sky, or make darkness fall." And he ran toward it, climbing up the rocky mountainside.

14 On the other side of the mountain, another man saw the shining globe, and he also said, "I want that thing for myself. It will give me great powers." He, too, began to run. Each one climbed quickly. Each one found a footpath that led to the tree.

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CLOSE READ

Vocabulary in Context

The word *desert* can be a verb that means "to leave" or an adjective that means "dry."

Underline the context clue that tells you that *desert* is used as an adjective in the text.

mountainside the sloping side of a mountain

footpath a narrow walking path for people

Possible Teaching Point

Academic Vocabulary | Parts of Speech

To help students apply their knowledge of base words to different parts of speech, call their attention to the word "darkness" in paragraph 13. Tell students that the word is a noun formed from the adjective *dark* and the word ending *-ness*. Have volunteers use *darkness* in a sentence, and explain the meaning of the word. For further instruction about parts of speech, use the Academic Vocabulary lesson on pp. T288–T289 in the Reading-Writing Workshop Bridge.

First Read

Connect

THINK ALOUD Reading about how these men want the ball for themselves makes me wonder if this myth will teach a lesson about how people should act, like a fable, as well as explain something about nature. Or, their race for the ball could just be a way to move the plot forward, so we can find out what's inside the ball.

Close Read

Vocabulary in Context

Have students read the Close Read note and locate the word "desert" in **paragraph 13**. Prompt students to underline the context clue that tells them *desert* is used as an adjective to describe something. **See student page for possible responses.**

Ask students to connect the information on this page to what they just learned about how the people reacted to the sounds coming from the ball. Then ask: Why does the author point out that the men are on "the desert plain" instead of just "the plain"?

Possible Response: I think the author uses the adjective "desert" to remind readers that the mountaintop forest is the only green place on earth. When all the people "stayed away" from the ball, they did not just stay away from that part of the forest. They left the mountain altogether and returned to the desert. This detail also helps to show how much these two men must want the globe now, since it makes them forget their fear and run toward it.

DOK 2

OBJECTIVES

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

Synthesize information to create new understanding.

First Read

Respond

THINK ALOUD After reading paragraph 15, say: The ball did turn into a fruit, just like I thought it might! In real life, flowers turn into fruit in order to spread the seeds inside the fruit, so a pumpkin is a fruit. Now that I think about it, there is something magical about how plants do this. Since this myth is from Puerto Rico, pumpkin plants probably grow there naturally.

Close Read

Visualize Details

Have students scan **paragraphs 16–19** and highlight details that help them create a mental image of the men fighting. **See student page for possible responses.**

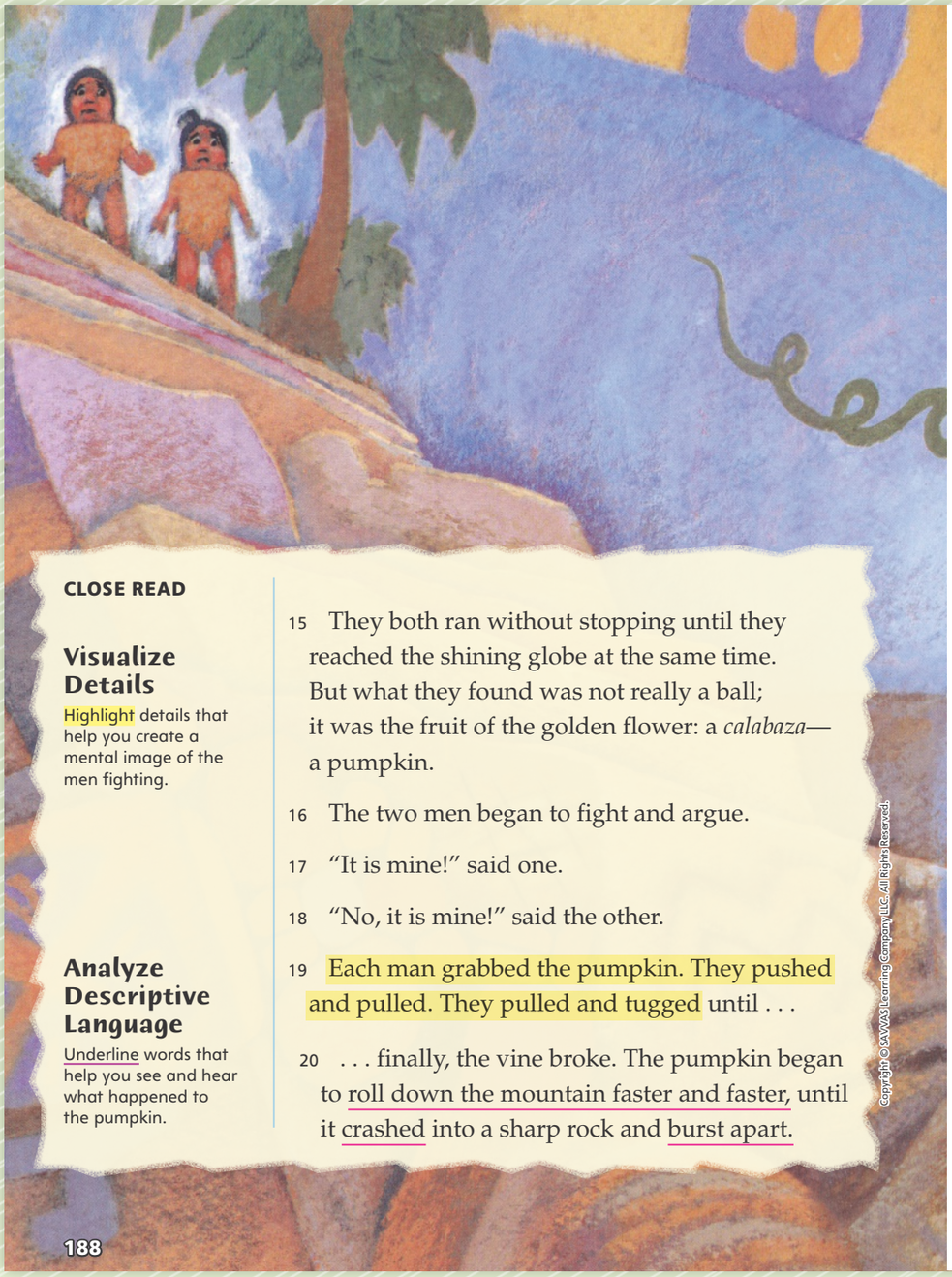
Ask: How do the verbs the author chose help you visualize the men's fight?

Possible Response: When you "push," you shove something away, and when you "pull," you bring it toward you. These opposite words help me picture both the pumpkin and the men moving one way and then the other, because neither man is letting go of the pumpkin. Repeating "pulled" tells me that they move back and forth more than once, so I imagine them struggling for the pumpkin for a while.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.



CLOSE READ

Visualize Details
Highlight details that help you create a mental image of the men fighting.

Analyze Descriptive Language
Underline words that help you see and hear what happened to the pumpkin.

15 They both ran without stopping until they reached the shining globe at the same time. But what they found was not really a ball; it was the fruit of the golden flower: a *calabaza*—a pumpkin.

16 The two men began to fight and argue.

17 "It is mine!" said one.

18 "No, it is mine!" said the other.

19 Each man grabbed the pumpkin. They pushed and pulled. They pulled and tugged until . . .

20 . . . finally, the vine broke. The pumpkin began to roll down the mountain faster and faster, until it crashed into a sharp rock and burst apart.

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188

Possible Teaching Point

Read Like A Writer | Author's Craft

Word Choice Call students' attention to the word "calabaza" in paragraph 15. Remind students that italics are often used to show that a word is a non-English word. Tell students that *calabaza* is a Spanish word and elicit that it means "pumpkin." Ask students if they noticed any other italicized or Spanish words in the story, and discuss the fact that Spanish is the language spoken in Puerto Rico. Ask students to share their ideas about why the author chose to provide the Spanish word for this object in particular. For more instruction on Author's Craft, see pp. T320–T321.

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CROSS-CURRICULAR PERSPECTIVES Social Studies

Calabaza (*Cucurbita moschata*), or tropical pumpkin, is a type of winter squash that is native to Central and South America. Tropical pumpkins are thus more tolerant of hot, humid climates than other varieties. Their flowers are described as "showy" and vary in color from creamy white to orange-yellow. Today, *calabaza* is an important food crop in Puerto Rico.

First Read

Generate Questions

THINK ALOUD Have students study the illustration. Say: The illustration shows that the pumpkin is filled with water! But if the people long ago had pumpkins, they would know that they are not filled with water. Why would they explain where water comes from in this way, when they could prove that the myth was not true? Is the main purpose of this myth to explain something else? I am going to write these questions down and keep reading for answers.

Close Read

Analyze Descriptive Language

Have students scan **paragraph 20** and underline the words that help them see and hear what happened to the pumpkin. **See student page for possible responses.**

Ask: How would replacing "crashed" and "burst apart" with different words change the sounds that you hear in your head?

Possible Response: The sounds would change completely. The word "crashed" makes me hear a loud, high-pitched "thwack!" If the pumpkin "bumped" into a sharp rock instead, that would make a low-pitched "thud" or "fump" sound. "Burst apart" makes me hear a sound like an explosion, like a loud "pow!" and then "splat" as bits of pumpkin fall to the ground. If the pumpkin just "split apart," I would only hear a "crack."

DOK 2

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.

First Read

Respond

THINK ALOUD Now I see that it is not just water coming from the pumpkin. The entire sea was "hidden inside the pumpkin," so I think all the sea animals came out along with the water, not just the ones the author mentions. No wonder the people heard those strange sounds! They may have heard the sounds of the animals forming and trying to get out.

Close Read

Visualize Details

Have students scan **paragraphs 21 and 22** and highlight details that help them picture what came out of the pumpkin. **See student page for possible responses.**

Have students close their eyes while you reread the paragraphs aloud. Then say: Describe how you visualize the sea coming out of the pumpkin. What details helped you?

Possible Response: First, I see the "waves of water" gushing out of the pumpkin like it has a giant drinking fountain spout inside it, because "the water bubbled and foamed." The water streams down the side of the mountain and across the plain in sheets that "cover the earth." The plain fills like a bathtub, with the water "rising higher and higher." Since the sea is "hidden inside the pumpkin," I see the creatures popping out from under the surface of the waves in the water that pours down and collects.

DOK 2

OBJECTIVES

Create mental images to deepen understanding.

Use text evidence to support an appropriate response.

CLOSE READ

Visualize Details

Highlight details that help you picture what came out of the pumpkin.

21 *Whoosh!* Waves of water poured out of the pumpkin. The water bubbled and foamed. The waves began to cover the earth, flooding the desert plain, rising higher and higher.

22 For it was the sea that had been hidden inside the pumpkin. Out came the creatures: whales, dolphins, crabs, and sunfish. All the people ran to the top of the mountain to hide in the forest of green leaves.

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Possible Teaching Point

Read Like A Writer | Author's Craft

Onomatopoeia Discuss how *"Whoosh!"* in paragraph 21 is onomatopoeia, and have volunteers share other sounds made by water, such as *splash*, *drip*, or *plop*. Ask: What does this particular sound tell us about how the water was pouring? Would a different sound change your mental image of the water? For more instruction on Author's Craft, see pp. T320–T321.

23 "Will the whole earth be covered?" they cried.

24 Higher and higher the waters kept rising, up the sides of the mountain.

25 But when the water reached the edge of the magic forest the little boy had planted, it stopped.

CLOSE READ

Visualize Details

Highlight a detail that helps you create a mental image of the movement of the water.

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Possible Teaching Point

Read Like a Writer | Author's Craft

Word Choice Call students' attention to the use of the pronoun "they" in paragraph 23. Ask students if they think all the people asked the same question at the same time. Have students recall that the author does not name any characters, and ask students to share their ideas about why the author has all the people say this instead of the child or another character. Ask: Who are "all the people" in this myth? (the Taino) For additional instruction about author's choices, use the Read Like a Writer lesson on pp. T320–T321 in the Reading-Writing Workshop Bridge.

First Read

Notice

THINK ALOUD Paragraph 25 answers the question the people asked: the whole earth does not get covered. But I am not sure why the illustration shows bubbles with lighter-colored areas of the sea, the beach, and parts of the forest. These bubbles may represent the bubbling water described in the text. I think they also suggest that some magical changes are still happening all over the place, particularly in the forest, while the sea is forming in the plain.

Close Read

Visualize Details

Have students scan **paragraphs 24 and 25** and highlight a detail that helps them imagine the movement of the water, or create a mental image of it. **See student page for possible responses.**

Ask: How does visualizing the movement of the water help you understand what is happening to the mountain?

Possible Response: When I picture the water rising up the sides of the mountain, I also see that the part of the mountain that is still above the water is shrinking. When the water stops at the edge of the forest, the rest of the mountain below the forest is completely underwater.

DOK 2

OBJECTIVES

Create mental images to deepen understanding.

Make inferences and use evidence to support understanding.

First Read

Connect

THINK ALOUD The environment described on this page is much more like the environment of Puerto Rico today. Many of the other origin myths I have read also begin with something missing from nature. That thing or event becomes a part of nature as the myth explains how it was created or came to be.

Close Read

Visualize Details

Have students scan **paragraphs 26 and 27** and highlight details that help them create a mental image of what the people saw. **See student page for possible responses.**

Ask students to consider the type of information this page provides about the changes that took place. Then ask: How does your mental image of what the people saw deepen your understanding of the myth?

Possible Response: Visualizing what the people saw helps me understand that the forest is now their home and their lives are greatly improved by the new environment. When I picture the streams in the forest and people drinking and watering crops from them, I realize that not all the water from the pumpkin ended up in the sea or was saltwater. A beach of "golden sand" looks more enjoyable than a wide desert plain, especially when people are splashing and catching fish in the sea.

DOK 2

OBJECTIVE

Create mental images to deepen understanding.

CLOSE READ

Visualize Details

Highlight details that help you create a mental image of what the people saw. How does this mental image deepen your understanding of the myth?

26 The people peeked out from behind the leaves. And what did they see? Small streams running through the trees. A beach of golden sand. And the wide open ocean, sparkling all around them.

27 Now the people could drink from the cool streams and splash in the rippling waves. Now they could gather fish from the flowing tides and plant their crops.

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Possible Teaching Point

Academic Vocabulary | Parts of Speech

To further develop students' ability to recognize base words in different parts of speech, call attention to the word "rippling" in paragraph 27. Ask students to identify the purpose of the word (to describe the waves) and its part of speech (adjective). Tell students that many adjectives are made from verbs ending in *-ing* or *-ed*. Share example sentences to illustrate and discuss the meaning of "ripple" when it is used as a verb and a noun. For further instruction about parts of speech, see pp. T288–T289.

28 The child laughed and sang as the sun shone down and breezes blew through the green leaves and rustled the many-colored flowers. Water had come to the earth!

29 And that is how, the Taino say, between the sun and the sparkling blue sea, their island home—Boriquén—came to be.

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CLOSE READ

Analyze Descriptive Language

Underline details that describe where the island is.

Fluency Read paragraphs 21–25 aloud with a partner to practice reading with expression. As you read, pay attention to the word in italics and the dialogue.

CROSS-CURRICULAR PERSPECTIVES Social Studies

Boriquén is a Taino word that developed into a Spanish nickname for Puerto Rico, *Borinquén*. The Taino are thought to have vanished from the Caribbean by the early 1500s, as a result of Spanish colonization. Early Spanish colonists, such as Friar Ramon Pane, preserved some Taino myths in their own writings, but they are not well known by Puerto Ricans today. In Pane's version of this myth, the sea originated from a gourd that broke when it was accidentally dropped by four brothers who wanted to eat the fish inside it.

First Read

Respond

After reading paragraph 28, say: This myth explains where the water on earth came from. But is water the only thing that was added to the earth in this story? What else came about as a result of the seeds the boy planted?

Possible Response: The seeds also caused the forest of trees, plants, flowers, and food like pumpkins to form. The water came with the creatures that live in the sea and changed the mountain into an island.

Close Read

Analyze Descriptive Language

Have students scan **paragraph 29** and underline details that describe where the island is. **See student page for possible responses.**

Ask: Based on the description of what the Taino say and what you read, how would you explain the purpose of this myth?

Possible Response: The myth's purpose is to explain how Borinquén formed. The phrase "between the sun and the sparkling blue sea" shows that explaining how their home became an island is one main point of the myth. But I think the phrase "their island home" shows that another main point is to explain how the island became a good home.

DOK 3

Fluency

To develop students' fluency reading descriptive language with expression, or prosody, have them read paragraphs 21–25 aloud with a partner. DOK 1

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.

Respond and Analyze

The Golden Flower

OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Demonstrate knowledge of distinguishing characteristics of well-known children's literature such as folktales, fables, fairy tales, legends, and myths.

My View

Use these suggestions to prompt students' initial response to reading *The Golden Flower.*

- **Reflect** What part of this story interested you the most?
- **Discuss** Why do you think the Taino people tell this story? What other stories have you heard that are similar?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors use descriptive words to give sensory details about the setting, characters, and events in a myth. The vocabulary words *pouch, globe, murmuring, mountainside,* and *footpath* describe what people see, hear, and use, as well as where they live, in *The Golden Flower*.

- Remind yourself of the word's meaning.
- Ask yourself how the author uses the word to describe what characters sense and experience.

MODEL AND PRACTICE Model filling out the chart on p. 195 using the word *murmuring*:

- The author says that when the people found the pumpkin, "Strange sounds and *murmuring* could be heard." The author is trying to describe what the insides of the pumpkin sound like so that readers can imagine what the people hear.

ELL Targeted Support **Vocabulary** Explain that people use these words to describe what the characters see, hear, and use.

Ask students to say words that they use to describe what things look and sound like. Then write one cloze sentence for a word in the word bank and one for a word on the students' list, and have students choose the word that fits into each sentence. **EMERGING/DEVELOPING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 **My TURN** Have students respond using newly acquired vocabulary as they complete p. 194 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 **Use Independent Text** Have students find and list unfamiliar words that describe the sights and sounds characters experience in their independent reading texts. Then have them look for context clues to determine the meaning of the words.

QUICK CHECK

Notice and Assess Can students identify how vocabulary words give clues to what characters sense and experience in *The Golden Flower*?

Decide

- **If students struggle,** revisit instruction for developing vocabulary in Small Group on pp. T316–T317.
- **If students show understanding,** extend instruction for developing vocabulary in Small Group on pp. T316–T317.

Check for Understanding **My TURN** Have students complete p. 195 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 194–195

VOCABULARY

Develop Vocabulary

Authors use descriptive language in myths to tell about the setting, characters, and events. Descriptive words and phrases provide sensory details, such as how something looks or sounds, to help the reader create mental images and better understand the story.

My TURN Choose the word from the word bank that matches the dictionary definition. Then complete the last column.

Word Bank

globe murmuring mountainside footpath

Possible responses:

Word	Dictionary Definition	How the Author Uses the Word to Describe Something in the Myth
murmuring	a soft, continuous sound	The people heard murmuring coming from inside the ball.
footpath	a narrow walking path for people	Each man found a footpath at the bottom of the mountain to reach the tree.
globe	an object shaped like a ball	The ball grew into a large, yellow globe that shined.
mountainside	the sloping side of a mountain	A man climbed a rocky mountainside to get to the shining ball.

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194

COMPREHENSION READING WORKSHOP

Check for Understanding

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

Possible responses:

1. How can you tell that *The Golden Flower* is an origin myth? DOK 2

It is a traditional tale that tells about how something in nature occurred. The setting is long ago.

2. Why do you think the author included descriptive language about the bursting pumpkin? Cite text evidence. DOK 2

The author wants readers to experience the sights and sounds of the pumpkin splitting open to help them picture the event. Descriptive language, such as *Whoosh, poured out, bubbled and foamed, flooding,* and *rising,* give details that help readers imagine the event.

3. How is the men's argument related to the creation of the people's island home? Cite evidence from the text. DOK 2

The men argue over the pumpkin, causing the vine to break and the pumpkin to burst apart. When the pumpkin bursts, the sea flows out around the land, forming an island.

4. How do the child's actions affect the people's lives? Cite text evidence. DOK 2

The child finds and plants the seeds at the top of the mountain, which produces the pumpkin that contains the sea and the sea creatures. People are then able to drink from streams, gather fish, and plant crops.

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195

Word Study Diphthongs

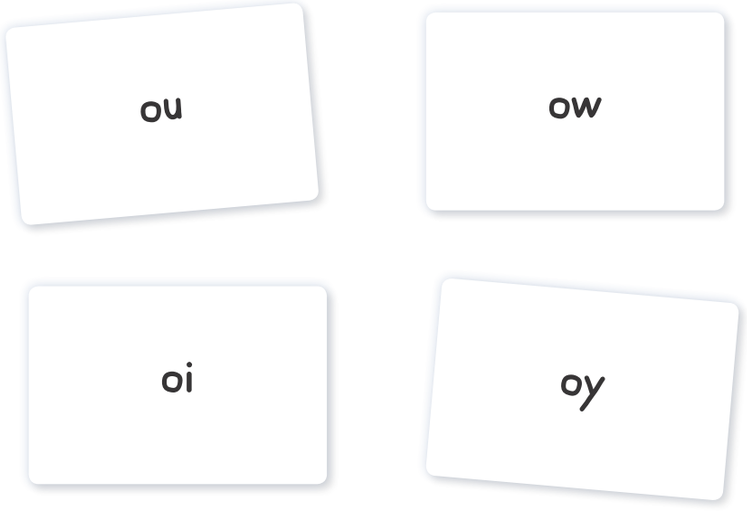
OBJECTIVE

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

LESSON 2

Apply Diphthongs *ou, ow, oi, oy*

APPLY My TURN Direct students to complete the activity on p. 200 of the *Student Interactive*.



High-Frequency Words

High-frequency words are words that appear often in texts. Many of them do not follow regular sound-spelling patterns. Have students demonstrate their knowledge of high-frequency words, and apply that knowledge, to find, identify, and read the words *unit* and *figure* in various texts.

STUDENT INTERACTIVE, p. 200

WORD STUDY

Diphthongs

Diphthongs *ou, ow, oi, oy* A diphthong is a single vowel sound spelled with two letters. In *The Golden Flower, mountain* has the *ow* vowel sound spelled *ou*. *Flower* has the *ow* vowel sound spelled *ow*. *Noises* has the *oi* vowel sound spelled *oi*. *Boy* has the *oi* vowel sound spelled *oy*.

MY TURN Fill in the blanks with an *ou*, *ow*, *oi*, or *oy* diphthong to form words. Then read each word aloud.

1. m<u>ou</u>ntainside
2. p ow erful
3. c ou nted
4. b oi ling
5. r oy alty

Write sentences with these words. Read each sentence aloud.

1. noises Possible response: He heard noises in the attic.
2. boy Possible response: The boy went up to look.
3. sound Possible response: The sound he heard was a mouse.

High-Frequency Words

High-frequency words appear frequently in texts. Read these high-frequency words: *unit, figure*. Try to identify them in your independent reading.

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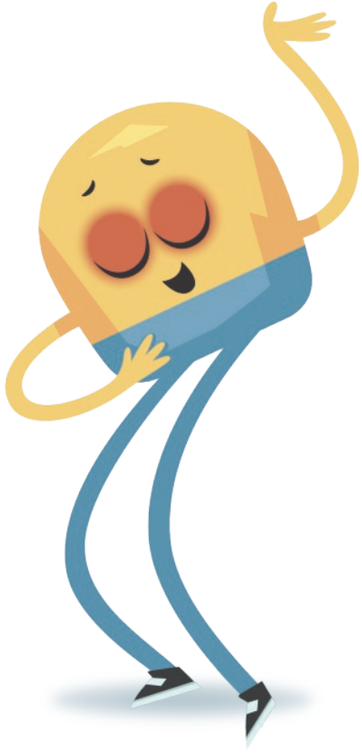
200



LESSON 1
Teach Diphthongs *ou, ow, oi, oy*

LESSON 2
Apply Diphthongs *ou, ow, oi, oy*

FLEXIBLE OPTION
LESSON 3
More Practice

FLEXIBLE OPTION
LESSON 4
Spiral Review:
Vowel Digraphs *ee, ea, ai, ay, ow, aa*

FLEXIBLE OPTION
LESSON 5
Assess Understanding

Use the QUICK CHECK on p. T313 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point When reading, I pay close attention to the words an author chooses to describe a character's experiences. Authors use sensory details to give readers a clear picture of the story.

ELL Targeted Support

Tell students they can understand what a character experiences by looking for sensory words that describe what the character sees, hears, feels, smells, and tastes. They can also understand the setting by looking for words that describe the environment.

Choose pictures that help to illustrate the words *globe, pouch, mountainside,* and *footpath*. Ask students leading questions about each picture. **EMERGING**

Ask students to illustrate one of the words *(pouch, globe, murmuring, mountainside,* and *footpath)* without labeling their illustrations. Ask the group to guess which word each illustration shows. **DEVELOPING**

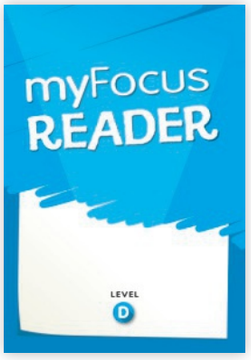
Have students work with a partner to identify other words in the story that describe the way that water looks, sounds, and feels to the characters. **EXPANDING**

Have students look up the word *globe* in a dictionary and write the word and definition in their notebook. Then ask: What other words mean the same thing as globe? Have students do the same for the word *murmuring*. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Read pp. 14–15 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on descriptive language related to appreciating one's environment.

Provide instructional support for comprehension and word study—diphthongs *ou, ow, oi, oy* and academic vocabulary.

Fluency

Assess 2-4 students

PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate phrasing. Tell them to notice the punctuation and to make their reading sound like talking. If needed, model reading with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3 to 4 minutes per conference

DEVELOP VOCABULARY

Talk About Independent Reading Ask students to tell you about some of the words the author uses to describe the characters' experiences and their environments. Then have students tell how they determined the meanings of unfamiliar words as they read.

Possible Conference Prompts

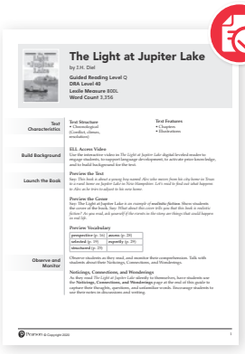
- What words does the author use to give us a picture of the characters' environment?
- What helped you visualize the word?

Possible Teaching Point Readers pay attention to the descriptive language an author uses to give a picture of what the characters are experiencing in a story.

Leveled Readers

DEVELOP VOCABULARY

- For suggested titles, see "Matching Texts to Learning," pp. T292–T293.
- For instructional support on how to develop vocabulary, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading

Students can

- reread and listen to *The Golden Flower* or *Eleven Nature Tales*.
- 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

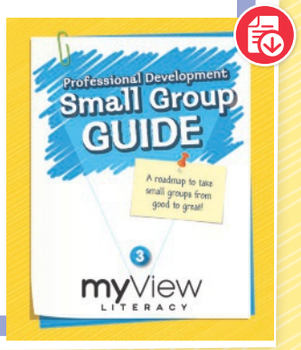
Students can

- complete the graphic organizer on *Student Interactive* p. 194.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 195.
- play the *myView* games.
- take turns with a partner reading a text with appropriate expression.

SUPPORT PARTNER READING

Support partner reading by setting aside time for partners to read and discuss their texts.

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



Whole Group

Share Bring the class back together as a group. Invite one or two students to share descriptive vocabulary words from their reading, what the words mean, and how the author used them to describe what characters sense and experience.

Analyze Descriptive Language

The Golden Flower

OBJECTIVES

Use text evidence to support an appropriate response.

Distinguish the literal and nonliteral meanings of words and phrases in context.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words to talk about character. Give students sentence starters, such as

- The two men are in competition for _____.
- For the Taino people, the myth solves _____.

ELL Access

Discuss the importance of descriptive language used in a story. Students can use a word web to show something in the story and to list descriptive language that describes it. For example, the center of the web can be "water" surrounded by descriptive language such as "bubbled and foamed."

Minilesson

FOCUS ON STRATEGIES Readers learn about the descriptive language authors use to appeal to the senses and help them imagine characters, settings, and events.

- Notice descriptive language that helps you imagine an event.
- Ask yourself which senses the author's language uses.
- Underline and describe details that help you imagine an event in the story.

MODEL AND PRACTICE Use the Close Read note on p. 180 of the *Student Interactive* to model how to annotate the text to analyze descriptive language:

- Which details tell about the beginning of the world? In the first paragraph, the author says there was "no water" at the beginning of the world. I'm going to underline those words. Then I'm going to write *dry* in the margin.
- Have pairs find and underline another detail in the paragraph. Then have them write in the margin a description of what they imagine when they think of this detail.

ELL Targeted Support **Summarize** Tell students that summarizing what happens in a paragraph is a good way to check that they understood the text well.

Have students fill in sentence frames, such as: *At the beginning of the world, there was no _____. A _____ formed from a seed. The land was no longer _____.* **EMERGING/DEVELOPING**

EXPERT'S VIEW **Sharon Vaughn, University of Texas at Austin**

"The Reading and Writing Workshop is an opportunity to develop literacy skills in a way that benefits both reading development and writing development. Students become more literate when they have purposeful practice in literacy activities—reading, writing, and interacting with a range of print. In an effective workshop class, students engage in reading and writing, not just to listening to instruction about how to read and write. The prominent activity should be students practicing."

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

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing descriptive language.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Analyze Descriptive Language and then use the text evidence from their annotations to complete the web on p. 196 in the *Student Interactive*.

OPTION 2 **Use Independent Text** Have students choose an object, character, or event in the text to put in the center of a word web similar to the chart on *SI* p. 196. Then have students fill in the web with descriptive language the author uses that helps them to imagine the object, character, or event they chose.

QUICK CHECK

Notice and Assess Can students recognize descriptive language in the text and explain how it is used?

Decide

- **If students struggle,** revisit analyzing descriptive language instruction in Small Group on pp. T324–T325.
- **If students show understanding,** extend analyzing descriptive language instruction in Small Group on pp. T324–T325.

STUDENT INTERACTIVE, p. 196

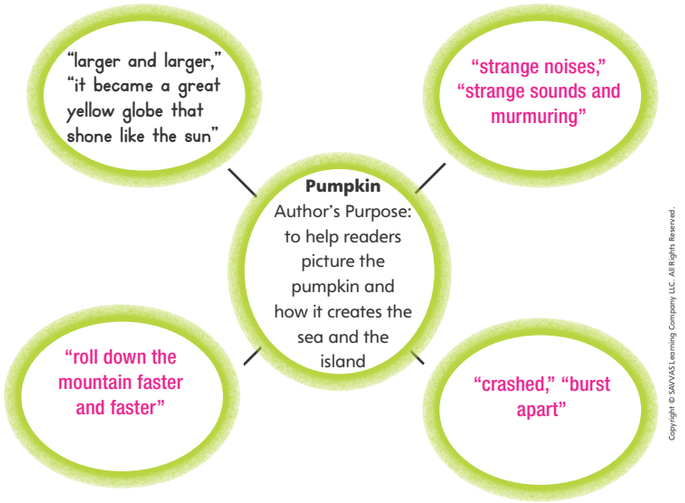
CLOSE READ

Analyze Descriptive Language

Descriptive language, or imagery, includes words and phrases that appeal to the reader's senses. Descriptive words and phrases help the reader imagine the characters, settings, and events in a story.

1. **My TURN** Go to the Close Read notes in *The Golden Flower* and underline descriptive language in the story.
2. **Text Evidence** Use some of the parts you underlined about the pumpkin to complete the graphic organizer.

Possible responses:



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196

Read Like a Writer

OBJECTIVE

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

Describe Author's Purpose

Minilesson

FOCUS ON STRATEGIES Authors have a purpose, or reason, for writing. To figure out a writer's purpose, a reader can think about the effect the writing has on its audience. The writer may want to

- persuade, or change the reader's mind about a topic.
- inform readers, or share important information with them.
- entertain readers by providing them with a new experience.
- bring about certain feelings in readers.

MODEL AND PRACTICE To model analyzing the author's purpose, direct students to the list on p. 201 of the *Student Interactive.* Have students follow along as you complete the steps.

1. Identify the passage that the author, Nina Jaffe, wrote to describe the ball in *The Golden Flower.*
2. Ask students to find the words and phrases that form vivid images, such as *larger and larger, great yellow globe,* and *shone like the sun.* Help students relate these words and phrases to the thought bubble beside the passage that explains their effect.
3. Help students understand that the author's purpose may be to entertain and interest the reader by using colorful and descriptive language to describe this ball. Point out the simile Jaffe uses to suggest that the ball looks like something they know.

ELL Targeted Support **Author's Purpose** Provide vocabulary support so that students can better understand author's purpose.

Have pairs look through three familiar texts and ask themselves why they think the author wrote the text. **EMERGING/DEVELOPING**

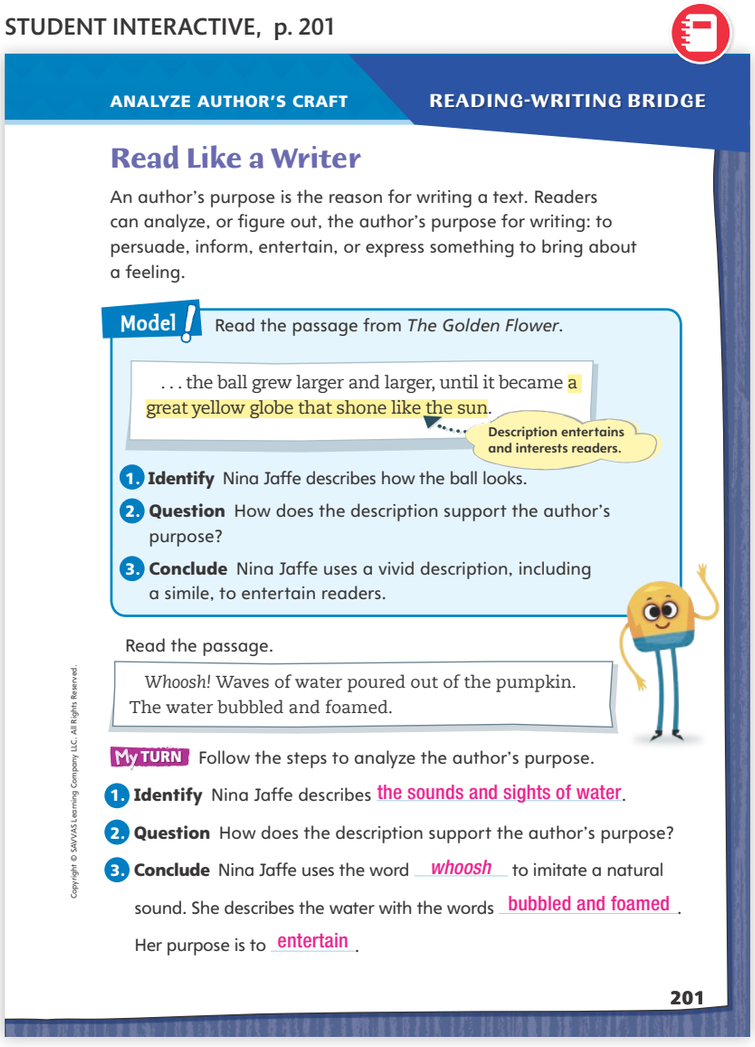
Discuss how the author's wording might reveal his or her purpose. Tell students to look for descriptive words, headings, and parts of speech as clues. Have students look for examples of informative text and text that entertains in the *Student Interactive*. **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Direct students to go back to *The Golden Flower* to identify different examples of writing that show the author's purpose. Have them define whether the author is trying to persuade, inform, entertain, or express ideas or feelings. Then have them focus on analyzing author's purpose by completing the activities on p. 201 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 201



ANALYZE AUTHOR'S CRAFT | READING-WRITING BRIDGE

Read Like a Writer

An author's purpose is the reason for writing a text. Readers can analyze, or figure out, the author's purpose for writing: to persuade, inform, entertain, or express something to bring about a feeling.

Model Read the passage from *The Golden Flower*.

. . . the ball grew larger and larger, until it became a great yellow globe that shone like the sun.

Description entertains and interests readers.

1. **Identify** Nina Jaffe describes how the ball looks.
2. **Question** How does the description support the author's purpose?
3. **Conclude** Nina Jaffe uses a vivid description, including a simile, to entertain readers.

Read the passage.

Whoosh! Waves of water poured out of the pumpkin. The water bubbled and foamed.

My TURN Follow the steps to analyze the author's purpose.

1. **Identify** Nina Jaffe describes the sounds and sights of water.
2. **Question** How does the description support the author's purpose?
3. **Conclude** Nina Jaffe uses the word *whoosh* to imitate a natural sound. She describes the water with the words bubbled and foamed. Her purpose is to entertain.

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201

Word Study Diphthongs

OBJECTIVE

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

FLEXIBLE OPTION

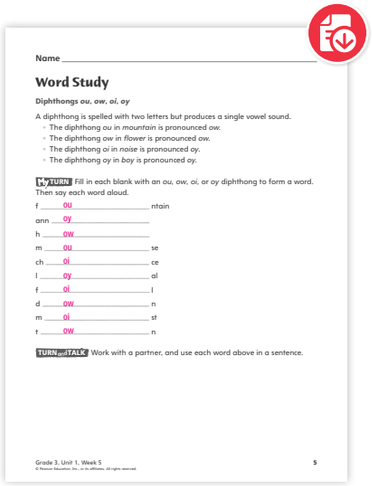
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that trying out the different sounds that diphthongs can spell will help them read words correctly.

MODEL AND PRACTICE Display the words *house* and *clown*. Underline the *ou* and *ow* and indicate that, in each word, both vowel teams spell the same sound: /ou/. Show students the words *recoil* and *oyster*. Guide students to identify the letters that are pronounced as a single vowel sound. Have students say the words and emphasize the sound /oi/ in both words.

APPLY Have students complete *Word Study* p. 5 from the *Resource Download Center*.



Name _____

Word Study

Diphthongs *ou, ow, oi, oy*

A diphthong is spelled with two letters but produces a single vowel sound.
- The diphthong *ou* in *mountain* is pronounced *ow*.
- The diphthong *ow* in *flower* is pronounced *ow*.
- The diphthong *oi* in *noise* is pronounced *oy*.
- The diphthong *oy* in *boy* is pronounced *oy*.

TURN Fill in each blank with an *ou, ow, oi,* or *oy* diphthong to form a word. Then say each word aloud.

f ou ntain
ann oy
h ow
m ou se
ch oi ce
l oy al
f oi l
d ow n
m oi st
t ow n

TURN and TALK Work with a partner, and use each word above in a sentence.

Grade 3, Unit 1, Week 5
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5

***Word Study*, p. 5**

FLEXIBLE OPTION

LESSON 1

Teach Diphthongs *ou, ow, oi, oy*

LESSON 2

Apply Diphthongs *ou, ow, oi, oy*

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:

Vowel Digraphs *ee, ea, ai, ay, ow, aa*

FLEXIBLE OPTION

LESSON 5

Assess Understanding

Use the QUICK CHECK on p. T319 to determine small group instruction.

Teacher-Led Options

Strategy Group

ANALYZE DESCRIPTIVE LANGUAGE

Teaching Point I pay attention to the descriptive language in a story and notice how it affects me. Doing this helps me imagine the characters, objects, setting, and events in a story.

ELL Targeted Support

To help students internalize new English words, guide them in using adjectives and descriptive phrases to describe characters, objects, setting, and events in the story.

Have partners take turns choosing objects from the story and asking yes/no questions to guess the objects. **EMERGING**

Have students choose a phrase that describes the setting in the story, and have them tell a partner. **DEVELOPING**

Have students use an online or print thesaurus to find alternatives to adjectives and descriptive phrases that describe one event in the story. Have them use the words to retell that event to a partner. **EXPANDING**

Ask students to use descriptive language to write sentences retelling an event in the story. Have students read their sentences to the group. **BRIDGING**

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

Intervention Activity

ANALYZE DESCRIPTIVE LANGUAGE

Use Lesson 32, pp. T207–T212, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing the author's language and voice.

LEVEL D • READ

Lesson 32 Author's Language and Voice

DIRECTIONS Read the story. Pay attention to the way the writer uses language to create feelings and images.

The World's Best Pet

1 Alistair loved animals. In fact, he loved nothing more. Luckily for Al, his parents loved animals too. He had more pets than any kid in the kingdom. He had a whole *pile* of pets. Of course he had dogs and cats and chickens. And he loved his birds and bees and fish and ferrets. Every day he petted his horses and hamsters. His house was like a zoo, even though zoos did not yet exist. It smelled like animals, fun, and love.

2 Alistair was pleased that he had more pets than the prince. But he did not have a dragon. A pet dragon was what he wanted more than anything. His mom, though open-minded, had a line, and she drew it right *before* the dragon.

3 "But they are so smart and adorable!" argued Alistair.

4 "A dragon will burn our home to the ground!" his mom said. Al wondered how he could get around that small glitch. There had to be a way to keep a dragon from breathing flames. He made a note to read up on it.

5 "Besides, how do you plan on catching a dragon, my dear son?" his mom asked. She sounded to him like she was making fun. That put a sour expression on his face.

6 "If I catch a dragon, can I keep it?" he asked defiantly.

7 "Whatever makes you happy," said his mom, who was no longer paying one bit of attention to Alistair.

8 *I'll show her,* Al thought. He began hatching a sure-fire plan. A smile crossed his face at the very thought of *his* dragon. "I will name him Fred," Alistair said aloud to no one in particular.

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Reading Literature T • 207

Fluency

Assess 2-4 students

PROSODY

Have partners practice reading a passage with accuracy. Students may read it more than once to improve accuracy.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads*, to assess students. Use the *Fluency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

ANALYZE DESCRIPTIVE LANGUAGE

Talk About Independent Reading Ask students to look back at their word webs and to share what they learned about the object or character.

Possible Conference Prompts

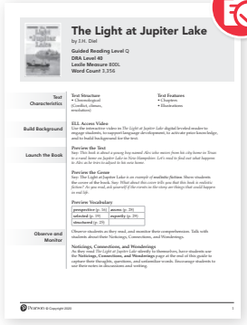
- What do you imagine when you think of the object/character?
- What happens to the object/character?
- Which of your senses does the author appeal to with these descriptions?

Possible Teaching Point Readers pay attention to descriptions in a story so they can picture in their minds how objects and characters look and act in the story.

Leveled Readers

ANALYZE DESCRIPTIVE LANGUAGE

- For suggested titles, see "Matching Texts to Learning," pp. T292–T293.
- For instructional support on how to analyze descriptive language, see the *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by J.K. Dial

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

Text Characteristics
Text Structure
• Chronological
• Problem/Solution
Text Features
• Chapters
• Illustrations

Build Background
ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to build background knowledge. Then use the image descriptions to write on your knowledge, and to build background for the text.

Launch the Book
Preview the Text
Have: This book is about a young boy named Alex who moves from his city home to Texas to a rural home on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Say: The Light at Jupiter Lake is an example of realistic fiction. Have students discuss the genre of the book. Say: What about this cover tells you that this book is realistic fiction? As you read, ask yourself if the events in the story are things that could happen in real life.

Preview Vocabulary
compositions (p. 14)			anxious (p. 20)
selected (p. 20)			expands (p. 24)
abandoned (p. 25)			

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Technique, Connections, and Wonderings.

Noticings, Connections, and Wonderings
As they read *The Light at Jupiter Lake* silently for homework, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and connection words. Encourage students to use these notes in discussions and writing.

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Whole Group

Share Bring the class back together. Invite one or two students to describe an object, character, or event in the story they are reading. Ask them to give evidence from the text that led them to choose the descriptive language they use.

Independent/Collaborative

Independent Reading

Students can

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

Centers

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

Literacy Activities

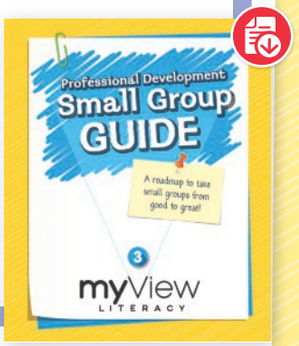
Students can

- complete the graphic organizer on *Student Interactive* p. 196.
- practice this week's word study focus by creating a chart of words with diphthongs *ou, ow, oi, oy*.
- play the *myView* games.

SUPPORT PARTNER READING

Have students keep a reading journal they can refer to during partner discussions.

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



Visualize Details

The Golden Flower

OBJECTIVE

Create mental images to deepen understanding.

ACADEMIC VOCABULARY

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

- What occasion causes water to arrive on the land?
- What custom does the child start when he plants seeds?

Minilesson

FOCUS ON STRATEGIES Readers use descriptive details to help them visualize, or picture in their minds, characters, settings, and events.

- Pay attention to the details the author uses to describe characters, the setting, and events in the story.
- Highlight details that help you to form a mental image of the character, setting, or event.
- Write in the margins a description of the picture in your mind.

MODEL AND PRACTICE Use the Close Read note on p. 181 of the *Student Interactive* to model how to annotate the text to help visualize details:

- Which details help to create an image of the seed? In the third paragraph, the author says that something "floated by on the wind." I'm going to highlight those words. Then I'm going to write *light* in the margin because I already know that something that floats in the air is probably light.
- Have pairs find, highlight, and describe another detail in the paragraph.

ELL Targeted Support **Summarize** Tell students that retelling what happens in a story is a good way to check that they understood the text well.

Have students retell the part of the story where the seed appears by completing the sentence frames: *A child walked _____. Something _____. He caught the seed and put it _____.* **EMERGING**

Have students retell the part of the story where the seed appears by describing the images they have in their minds of the seed and the child. **DEVELOPING/EXPANDING**

Have students retell the part of the story where the seed appears. Ask them to describe in their own words what they visualize when the child finds the seed. **BRIDGING**

myView Digital ANNOTATE NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing descriptive language.

OPTION 1 **My TURN** Have students annotate the text using the other Close Read notes for Visualize Details and then use the text evidence from their annotations to complete the chart on *Student Interactive* p. 197.

OPTION 2 **Use Independent Text** Have students choose descriptive details that help them visualize a story and put them in the left column of a chart similar to the chart on *Student Interactive* p. 197. Then have students fill in the chart with descriptions of what they picture in their minds when they read these details.

QUICK CHECK

Notice and Assess Can students find details that help them visualize events in a story? Can they describe these mental pictures?

Decide

- **If students struggle,** revisit visualizing details instruction in Small Group on pp. T332–T333.
- **If students show understanding,** extend instruction about visualizing details in Small Group on pp. T332–T333.

STUDENT INTERACTIVE, p. 197

READING WORKSHOP

Visualize Details

Visualize, or picture in your mind, **details** an author describes in the text. Descriptive language that helps you visualize deepens your understanding and enjoyment of a story.

1. **My TURN** Go back to the Close Read notes and highlight descriptive details that help you visualize parts of the story.
2. **Text Evidence** Use some of the evidence you highlighted to write descriptive details from the text and then describe what you imagine. Possible responses:

Descriptive Details	What I Picture in My Mind
"Waves of water poured out of the pumpkin."	water flowing out of the side of the pumpkin like water coming out of a large hose
"The waves began to cover the earth, flooding the desert plain, rising higher and higher."	water quickly spreading out over all of the land like an ocean
"The sea . . . had been hidden inside the pumpkin. Out came the creatures: whales, dolphins, crabs, and sunfish."	all kinds of large and small ocean animals popping out of the pumpkin, along with the water

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197

Write for a Reader

OBJECTIVE

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

Use Author's Purpose

Minilesson

FOCUS ON STRATEGIES Many authors write to entertain or inform their readers. Word choice and language structures help them achieve that purpose. For example, text that entertains relies on descriptive and figurative language.

- Part of a writer's style is the way he or she writes descriptions. Strong, vivid descriptions create clear pictures in the reader's mind.
- Figurative language compares a thing to something else that is familiar to the reader. Writers use the words *like* and *as* to create similes, which are a form of figurative language.

MODEL AND PRACTICE Discuss how students might use a similar technique in their own writing using p. 202 of the *Student Interactive.*

1. Ask volunteers to give an example of something they might like to write about that would entertain their readers.
2. Think aloud as you plan. Provide a model. I want to describe a waterfall I saw in a state park. My purpose is to entertain my readers. I will describe the path to the waterfall as steep, slippery, and thick with fallen leaves. I will compare the sound of the falls in the distance to the roar of a monster.

ELL Targeted Support **Descriptive Language** Assist students in using vivid descriptions to entertain their readers.

Have volunteers list words to describe a favorite place, a favorite person, or a favorite item. Tell students to think about where they might find descriptive words. **EMERGING/DEVELOPING**

Have students describe the way they feel about a certain person, place, or thing. Have them complete sentence frames, such as: *I feel ____. My favorite food is ____ and it tastes (or smells) like ____ .* **EXPANDING/BRIDGING**

ASSESS UNDERSTANDING

Apply

My TURN Have students compare Nina Jaffe's purpose for writing to their own purposes for writing. Then guide students to complete the activity on p. 202 of the *Student Interactive*.

Writing Workshop

Have students set a specific purpose for their writing. As they write, remind them to use vivid language in their stories from the Writing Workshop. During conferences, support students' writing by helping them add descriptive words, including similes, to their writing.

STUDENT INTERACTIVE, p. 202

DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers choose elements of craft and style to achieve their purpose. They may use descriptive language, such as figurative language, to entertain readers.

My TURN Think about how Nina Jaffe's use of descriptive language helps you understand her purpose for writing *The Golden Flower*. Now think about your purpose for writing and how you could use descriptive language to make your purpose clear to readers.

1. If you wanted to write a personal narrative about friendship, what would be your purpose for writing? What would you want your readers to know?

   Students' purpose for writing should be to entertain and/or inform. What students want their readers to know should agree with their purpose for writing.

2. Write a paragraph about friendship. Your purpose is to entertain readers. Use descriptive language to make your purpose clear to your readers.

   Paragraphs should include descriptive language that stimulates the senses, including figurative language such as similes and metaphors.

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202

Word Study Spiral Review

OBJECTIVE

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

FLEXIBLE OPTION

LESSON 4

Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, oa*

FOCUS ON STRATEGIES Review the strategies of decoding two vowels together as one long vowel sound.

MODEL AND PRACTICE Write the following words on the board: *beet, reach, rain, tray, flow,* and *roam*. Have volunteers read the vowel combinations in each word. Demonstrate how the vowel digraphs *ee* and *ea* can form the long *e* sound, while the digraphs *ai* and *ay* form the long *a* sound and the digraphs *ow* and *oa* form the long *o* sound.

APPLY Have students work independently to find vowel digraph words in their textbooks. To demonstrate correct pronunciation, have students think of another word that rhymes with each word they found.

ELL Targeted Support

Vowel Digraphs *ee, ea, ai, ay, ow, oa* Help students learn to identify vowel digraphs. Explain that vowel digraphs are made up of two vowels that produce one long vowel sound.

Write *shadow* and *coat* on the board. Have students identify which letters make the long *o* sound in each word. **EMERGING/DEVELOPING**

Write *shadow, coat*, and *monkey* on note cards. Have pairs of students read the words to each other and select the two that have a long *o* sound. **EXPANDING**

Have students write and read aloud a sentence using the word *shadow*. Then have them write sentences using other *ow* words. **BRIDGING**

LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Diphthongs *ou, ow, oi, oy*	Apply Diphthongs *ou, ow, oi, oy*	More Practice	Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, aa*	Assess Understanding

Use the QUICK CHECK on p. T327 to determine small group instruction.

Teacher-Led Options

Strategy Group

VISUALIZE DETAILS

Teaching Point Readers pay attention to details in a story that help them form pictures of the story in their minds. This helps them understand and enjoy the story. Have students look back through the *The Golden Flower* for details that help them visualize the story.

ELL Targeted Support

To help students internalize new English words, guide them in retelling parts of the story using details they can visualize.

Have students choose one scene from the story. Ask questions to elicit descriptions of what students visualize, such as: *Does the object in the scene float? bounce? Can it fit into your hand? What does it do?* **EMERGING**

Have students choose a detail that helps them visualize a part of the story, and have them tell a partner. Ask them to use other words to describe how they visualize this detail. **DEVELOPING**

Have students use an online or print thesaurus to find alternative ways to describe details in the story. Have them use the words to tell a partner what they picture. **EXPANDING**

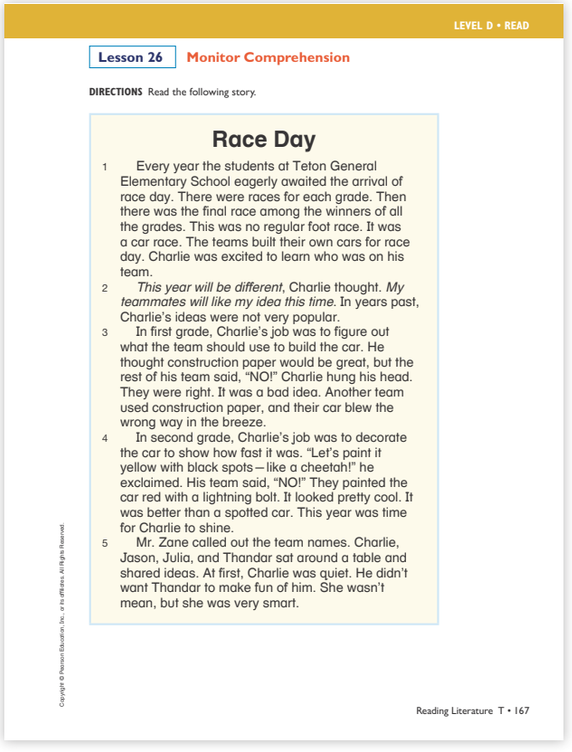
Ask students to write sentences retelling an event in the story, describing in detail the image in their minds. Have students read their sentences to the group. **BRIDGING**

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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Reading Literature T • 167

Fluency

Assess 2-4 students

PROSODY

Have partners practice reading a passage at an appropriate rate. Suggest they adjust their rate based on partner feedback.

ORAL READING RATE AND ACCURACY

Use pp. 25–30 in Unit 1 Week 5 *Cold Reads* to assess students. Use the *Frequency Progress Chart* to track student progress.

myView Digital: REALIZE READER, VIDEO, ANNOTATE, DOWNLOAD, ASSESSMENT, AUDIO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students/3–4 minutes per conference

VISUALIZE DETAILS

Talk About Independent Reading Ask students to look back at their charts and to share what they learned about the scene.

Possible Conference Prompts

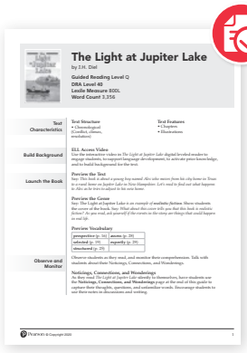
- What happens in the scene?
- Which details helped you to visualize the scene?

Possible Teaching Point Readers pay attention to descriptive details so they can picture how events in the story happen.

Leveled Readers

VISUALIZE DETAILS

- For suggested titles, see "Matching Texts to Learning," pp. T292–T293.
- For instructional support on how to visualize details, see the *Leveled Reader Teacher's Guide*.



Independent/Collaborative

Independent Reading

Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers

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

Literacy Activities

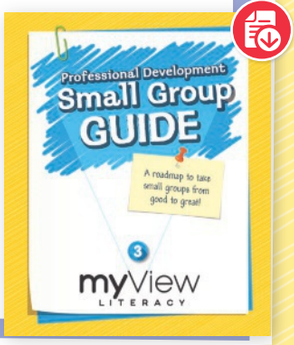
Students can

- complete the graphic organizer on *Student Interactive* p. 197.
- practice Academic Vocabulary by using them in a discussion about *The Golden Flower*.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

SUPPORT INDEPENDENT READING

Check in with students to make sure they still find their independent reading selection interesting.

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



Whole Group

Share Bring the class back together in a whole group. Invite one or two students to describe an event in the story they are reading. Ask them to give evidence from the text that helps them to visualize the event in their minds.

Reflect and Share

The Golden Flower

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.

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.

ACADEMIC VOCABULARY

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

- How do stories show how characters solve problems in their environments?
- How does the environment affect the customs different groups of people have?

Minilesson

FOCUS ON STRATEGIES Explain to students that when they participate in discussions with other readers, they should make pertinent comments, or remarks that are related to what others have said about a topic or text.

- Before making a comment, ask yourself whether it is on-topic and related to the discussion that is happening now.
- Build on the things that other people say to stay on topic and to deepen the conversation. Use language such as, *I agree/disagree with you because* to help connect your ideas with those of others.

MODEL AND PRACTICE Model making pertinent comments using the Talk About It prompt on p. 198 in the *Student Interactive*:

If my discussion partner talked about the water coming out of the pumpkin on p. 189 and said, "I think the details about the water help to explain oceans arriving on the earth," I could reply with the pertinent comment, "I disagree with you because a pumpkin can't hold enough water to cover two thirds of the world."

Ask students to reply to your last statement with a pertinent, on-topic comment.

ELL Targeted Support **Express Ideas** Say: The environment of the Taino people changes to include an ocean. Then ask students to follow along as you read about how the Taino people appreciate this new environment on *Student Interactive* pp. 192–193.

Display the following sentence frames: *The people see* _____. *They appreciate their new environment by* _____. Then, have partners retell the ideas they heard in the reading and complete the sentences orally. **EMERGING/DEVELOPING**

Tell students to write down important words and phrases as they listen to pp. 192–193. Then, have students share their words in small groups and discuss which ones convey the most important ideas about appreciating the environment. **EXPANDING/BRIDGING**

myView Digital NOTEBOOK

FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections.

OPTION 1 **TURN, TALK, AND SHARE** **Use the Shared Read** Have students use evidence from this week's texts to discuss which descriptions of environments are most effective. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

OPTION 2 **Use Independent Text** Students should use their self-selected independent reading texts to discuss effective descriptions of environments.

QUICK CHECK

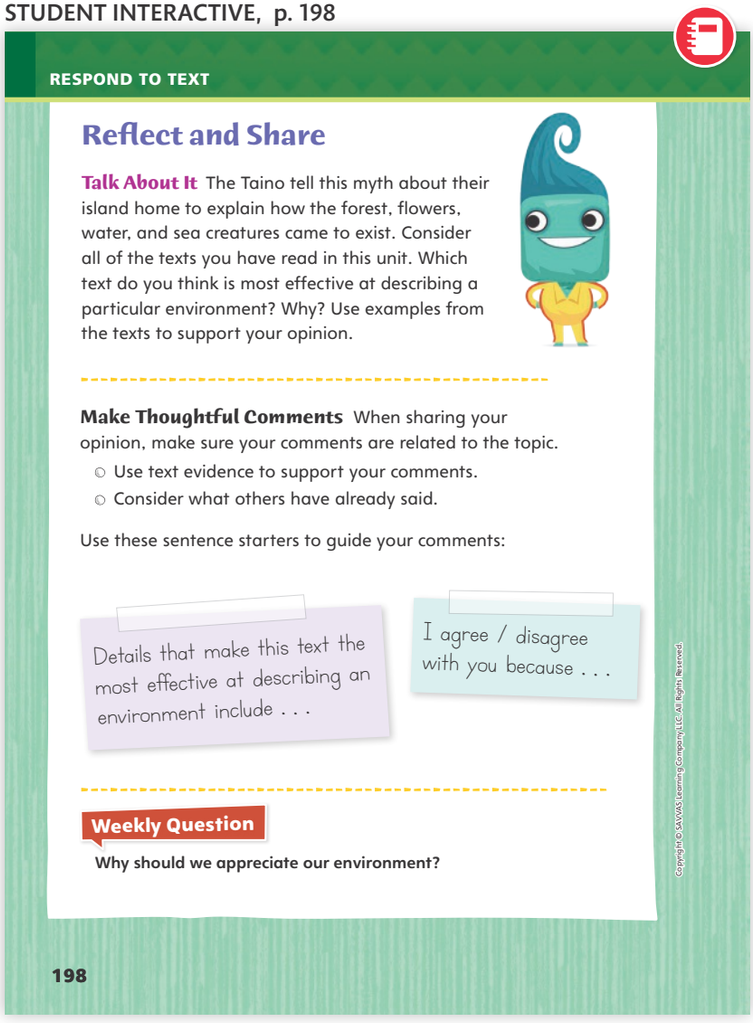
Notice and Assess Can students make connections?

Decide

- **If students struggle,** revisit making connections instruction in Small Group on pp. T338–T339.
- **If students show understanding,** extend instruction for making connections in Small Group on pp. T338–T339.

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. 198



RESPOND TO TEXT

Reflect and Share

Talk About It The Taino tell this myth about their island home to explain how the forest, flowers, water, and sea creatures came to exist. Consider all of the texts you have read in this unit. Which text do you think is most effective at describing a particular environment? Why? Use examples from the texts to support your opinion.

Make Thoughtful Comments When sharing your opinion, make sure your comments are related to the topic.

- Use text evidence to support your comments.
- Consider what others have already said.

Use these sentence starters to guide your comments:

Details that make this text the most effective at describing an environment include . . .

I agree / disagree with you because . . .

Weekly Question

Why should we appreciate our environment?

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198

Word Study Diphthongs

OBJECTIVE

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

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

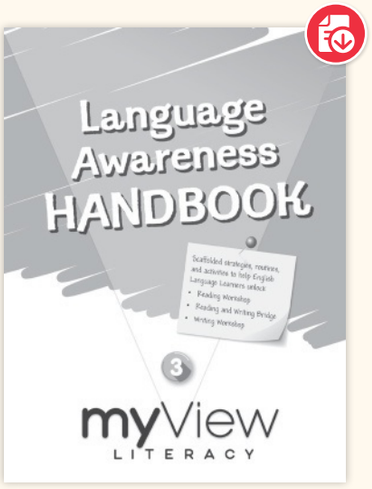
Assess Understanding

To assess students' understanding of the proper pronunciation of diphthongs, provide them with the following words.

Have students use their knowledge of the pronunciation of this lesson's diphthongs to read these words fluently.

Develop Language Awareness

For additional practice with diphthongs, complete the activity on p. 17 of the *Language Awareness Handbook.* In this practice activity, students will use phonic support to understand diphthongs.



LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
Teach Diphthongs *ou, ow, oi, oy*	Apply Diphthongs *ou, ow, oi, oy*	More Practice	Spiral Review: Vowel Digraphs *ee, ea, ai, ay, ow, aa*	Assess Understanding

Use the QUICK CHECK on p. T335 to determine small group instruction.

Teacher-Led Options

Strategy Group

COMPARE TEXTS

Teaching Point Critical readers think about the different ways that authors describe settings and environments in order to form ideas about the big idea of natural resources. Create a simple Venn diagram with students to show how the ideas about the environment in the infographic and in the story are the same and different. Have students discuss the connections between the two texts. Remind them to make pertinent comments.

ELL Targeted Support

Write the sentence starters on the board. Have students work in cooperative groups by sharing information about the text and completing the sentences orally with a partner. Then have them write their responses in their notebooks.

The world of the Taino people needed _____.

The detail _____ from "The World Around Us" is similar to the description of the world in "The Golden Flower." **EMERGING**

The most important thing the child does is _____. **DEVELOPING**

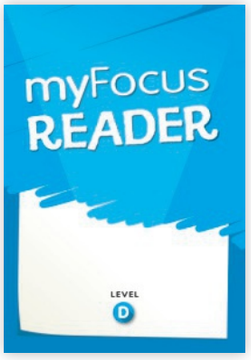
An example of how the Taino world changes is _____. **EXPANDING**

The child helps the Taino people by _____. His actions cause _____. **BRIDGING**

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

Intervention Activity

myFOCUS READER



Reread pp. 14–15 of the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of environments 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 1–15.

On-Level and Advanced

INQUIRY

Organize Information and Communicate
Students should organize their findings on the environment into an effective format.

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

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

myView Digital: REALIZE READER, AUDIO, ANNOTATE, DOWNLOAD, RESEARCH, VIDEO, GAME, NOTEBOOK, INTERACTIVITY

SMALL GROUP

Conferring

3 students / 3-4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about appreciating the environment. Have them refer to p. 198 in the *Student Interactive* if desired.

Possible Conference Prompts

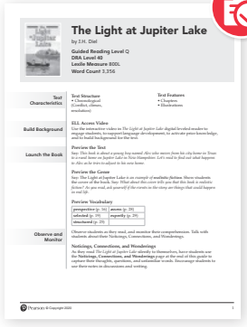
- How are the infographic and text similar?
- What does this tell you about how people depend on their environment?

Possible Teaching Point Readers think about other texts they have read to compare and contrast information about a topic.

Leveled Readers

COMPARE TEXTS

- For suggested titles, see "Matching Texts to Learning," pp. T292–T293.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher's Guide*.


The Light at Jupiter Lake

by Z.H. Diel

Guided Reading Level Q
DRA Level 40
Lexile Measure 800L
Word Count: 3,156

Text Characteristics
Text Structure
• Chronological (Conflict, climax, resolution)
Text Features
• Chapters
• Illustrations

Build Background

ELL Access Video
Use the interactive video in *The Light at Jupiter Lake* digital leveled reader to engage students, to support language development, to activate prior knowledge, and to build background for the text.

Launch the Book

Preview the Text
Have students read a young boy named Alex who moves from his city home to Texas to a small town on Jupiter Lake in New Hampshire. Let's read to find out what happens to Alex as he tries to adjust to his new home.

Preview the Genre
Say: *The Light at Jupiter Lake is an example of realistic fiction.* Have students discuss as a class the book. Say: *What about this cover tells you that this book is realistic fiction? Look at the book, and answer all of the events as the story are things that could happen in real life.*

Preview Vocabulary
[compose] (p. 10) | [wrote] (p. 20)
[attended] (p. 10) | [regards] (p. 20)
[abandoned] (p. 20)

Observe and Monitor
Observe students as they read, and monitor their comprehension. Talk with students about their Technique, Connections, and Wonderings.

Noticings, Connections, and Wonderings
Use the Noticings, Connections, and Wonderings to help students have conversations, have students use the Noticings, Connections, and Wonderings page at the end of this guide to capture their thoughts, questions, and comments as they read. Encourage students to use their notes in discussions and writing.

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Independent/Collaborative

Independent Reading

Students can

- read or listen to the infographic "The World Around Us" with a partner.
- read a self-selected text.
- read or listen to their leveled reader.

Centers

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

Literacy Activities

Students can

- write in their readers' notebook in response to the Weekly Question.
- research other types of environments based on the infographic.
- play the *myView* games.

BOOK CLUB

See Book Club, pp. T500–T501, for

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

Whole Group

Share Bring the class back together as a whole group. Invite students to share connections they made between environments in other texts and the text they just read.

Resources

Stacks of Mentor Texts Mentor STACK	• Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce. • Five to eight mentor texts are recommended for each unit.
myView Literacy Student Interactive 	• Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons. • Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.
Stapled Books *(Kindergarten and Grade 1)* 	• Students in Kindergarten and Grade 1 will write in stapled books. • Primary students create the types of books they are reading, which are mostly picture books.
Writing Notebook *(Grades 2-5)* 	• Students in Grades 2-5 will need a writing notebook. • Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.
Portfolio 	• Students may store final copies of their writing in their portfolios. • At the end of every unit, students will be asked to share one piece of writing in the Celebration.

Student authors learn to
- reflect on mentor texts.
- write in different genres and styles.
- apply writing conventions.

Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

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.

myView Digital DOWNLOAD

Writing Assessment Options

Performance-Based Assessment

ONLINE OPTION

Prompt

You have read two passages in which characters learn a lesson. Write a personal narrative about a time you learned a lesson.

Sources

- A Little Reminder
- Why Possum Plays Dead

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: Narrative

UNIT 1 NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives
- focus on setting and plot
- use coordinating conjunctions correctly
- write personal narratives

UNIT 2 INFORMATIONAL TEXT: HOW-TO ARTICLE

Students will

- read how-to articles
- learn how to develop an idea with facts and details
- use prepositions and prepositional phrases correctly
- write a how-to article

UNIT 3 NARRATIVE: HISTORICAL FICTION

Students will

- explore the genre of historical fiction
- learn how to create characters and plot
- edit for capitalization
- write a historical fiction story

UNIT 4 OPINION WRITING: OPINION ESSAY

Students will

- explore the genre of opinion writing
- learn how to support an opinion with strong reasons
- use linking words and phrases correctly
- write an opinion essay

UNIT 5 POETRY: POEM

Students will

- explore the genre of poetry
- use imagery, rhythm, and rhyme
- use adjectives to compare accurately
- write a poem

FAST TRACK Your Writing Workshop
for Standards Success

UNIT 1 NARRATIVE: PERSONAL NARRATIVE

WEEK 1 **INTRODUCE AND IMMERSE**	**Minilessons:** • Personal Narrative • Brainstorm and Set a Purpose • Plan Your Personal Narrative
WEEK 2 **DEVELOP ELEMENTS**	**Minilessons:** • Develop an Engaging Idea • Compose a Setting • Problem • Resolution
WEEK 3 **DEVELOP STRUCTURE**	**Minilessons:** • Compose an Introduction • Develop an Event Sequence • Develop Dialogue • Describe Actions, Thoughts, and Feelings
WEEK 4 **WRITER'S CRAFT**	**Minilessons:** • Coordinating Conjunctions • Comparative and Superlative Adjectives • Pronouns • Adverbs
WEEK 5 **PUBLISH, CELEBRATE, ASSESS**	**Minilessons:** • Edit for Verbs • Assessment

Weekly Overview

Students will

- learn the elements of a personal narrative.
- read a variety of personal narratives to see how authors develop a story around a special memory.
- begin writing their own personal narratives.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Personal Narrative T350	Narrator T354	Setting and Sequence of Events T358
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T351	Independent Writing and Conferences T355	Independent Writing and Conferences T359
SHARE BACK FOCUS 5–10 min.	Narrative, Setting, and Event T351	Narrator Development T355	Setting and Plot Development T359
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T352 FLEXIBLE OPTION • **Language & Conventions** Review: Simple Sentences T353	• **Spelling** Teach Syllable Pattern VC/CV T356 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Simple Sentences T357	FLEXIBLE OPTION • **Spelling** More Practice T360 • **Language & Conventions** Teach Simple Sentences T361

Mentor STACK

- *Happy Like Soccer* by Maribeth Boelts
- *Dancing in the Wings* by Debbie Allen
- *All the Places to Love* by Patricia MacLachlan
- *Jabari Jumps* by Gaia Cornwall

Use the following criteria to add to your personal narrative stack:

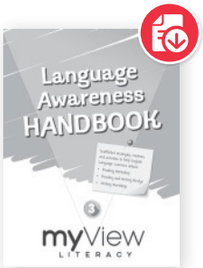
- The length of the personal narrative is approximately the same length as the students' narratives should be.
- Personal narratives clearly express the narrator's thoughts and feelings.
- Authors use imagery to recount the event.

Preview these selections for appropriateness for your students. Selections are subject to availability.

	FAST TRACK LESSON 4	FAST TRACK LESSON 5
	Brainstorm and Set a Purpose T362	Plan Your Personal Narrative T366
	Independent Writing and Conferences T363	Writing Club and Conferences T366–T367
	Ideas for Personal Narratives T363	Personal Narrative Freewriting T366
	FLEXIBLE OPTION • **Spelling** Review T364 • **Language & Conventions** Practice Simple Sentences T365	• **Spelling** Assess Understanding T368 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T369

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Structure of Writing Workshop and Expectations	Include Thoughts and Feelings
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Features and Expectations of Writing Workshop	Emotions into Words



See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences

Mentor STACK

During this time, assess for understanding of the basic characteristics of personal narratives in order to gauge where students may need support in their personal narrative writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT Conference Prompts

Genre Immersion Lessons	
If students need additional support,	**Then** review a personal narrative from the stack together and discuss its unique features.
If students show understanding,	**Then** ask: Based on the personal narratives you have read, what experience would you write about?
Setting and Sequence of Events	
If students need additional support,	**Then** ask: What do you notice about the setting of the personal narratives you have read?
If students show understanding,	**Then** ask: How can you keep your experience in focus as you write about the sequence of events?
Brainstorm and Set a Purpose	
If students need additional support,	**Then** ask: Which personal narrative did you find the most interesting?
If students show understanding,	**Then** ask: How can you narrow your topic into one special moment?
Plan Your Personal Narrative	
If students need additional support,	**Then** ask: What is the most important thing you remember about the event? Freewrite about it.
If students show understanding,	**Then** ask: Are there any revisions you can make to your freewriting notes?

Conference Support for ELL

EMERGING

- Use a story board graphic organizer to discuss stack selection.
- Learn key phrases in your students' home languages.
- Use Modeled writing to help students plan a personal narrative.

DEVELOPING

- Discuss students' story board graphic organizers.
- Model drawing for students so they know it is an acceptable form of communication.
- Use Modeled writing to help students plan a personal narrative.

EXPANDING

- Use personal experiences when discussing elements of personal narratives.
- Think aloud telling a story to model personal narrative elements.
- Use Guided writing to help students brainstorm and plan writing.

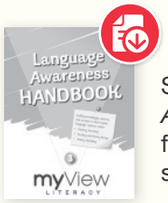
BRIDGING

- Use visuals from stacks to discuss elements of personal narratives.
- Ask students to read and think aloud literary elements from stacks.
- Use guided writing to teach characteristics and structure of personal narratives.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **figurative language** and **simple sentences**.

ELL Minilesson Support



See the *Language Awareness Handbook* for additional writing support.

Week 1: Introduce and Immerse

During the immersion week, your ELLs will benefit from additional writing support that expands their awareness of the genre and helps them make connections to their own motivations to write. These targeted supports were chosen to help students better understand the writing mode as well as attention to detail and elaboration.

Use this note for the minilesson on p. T350.

ELL Targeted Support

PERSONAL NARRATIVE

Including specific details in their writing can help students make their personal narratives more interesting for readers.

Have students tell about their first day of school. Encourage students to write words that provide details about their feelings, the setting, or the events that day. **EMERGING**

Have students write two or three sentences giving details about their first day of school. Have students read their sentences aloud to a partner. Ask questions that encourage their partner to rewrite the sentences with additional details. **DEVELOPING**

Have students write a short paragraph giving details about their first day of school. Have students work in pairs to read one another's paragraphs. Have students ask questions to inquire about more specific details in their partner's narrative. Have each student rewrite their own sentences with additional details. **EXPANDING/BRIDGING**

Use this note for the minilesson on p. T358.

ELL Targeted Support

SETTING AND SEQUENCE OF EVENTS

An interesting personal narrative has many details to help the reader picture the experience. Have students read personal narratives and focus on the details the narrator uses to make the story come alive.

Read aloud the text for students. Model identifying details by saying in your own words what you visualize. Draw a picture and have students draw one as well. **EMERGING**

Read aloud a personal narrative for students. Have students work in small groups to tell details about the setting. Then have them create a timeline to list details about the event. **DEVELOPING**

Have students read a personal narrative from the stack to a partner. Then have them work in pairs and create a graphic organizer that includes descriptive words relating to the setting and events. **EXPANDING**

Have students silently read a personal narrative. Then have them work individually to write a 5 W's Chart *(Who? What? Why? When? Where?)* using details from the text. **BRIDGING**

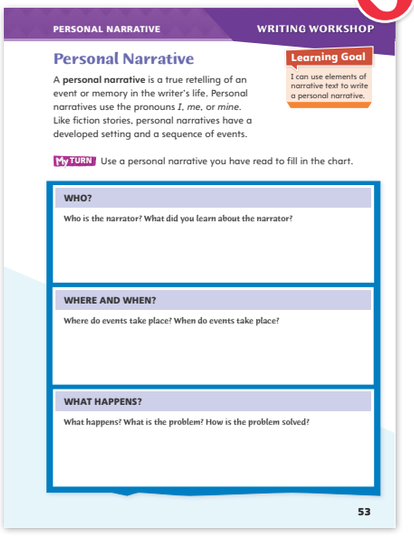
FAST TRACK

Personal Narrative

OBJECTIVE

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 53



PERSONAL NARRATIVE WRITING WORKSHOP

Personal Narrative

Learning Goal
I can use elements of narrative text to write a personal narrative.

A **personal narrative** is a true retelling of an event or memory in the writer's life. Personal narratives use the pronouns *I, me,* or *mine.* Like fiction stories, personal narratives have a developed setting and a sequence of events.

MY TURN Use a personal narrative you have read to fill in the chart.

WHO?
Who is the narrator? What did you learn about the narrator?

WHERE AND WHEN?
Where do events take place? When do events take place?

WHAT HAPPENS?
What happens? What is the problem? How is the problem solved?

53

Minilesson

Mentor STACK

TEACHING POINT Authors write personal narratives to share personal experiences or events that were important to them. Like fiction, a personal narrative tells a story. The story is told from the narrator's point of view, includes a setting, and describes a problem. A personal narrative includes

- The narrator or voice that tells the story.
- A setting with relevant details.
- A problem that may lead the narrator to reflection or a lesson.

MODEL AND PRACTICE Inform students that they will be exploring multiple personal narratives over the next two days to prepare them to write their own. Today, they will focus on techniques authors use to describe themselves, the setting, and a problem. They will also focus on why a particular experience was memorable to the narrator.

Read aloud two to three personal narratives from the stack. Pause to discuss what makes the settings and events memorable. Discuss the narrator's reaction to the problem. The following may be used to prompt discussion:

- What words does the author use to help you picture the setting?
- What problem does the narrator share that is similar to what we might have experienced in our lives?
- What does the narrator learn from his or her experience?

Direct students to p. 53 in the *Student Interactive.* Have them use one of the personal narratives you have just read together to complete the activity.

Independent Writing

Mentor STACK

FOCUS ON GENRE ELEMENTS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of personal narratives, they should read additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying elements of a personal narrative.
- **Shared** Have students choose a stack text. Prompt students to identify details about the narrator.
- **Guided** Use the stack texts to provide explicit instruction on why the narrator chose to write about the experience.

Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their own personal narratives in their writer's notebook.

See the **Conference Prompts** on p. T348.

Share Back

Call on a few students to share details about the narrator, setting, and problem that they have written down from the personal narratives.

Spelling Syllable Pattern VC/CV

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

basket	compact
subject	absent
lesson	cosmic
traffic	disgust
mustard	fantastic

HIGH-FREQUENCY WORDS

table
north

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T368, to assess students' prior knowledge of words with the VC/CV pattern.

For students who understand how to utilize the VC/CV pattern when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

expectation
distinct
progress

ELL Targeted Support

Distinguish Sounds Tell students that looking at syllables will help them say English words.

Have pairs say each syllable in the spelling words. EMERGING/DEVELOPING

Have students draw a line between the syllables in each word. EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 3
More Practice: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 4
Review: Words with the VC/CV Spelling Pattern

LESSON 5
Assess Understanding

Language & Conventions
Review

FLEXIBLE OPTION

LESSON 1

Review: Simple Sentences

FOCUS ON STRATEGIES Review the language and conventions topic simple sentences.

MODEL AND PRACTICE Display the following sentence: *The musician plays the piano*. Help students to identify the subject (*The musician*) and the predicate (*plays the piano*) of the sentence. Then have students identify the nouns and verb used in the sentence.

APPLY Have students write a simple sentence. Have them exchange sentences with a partner. Have the partner read the sentence, circle the subject, and underline the predicate.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

ELL Targeted Support

Parts of a Sentence Help students identify nouns and verbs in simple sentences.

Write the following sentence: *The dog ran far*. Have students identify the noun and the verb in the sentence. EMERGING

Use the same sentence as above, but have students identify the subject and the predicate. DEVELOPING

Have students write a sentence. Have them circle the subject and underline the predicate. EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1

Review: Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Simple Sentences

LESSON 3

Teach Simple Sentences

LESSON 4

Practice Simple Sentences

FLEXIBLE OPTION

LESSON 5

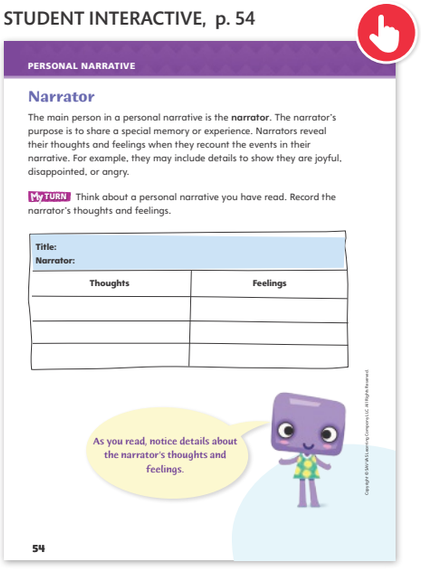
Standards Practice

Narrator

OBJECTIVE

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 54


PERSONAL NARRATIVE

Narrator

The main person in a personal narrative is the **narrator**. The narrator's purpose is to share a special memory or experience. Narrators reveal their thoughts and feelings when they recount the events in their narrative. For example, they may include details to show they are joyful, disappointed, or angry.

MY TURN Think about a personal narrative you have read. Record the narrator's thoughts and feelings.

Title:
Narrator:

Thoughts	Feelings

As you read, notice details about the narrator's thoughts and feelings.

54

Minilesson

Mentor STACK

TEACHING POINT The narrator is the main person in a personal narrative. He or she tells a story of a personal experience.

- Narrators reveal thoughts they have about the experience.
- Narrators share their feelings about the experience.

MODEL AND PRACTICE Remind students that as they explore various personal narratives over the next few days, they can prepare to write their own. Today, they will focus on how narrators include descriptions of their thoughts and feelings related to the event. As you read stories from your stack together, ask students to identify personal feelings. Ask: What feelings does this narrator have about the experience?

Direct students to p. 54 in the *Student Interactive*. Have them choose a personal narrative the class has just read to complete the activity.

Possible Teaching Point

Writing Process

Prewriting | Brainstorming

To prepare students to write their own personal narrative, ask them to think about a meaningful personal experience they've had. Have them

- write a short description of the event at the top of a T-chart
- record thoughts they've had about the event in one column
- list feelings they had during the event in the other column

Point out that if they were to write about this event, they could use some of these words to help the reader understand what happened and how it made them feel.

Independent Writing

Mentor STACK

FOCUS ON THOUGHTS AND FEELINGS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of personal narratives, they should read additional books from the stack.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the narrator's thoughts and feelings in the story.
- **Shared** Have students choose a stack text. Prompt students to identify what the narrator thinks and feels from the story.
- **Guided** Use the stack texts to provide explicit instruction on how the narrator's thoughts and feelings are directly tied to the experience.

Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their personal narratives in their writer's notebook.

See the **Conference Prompts** on p. T348.

Share Back

Invite a few students to describe some of the narrator's thoughts and feelings they found in the personal narratives they read. Ask them how the descriptions of these feelings helped them to better understand the text.

Spelling Syllable Pattern VC/CV

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

basket	compact
subject	absent
lesson	cosmic
traffic	disgust
mustard	fantastic

HIGH-FREQUENCY WORDS
table
north

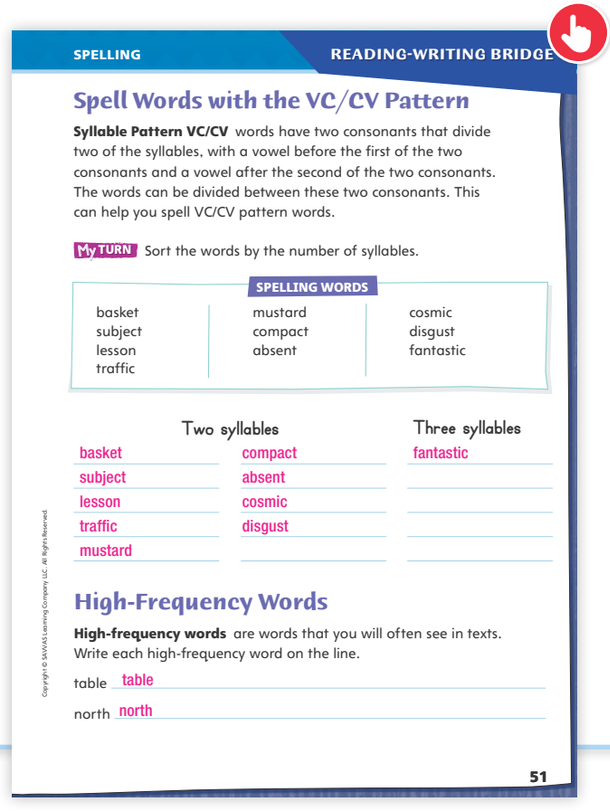
LESSON 2

Teach

FOCUS ON STRATEGIES Explain that students can use their knowledge of syllable patterns to spell multisyllabic words with the VC/CV pattern. If they know how to divide a word with this pattern, and that a syllable that ends in a consonant sound is closed, it can help them learn to spell the word correctly.

MODEL AND PRACTICE Say the following words aloud, and guide students to use their knowledge of syllable division of words with the VC/CV pattern to spell them: *basket, lesson, mustard, absent.*

APPLY My TURN Have students complete the activity on p. 51 of the *Student Interactive.*



SPELLING READING-WRITING BRIDGE

Spell Words with the VC/CV Pattern

Syllable Pattern VC/CV words have two consonants that divide two of the syllables, with a vowel before the first of the two consonants and a vowel after the second of the two consonants. The words can be divided between these two consonants. This can help you spell VC/CV pattern words.

My TURN Sort the words by the number of syllables.

SPELLING WORDS

basket, subject, lesson, traffic, mustard, compact, absent, cosmic, disgust, fantastic

Two syllables		Three syllables
basket	compact	fantastic
subject	absent	
lesson	cosmic	
traffic	disgust	
mustard		

High-Frequency Words

High-frequency words are words that you will often see in texts. Write each high-frequency word on the line.

table table

north north

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51

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 3
More Practice: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 4
Review: Words with the VC/CV Spelling Pattern

LESSON 5
Assess Understanding

Language & Conventions

Simple Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Simple Sentences

FOCUS ON STRATEGIES Say that **simple sentences** are sentences that express a complete thought. Simple sentences contain a subject and a predicate. The subject is who or what the sentence is about. The predicate contains a verb and tells what the subject is or is doing. The subject and the verb must agree. Both must be singular, or both must be plural.

MODEL AND PRACTICE Write the following sentence on the board: *The sandwich taste great*. Have a volunteer identify the subject and the predicate. Then have the volunteer tell whether the subject and the verb agree. (no) If necessary, have the student edit the sentence. (*The sandwich tastes great.*)

APPLY Have students work in pairs. Have each student write a sentence. Have the partner read the sentence and identify the subject and the predicate. Then have the student confirm whether the subject and the verb agree. Have students edit the sentences as necessary.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

FLEXIBLE OPTION
LESSON 1
Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Simple Sentences

LESSON 3
Teach Simple Sentences

LESSON 4
Practice Simple Sentences

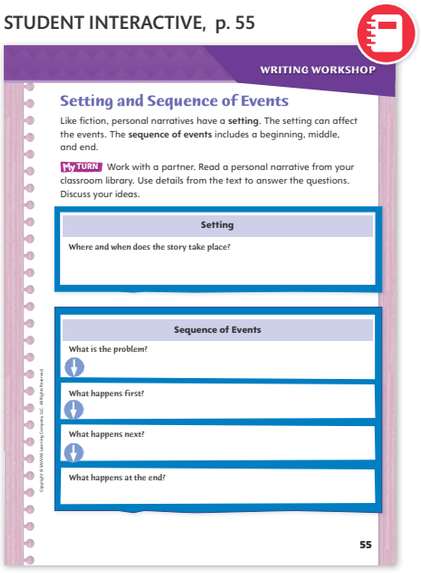
FLEXIBLE OPTION
LESSON 5
Standards Practice

Setting and Sequence of Events

OBJECTIVE

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 55


WRITING WORKSHOP

Setting and Sequence of Events

Like fiction, personal narratives have a **setting**. The setting can affect the events. The **sequence of events** includes a beginning, middle, and end.

MY TURN Work with a partner. Read a personal narrative from your classroom library. Use details from the text to answer the questions. Discuss your ideas.

Setting

Where and when does the story take place?

Sequence of Events

What is the problem?

What happens first?

What happens next?

What happens at the end?

55

Minilesson

Mentor STACK

TEACHING POINT Like fiction, the details in personal narratives make the story come alive. Narrators provide key details about

- The setting
- The sequence of events

MODEL AND PRACTICE Review the personal narratives that you have read from the stack. Have students think about an experience a narrator described. Use the following questions to prompt discussion:

- Where and when does the story take place? What details about the setting does the narrator include? How do these details help you picture the setting?
- What problem does the narrator have? What events lead to the narrator's problem?
- What happens as a result of the problem? What lesson does the narrator learn, or how does the narrator view the problem now?

Direct students to p. 55 in the *Student Interactive*. Have them work with a partner to find a personal narrative from the classroom library that they have both read. Have them use the personal narrative to complete the activity.

Possible Teaching Point

Language & Conventions | Simple Sentences

As students write ideas for their personal narratives, remind them to make sure they use simple sentences correctly. A complete sentence

- expresses a complete thought
- has a subject that tells who or what the sentence is about
- has a predicate with a verb that explains what the subject is doing

In addition, remind students that the subject and the verb must agree. This means that both must be singular, or both must be plural.

Independent Writing

Mentor STACK

FOCUS ON SETTING AND EVENTS After the minilesson, direct students to begin writing their ideas for their personal narratives. They should be thinking about an experience they would like to share. Students should begin making lists of ideas and include notes about the setting: when and where the event takes place. Students may also write phrases or sentences about the sequence of events. Later, they can come back and put them in time order.

- Encourage students to let their ideas flow at this point and not get too worried about the final product.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the setting and the sequence of events from a personal narrative.
- **Shared** Have students choose a stack text. Prompt students to identify the setting and the sequence of events from a personal narrative. Write responses on the *Student Interactive*.
- **Guided** Use a stack text to provide explicit instruction on setting. Discuss how the setting is an important part of the plot and frames the sequence of events.

Intervention Refer to the *Small Group Guide* for support.

- If students know what they want to write about and are ready to begin, they may write in their writer's notebooks.

See the **Conference Prompts** on p. T348.

Share Back

Ask for volunteers to share text evidence of details relating to the setting found in the personal narratives they reviewed. Call on a few students to identify important events from a personal narrative they have read.

Spelling Syllable Pattern VC/CV

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

basket	compact
subject	absent
lesson	cosmic
traffic	disgust
mustard	fantastic

HIGH-FREQUENCY WORDS

table
north

FLEXIBLE OPTION

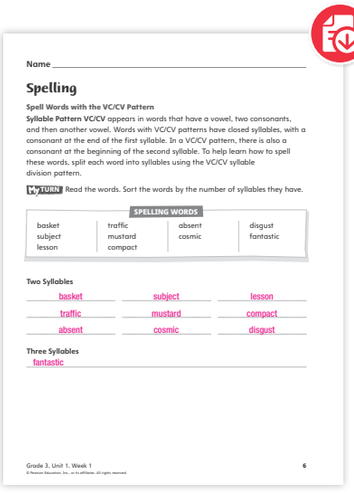
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that knowing how to divide words into syllables can help them spell words correctly. Review the syllable pattern VC/CV with the words *disgust (dis -gust)* and *compact (com -pact).*

MODEL AND PRACTICE Say the following words aloud: *cosmic, traffic.* Have students spell the words and use a slash (/) to divide each word into syllables using knowledge of syllable pattern VC/CV.

APPLY Have students complete *Spelling* p. 6 from the *Resource Download Center.*



Name _____

Spelling

Spell Words with the VC/CV Pattern

Syllable Pattern VC/CV appears in words that have a vowel, two consonants, and then another vowel. Words with VC/CV patterns have closed syllables, with a consonant at the end of the first syllable. In a VC/CV pattern, there is also a consonant at the beginning of the second syllable. To help learn how to spell these words, split each word into syllables using the VC/CV syllable division pattern.

TURN Read the words. Sort the words by the number of syllables they have.

SPELLING WORDS

basket subject lesson traffic mustard compact absent cosmic disgust fantastic

Two Syllables

basket subject lesson traffic mustard compact absent cosmic disgust

Three Syllables

fantastic

Grade 3, Unit 1, Week 1

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6

Language & Conventions
Simple Sentences

LESSON 3

Teach Simple Sentences

FOCUS ON STRATEGIES Say that a simple sentence contains a subject and a predicate. A simple sentence expresses a complete thought. The subject and the verb of the sentence must agree for the sentence to be correct.

MODEL AND PRACTICE Display the following sentences: *The player kicks the ball. Goes in the goal. The parents claps their hands*. Have volunteers help you edit the sentences so that they all have a subject and a predicate and all subjects agree with the verbs. (*The player kicks the ball. It goes in the goal. The parents clap their hands.*)

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

ELL Targeted Support

Parts of a Sentence Help students identify nouns and verbs in simple sentences.

Write the following sentence: *The dog ran far.* Have students identify the noun and the verb in the sentence. **EMERGING**

Use the same sentence as above, but have students identify the subject and the predicate. **DEVELOPING**

Have students write a sentence. Have them circle the subject and underline the predicate. **EXPANDING/BRIDGING**

FLEXIBLE OPTION
LESSON 1
Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Simple Sentences

LESSON 3
Teach Simple Sentences

LESSON 4
Practice Simple Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

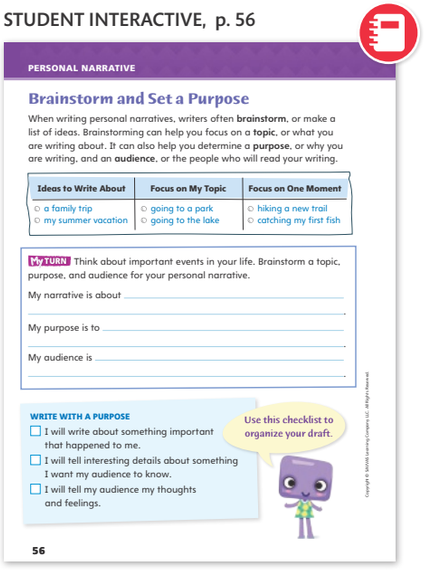
Brainstorm and Set a Purpose

OBJECTIVES

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

STUDENT INTERACTIVE, p. 56



PERSONAL NARRATIVE

Brainstorm and Set a Purpose

When writing personal narratives, writers often **brainstorm**, or make a list of ideas. Brainstorming can help you focus on a **topic**, or what you are writing about. It can also help you determine a **purpose**, or why you are writing, and an **audience**, or the people who will read your writing.

Ideas to Write About	Focus on My Topic	Focus on One Moment
○ a family trip ○ my summer vacation	○ going to a park ○ going to the lake	○ hiking a new trail ○ catching my first fish

My TURN Think about important events in your life. Brainstorm a topic, purpose, and audience for your personal narrative.

My narrative is about _____.

My purpose is to _____.

My audience is _____.

WRITE WITH A PURPOSE

- ☐ I will write about something important that happened to me.
- ☐ I will tell interesting details about something I want my audience to know.
- ☐ I will tell my audience my thoughts and feelings.

Use this checklist to organize your draft.

56

Minilesson

Mentor STACK

TEACHING POINT Brainstorming is a strategy writers use to generate ideas and help them decide which ideas are the best. When brainstorming ideas for a personal narrative, have students

- Think about experiences or events that are memorable to them.
- Limit the experience to one specific event.
- Focus on one special moment of the experience.

MODEL AND PRACTICE Explain that students will begin brainstorming topics for their personal narratives. Read one or two personal narratives from the stack to show the types of experiences people share. Ask: What are some of the experiences shared in these texts? What is it about the experiences that make them interesting? What experiences would you like to write about?

Explain to students that knowing the purpose and audience of their narratives will help them decide on what details to include as they develop their narratives. Say: Once you choose a topic, think about the purpose. What do you want your audience to know? Do you want them to know how it made you feel? Do you want to share a lesson you learned? Thinking about your purpose will help you write your draft.

Direct students to p. 56 in the *Student Interactive*. Tell them to use the examples and prompts to help them brainstorm a particular topic, purpose, and audience for their personal narratives. If they come up with ideas, have them write them in their notebooks.

Possible Teaching Point

Spelling | Syllable Pattern VC/CV

Ask students to watch for multisyllabic words with the VC/CV pattern as they write. Have them divide these words into syllables to help them spell the words correctly. Provide them with the following examples as a guide:

- *lesson* (*les* / *son*)
- *tunnel* (*tun* / *nel*)
- *winter* (*win* / *ter*)

Independent Writing

Mentor STACK

FOCUS ON TOPIC After the minilesson, students should transition into independent writing.

- Ask students who need to choose a topic to focus on a single memorable moment. If they need more support, help them understand how a stack text is about a specific topic.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model focusing on a topic and choosing a specific moment.
- **Shared** Have students choose a topic idea from the *Student Interactive*. Prompt students to identify what the purpose would be and the most likely audience.
- **Guided** Use a web organizer to brainstorm a list of memorable firsts, such as a carnival ride, a first pet, or a first trip.

Intervention Refer to the *Small Group Guide* for support.

- If students have started their personal narratives, have them make any changes based on today's minilesson. Point out that a personal narrative focuses on one moment.

See the **Conference Prompts** on p. T348.

Share Back

Ask for volunteers to share the ideas they are considering writing about. Have the class suggest which experiences they would find the most interesting.

Spelling Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

basket	**compact**
subject	**absent**
lesson	**cosmic**
traffic	**disgust**
mustard	**fantastic**

HIGH-FREQUENCY WORDS

table
north

Writing Workshop

As students proofread their writing, remind them to check their spellings of words that have the VC/CV syllable pattern.

FLEXIBLE OPTION

LESSON 4

Review: Words with the VC/CV Spelling Pattern

FOCUS ON STRATEGIES Review the spelling rule about splitting words with the VC/CV spelling pattern between the consonants.

MODEL AND PRACTICE Display the following words: *hidden, yellow, bandit,* and *picnic*. Have volunteers divide the words into syllables using the VC/CV pattern. Have them sound out the syllables and use the pattern to help them spell the words.

APPLY Have students create flash cards of the spelling words from this week. Have students quiz each other on how to spell the words. As they spell the words, have them say the words aloud, emphasizing the syllables, before spelling the word.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 3
More Practice: Syllable Pattern VC/CV

FLEXIBLE OPTION
LESSON 4
Review: Words with the VC/CV Spelling Pattern

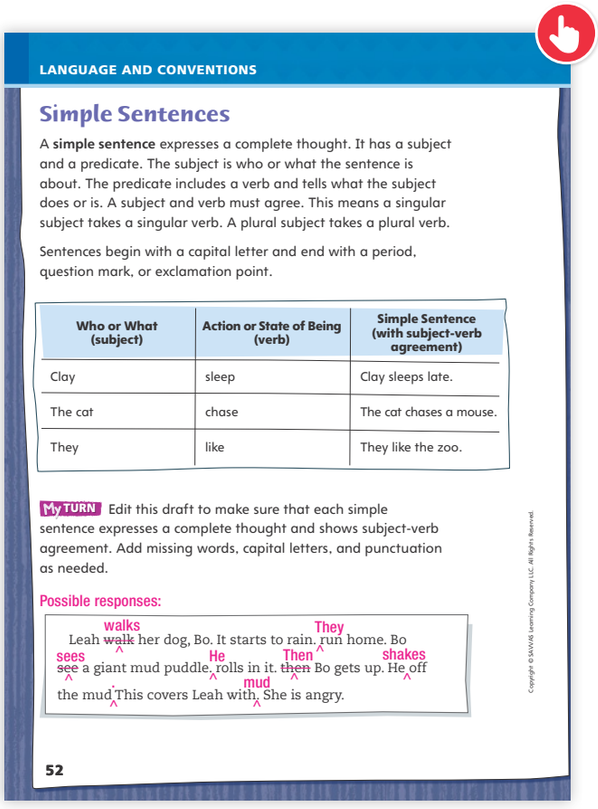
LESSON 5
Assess Understanding

Language & Conventions
Simple Sentences

LESSON 4

Practice Simple Sentences

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 52.



LANGUAGE AND CONVENTIONS

Simple Sentences

A **simple sentence** expresses a complete thought. It has a subject and a predicate. The subject is who or what the sentence is about. The predicate includes a verb and tells what the subject does or is. A subject and verb must agree. This means a singular subject takes a singular verb. A plural subject takes a plural verb.

Sentences begin with a capital letter and end with a period, question mark, or exclamation point.

Who or What (subject)	Action or State of Being (verb)	Simple Sentence (with subject-verb agreement)
Clay	sleep	Clay sleeps late.
The cat	chase	The cat chases a mouse.
They	like	They like the zoo.

My TURN Edit this draft to make sure that each simple sentence expresses a complete thought and shows subject-verb agreement. Add missing words, capital letters, and punctuation as needed.

Possible responses:

Leah walks her dog, Bo. It starts to rain. They run home. Bo sees a giant mud puddle. He rolls in it. Then Bo gets up. He shakes off the mud. This covers Leah with mud. She is angry.

52

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OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to make sure the subjects and verbs agree in their simple sentences. You may wish to have partners trade drafts to check that any simple sentences are complete and that subjects and verbs agree.

FLEXIBLE OPTION
LESSON 1
Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Simple Sentences

LESSON 3
Teach Simple Sentences

LESSON 4
Practice Simple Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

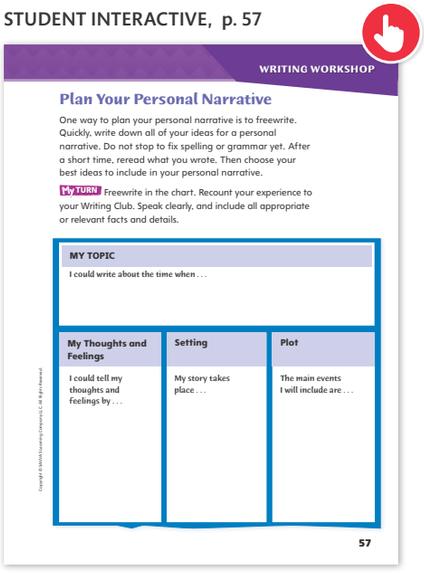
Plan Your Personal Narrative

OBJECTIVES

With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

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.

STUDENT INTERACTIVE, p. 57



WRITING WORKSHOP

Plan Your Personal Narrative

One way to plan your personal narrative is to freewrite. Quickly, write down all of your ideas for a personal narrative. Do not stop to fix spelling or grammar yet. After a short time, reread what you wrote. Then choose your best ideas to include in your personal narrative.

MY TURN Freewrite in the chart. Recount your experience to your Writing Club. Speak clearly, and include all appropriate or relevant facts and details.

MY TOPIC		
I could write about the time when . . .		
My Thoughts and Feelings	**Setting**	**Plot**
I could tell my thoughts and feelings by . . .	My story takes place . . .	The main events I will include are . . .

57

Minilesson

Mentor STACK

TEACHING POINT Freewriting before drafting allows writers to get all their ideas down without worrying about organization, grammar, and spelling. As students use the strategy of freewriting, have them include ideas about

- Thoughts and feelings: How did they feel? What thoughts do they want to share? How can they tell about their thoughts and feelings?
- Setting: Where and when did the experience occur?
- Plot: What happened? How did this experience affect them?

MODEL AND PRACTICE Have students choose a personal narrative from the personal narrative stack. Ask: What ideas do you think the writer first remembered? What do you think the writer first wrote about the setting? What thoughts and feelings do you think the writer included in freewriting?

Inform students that today they will use freewriting to plan a first draft for their personal narratives. Direct them to p. 57 in the *Student Interactive*. Tell students that before writing they should recount an experience to a partner. Remind them to include all appropriate facts and relevant, descriptive details. Tell students to speak clearly at an understandable pace. Have students then use the chart to help guide them in planning their personal narratives. As students freewrite, remind them to let their ideas flow freely and not to worry about spelling or grammar at this time.

WRITING CLUB

Place students into Writing Club groups. See p. T367 for details of how to run Writing Club. See the **Conference Prompts** on p. T348.

Share Back

Have partners share their freewriting notes. Have them converse politely as they help each other think about which ideas to include or exclude. Invite volunteers to share their freewriting as others listen actively. Allow time for students to ask questions to clarify information and to make pertinent comments.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas and freewriting notes for their personal narratives.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- Role of audience when someone is reading aloud a draft
- Polite ways to ask questions
- Respecting others' ideas

What Are We Sharing? Prior to sharing their personal narrative ideas, students should determine what element of their personal narrative they would like feedback on in today's Writing Club. Students should inform their Writing Club of the element before they begin reading their narratives. This will help direct the group's focus as students are sharing their writing.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you decide on your topic?
- What thoughts and feelings do you plan on sharing in your narrative?
- Where and when did this experience take place?
- What is the main problem that happens to you?
- What are the important events of this experience?
- How did this experience change you?

Spelling Syllable Pattern VC/CV

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of syllable division such as VCCV, VCV, and VCCCV.

SPELLING WORDS

basket	**compact**
subject	**absent**
lesson	**cosmic**
traffic	**disgust**
mustard	**fantastic**

HIGH-FREQUENCY WORDS

table

north

LESSON 5

Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. We put the fruit in the **basket.**
2. Reading is my favorite **subject.**
3. I learned my **lesson** when I locked myself out of my room.
4. There is a lot of **traffic** on Main Street.
5. I like to put **mustard** on my sandwich.
6. The small room is very **compact.**
7. She is **absent** today because she went to the doctor.
8. The **cosmic** rays were dangerous.
9. He shook his head in **disgust** at what he saw.
10. The salad tasted **fantastic.**

FLEXIBLE OPTION

LESSON 1 — Assess Prior Knowledge

LESSON 2 — **Teach:** Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 3 — **More Practice:** Syllable Pattern VC/CV

FLEXIBLE OPTION

LESSON 4 — **Review:** Words with the VC/CV Spelling Pattern

LESSON 5 — Assess Understanding

Language & Conventions

Simple Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

(1) The sun shine brightly in the morning.

Which revision makes the subject and verb agree?

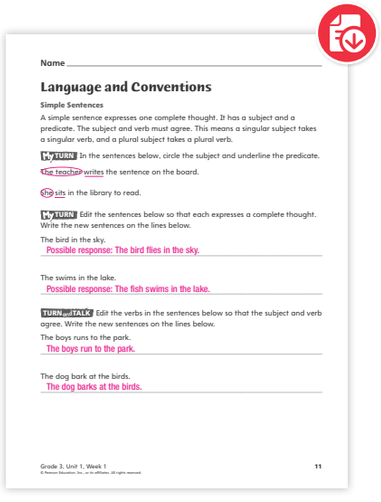
A Change *The* to *A*.

B Change *shine* to *shines*.

C Change *brightly* to *brightest*.

D Change *morning* to *evening*.

APPLY Have students complete *Language and Conventions* p. 11 from the *Resource Download Center.*



Name _____

Language and Conventions

Simple Sentences

A simple sentence expresses one complete thought. It has a subject and a predicate. The subject and verb must agree. This means a singular subject takes a singular verb, and a plural subject takes a plural verb.

TRY IT! In the sentences below, circle the subject and underline the predicate.

The teacher writes the sentence on the board.

She sits in the library to read.

TRY IT! Edit the sentences below so that each expresses a complete thought. Write the new sentences on the lines below.

The bird in the sky.

Possible response: The bird flies in the sky.

The swims in the lake.

Possible response: The fish swims in the lake.

TURN AND TALK Edit the verbs in the sentences below so that the subject and verb agree. Write the new sentences on the lines below.

The boys runs to the park.

The boys run to the park.

The dog bark at the birds.

The dog barks at the birds.

Grade 3, Unit 1, Week 1

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11

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION
LESSON 1
Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Simple Sentences

LESSON 3
Teach Simple Sentences

LESSON 4
Practice Simple Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

Weekly Overview

Students will

- develop engaging ideas for personal narratives.
- learn about specific elements of personal narratives.
- write and revise their drafts based on these elements.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	**Drafting**	**Develop Elements**
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3	
MINILESSON 5–10 min.	Develop an Engaging Idea T374	Narrator T378	Compose a Setting T382	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T375	Independent Writing and Conferences T379	Independent Writing and Conferences T383	
SHARE BACK FOCUS 5–10 min.	Characteristics of Engaging Ideas T375	What a Personal Narrative Reveals About the Narrator T379	Identifying the Details of a Setting T383	
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T376 FLEXIBLE OPTION • **Language & Conventions** Spiral Review: Simple Sentences T377	• **Spelling** Teach Inflected Endings T380 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Subjects and Predicates T381	FLEXIBLE OPTION • **Spelling** More Practice T384 • **Language & Conventions** Teach Subjects and Predicates T385	

Mentor STACK

Use the following criteria to add to your personal narrative stack:

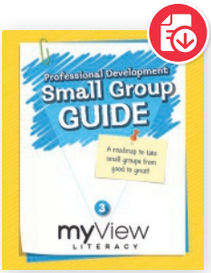
- The length of the personal narrative is approximately the same as students' personal narratives should be.
- The personal narrative is an effective example of narrator, setting, problem, and resolution.
- The personal narrative has an engaging topic that is different from those of other texts in the stack.

	FAST TRACK LESSON 4	FAST TRACK LESSON 5
	Problem T386	Resolution T390
	Independent Writing and Conferences T387	Writing Club and Conferences T390–T391
	Using Details to Develop a Problem T387	Writing a Stronger Resolution T390
	FLEXIBLE OPTION • **Spelling** Spiral Review T388 • **Language & Conventions** Practice Subjects and Predicates T389	• **Spelling** Assess Understanding T392 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T393

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	How Setting Influences the Narrator	Write a Draft
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	How Setting Can Drive the Story	Focusing on Structure

See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences

Mentor STACK

During this time, assess for understanding of the elements of personal narratives in order to gauge where students may need support in their personal narrative writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT Conference Prompts

Develop an Engaging Idea	
If students need additional support,	**Then** discuss what makes an idea engaging.
If students show understanding,	**Then** ask: How is your idea engaging?
Narrator	
If students need additional support,	**Then** ask: How is a narrator like a storyteller?
If students show understanding,	**Then** ask: What thoughts and feelings will your narrator express?
Compose a Setting	
If students need additional support,	**Then** review a personal narrative from the stack together, noting setting details.
If students show understanding,	**Then** ask: Which of your setting's details are most important?
Problem	
If students need additional support,	**Then** ask: What kinds of problems do characters have in stories?
If students show understanding,	**Then** ask: How will you develop your problem?
Resolution	
If students need additional support,	**Then** ask: How do problems get resolved?
If students show understanding,	**Then** ask: How will you develop the resolution?

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **graphic features** and **subjects and predicates**.

Conference Support for ELL

EMERGING

- Have student draw a picture of his or her personal narrative idea and help label it with relevant vocabulary.
- Use a graphic organizer to illustrate the problem, sequence of events, and resolution.
- Allow student to tell the personal narrative in the present tense.

DEVELOPING

- Transcribe student's personal narrative and have student copy it.
- Provide time-related vocabulary to help student express when a personal narrative event took place.
- Use Shared writing by beginning sentences that student can finish.

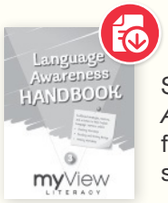
EXPANDING

- Have student tell the personal narrative aloud before writing it down.
- Have student plan the personal narrative using a graphic organizer.
- Use Guided writing to help student draft a personal narrative.

BRIDGING

- Using a stack text, discuss how the setting, problem, or resolution is handled.
- Using a stack text, discuss the personality or mood of the narrator.
- Use Guided writing to help student write a stronger resolution.

ELL Minilesson Support



See the *Language Awareness Handbook* for additional writing support.

Week 2: Develop Elements

During the week, your ELLs will benefit from additional writing support for the specific elements that make up a personal narrative. These targeted supports will help students improve the structure of their writing as well as increase the level of detail in it.

Use this note for the minilesson on p. T382.

ELL Targeted Support

COMPOSE A SETTING

Describing one's home or neighborhood can be an effective bridge to composing a setting for a personal narrative. Have students share information with each other about where they live.

Work with individual students or small groups. Ask students to draw pictures and label details of a specific room in their home, such as the kitchen or bedroom. Then ask questions using basic vocabulary and requiring one-word or simple-sentence responses. **EMERGING**

Have students work in pairs. Ask students to think of a room in their home, write it on a sheet of paper, and hide the paper from their partner. Provide the sentence stem: *Does your room have _____?* Students continue asking questions until they guess the correct answer. **DEVELOPING**

Have students work in pairs. Invite them to take turns telling about where they live, while partners ask follow-up questions to elicit more detail. **EXPANDING**

Have students work in small groups. Provide them with a list of three to five new content vocabulary words, along with brief definitions. Challenge group members to use all of the words as they tell the rest of the group about their home or neighborhood. **BRIDGING**

Use this note for the minilesson on p. T386.

ELL Targeted Support

PROBLEM

To understand a personal narrative's overall meaning, students must first identify the problem. Have students read a personal narrative from the stack and examine its problem.

Read aloud a personal narrative for students. Model identifying the problem by saying in your own words what you see happening in the story. Have students draw a picture of the problem. **EMERGING**

Read aloud a personal narrative for students. Have students work in pairs to determine the problem. Then bring the entire group together to discuss the problem. **DEVELOPING**

Have students work in pairs to read a personal narrative together. Then have them use words and phrases from the narrative as they discuss the problem. **EXPANDING**

Have students silently read the same personal narrative. Then have pairs discuss the problem, using evidence from the text to support their ideas. **BRIDGING**

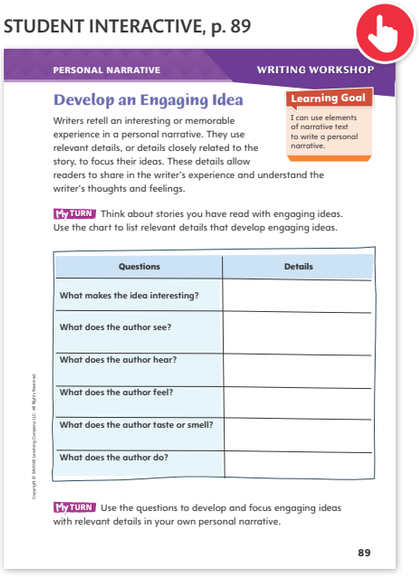
FAST TRACK

Develop an Engaging Idea

OBJECTIVE

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

STUDENT INTERACTIVE, p. 89



PERSONAL NARRATIVE WRITING WORKSHOP

Develop an Engaging Idea

Learning Goal
I can use elements of narrative text to write a personal narrative.

Writers retell an interesting or memorable experience in a personal narrative. They use relevant details, or details closely related to the story, to focus their ideas. These details allow readers to share in the writer's experience and understand the writer's thoughts and feelings.

My TURN Think about stories you have read with engaging ideas. Use the chart to list relevant details that develop engaging ideas.

Questions	Details
What makes the idea interesting?	
What does the author see?	
What does the author hear?	
What does the author feel?	
What does the author taste or smell?	
What does the author do?	

My TURN Use the questions to develop and focus engaging ideas with relevant details in your own personal narrative.

89

Minilesson

Mentor STACK

TEACHING POINT An engaging idea keeps readers interested in a text. Authors can develop an engaging idea for a personal narrative by

- Thinking of a unique topic
- Using strong details
- Connecting with readers' experiences or feelings

MODEL AND PRACTICE Inform students that developing an engaging idea is the first step in writing a strong personal narrative. An engaging idea will make the rest of the writing process easier and more successful.

Read aloud two to three personal narratives from the stack. Pause to discuss what makes the narratives engaging.

- What makes the topic of the personal narrative interesting to a reader?
- How do the details help keep the reader interested in the narrative?
- How does the author connect with the readers' experiences and feelings?

Direct students to p. 89 in the *Student Interactive.* Have them complete the activity using a personal narrative the class has just read.

Independent Writing

Mentor STACK

FOCUS ON AN IDEA After the minilesson, students should transition into independent writing.

- If students need to choose a topic for their personal narrative, they may use this time to brainstorm ideas and choose the most engaging one.

WRITING SUPPORT

- **Modeled** Brainstorm events from your own life and think aloud why each could be an engaging idea.
- **Shared** As you discuss a student's writing, ask questions that prompt the student to add details to engage readers.
- **Guided** Prompt students to make specific points in their narrative more engaging for readers.

Intervention Refer to the *Small Group Guide* for support.

- If students have already chosen a topic or started their personal narrative, they can brainstorm ways to make their topic or draft more engaging.

See the **Conference Prompts** on p. T372.

Share Back

Call on a few students to describe the idea they have chosen for their personal narrative. Have the class point out why each idea sounds engaging.

Spelling Inflected Endings

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

SPELLING WORDS

inches	fries
pitches	cities
dishes	pennies
glasses	families
spies	faxes

HIGH-FREQUENCY WORDS

story
draw

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T392, to assess students' prior knowledge of spelling words with the inflected endings *-s, -es,* and *-ies*.

For students who understand the spelling of plural nouns with the inflected endings *-s, -es,* and *-ies*, include the following challenge words with the spelling list.

Challenge Words

countries
mysteries
varieties

ELL Targeted Support

Consonant Digraphs Explain that *ch* and *sh* each produce one distinct sound. Read the words *inches* and *dishes* aloud. Point out the inflected ending *-es.*

Have student pairs generate and exchange oral sentences that include the words *inches* and *dishes*. EMERGING/DEVELOPING

Have students make a list of words with the digraphs *ch* and *sh.* EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1 Assess Prior Knowledge

LESSON 2 Teach: Inflected Endings

FLEXIBLE OPTION

LESSON 3 More Practice: Inflected Endings

FLEXIBLE OPTION

LESSON 4 Spiral Review: Syllable Pattern VC/CV

LESSON 5 Assess Understanding

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Simple Sentences

FOCUS ON STRATEGIES Review the language and conventions topic simple sentences by sharing examples of two-word sentences, such as *We laughed. Olivia ate. Marcus cheered*. Point out that in these sentences, a one-word subject and a one-word predicate combine to form one complete thought. See p. T361.

MODEL AND PRACTICE Share this sentence with students: *I walk my dog*. Explain that this is a simple sentence that expresses one complete thought. As a class, identify the subject, or who or what the sentence is about. (*I*) Then identify the predicate, the part of the sentence that tells what the subject does or is. (*walk my dog*) Have volunteers identify the capital letter that begins the sentence and the punctuation that ends the sentence.

APPLY Have students compose their own simple sentences. Ask students to share their sentences with a partner and to identify the subjects and predicates in their sentences.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

ELL Targeted Support

Parts of a Sentence Help students identify nouns and verbs in simple sentences. Write the following sentence: *The dog ran far.* Have students identify the noun and the verb in the sentence. **EMERGING**

Use the same sentence as above, but have students identify the subject and the predicate. **DEVELOPING**

Have students write a sentence. Have them circle the subject and underline the predicate. **EXPANDING/BRIDGING**

FLEXIBLE OPTION
LESSON 1
Spiral Review: Simple Sentences
FLEXIBLE OPTION
LESSON 2
Oral Language: Subjects and Predicates
LESSON 3
Teach Subjects and Predicates
LESSON 4
Practice Subjects and Predicates
FLEXIBLE OPTION
LESSON 5
Standards Practice

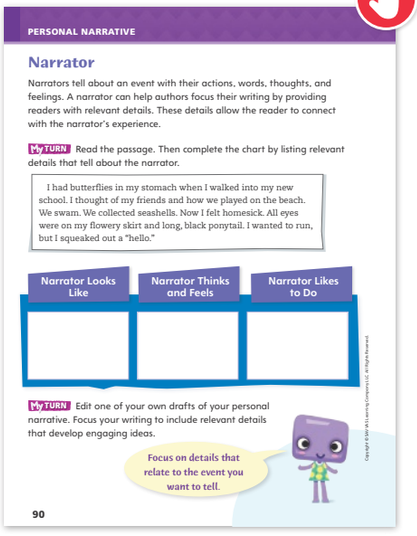
Narrator

OBJECTIVES

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

STUDENT INTERACTIVE, p. 90



PERSONAL NARRATIVE

Narrator

Narrators tell about an event with their actions, words, thoughts, and feelings. A narrator can help authors focus their writing by providing readers with relevant details. These details allow the reader to connect with the narrator's experience.

MY TURN Read the passage. Then complete the chart by listing relevant details that tell about the narrator.

I had butterflies in my stomach when I walked into my new school. I thought of my friends and how we played on the beach. We swam. We collected seashells. Now I felt homesick. All eyes were on my flowery skirt and long, black ponytail. I wanted to run, but I squeaked out a "hello."

Narrator Looks Like	Narrator Thinks and Feels	Narrator Likes to Do

MY TURN Edit one of your own drafts of your personal narrative. Focus your writing to include relevant details that develop engaging ideas.

Focus on details that relate to the event you want to tell.

90

Minilesson

Mentor STACK

TEACHING POINT In a personal narrative, the writer is also the narrator. The role of the narrator includes the following:

- Using relevant details to describe a life event
- Expressing actions, thoughts, and feelings in a way that engages readers
- Writing in the first person, using words such as *I, me,* and *my*

MODEL AND PRACTICE Remind students that when they tell their family and friends what happened at school or home, they are narrating the stories. Sometimes personal narratives have a casual tone, like these everyday stories. Other times, they might have a different tone.

Read a story from the personal narrative stack. Say: Describe the narrator of this story. What details in the story tell more about the narrator?

Then direct students to p. 90 in the *Student Interactive* and have them complete the first My Turn.

Possible Teaching Point

Writing Process

Drafting | Point of View

This week students will write about a life event they experienced. As students begin to draft, encourage them to use *I* statements to tell the story from their own point of view. Have them complete the following sentences:

- I saw _____.
- I felt _____.
- I said _____.

Independent Writing

Mentor STACK

FOCUS ON TONE After students have completed the top part of the *Student Interactive* page, they should transition into independent writing.

- If students need to increase their understanding of the narrator's role in a personal narrative, they should read and analyze more examples from the stack.

WRITING SUPPORT

- **Modeled** Using an event from your life, model how to create a narrative voice that fits the tone and topic.
- **Shared** As you discuss a student's writing, ask questions that bring out his or her personality.
- **Guided** Remind students that their personal narrative must show events through the narrator's eyes, thoughts, and feelings.

Intervention Refer to the *Small Group Guide* for support.

- If students have a solid understanding of the narrator's role, they can work on the second My Turn on p. 90 in the *Student Interactive*.

See the **Conference Prompts** on p. T372.

Share Back

Ask a few students to share their personal narrative draft. Discuss with the class what each draft reveals about the narrator's likes, feelings, and personality.

Spelling Inflected Endings

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

SPELLING WORDS

inches	fries
pitches	cities
dishes	pennies
glasses	families
spies	faxes

HIGH-FREQUENCY WORDS

story
draw

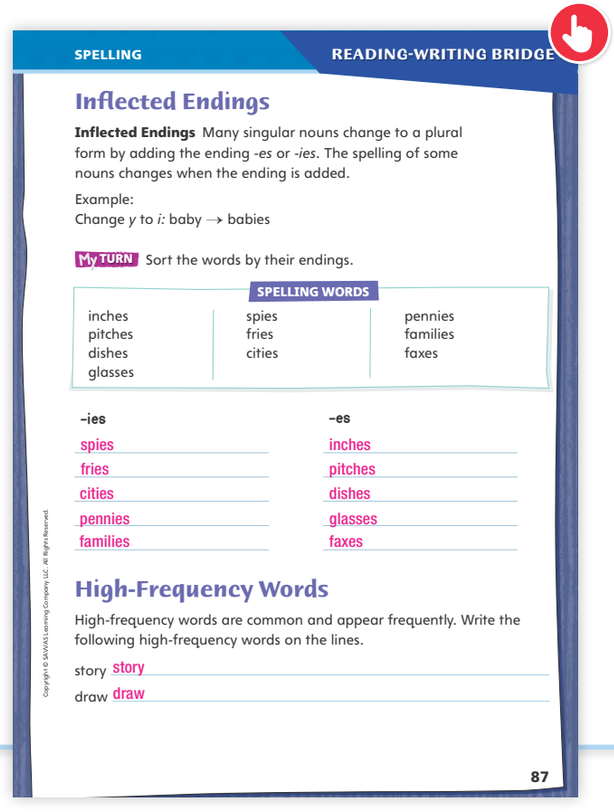
LESSON 2

Teach

FOCUS ON STRATEGIES Remind students that they can add the inflected endings *-s, -es,* or *-ies* to change some singular nouns to their plural forms.

MODEL AND PRACTICE Say and then spell the words *spies* and *fries*. Point out that these words have the ending *-ies*. Explain that these words are plural forms of base words that end with a consonant + *y*: *spy* and *fry*. Discuss the spelling of words with the inflected endings *-s, -es,* or *-ies*.

APPLY My TURN
Have students complete the activity on p. 87 of the *Student Interactive* independently.



SPELLING READING-WRITING BRIDGE

Inflected Endings

Inflected Endings Many singular nouns change to a plural form by adding the ending *-es* or *-ies*. The spelling of some nouns changes when the ending is added.

Example:
Change *y* to *i:* baby → babies

My TURN Sort the words by their endings.

SPELLING WORDS

inches, pitches, dishes, glasses, spies, fries, cities, pennies, families, faxes

-ies	-es
spies	inches
fries	pitches
cities	dishes
pennies	glasses
families	faxes

High-Frequency Words

High-frequency words are common and appear frequently. Write the following high-frequency words on the lines.

story story
draw draw

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87

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Inflected Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Inflected Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Syllable Pattern VC/CV

LESSON 5
Assess Understanding

Language & Conventions
Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Subjects and Predicates

FOCUS ON STRATEGIES Begin the discussion of subjects and predicates by providing oral examples of simple sentences, such as: *My friend and I play soccer. Our team plays our first game this Saturday*. Remind students that the subject of a sentence is whom or what the sentence is about, and the predicate tells what the subject is or does.

MODEL AND PRACTICE Using the oral sentences you provided, guide students in identifying the subjects of each sentence. (*My friend and I, Our team*) Then ask students to identify the predicates. (*play soccer, plays our first game this Saturday*)

APPLY Have students work with a partner to compose their own oral sentences. Ask students to identify the subjects and predicates in their partner's sentences.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Subjects and Predicates

LESSON 3
Teach Subjects and Predicates

LESSON 4
Practice Subjects and Predicates

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

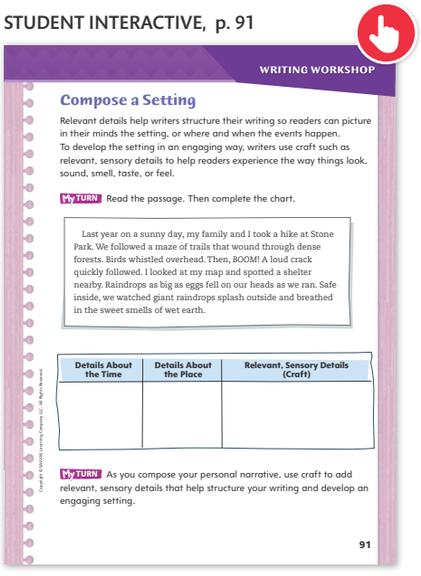
Compose a Setting

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 91



WRITING WORKSHOP

Compose a Setting

Relevant details help writers structure their writing so readers can picture in their minds the setting, or where and when the events happen. To develop the setting in an engaging way, writers use craft such as relevant, sensory details to help readers experience the way things look, sound, smell, taste, or feel.

MY TURN Read the passage. Then complete the chart.

Last year on a sunny day, my family and I took a hike at Stone Park. We followed a maze of trails that wound through dense forests. Birds whistled overhead. Then, BOOM! A loud crack quickly followed. I looked at my map and spotted a shelter nearby. Raindrops as big as eggs fell on our heads as we ran. Safe inside, we watched giant raindrops splash outside and breathed in the sweet smells of wet earth.

Details About the Time	Details About the Place	Relevant, Sensory Details (Craft)

MY TURN As you compose your personal narrative, use craft to add relevant, sensory details that help structure your writing and develop an engaging setting.

91

Minilesson

Mentor STACK

TEACHING POINT The event in a personal narrative should happen in a specific place and at a specific time. A writer can develop the setting in a personal narrative by

- Using words that indicate when an event happens (e.g., *yesterday, when I was five*).
- Using words that indicate where an event happens (e.g., *at the park, in Houston*).
- Using sensory details to describe the setting.

MODEL AND PRACTICE Have students help you choose a personal narrative from the stack.

- Ask students to close their eyes as you read the text. Then ask: What did you picture in your mind as you heard this personal narrative?
- Then have students listen carefully to the words as you read the text a second time. Ask: Where and when does this personal narrative take place? Which words and details helped you to form a picture in your mind during the first reading?

Direct students to p. 91 in the *Student Interactive*. Have them read the first paragraph and complete the first My Turn.

Possible Teaching Point

Language & Conventions | Subjects and Predicates

As students draft their personal narratives, ask them to make sure that each sentence has a clear subject and a predicate.

- The subject is who or what the sentence is about.
- The predicate tells what the subject is or does.

Have students write a few sentences and trade papers with a partner. Ask partners to circle the subject and underline the predicate of each sentence.

Independent Writing

Mentor STACK

FOCUS ON SENSORY DETAILS After students have completed the first My Turn on the *Student Interactive* page, they should transition into independent writing.

- If students are just beginning their personal narrative draft, have them make notes about their setting in their writer's notebook to use as they write their draft.

WRITING SUPPORT

- **Modeled** Use an idea web to develop details for a setting.
- **Shared** While transcribing, ask the students questions that elicit further information about sensory details they could use to help describe the setting.
- **Guided** Prompt students to add two details about setting to their draft—one about time and one about place.

Intervention Refer to the *Small Group Guide* for support.

- If students have already completed a draft, have them complete the second My Turn on p. 91 of the *Student Interactive*.

See the **Conference Prompts** on p. T372.

Share Back

Have a few students read their personal narrative draft. Discuss with the class what words and details they heard about the setting. Then have them ask questions to help identify other ways in which the setting might be developed.

Spelling Inflected Endings

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

SPELLING WORDS

inches	fries
pitches	cities
dishes	pennies
glasses	families
spies	faxes

HIGH-FREQUENCY WORDS

story
draw

FLEXIBLE OPTION

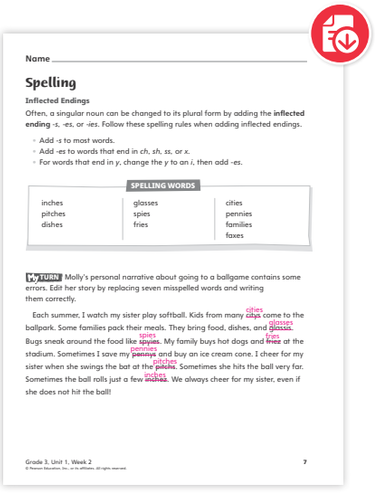
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the spelling of some nouns changes when an inflected ending is added. For a noun ending in a consonant + *y*, the *y* will change to *i* in the plural form.

MODEL AND PRACTICE Display the following words: *sky, lunch, dress, bus, candy,* and *wish.* Have students spell the plural forms of these nouns. Then discuss the inflected endings that students used.

APPLY Have students complete *Spelling* p. 7 from the *Resource Download Center*.



Name _____

Spelling

Inflected Endings

Often, a singular noun can be changed to its plural form by adding the **inflected ending** *-s, -es,* or *-ies*. Follow these spelling rules when adding inflected endings.

- Add *-s* to most words.
- Add *-es* to words that end in *ch, sh, ss,* or *x*.
- For words that end in *y*, change the *y* to an *i*, then add *-es*.

SPELLING WORDS

inches	glasses	cities
pitches	spies	pennies
dishes	fries	families
		faxes

MY TURN Molly's personal narrative about going to a ballgame contains some errors. Edit her story by replacing seven misspelled words and writing them correctly.

Each summer, I watch my sister play softball. Kids from many cities come to the ballpark. Some families pack their meals. They bring food, dishes, and glasses. Bugs sneak around the food like spies. My family buys hot dogs and fries at the stadium. Sometimes I save my pennies and buy an ice cream cone. I cheer for my sister when she swings the bat at the pitches. Sometimes she hits the ball very far. Sometimes the ball rolls just a few inches. We always cheer for my sister, even if she does not hit the ball!

Grade 3, Unit 1, Week 2 7

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FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Inflected Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Inflected Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Syllable Pattern VC/CV

LESSON 5
Assess Understanding

Language & Conventions
Subjects and Predicates

LESSON 3

Teach Subjects and Predicates

FOCUS ON STRATEGIES Explain to students that a complete subject and complete predicate include all the words in the subject and all the words in the predicate of a sentence.

MODEL AND PRACTICE Provide the following sentence: *The small child plays with a ball*. Identify the complete subject of the sentence (*The small child*) and the complete predicate (*plays with a ball*). Say: I can tell the subject and verb of this sentence agree because the noun in the subject, *child*, agrees with the singular verb, *plays*, in the predicate.

Have students work in pairs to generate simple sentences with clear subjects and predicates. Tell partners to read each sentence aloud pausing between the subject and the predicate. Then have students state the noun and the verb pointing out agreement. Ask partners to explain subjects and predicates verbally in order to monitor their understanding.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

ELL Targeted Support

Subject-Verb Agreement Review subject-verb agreement with students by providing the following simple sentences: *Juan sits. Juan and Mark sit.* Guide students to identify that the verb *sits* agrees with the singular subject *Juan* and that the verb *sit* agrees with the plural subject *Juan and Mark.* EMERGING/DEVELOPING

Use the above activity. Then have partners generate oral sentences with singular and plural subjects. For each sentence, have partners identify the noun(s) in each subject and the verb in each predicate to determine if the sentences have subject-verb agreement. EXPANDING/BRIDGING

FLEXIBLE OPTION
LESSON 1
Spiral Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Subjects and Predicates

LESSON 3
Teach Subjects and Predicates

LESSON 4
Practice Subjects and Predicates

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

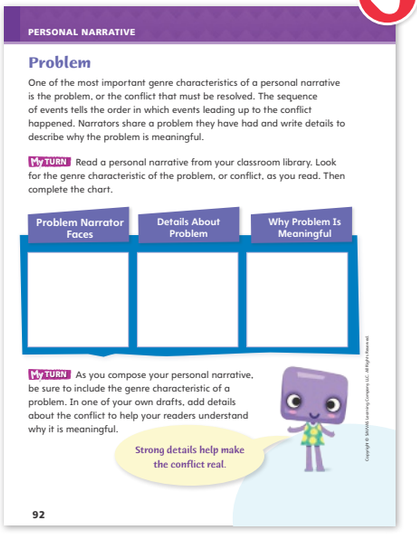
Problem

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea.

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 92



PERSONAL NARRATIVE

Problem

One of the most important genre characteristics of a personal narrative is the problem, or the conflict that must be resolved. The sequence of events tells the order in which events leading up to the conflict happened. Narrators share a problem they have had and write details to describe why the problem is meaningful.

MY TURN Read a personal narrative from your classroom library. Look for the genre characteristic of the problem, or conflict, as you read. Then complete the chart.

Problem Narrator Faces	Details About Problem	Why Problem Is Meaningful

MY TURN As you compose your personal narrative, be sure to include the genre characteristic of a problem. In one of your own drafts, add details about the conflict to help your readers understand why it is meaningful.

Strong details help make the conflict real.

92

Minilesson

Mentor STACK

TEACHING POINT A personal narrative tells a true story from the writer's life, so like most stories, it has a beginning, middle, and end.

- In the beginning, the writer introduces a problem he or she had and explains why it is meaningful.
- The middle contains a sequence of events that happened because of the problem.
- By the end, the writer explains how the problem was resolved.

MODEL AND PRACTICE Read the first part of one of the personal narratives from the stack. Ask: What problem did the narrator have? What did he or she tell you about the problem? Why was it meaningful to the narrator? Mention that meaningful problems can be big or small, serious or funny, and long-term or short-term.

If students understand how a personal narrative includes a problem, have them choose a new personal narrative from the stack. If they need more support, have them choose the one you just shared. Then direct students to p. 92 of the *Student Interactive*. Have them read the introductory paragraph and complete the first My Turn using the text they have chosen.

Possible Teaching Point

Spelling | Inflected Endings

Remind students that the spelling of base words may change when adding inflected endings, such as *-s*, *-es*, or *-ies*. Guide students to pay special attention to the plural form of a singular noun that ends in a consonant + *y*. Remind them that they may need to change the final *y* to *i*, and provide the following examples:

- *city* becomes *cities*
- *pony* becomes *ponies*

Independent Writing

Mentor STACK

FOCUS ON SEQUENCE OF EVENTS Prompt students to begin fully developing the problem in their personal narrative.

- Students who are still unsure can brainstorm problems they have personally had and record them in their writer's notebook. They can then identify which problems might be engaging ideas for a personal narrative.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model coming up with a problem that could be engaging to a reader.
- **Shared** As you discuss the problem, ask students what about the problem makes it meaningful and engaging to a reader.
- **Guided** Use a web organizer to brainstorm a list of details that students could include to tell more about the problem.

Intervention Refer to the *Small Group Guide* for support.

- Students who are drafting or have finished their draft can complete the second My Turn on p. 92 of the *Student Interactive*.

See the **Conference Prompts** on p. T372.

Share Back

Select a few student volunteers who have completed a draft of their personal narrative. Have them share the beginning of their draft in which the problem is described. Ask the class to identify the problem, give details about it, and ask for additional information about it.

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

inches	fries
pitches	cities
dishes	pennies
glasses	families
spies	faxes

HIGH-FREQUENCY WORDS

story
draw

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the VC/CV syllable pattern and words with the inflected endings *-s, -es,* and *-ies*.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VC/CV

FOCUS ON STRATEGIES Review the spelling rule from the previous week about the VC/CV syllable pattern.

MODEL AND PRACTICE Present the following words to students: *rabbit, member,* and *zipper*. Call on volunteers to use the VC/CV syllable pattern to read and spell the words. Remind students that the VC/CV syllable pattern appears in words that have two consonants after a short vowel sound.

APPLY Using the Spelling Words from the previous week, invite students to create flashcards for the words, to quiz each other on the correct spellings, or to create a word search or crossword puzzle using the words with a VC/CV syllable pattern.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Inflected Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Inflected Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Syllable Pattern VC/CV

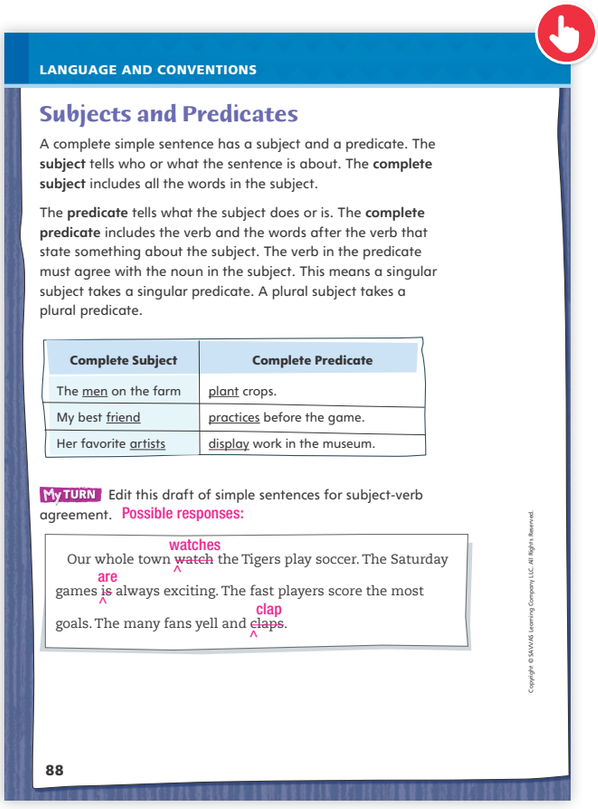
LESSON 5
Assess Understanding

Language & Conventions
Subjects and Predicates

LESSON 4

Practice Subjects and Predicates

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 88.



LANGUAGE AND CONVENTIONS

Subjects and Predicates

A complete simple sentence has a subject and a predicate. The **subject** tells who or what the sentence is about. The **complete subject** includes all the words in the subject.

The **predicate** tells what the subject does or is. The **complete predicate** includes the verb and the words after the verb that state something about the subject. The verb in the predicate must agree with the noun in the subject. This means a singular subject takes a singular predicate. A plural subject takes a plural predicate.

Complete Subject	Complete Predicate
The men on the farm	plant crops.
My best friend	practices before the game.
Her favorite artists	display work in the museum.

My TURN Edit this draft of simple sentences for subject-verb agreement. Possible responses:

Our whole town ~~watch~~ watches the Tigers play soccer. The Saturday games ~~is~~ are always exciting. The fast players score the most goals. The many fans yell and ~~claps~~ clap.

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88

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check their sentences to make sure the nouns in their subjects and verbs in their predicates agree. You may wish to have students trade drafts with a partner to check for subject-verb agreement.

FAST TRACK

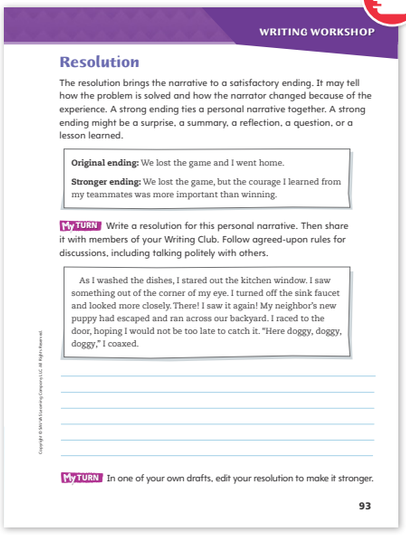
Resolution

OBJECTIVES

Develop social communication such as conversing politely in all situations.

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 93



WRITING WORKSHOP

Resolution

The resolution brings the narrative to a satisfactory ending. It may tell how the problem is solved and how the narrator changed because of the experience. A strong ending ties a personal narrative together. A strong ending might be a surprise, a summary, a reflection, a question, or a lesson learned.

Original ending: We lost the game and I went home.

Stronger ending: We lost the game, but the courage I learned from my teammates was more important than winning.

MY TURN Write a resolution for this personal narrative. Then share it with members of your Writing Club. Follow agreed-upon rules for discussions, including talking politely with others.

As I washed the dishes, I stared out the kitchen window. I saw something out of the corner of my eye. I turned off the sink faucet and looked more closely. There! I saw it again! My neighbor's new puppy had escaped and ran across our backyard. I raced to the door, hoping I would not be too late to catch it. "Here doggy, doggy, doggy," I coaxed.

MY TURN In one of your own drafts, edit your resolution to make it stronger.

93

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Minilesson

Mentor STACK

TEACHING POINT A personal narrative's resolution follows naturally from the beginning and middle. It solves the problem, although it may do so in an unexpected way. A strong resolution is more than just an ending; it may also do one or more of the following:

- Show how the narrator changed through the experience
- Give readers a deeper understanding of their own lives
- Create an emotional response from readers

MODEL AND PRACTICE Together read the introductory paragraph and example on p. 93 of the *Student Interactive*. Emphasize the different types of strong endings mentioned in the last sentence of the paragraph.

Next, read some personal narratives from the stack from beginning to end. As you finish each text, ask: How is this personal narrative resolved? What makes the ending strong? Have students explain why each resolution is purposeful and meaningful.

Provide students time to complete the *Student Interactive* page. Ask students to think of ways to create a resolution that is meaningful for the reader.

WRITING CLUB

Place students into Writing Club groups. See p. T391 for details of how to run Writing Club. See the **Conference Prompts** on p. T372.

Share Back

Have students share the resolutions they wrote in the first My Turn on p. 93 of the *Student Interactive*. Ask the class to identify each resolution's strength and to give suggestions for making it stronger.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share the current draft of their personal narrative.

As students continue to work with their Writing Club group, they should spend the first five to ten minutes discussing the following:

- The importance of discussing the writing, not the writer
- How to appropriately praise a piece of writing
- How to gently make suggestions for a piece of writing

What Are We Sharing? Before sharing their work, students should review the topics covered in this week's minilessons. Have them each choose an element of personal narratives that they would like help with in today's Writing Club. Before they begin reading their draft, students should inform their Writing Club of the element to focus on. The discussion after each reading will be guided by the way the writer presents this element in the personal narrative.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Your personal narrative is engaging because ____.
- How did you decide on the details about your narrator?
- What other details do you know about the setting?
- How would you describe the narrator's problem?
- The resolution made me feel/think ____.

Spelling Inflected Endings

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

SPELLING WORDS

inches	**fries**
pitches	**cities**
dishes	**pennies**
glasses	**families**
spies	**faxes**

HIGH-FREQUENCY WORDS

story

draw

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

1. My **glasses** help me to see clearly.
2. They wash the **dishes** after dinner.
3. Many **families** came to the school event.
4. My pencil is six **inches** long.
5. We have enough **pennies** to buy an eraser.
6. The office received two **faxes**.
7. Many people live in big **cities**.
8. My brother eats **fries** with his sandwich.
9. The baseball player throws three **pitches** to strike out the batter.
10. The soldiers will make excellent **spies.**

FLEXIBLE OPTION

LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Inflected Endings

FLEXIBLE OPTION

LESSON 3
More Practice: Inflected Endings

FLEXIBLE OPTION

LESSON 4
Spiral Review: Syllable Pattern VC/CV

LESSON 5
Assess Understanding

Language & Conventions
Subjects and Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

My dad bakes a cake for my sister.

Which of the following identifies the complete predicate of the sentence?

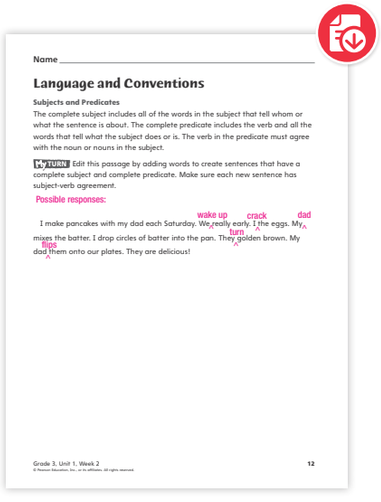
A *My dad*

B *dad*

C *bakes*

D *bakes a cake for my sister.*

APPLY Have students complete *Language and Conventions* p. 12 from the *Resource Download Center.*



Name _____

Language and Conventions

Subjects and Predicates

The complete subject includes all of the words in the subject that tell whom or what the sentence is about. The complete predicate includes the verb and all the words that tell what the subject does or is. The verb in the predicate must agree with the noun or nouns in the subject.

TRY IT Edit this passage by adding words to create sentences that have a complete subject and complete predicate. Make sure each new sentence has subject-verb agreement.

Possible responses:

I make pancakes with my dad each Saturday. We wake up really early. I crack the eggs. My dad mixes the batter. I drop circles of batter into the pan. They turn golden brown. My dad flips them onto our plates. They are delicious!

Grade 3, Unit 1, Week 2

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12

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Simple Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Subjects and Predicates

LESSON 3
Teach Subjects and Predicates

LESSON 4
Practice Subjects and Predicates

FLEXIBLE OPTION
LESSON 5
Standards Practice

Weekly Overview

Students will

- begin composing an introduction for their personal narratives.
- learn how to incorporate temporal phrases, dialogue, and details about actions, thoughts, and feelings in their personal narratives.
- begin composing a conclusion to their personal narratives.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
▶ 3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Compose an Introduction T398	Develop an Event Sequence T402	Develop Dialogue T406
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T399	Independent Writing and Conferences T403	Independent Writing and Conferences T407
SHARE BACK FOCUS 5–10 min.	Event, Setting, Characters, and Problem T399	Temporal Words and Phrases T403	Dialogue and Punctuation T407
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T400 FLEXIBLE OPTION • **Language & Conventions** Spiral Review: Subjects and Predicates T401	• **Spelling** Teach Base Words and Endings T404 FLEXIBLE OPTION • **Language & Conventions:** Oral Language: Compound Sentences T405	FLEXIBLE OPTION • **Spelling** More Practice T408 • **Language & Conventions:** Teach Compound Sentences T409

Mentor STACK

Use the following criteria to add to your personal narrative stack:

- The start of the personal narrative introduces the person.
- A sequence of events shows how the person dealt with a problem.
- The conclusion includes the resolution of the problem.

FAST TRACK

LESSON 4	LESSON 5
Describe Action, Thoughts, and Feelings T410	Compose a Conclusion T414
Independent Writing and Conferences T411	Select a Genre and Conferences T414–T415
Elaboration on Action, Thoughts, and Feelings T411	Resolution and Reflection T414
FLEXIBLE OPTION • **Spelling** Spiral Review T412 • **Language & Conventions** Practice Compound Sentences T413	• **Spelling** Assess Understanding T416 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T417

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Relevant Dialogue	Paragraph Breaks
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Edit Dialogue	Paragraphs and Passage of Time

See the online *Language Awareness Handbook* for additional writing support.

See the *Small Group Guide* for additional writing support.

Conferences

Mentor STACK

During this time, assess for understanding of the basic structure of composing personal narratives. Use conferences to gauge where students may need support in their own personal narratives. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT Conference Prompts

Compose an Introduction	
If students need additional support,	**Then** ask: Where and when does the event take place?
If students show understanding,	**Then** ask: What sentences identify the problem?
Develop an Event Sequence	
If students need additional support,	**Then** have students number their events in order.
If students show understanding,	**Then** ask: What temporal words could you turn into a phrase?
Develop Dialogue	
If students need additional support,	**Then** help students write dialogue.
If students show understanding,	**Then** ask: Does your dialogue sound natural?
Describe Action, Thoughts, and Feelings	
If students need additional support,	**Then** ask: How did this event make you feel? What did you learn?
If students show understanding,	**Then** ask: How can you use language to show your feelings?
Compose a Conclusion	
If students need additional support,	**Then** help them summarize the problem.
If students show understanding,	**Then** ask: Why is the story important to you?

Conference Support for ELL

EMERGING

- Have students draw a storyboard of the events for their personal narrative.
- Use word banks to help students use one-word adjectives.
- Provide sentence frames to help students write.

DEVELOPING

- Discuss students' sequence charts.
- Model completing sentences and adding details by providing sentence frames.
- Use Modeled writing to help students add temporal words and phrases.

EXPANDING

- Have students use their graphic organizers to freewrite before they begin writing.
- Think Aloud a dialogue to model how to incorporate conversation into their narratives.
- Use Guided writing to help students compose their conclusions.

BRIDGING

- Use Guided writing to help students write a strong introduction.
- Use a stack text to show how writers reveal their feelings by using dialogue.
- Use Guided writing to help students share the meaning of the experience to include in their conclusion.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Reading-Writing Bridge minilessons on **imagery** and **compound sentences**.

ELL Minilesson Support

See the online *Language Awareness Handbook* for additional writing support.

Week 3: Develop Structure

During the develop structure week, your ELLs will benefit from additional writing support that allows them to make adjustments to their personal narratives. These targeted supports were chosen to help students organize the events in their narratives and provide specific details.

Use this note for the minilesson on p. T402.

ELL Targeted Support

DEVELOP AN EVENT SEQUENCE

Creating a sequence of events chart will aid students as they write the body of their personal narratives. Use the strategies below to elicit a variety of sentences lengths.

Have students use pictures to draw a storyboard that reflects the events of their narrative. Then work with them to write a simple sentence about what happened. **EMERGING**

Have small groups use a sequence of events chart to help them write about three events related to their experience. Provide sentence frames, such as: *My first event is_____. Then I _____. The last event is _____.* **DEVELOPING**

Have students use a sequence of events chart to write about three events related to their experience, using a variety of sentence lengths. Have partners help each other by suggesting strong action verbs and adding temporal words and phrases. **EXPANDING**

Have students write in their sequence charts using a variety of sentence lengths with strong action verbs and temporal words and phrases. **BRIDGING**

Use this note for the minilesson on p. T410.

ELL Targeted Support

DESCRIBE ACTIONS, THOUGHTS, AND FEELINGS

Expressing how they felt during the events will give the students' narrative a personal voice.

Have students cut out pictures from old magazines that express different emotions. Brainstorm a list of adjectives that describe feelings. Help students place pictures next to the correct adjective. **EMERGING**

Provide sentence frames for students to add to their sequence charts: *I felt _____*. Then challenge students to add more detail: *I felt _____ because _____*. **DEVELOPING**

Have partners create a list of sensory words that describe action and words or phrases that describe emotions. Challenge students to use a simile to describe their feelings: *I was as happy as a _____*. **EXPANDING**

Have students write complete sentences using sensory words to describe an action, a thought, and an emotion that they have experienced. Have volunteers share their sentences with the class. **BRIDGING**

FAST TRACK

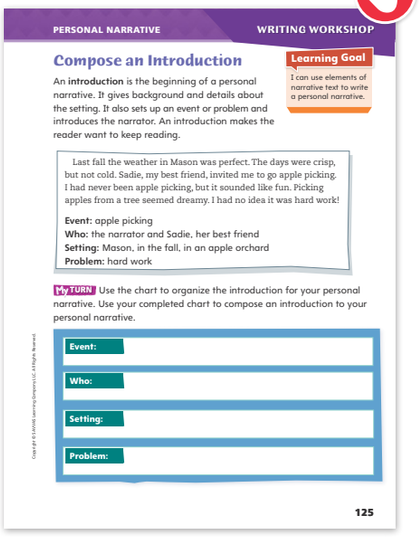
Compose an Introduction

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 125



PERSONAL NARRATIVE WRITING WORKSHOP

Compose an Introduction

Learning Goal
I can use elements of narrative text to write a personal narrative.

An **introduction** is the beginning of a personal narrative. It gives background and details about the setting. It also sets up an event or problem and introduces the narrator. An introduction makes the reader want to keep reading.

Last fall the weather in Mason was perfect. The days were crisp, but not cold. Sadie, my best friend, invited me to go apple picking. I had never been apple picking, but it sounded like fun. Picking apples from a tree seemed dreamy. I had no idea it was hard work!

Event: apple picking
Who: the narrator and Sadie, her best friend
Setting: Mason, in the fall, in an apple orchard
Problem: hard work

My TURN Use the chart to organize the introduction for your personal narrative. Use your completed chart to compose an introduction to your personal narrative.

Event:
Who:
Setting:
Problem:

125

Minilesson

Mentor STACK

TEACHING POINT A strong introduction grabs the reader's attention. To frame the narrative, an introduction for a personal narrative includes

- The setting—putting the narrator in a time and place
- The situation—setting up the event or problem
- The problem—providing a clue about the narrator's conflict

MODEL AND PRACTICE Inform students that today they will be writing the beginning for their personal narratives. Read aloud the introduction from one of the personal narrative texts in the stack. Use these questions to aid discussion after reading.

- What do you learn about the narrator in this introduction?
- What details do you find most interesting?
- Are you interested in finding out what happens to the narrator?

Explain to students that there are many ways to begin a personal narrative. Say: Your introduction might begin with a description. Using descriptive details can help to set the scene. You might also choose to begin your personal narrative in other ways. You could start with dialogue, ask a question, or put the reader right in the middle of the action.

Direct students to p. 125 of the *Student Interactive.* Have pairs work together to discuss ideas as they complete the graphic organizer.

Independent Writing

Mentor STACK

FOCUS ON INTRODUCTION Direct students to use their graphic organizers to begin writing their introductions.

- If students are unsure how to put their notes into writing, they should follow the model.

WRITING SUPPORT

- **Modeled** Do a Think Aloud for your own personal narrative to model how to fill out the organizer.
- **Shared** Have students think about the setting of their narratives. Prompt students to create a list of adjectives to use as they describe the setting.
- **Guided** Focus on how to include a hook in the introduction that grabs the reader's attention.

Intervention Refer to the *Small Group Guide* for support.

- For students who have already written introductions, they should make adjustments based on today's minilesson.

See the **Conference Prompts** on p. T396.

Share Back

Ask volunteers to read their introductions to the class. Have the class listen for descriptions of setting and characters and identify the event and problem.

Spelling Base Words and Endings

OBJECTIVES

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

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

SPELLING WORDS

moving	noisier
beginning	using
carried	angriest
easier	dragging
begged	emptied

HIGH-FREQUENCY WORDS

notice

slowly

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T416, to assess students' prior knowledge of spelling words with base words and endings *-ed, -ing, -er,* and *-est*.

For students who understand the spelling of base words with endings *-ed, -ing, -er,* and *-est*, include the following challenge words with the spelling list.

Challenge Words

interesting

exciting

windiest

ELL Targeted Support

Silent Letters and Consonant Clusters Say aloud the spelling word *moving*, emphasizing the /i/ sound. Write the base word *move* on the board to show that the final *-e* is silent and dropped when *-ing* is added, avoiding *-eing*. EMERGING/DEVELOPING

Have partners look at the base words of *beginning* and *carried* to see that the *-n* is doubled and the *-y* is dropped. EXPANDING/BRIDGING

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Base Words and Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

LESSON 5
Assess Understanding

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Subjects and Predictes

FOCUS ON STRATEGIES Review the language and conventions topic subjects and predicates. See p. T385.

MODEL AND PRACTICE Share this sentence with students: *The dogs ran through the house*. Explain that every sentence has a subject and a predicate. As a class, identify the subject, that is, who or what the sentence is about (*the dogs*). Then identify the predicate, or the part of the sentence that tells what the subject does or is (*ran through the house*). Have student volunteers identify the words that define the subject and the predicate.

APPLY Have students compose their own sentences with subjects and predicates. Encourage students to share their sentences with a partner and identify the subjects and predicates.

OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

ELL Targeted Support

Subject-Verb Agreement Review subject-verb agreement with students by providing the following simple sentences: *Juan sits. Juan and Mark sit*. Guide students to identify that the verb *sits* agrees with the singular subject *Juan* and that the verb *sit* agrees with the plural subject *Juan and Mark*. EMERGING/DEVELOPING

Use the above activity. Then have partners generate oral sentences with singular and plural subjects. For each sentence, have partners identify the noun(s) in each subject and the verb in each predicate to determine if the sentences have subject-verb agreement. EXPANDING/BRIDGING

FLEXIBLE OPTION
LESSON 1
Spiral Review: Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Sentences

LESSON 3
Teach Compound Sentences

LESSON 4
Practice Compound Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

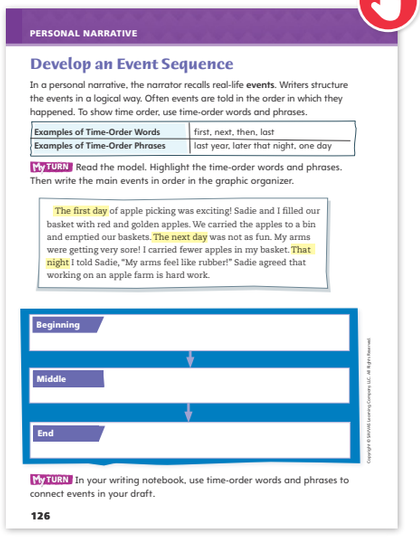
Develop an Event Sequence

OBJECTIVES

Compose literary texts including personal narratives and poetry, using genre characteristics and craft.

Use temporal words and phrases to signal event order.

STUDENT INTERACTIVE, p. 126



PERSONAL NARRATIVE

Develop an Event Sequence

In a personal narrative, the narrator recalls real-life **events**. Writers structure the events in a logical way. Often events are told in the order in which they happened. To show time order, use time-order words and phrases.

Examples of Time-Order Words	first, next, then, last
Examples of Time-Order Phrases	last year, later that night, one day

MY TURN Read the model. Highlight the time-order words and phrases. Then write the main events in order in the graphic organizer.

The first day of apple picking was exciting! Sadie and I filled our basket with red and golden apples. We carried the apples to a bin and emptied our baskets. The next day was not as fun. My arms were getting very sore! I carried fewer apples in my basket. That night I told Sadie, "My arms feel like rubber!" Sadie agreed that working on an apple farm is hard work.

Beginning

Middle

End

MY TURN In your writing notebook, use time-order words and phrases to connect events in your draft.

126

Minilesson

Mentor STACK

TEACHING POINT A personal narrative tells a story about real-life events. The writer often uses chronological order. To organize their ideas, writers use:

- Sequence of events
- Temporal words and phrases

MODEL AND PRACTICE Remind students that a personal narrative tells a story about real-life events. To help readers understand how one event leads to another, readers need a story map. Say: To help readers understand the sequence of events, writers use temporal words or phrases. Words and phrases such as *next*, *one time*, and *finally* are examples of temporal words and phrases. These words and phrases show time order and help the reader understand how the events are connected.

Select one of the personal narratives from the stack to read aloud. As you read, emphasize the temporal words and phrases that show a passage of time and help to sequence the events. Pause to discuss how the words and phrases make the writing sound more natural. Then guide students in restating the main events of the text.

Direct students to p. 126 of the *Student Interactive*. Have them highlight words and phrases that show the passage of time. Then, have students use the graphic organizer to list the events in chronological order.

Possible Teaching Point

Writing Process

Drafting | Plot Diagram

A plot diagram is an organizational tool that writers use to visualize important events in a story. Have students draw a plot diagram and list the important events in their personal narrative. Have them include an event for each of these categories:

- beginning
- rising action
- climax
- falling action
- ending

Encourage students to use their plot diagram as they draft their personal narratives so they can be sure that their events are described in order.

Independent Writing

Mentor STACK

FOCUS ON TEMPORAL WORDS AND PHRASES After the minilesson, students should transition into independent writing.

- If students need additional support in adding temporal words or phrases, have them look at places where they have switched time but have not let the reader know. Have students refer back to their *Student Interactive* for words or phrases to use.

WRITING SUPPORT

- **Modeled** Use a few sentences to model how adding temporal words and phrases makes the writing sound more natural.
- **Shared** Have students choose two or three temporal words or phrases from the worksheet. Prompt students to locate sentences in their narratives where they could add the words.
- **Guided** Remind students that transition words can be used between paragraphs as well, allowing the events to flow more smoothly.

Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should add temporal words and phrases to their personal narratives.

See the **Conference Prompts** on p. T396.

Share Back

Invite students who feel they have mastered temporal words and phrases to connect events to read a paragraph to the class. Have the class say if they understood the passage of time.

Spelling Base Words and Endings

OBJECTIVES

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

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

SPELLING WORDS

moving	noisier
beginning	using
carried	angriest
easier	dragging
begged	emptied

HIGH-FREQUENCY WORDS
notice
slowly

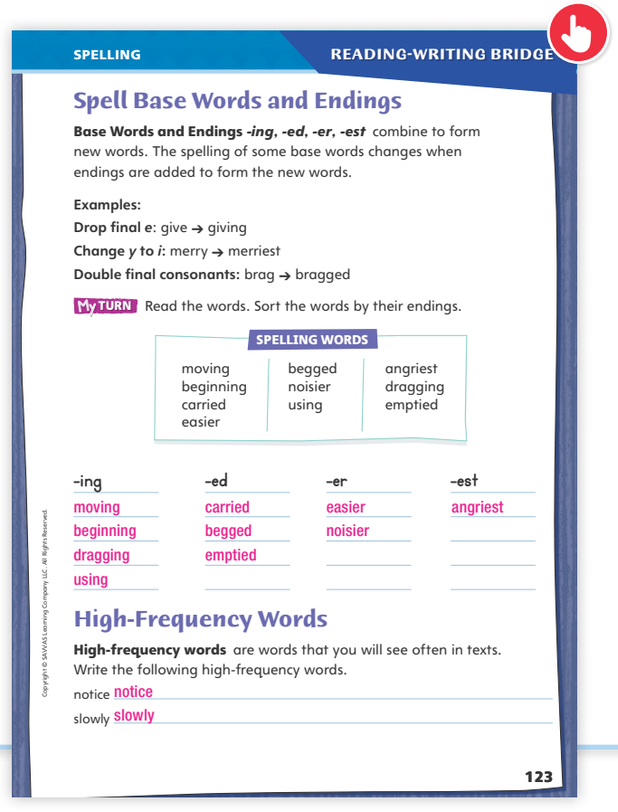
LESSON 2

Teach

FOCUS ON STRATEGIES Remind students that they can add the endings *-ed* and *-ing* to base verbs to show when the action occurred.

MODEL AND PRACTICE Say and then spell the words *moving* and *easier*. Point out that these words have the endings *-ing* and *-er*. Explain that the base word of *moving* is *move*, and show how the final *-e* is dropped to add the *-ing* ending.

APPLY My TURN
Have students complete the activity on p. 123 of the *Student Interactive* independently.



SPELLING READING-WRITING BRIDGE

Spell Base Words and Endings

Base Words and Endings *-ing*, *-ed*, *-er*, *-est* combine to form new words. The spelling of some base words changes when endings are added to form the new words.

Examples:
Drop final *e*: give → giving
Change *y* to *i*: merry → merriest
Double final consonants: brag → bragged

My TURN Read the words. Sort the words by their endings.

SPELLING WORDS

moving, beginning, carried, easier, begged, noisier, using, angriest, dragging, emptied

-ing	-ed	-er	-est
moving	carried	easier	angriest
beginning	begged	noisier	
dragging	emptied		
using			

High-Frequency Words

High-frequency words are words that you will see often in texts. Write the following high-frequency words.

notice notice
slowly slowly

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123

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Base Words and Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s -es, -ies*

LESSON 5
Assess Understanding

Language & Conventions
Compound Sentences

FLEXIBLE OPTION

LESSON 2

Oral Language: Compound Sentences

FOCUS ON STRATEGIES Begin the discussion of compound sentences by providing examples, such as: *My friend and I play soccer. We haven't played on a team yet.* Explain to students that these sentences can make sense together. Put the word *but* between them and explain how it unites the sentences' contrasting ideas.

MODEL AND PRACTICE Share these sentences with students: *The cat jumped out of the basket. The dog chased her.* Point out that these sentences are related and it would make sense to join them. Show how the conjunction *and* can join them in a compound sentence. (*The cat jumped out of the basket, and the dog chased her.*) Make sure that students see the comma before *and*. Explain that it shows that there are two complete sentences joined into one larger sentence.

APPLY Have pairs compose their own oral sentences. Have students join related sentences with conjunctions.

OBJECTIVES

Complete simple and compound sentences with subject-verb agreement.

Coordinate conjunctions to form compound subjects, predicates, and sentences.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Sentences

LESSON 3
Teach Compound Sentences

LESSON 4
Practice Compound Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

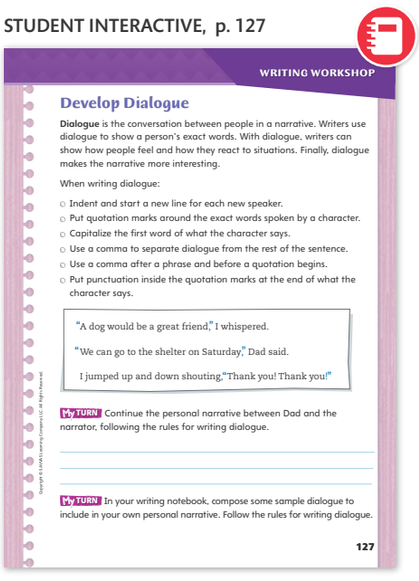
Develop Dialogue

OBJECTIVES

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Use commas and quotation marks in dialogue.

STUDENT INTERACTIVE, p. 127



WRITING WORKSHOP

Develop Dialogue

Dialogue is the conversation between people in a narrative. Writers use dialogue to show a person's exact words. With dialogue, writers can show how people feel and how they react to situations. Finally, dialogue makes the narrative more interesting.

When writing dialogue:

- Indent and start a new line for each new speaker.
- Put quotation marks around the exact words spoken by a character.
- Capitalize the first word of what the character says.
- Use a comma to separate dialogue from the rest of the sentence.
- Use a comma after a phrase and before a quotation begins.
- Put punctuation inside the quotation marks at the end of what the character says.

"A dog would be a great friend," I whispered.

"We can go to the shelter on Saturday," Dad said.

I jumped up and down shouting, "Thank you! Thank you!"

MY TURN Continue the personal narrative between Dad and the narrator, following the rules for writing dialogue.

MY TURN In your writing notebook, compose some sample dialogue to include in your own personal narrative. Follow the rules for writing dialogue.

127

Minilesson

Mentor STACK

TEACHING POINT Writers use dialogue to bring characters to life. Dialogue is used to

- Reveal character through thoughts and feelings.
- Move the action along.
- Make the story more realistic and interesting.

MODEL AND PRACTICE Explain to students that even though they are writing about themselves, they can include dialogue in their narratives. Say: Dialogue is the conversation between people in a narrative. It adds life to the narrator and other characters. When you use dialogue, you show the reader how characters feel and how they react to situations.

Group students into pairs and have them choose a book from the stack that contains dialogue. Say: Together read a section of the story that is dialogue. Remember that the dialogue should sound like regular conversation. As you read, think about how the characters relate to one another.

Direct students to p. 127 of the *Student Interactive*. Review the rules of dialogue together. Next have students write the dialogue and then share their writing with a partner. Have students compare how the dialogue can affect actions and reveal qualities of a character. Ask partners to check each other's dialogue for correct punctuation.

Possible Teaching Point

Spelling | Base Words and Endings

Remind students that the spelling of a base word may change when adding an ending. As students spell verbs with the endings *-ing* and *-ed* in their dialogue, tell them in some cases, they may need to

- drop the final *e*
- change the final *y* to *i*
- double final consonants

If students are unsure whether they should change the spelling of the base word, have them use a dictionary.

Independent Writing

Mentor STACK

FOCUS ON DIALOGUE Direct students to write sample dialogue to include in their own personal narratives. They should refer to the stack for models of dialogue as they are writing.

- Remind students that there should be a reason for the conversation.

WRITING SUPPORT

- **Modeled** Create a dialogue between a narrator and a character to model correct punctuation and dialogue tags.
- **Shared** Have the class provide a situation between two characters and create a short dialogue. Prompt students to create tension between the characters.
- **Guided** Use a stack text to highlight the rules for writing dialogue.

Intervention Refer to the *Small Group Guide* for support.

- If students already have included dialogue in their narratives, have them review punctuation and make any necessary edits.

See the **Conference Prompts** on p. T396.

Share Back

Call on a few students to share the dialogue they included in their personal narratives. Have the class say what they found interesting about the dialogue. Encourage students to talk about problems they had with punctuation.

Spelling Base Words and Endings

OBJECTIVES

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

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

SPELLING WORDS

moving	noisier
beginning	using
carried	angriest
easier	dragging
begged	emptied

HIGH-FREQUENCY WORDS

notice
slowly

FLEXIBLE OPTION

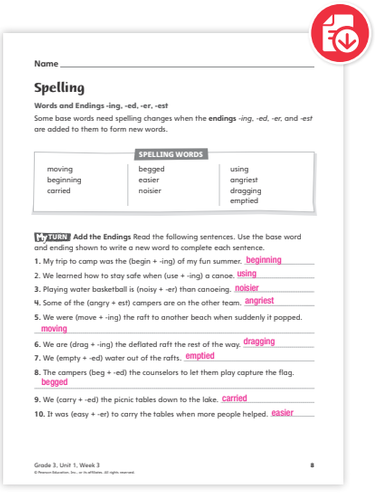
LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that the spelling of some verbs and some adjectives changes when an ending is added. A final vowel such as a *-y* or an *-e* may be dropped or a final consonant may be added.

MODEL AND PRACTICE Write the following words: *beginning, carried, begged, noisier, using*, and *angriest*. Have students work in pairs to spell the base word of each word and then write a new word with the same added ending each word had.

APPLY Have students complete *Spelling* p. 8 from the *Resource Download Center.*



Name _____

Spelling

Words and Endings -ing, -ed, -er, -est

Some base words need spelling changes when the **endings** *-ing, -ed, -er,* and *-est* are added to them to form new words.

SPELLING WORDS

moving	begged	using
beginning	easier	angriest
carried	noisier	dragging
		emptied

MY TURN **Add the Endings** Read the following sentences. Use the base word and ending shown to write a new word to complete each sentence.

1. My trip to camp was the (begin + -ing) of my fun summer. beginning
2. We learned how to stay safe when (use + -ing) a canoe. using
3. Playing water basketball is (noisy + -er) than canoeing. noisier
4. Some of the (angry + est) campers are on the other team. angriest
5. We were (move + -ing) the raft to another beach when suddenly it popped. moving
6. We are (drag + -ing) the deflated raft the rest of the way. dragging
7. We (empty + -ed) water out of the rafts. emptied
8. The campers (beg + -ed) the counselors to let them play capture the flag. begged
9. We (carry + -ed) the picnic tables down to the lake. carried
10. It was (easy + -er) to carry the tables when more people helped. easier

Grade 3, Unit 1, Week 3 8

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FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Base Words and Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

LESSON 5
Assess Understanding

Language & Conventions
Compound Sentences

LESSON 3

Teach Compound Sentences

FOCUS ON STRATEGIES Explain to students that the conjunction used to create compound sentences must relate to the ideas of the sentences.

MODEL AND PRACTICE Provide the following sentences: *Our family will go to the beach. We will visit the city instead*. Show that joining them with either *and* or *but* doesn't make sense. Say: Only the conjunction *or* works here. *Or* shows alternatives. Adding *and* shows an additional thought. Adding *but* shows a contrasting idea.

Have students add *and* or *but* between the sentences to form a compound sentence so they can hear how wrong it sounds. Then have them add *or* to hear how it sounds. Point out that each part of the compound sentence has subject-verb agreement. Encourage students to create other sentences that use all these conjunctions, preceded by a comma.

OBJECTIVES

Complete simple and compound sentences with subject-verb agreement.

Coordinate conjunctions to form compound subjects, predicates, and sentences.

ELL Targeted Support

Conjunctions Have students discuss the function of a conjunction by mentioning things they know that join two things together, such as tape or glue.

Ask students what they think the conjunction *and* means. Stress that it is a simple connection between two things. **EMERGING/DEVELOPING**

Have students try to define the conjunctions *or* and *but* in their own words. Students can work with partners to use conjunctions in sentences that show addition (*and*) contrast (*but*), and alternatives (*or*). **EXPANDING/BRIDGING**

FLEXIBLE OPTION
LESSON 1
Spiral Review: Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Sentences

LESSON 3
Teach Compound Sentences

LESSON 4
Practice Compound Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

FAST TRACK

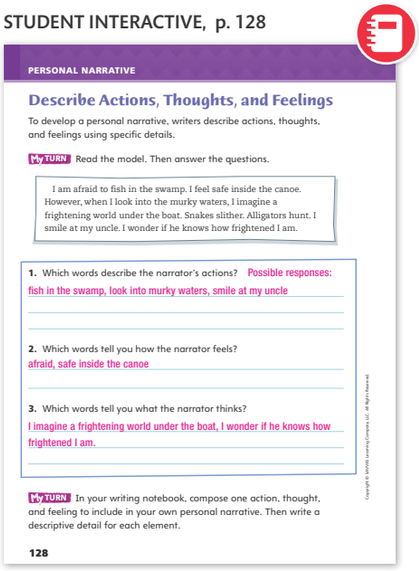
Describe Actions, Thoughts, and Feelings

OBJECTIVES

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

Choose words and phrases for effect.

STUDENT INTERACTIVE, p. 128



PERSONAL NARRATIVE

Describe Actions, Thoughts, and Feelings

To develop a personal narrative, writers describe actions, thoughts, and feelings using specific details.

MY TURN Read the model. Then answer the questions.

I am afraid to fish in the swamp. I feel safe inside the canoe. However, when I look into the murky waters, I imagine a frightening world under the boat. Snakes slither. Alligators hunt. I smile at my uncle. I wonder if he knows how frightened I am.

1. Which words describe the narrator's actions? Possible responses: fish in the swamp, look into murky waters, smile at my uncle

2. Which words tell you how the narrator feels? afraid, safe inside the canoe

3. Which words tell you what the narrator thinks? I imagine a frightening world under the boat, I wonder if he knows how frightened I am.

MY TURN In your writing notebook, compose one action, thought, and feeling to include in your own personal narrative. Then write a descriptive detail for each element.

128

Minilesson

Mentor STACK

TEACHING POINT To allow the reader to feel as though he or she is experiencing the event alongside of the narrator, writers of personal narratives develop engaging ideas with details. Writers elaborate on

- Details that convey and heighten action.
- Descriptions of their thoughts and feelings.

MODEL AND PRACTICE Remind students that action and specific details make writing more interesting. Descriptive details allow readers to visualize the experience. Say: Interesting stories include details about the action. If I am writing about riding a roller coaster, I want to include details about how I felt when I got into the car, looked down at all the people, and zipped around curves. I would also include details to describe my feelings: I might be nervous, scared, or excited.

Read aloud an example from one of the personal narratives from the stack. Ask: Which words tell you how the narrator is feeling? Which words describe the narrator's actions?

Direct students to p. 128 of the *Student Interactive*. Have them find words and phrases from the model that describe the narrator's actions, thoughts, and feelings.

Possible Teaching Point

Language & Conventions | Compound Sentences

Remind students that compound sentences are made up of two simple sentences, a comma, and a conjunction. Common conjunctions are

- *and*
- *but*
- *or*

Have students look for related ideas to combine when they write their personal narratives.

Independent Writing

Mentor STACK

FOCUS ON DESCRIPTIVE DETAILS After the minilesson, students should transition into independent writing.

- Have students begin writing sentences for an action, thought, and feeling related to a personal experience. Have students use a web cluster to recall specific details.

WRITING SUPPORT

- **Modeled** Write sentences and model adding details about thoughts and feelings.
- **Shared** Have students provide three simple sentences.
- **Guided** Use a stack text to show how authors share thoughts and feelings in personal narratives.

Intervention Refer to the *Small Group Guide* for support.

- If students have written sentences, they should add details that are relevant.

See the **Conference Prompts** on p. T396.

Share Back

Invite volunteers to read a section of their personal narrative where they added descriptive details. Begin a discussion about how details make stories more interesting.

Spelling Spiral Review

OBJECTIVES

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

SPELLING WORDS

moving	**noisier**
beginning	**using**
carried	**angriest**
easier	**dragging**
begged	**emptied**

HIGH-FREQUENCY WORDS
notice
slowly

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with the inflected endings *-s, -es*, and *-ies* or any base words with the endings *-ed, -ing, -er*, and *-est*.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Inflected Endings *-s, -es, -ies*

FOCUS ON STRATEGIES Review the spelling rule from the previous week about forming plural nouns by adding the inflected endings *-s, -es*, or *-ies*.

MODEL AND PRACTICE Present the following words to students: *inches, spies,* and *families*. Call on volunteers to identify the base word and inflected ending (*-s, -es, -ies*) that has been added to each word.

APPLY Using the Spelling Words from the previous week, invite students to make flashcards for the words, quiz each other on the words' correct spellings or create a word search or crossword puzzle using the words.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Base Words and Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

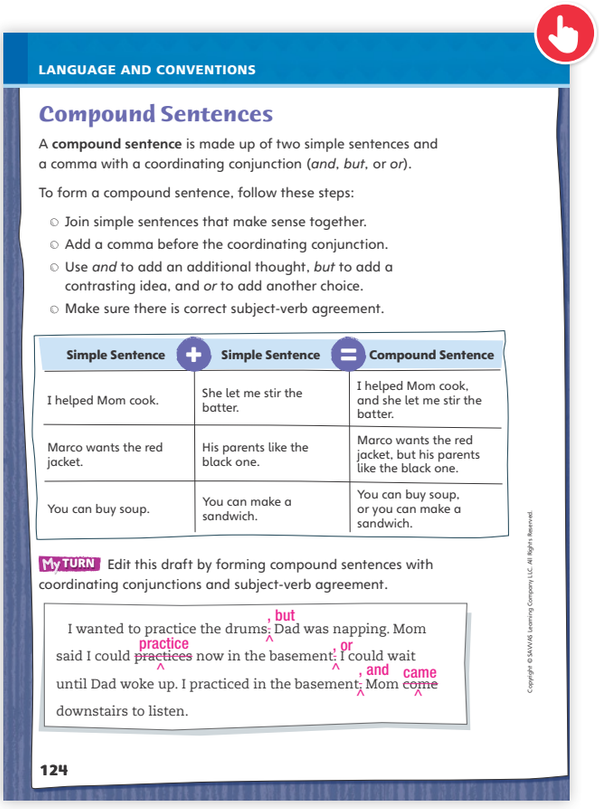
LESSON 5
Assess Understanding

Language & Conventions
Compound Sentences

LESSON 4

Practice Compound Sentences

APPLY My TURN Have students edit the draft paragraph on p. 124 of the *Student Interactive*.



LANGUAGE AND CONVENTIONS

Compound Sentences

A **compound sentence** is made up of two simple sentences and a comma with a coordinating conjunction (*and*, *but*, or *or*).

To form a compound sentence, follow these steps:

- Join simple sentences that make sense together.
- Add a comma before the coordinating conjunction.
- Use *and* to add an additional thought, *but* to add a contrasting idea, and *or* to add another choice.
- Make sure there is correct subject-verb agreement.

Simple Sentence	+ Simple Sentence	= Compound Sentence
I helped Mom cook.	She let me stir the batter.	I helped Mom cook, and she let me stir the batter.
Marco wants the red jacket.	His parents like the black one.	Marco wants the red jacket, but his parents like the black one.
You can buy soup.	You can make a sandwich.	You can buy soup, or you can make a sandwich.

My TURN Edit this draft by forming compound sentences with coordinating conjunctions and subject-verb agreement.

I wanted to practice the drums, but Dad was napping. Mom said I could ~~practices~~ practice now in the basement, or I could wait until Dad woke up. I practiced in the basement, and Mom ~~come~~ came downstairs to listen.

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124

OBJECTIVES

Complete simple and compound sentences with subject-verb agreement.

Coordinate conjunctions to form compound subjects, predicates, and sentences.

Writing Workshop

As students begin writing their draft during Writing Workshop, remind them to be sure their compound sentences make sense. Have them check that their compound sentences are joined with proper conjunctions and have subject-verb agreement.

Compose a Conclusion

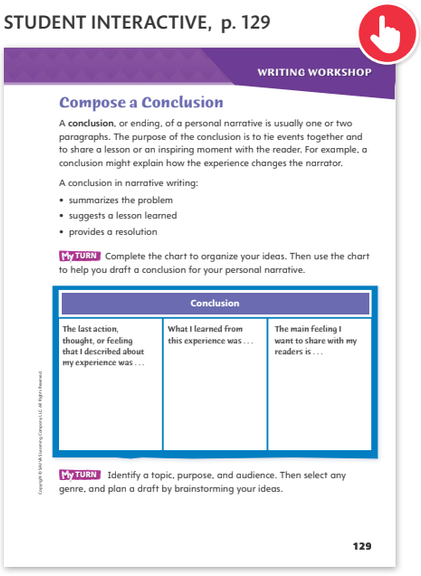
OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction and a conclusion.

Provide a sense of closure.

With guidance from adults, produce writing in which the development and organization are appropriate to task and purpose.

STUDENT INTERACTIVE, p. 129



WRITING WORKSHOP

Compose a Conclusion

A **conclusion**, or ending, of a personal narrative is usually one or two paragraphs. The purpose of the conclusion is to tie events together and to share a lesson or an inspiring moment with the reader. For example, a conclusion might explain how the experience changes the narrator.

A conclusion in narrative writing:

- summarizes the problem
- suggests a lesson learned
- provides a resolution

MY TURN Complete the chart to organize your ideas. Then use the chart to help you draft a conclusion for your personal narrative.

Conclusion		
The last action, thought, or feeling that I described about my experience was . . .	What I learned from this experience was . . .	The main feeling I want to share with my readers is . . .

MY TURN Identify a topic, purpose, and audience. Then select any genre, and plan a draft by brainstorming your ideas.

129

Minilesson

Mentor STACK

TEACHING POINT A conclusion ties the ideas of the personal narrative together. It is the final event which brings the experience to a close. A conclusion in narrative writing:

- Summarizes the problem
- Suggests a lesson learned from the experience
- Provides a resolution to the conflict

MODEL AND PRACTICE Discuss the elements to a strong conclusion on p. 129 of the *Student Interactive*. Then read the conclusions of two narratives from the stack, choosing narratives students are familiar with. As you read, have students notice how the ending ties into the beginning of the narrative. Ask: What words help you understand how the narrator feels about the experience? What did the narrator learn from the experience? How did the story end? How would you make it better? Remind students that a strong conclusion shows how the events were meaningful to the narrator. Encourage students to be creative and reflective.

Direct students to p. 129 of the *Student Interactive*. Have them organize their ideas for conclusions to their personal narratives and then compose a strong conclusion.

Independent Writing

Use the instruction on p. T415 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 personal narratives.

Share Back

Ask students who have written their conclusions based on their notes to share them with the class. Invite the class to say if they feel the conclusion provides a resolution or reflection and offer ideas on how it could be improved.

SELECT A GENRE

Topic In their writing notebooks, ask students to brainstorm possible modifications to their personal narratives. Use prompts below to help students generate topics.

- What part of your personal narrative could you develop into its own fiction text, such as a poem? What part could you develop into a nonfiction text, such as a biography?
- Think about the characteristics and structure of a personal narrative. How could you change your experience to make it a different genre?

After students brainstorm a list, have students 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

- create a fictional story, adding details that would make the story a fantasy, science fiction, or a fairy tale
- create a how-to article, using their own personal experience as background
- create an opinion piece, convincing people to take action

Audience Have students who have chosen similar genres work with a partner to brainstorm possible audiences who would like to read their writing. Have them choose one 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 these as a starting point:

- Biography
- Fantasy
- Poetry

Tell students to begin writing a first draft.

Spelling Base Words and Endings

OBJECTIVES

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

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

SPELLING WORDS

moving	**noisier**
beginning	**using**
carried	**angriest**
easier	**dragging**
begged	**emptied**

HIGH-FREQUENCY WORDS
notice
slowly

LESSON 5

Assess Understanding

Use the following sentences for a spelling test.

1. The horses **carried** our suitcases.
2. As the game went on, the crowd got **noisier**.
3. Mother **begged** us to turn off the movie.
4. The baby is **dragging** his bear around by one leg.
5. We are **moving** the statue to the backyard.
6. The snow is **beginning** to melt and disappear.
7. You should be **using** a pot holder to carry a hot pan.
8. The **angriest** hornet came after me.
9. The room **emptied** out after the speaker left.
10. That hill is **easier** to climb than the first one we climbed.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Base Words and Endings

FLEXIBLE OPTION
LESSON 3
More Practice: Base Words and Endings

FLEXIBLE OPTION
LESSON 4
Spiral Review: Inflected Endings *-s, -es, -ies*

LESSON 5
Assess Understanding

Language & Conventions
Compound Sentences

FLEXIBLE OPTION

LESSON 5

Standards Practice

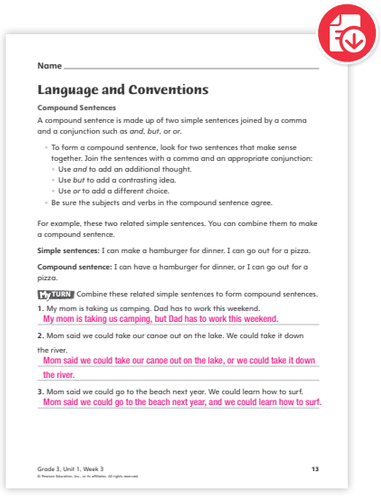
Display these sentences and have students respond independently.

My dad bakes a chocolate cake for my sister. My sister does not like chocolate.

Which of the following conjunctions properly creates a compound sentence with these two sentences?

A *and*
B *but*
C *or*

APPLY Have students complete *Language and Conventions* p. 13 from the *Resource Download Center*.



Name _____

Language and Conventions

Compound Sentences

A compound sentence is made up of two simple sentences joined by a comma and a conjunction such as *and*, *but*, or *or*.

- To form a compound sentence, look for two sentences that make sense together. Join the sentences with a comma and an appropriate conjunction:
  - Use *and* to add an additional thought.
  - Use *but* to add a contrasting idea.
  - Use *or* to add a different choice.
- Be sure the subjects and verbs in the compound sentence agree.

For example, these two related simple sentences. You can combine them to make a compound sentence.

Simple sentences: I can make a hamburger for dinner. I can go out for a pizza.

Compound sentence: I can have a hamburger for dinner, or I can go out for a pizza.

TRY IT Combine these related simple sentences to form compound sentences.

1. My mom is taking us camping. Dad has to work this weekend.
My mom is taking us camping, but Dad has to work this weekend.

2. Mom said we could take our canoe out on the lake. We could take it down the river.
Mom said we could take our canoe out on the lake, or we could take it down the river.

3. Mom said we could go to the beach next year. We could learn how to surf.
Mom said we could go to the beach next year, and we could learn how to surf.

Grade 3, Unit 1, Week 3 13

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OBJECTIVES

Complete simple and compound sentences with subject-verb agreement.

Coordinate conjunctions to form compound subjects, predicates, and sentences.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Sentences

LESSON 3
Teach Compound Sentences

LESSON 4
Practice Compound Sentences

FLEXIBLE OPTION
LESSON 5
Standards Practice

Weekly Overview

Students will

- learn specific grammatical skills.
- understand why these skills are important to writers.
- edit drafts of their personal narratives for these skills.

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.	Coordinating Conjunctions T422	Comparative and Superlative Adjectives T426	Pronouns T430	
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T423	Independent Writing and Conferences T427	Independent Writing and Conferences T431	
SHARE BACK FOCUS 5–10 min.	Adding Coordinating Conjunctions T423	What Adjectives Compare T427	Pronouns and Nouns T431	
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T424 FLEXIBLE OPTION • **Language & Conventions** Spiral Review: Compound Sentences T425	• **Spelling** Teach: Spell Words with Vowel Digraphs T428 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Compound Subjects and Predicates T429	FLEXIBLE OPTION • **Spelling** More Practice T432 • **Language & Conventions** Teach Compound Subjects and Predicates T433	

Mentor STACK

Use the following criteria to add to your personal narrative stack:

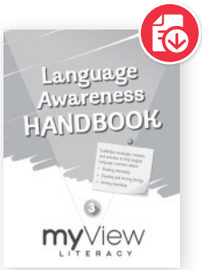
- The personal narrative contains comparative and superlative adjectives and adverbs of time and manner.
- The personal narrative exhibits flow and rhythm.

FAST TRACK

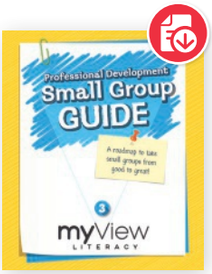
	LESSON 4	LESSON 5
	Adverbs T434	Subject-Verb Agreement T438
	Independent Writing and Conferences T435	Writing Club and Conferences T438–T439
	Adverbs of Time and Manner T435	Challenges of Agreement T438
	FLEXIBLE OPTION • **Spelling** Spiral Review T436 • **Language & Conventions** Practice Compound Subjects and Predicates T437	• **Spelling** Assess Understanding T440 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T441

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Creating a Vivid Experience: External	Creating a Vivid Experience: Internal
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Vivid Descriptive Words	Vivid Words for Emotions



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 grammatical concepts covered in the minilessons in order to gauge where students may need support in editing their personal narrative writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT Conference Prompts

Coordinating Conjunctions	
If students need additional support,	**Then** review the ways coordinating conjunctions can join words.
If students show understanding,	**Then** ask: How did you use coordinating conjunctions in your draft?
Comparative and Superlative Adjectives	
If students need additional support,	**Then** review comparative and superlative adjectives.
If students show understanding,	**Then** ask: Where can you add descriptive adjectives to your draft?
Pronouns	
If students need additional support,	**Then** compare and contrast subject and object pronouns.
If students show understanding,	**Then** ask: Did you use pronouns in your draft? Where and why?
Subject-Verb Agreement	
If students need additional support,	**Then** discuss how to tell whether a subject is singular or plural.
If students show understanding,	**Then** ask: How do you check for subject-verb agreement?

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Reading-Writing Workshop Bridge minilessons on **graphic features** and **compound subjects and predicates**.

Conference Support for ELL

EMERGING

- With student, list adjectives and their comparative and superlative forms.
- With student, list adverbs and their comparative and superlative forms.
- Help student match people, places, and things with pronouns.

DEVELOPING

- Create "formulas" for student to reference for writing sentences with comparative and superlative adjectives and adverbs.
- With student, list common subject-verb pairs for use in writing.
- Review the similarities and differences among lists of subject, object, and possessive pronouns.

EXPANDING

- Guide student to edit a personal narrative for a grammatical concept.
- With student, identify subjects and verbs in his or her draft. Have student edit for agreement.
- Go over challenging areas in a student's draft together.

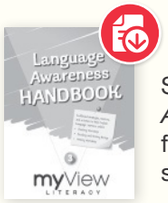
BRIDGING

- Ask student to list challenging instances of subject-verb agreement.
- Invite student to ask questions about grammar and usage in a stack text.
- Using a stack text, discuss how coordinating conjunctions are used.

ELL Minilesson Support

Week 4: Writer's Craft

During the week, your ELLs will benefit from additional support for the elements of the writer's craft covered in the minilessons. These targeted supports will improve students' grammar and make their writing more easily understood.



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T430.

ELL Targeted Support

PRONOUNS

To understand others and to be understood, it is essential for students to use pronouns correctly. Have students practice editing pronouns with the following activities.

Display two sentences, the first using an antecedent and the second using a pronoun (correct or incorrect). Work with students to edit the second sentence. Repeat with additional examples. **EMERGING**

Pair students with native English speakers to edit each other's personal narratives for pronoun use. **DEVELOPING**

Provide individual students with a list of three to five sentences. Have them write a follow-up sentence for each that uses pronouns correctly. Have partners review and edit each other's sentences. **EXPANDING**

Provide individual students with a noun. Have them write three sentences about the noun, using either a subject pronoun, an object pronoun, or a possessive pronoun in each. **BRIDGING**

Use this note for the minilesson on p. T438.

ELL Targeted Support

SUBJECT-VERB AGREEMENT

Subject-verb agreement can be challenging because of the differences in verbal conjugations among languages. Have students practice editing for subject-verb agreement with the following activities.

Display a short personal narrative containing some subject-verb agreement errors. Work with students to edit the piece for correct subject-verb agreement. **EMERGING**

Have students work in pairs to write a short narrative about a day in their classroom. Ask partners to exchange narratives and edit each other's work for subject-verb agreement. **DEVELOPING**

Have individual students write a short narrative about a day in their classroom. Then have partners work together to edit both of their narratives for subject-verb agreement. **EXPANDING**

Have individual students write a short narrative about a day in their classroom. Tell them to edit their own work for subject-verb agreement, soliciting help from peers as needed. **BRIDGING**

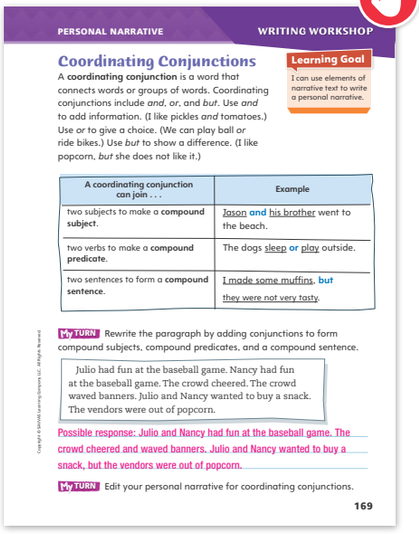
FAST TRACK

Coordinating Conjunctions

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

STUDENT INTERACTIVE, p. 169



PERSONAL NARRATIVE WRITING WORKSHOP

Coordinating Conjunctions

A **coordinating conjunction** is a word that connects words or groups of words. Coordinating conjunctions include *and*, *or*, and *but*. Use *and* to add information. (I like pickles *and* tomatoes.) Use *or* to give a choice. (We can play ball *or* ride bikes.) Use *but* to show a difference. (I like popcorn, *but* she does not like it.)

Learning Goal
I can use elements of narrative text to write a personal narrative.

A coordinating conjunction can join . . .	Example
two subjects to make a **compound subject**.	Jason **and** his brother went to the beach.
two verbs to make a **compound predicate**.	The dogs sleep **or** play outside.
two sentences to form a **compound sentence**.	I made some muffins, **but** they were not very tasty.

MY TURN Rewrite the paragraph by adding conjunctions to form compound subjects, compound predicates, and a compound sentence.

Julio had fun at the baseball game. Nancy had fun at the baseball game. The crowd cheered. The crowd waved banners. Julio and Nancy wanted to buy a snack. The vendors were out of popcorn.

Possible response: Julio and Nancy had fun at the baseball game. The crowd cheered and waved banners. Julio and Nancy wanted to buy a snack, but the vendors were out of popcorn.

MY TURN Edit your personal narrative for coordinating conjunctions.

169

Minilesson

Mentor STACK

TEACHING POINT Coordinating conjunctions connect words and phrases within a single sentence to form a compound subject or predicate. They also join entire sentences to form a compound sentence.

- *And* is used to add information.
- *Or* is used to give a choice.
- *But* is used to show a difference.
- When a coordinating conjunction joins two complete sentences, a comma often precedes the conjunction.

MODEL AND PRACTICE Explain that coordinating conjunctions help writers combine ideas and vary the lengths and types of sentences they use. Coordinating conjunctions can improve the rhythm in a piece of writing and make it easier to read.

Read personal narratives from the stack. With students, locate coordinating conjunctions in them. Ask: How could this sentence be formed without using a coordinating conjunction? Why do you think the author used the conjunction?

Direct students to p. 169 in the *Student Interactive*. Have them read the page and complete the first My Turn.

Independent Writing

Mentor STACK

FOCUS ON COORDINATIING CONJUNCTIONS After the minilesson, students should transition into independent writing.

- The My Turn on p. 169 in the *Student Interactive* directs students to edit their personal narratives for coordinating conjunctions. They should make sure the conjunctions they have already used are correct and add or delete conjunctions as needed.

WRITING SUPPORT

- **Modeled** Choose a stack text and think aloud about why the writer used coordinating conjunctions to combine certain sentences.
- **Shared** Start a compound sentence and have students complete it.
- **Guided** Ask students where they could add variety to their sentences through the use of coordinating conjunctions.

Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T420.

Share Back

Have a few students share their personal narratives. Ask them to point out where they added coordinating conjunctions and to explain why they decided to do so.

Spelling Spell Words with Vowel Digraphs

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; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

owner	**dream**
peaches	**braided**
asleep	**charcoal**
display	**agree**
shadow	**maintain**

HIGH-FREQUENCY WORDS

voice

south

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T440, to assess students' prior knowledge of words with the vowel digraphs *ee, ea, ai, ay, ow,* and *oa*.

For students who understand how to use the vowel digraphs *ee, ea, ai, ay, ow,* and *oa* when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

tomorrow

freedom

entertain

ELL Targeted Support

Vowel Digraphs Tell students that identifying and decoding vowel digraphs will help them say and spell English words.

Say each spelling word aloud, emphasizing the vowel digraph. Have students repeat the word. EMERGING/DEVELOPING

Have students say each spelling word aloud, identify the long vowel sound, and point to the letters that create the sound. EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1 Assess Prior Knowledge

LESSON 2 **Teach:** Spell Words with Vowel Digraphs

FLEXIBLE OPTION

LESSON 3 **More Practice:** Spell Words with Vowel Digraphs

FLEXIBLE OPTION

LESSON 4 **Spiral Review:** Base Words and Endings *-ing, -ed, -er, -est*

LESSON 5 Assess Understanding

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Compound Sentences

FOCUS ON STRATEGIES Review the language and conventions topic of compound sentences. See p. T409 in Unit 1.

MODEL AND PRACTICE Display the following sentences: *Addison plays the piano. She sings in the choir.* Ask a volunteer to suggest how to turn these sentences into a compound sentence. (*Addison plays the piano, and she sings in the choir.*) Then have students identify the word that helped make the two sentences a compound sentence.

APPLY Have students write two sentences: one that is compound and one that is not. Have partners exchange sentences and identify which is a compound sentence. Ask students to explain their reasoning.

OBJECTIVES

Complete simple and compound sentences with subject-verb agreement.

Coordinate conjunctions to form compound subjects, predicates, and sentences.

ELL Targeted Support

Conjunctions Have students discuss the function of a conjunction by mentioning things they know that join two things together, such as tape or glue.

Ask students what they think the conjunction *and* means. Stress that it is a simple connection between two things. **EMERGING/DEVELOPING**

Have students try to define the conjunctions *or* and *but* in their own words. Students can work with partners to use conjunctions in sentences that show addition (*and*) contrast (*but*), and alternatives (*or*). **EXPANDING/BRIDGING**

FLEXIBLE OPTION
LESSON 1
Spiral Review: Compound Sentences
FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Subjects and Predicates
LESSON 3
Teach Compound Subjects and Predicates
LESSON 4
Practice Compound Subjects and Predicates
FLEXIBLE OPTION
LESSON 5
Standards Practice

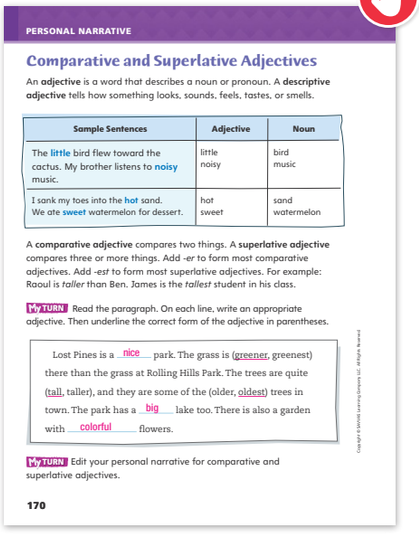
FAST TRACK

Comparative and Superlative Adjectives

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

STUDENT INTERACTIVE, p. 170



PERSONAL NARRATIVE

Comparative and Superlative Adjectives

An **adjective** is a word that describes a noun or pronoun. A **descriptive adjective** tells how something looks, sounds, feels, tastes, or smells.

Sample Sentences	Adjective	Noun
The **little** bird flew toward the cactus. My brother listens to **noisy** music.	little noisy	bird music
I sank my toes into the **hot** sand. We ate **sweet** watermelon for dessert.	hot sweet	sand watermelon

A **comparative adjective** compares two things. A **superlative adjective** compares three or more things. Add *-er* to form most comparative adjectives. Add *-est* to form most superlative adjectives. For example: Raoul is *taller* than Ben. James is the *tallest* student in his class.

My TURN Read the paragraph. On each line, write an appropriate adjective. Then underline the correct form of the adjective in parentheses.

Lost Pines is a nice park. The grass is (greener, greenest) there than the grass at Rolling Hills Park. The trees are quite (tall, taller), and they are some of the (older, oldest) trees in town. The park has a big lake too. There is also a garden with colorful flowers.

My TURN Edit your personal narrative for comparative and superlative adjectives.

170

Minilesson

Mentor STACK

TEACHING POINT An adjective describes a noun (person, place, or thing). A comparative adjective compares two nouns. A superlative adjective compares three or more nouns.

- Comparative adjectives usually end in *-er*.
- Superlative adjectives usually end in *-est*.

MODEL AND PRACTICE Explain that we use comparative and superlative adjectives when we want to compare a characteristic of two or more people, places, or things. For example, to compare the height of two people, we might say one person is *taller* than the other. Ask students what they would say if they were comparing three people—or a hundred!

As you read personal narratives from the stack together, help students identify comparative and superlative adjectives and verbally explain the function of each in several sentences.

Then direct students to p. 170 in the *Student Interactive*. Have them read the page and complete the My Turn. Encourage each student to read the paragraph aloud, demonstrating that they know how to use these adjectives correctly.

Possible Teaching Point

Spelling | Spell Words with Vowel Digraphs

Remind students that vowel digraphs are two letters that work together to form a single vowel sound. The long *a* sound, for example, can be spelled several different ways. Two digraphs that spell the long *a* sound are

- the vowel digraph *ai*, as in *maid*
- the vowel digraph *ay*, as in *play*

As students revise and edit, have them pay attention to words with long vowel sounds and check that they are spelling words with vowel digraphs correctly.

Independent Writing

Mentor STACK

FOCUS ON COMPARATIVE AND SUPERLATIVE ADJECTIVES After the minilesson, students should transition into independent writing.

- The My Turn on p. 170 of the *Student Interactive* asks students to edit their personal narrative for comparative and superlative adjectives.

WRITING SUPPORT

- **Modeled** Think aloud how to compare items in the classroom using descriptive adjectives.
- **Shared** Read a stack text. Identify where nouns could be compared and make up sentences for them.
- **Guided** Prompt students to locate a place in their draft where they can compare using descriptive adjectives.

Intervention Refer to the *Small Group Guide* for support.

- For students who need further practice with this grammatical skill, have them first review the chart on p. 170 in the *Student Interactive* as well as the examples from the stack.

See the **Conference Prompts** on p. T420.

Share Back

Have a few students share sentences from their drafts that use comparative and superlative adjectives. Ask the class to identify each adjective and what it compares.

Spelling Spell Words with Vowel Digraphs

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; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

owner	dream
peaches	braided
asleep	charcoal
display	agree
shadow	maintain

HIGH-FREQUENCY WORDS

voice
south

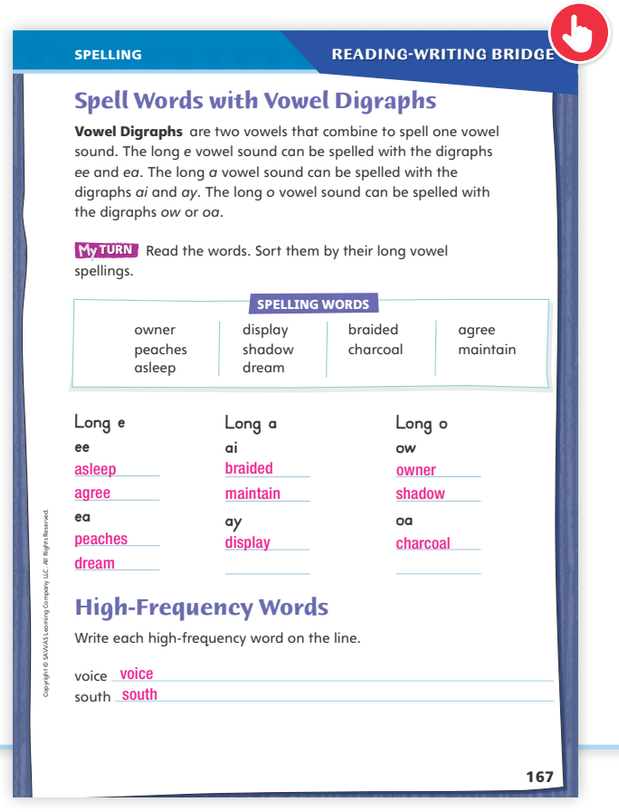
LESSON 2

Teach

FOCUS ON STRATEGIES Explain that words with the vowel digraphs *ee, ea, ai, ay, ow,* and *oa* can be multisyllabic words. The words with these digraphs will usually have a long vowel sound.

MODEL AND PRACTICE Write or display the words *owner, charcoal, peaches, asleep, display,* and *maintain*. Say each word aloud, emphasizing the long vowel sounds. Have students repeat the words after you.

APPLY My TURN
Have students complete the activity on p. 167 of the *Student Interactive* independently.



SPELLING READING-WRITING BRIDGE

Spell Words with Vowel Digraphs

Vowel Digraphs are two vowels that combine to spell one vowel sound. The long *e* vowel sound can be spelled with the digraphs *ee* and *ea*. The long *a* vowel sound can be spelled with the digraphs *ai* and *ay*. The long *o* vowel sound can be spelled with the digraphs *ow* or *oa*.

My TURN Read the words. Sort them by their long vowel spellings.

SPELLING WORDS

owner peaches asleep | display shadow dream | braided charcoal | agree maintain

Long e	Long a	Long o
ee	ai	ow
asleep	braided	owner
agree	maintain	shadow
ea	ay	oa
peaches	display	charcoal
dream		

High-Frequency Words

Write each high-frequency word on the line.

voice voice
south south

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167

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 3
More Practice: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

LESSON 5
Assess Understanding

Language & Conventions
Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Compound Subjects and Predicates

FOCUS ON STRATEGIES Explain that a sentence with a compound subject has two or more subjects joined by the coordinating conjunction *and* or *or*. A compound predicate tells two or more actions someone or something did. Compound predicates are joined by *and, but,* or *or*.

MODEL AND PRACTICE Write the following sentence on the board: *The soup smells and tastes great.* Have a volunteer read aloud the sentence and identify the conjunction. Then ask the volunteer to tell whether this sentence has a compound subject or a compound predicate.

APPLY Have students work in pairs. Each student writes a sentence. Then the partner edits the sentence so that it has a compound subject or predicate and reads the new sentence aloud. The writer of the sentence listens carefully and identifies the conjunction used to make the compound subject or compound predicate.

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Compound Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Subjects and Predicates

LESSON 3
Teach Compound Subjects and Predicates

LESSON 4
Practice Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 5
Standards Practice

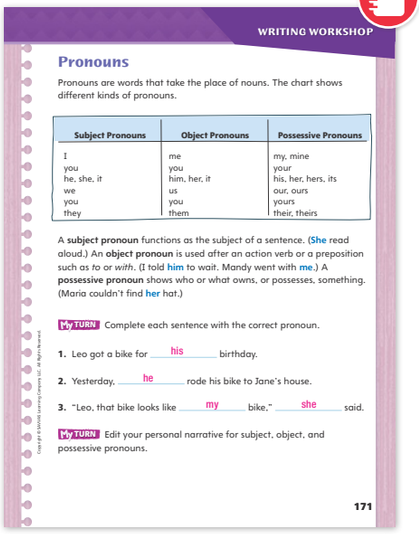
FAST TRACK

Pronouns

OBJECTIVE

Edit drafts using standard English conventions, including pronouns, including subjective, objective, and possessive cases.

STUDENT INTERACTIVE, p. 171



WRITING WORKSHOP

Pronouns

Pronouns are words that take the place of nouns. The chart shows different kinds of pronouns.

Subject Pronouns	Object Pronouns	Possessive Pronouns
I	me	my, mine
you	you	your
he, she, it	him, her, it	his, her, hers, its
we	us	our, ours
you	you	yours
they	them	their, theirs

A **subject pronoun** functions as the subject of a sentence. (**She** read aloud.) An **object pronoun** is used after an action verb or a preposition such as *to* or *with*. (I told **him** to wait. Mandy went with **me**.) A **possessive pronoun** shows who or what owns, or possesses, something. (Maria couldn't find **her** hat.)

MY TURN Complete each sentence with the correct pronoun.

1. Leo got a bike for ___his___ birthday.
2. Yesterday, ___he___ rode his bike to Jane's house.
3. "Leo, that bike looks like ___my___ bike," ___she___ said.

MY TURN Edit your personal narrative for subject, object, and possessive pronouns.

171

Minilesson

Mentor STACK

TEACHING POINT A pronoun is a word that takes the place of a noun (e.g., *neighbor*) or noun phrase (e.g., *the neighbor next door*).

- Subject pronouns are found in a sentence's subject.
- Object pronouns are found in the predicate.
- Possessive pronouns show who owns or possesses something.
- *You* and *it* can be both subject and object pronouns.

MODEL AND PRACTICE Read aloud the following passage from *Living in Deserts*, explaining that the pronouns have been changed to nouns. **"Camels are built to survive desert weather and climate. Camels' thick, wooly hair protects camels from the hot sun. Camels' wide feet stop camels from sinking in the sand. Camels can drink 25 gallons (95 liters) of water in minutes, and camels do not need to drink again for days."**

Ask students how the passage sounds to them. Challenge students to reread the paragraph above, replacing nouns with pronouns to demonstrate their ability to use pronouns while speaking. Remind students that when they speak or write, they must always make clear which noun a pronoun represents.

Read personal narratives from the stack, and help students identify the use of subject, object, and possessive pronouns. Ask: What is the pronoun in this sentence? What noun does it take the place of? Why is it used here?

Direct students to p. 171 in the *Student Interactive*. Have them read the page and complete the first My Turn.

Possible Teaching Point

Language & Conventions | Compound Subjects and Predicates

Tell students that a compound subject has two subjects joined by a coordinating conjunction, such as *and* or *or*. Then tell them that a compound predicate has two actions joined by a conjunction. As students edit their personal narratives, have them look for ways to combine subjects and/or predicates in sentences so as to improve the flow of their writing.

Independent Writing

Mentor STACK

FOCUS ON PRONOUNS After the minilesson, students should transition into independent writing.

- The My Turn on p. 171 in the *Student Interactive* directs students to edit their personal narratives for subject, object, and possessive pronouns.

WRITING SUPPORT

- **Modeled** Use a sample text to model how to decide which nouns should be replaced with pronouns.
- **Shared** Rewrite a paragraph of a stack text without using pronouns. Compare it with the original.
- **Guided** Have students make sure no pronouns occur before their antecedents are introduced.

Intervention Refer to the *Small Group Guide* for support.

- Have students who need extra support refer to the chart on p. 171 in the *Student Interactive*.

See the **Conference Prompts** on p. T420.

Share Back

Have a few students read their personal narratives. Ask the class to identify the pronouns they hear and the nouns those pronouns represent.

Spelling Spell Words with Vowel Digraphs

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; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

owner	dream
peaches	braided
asleep	charcoal
display	agree
shadow	maintain

HIGH-FREQUENCY WORDS

voice
south

FLEXIBLE OPTION

LESSON 3

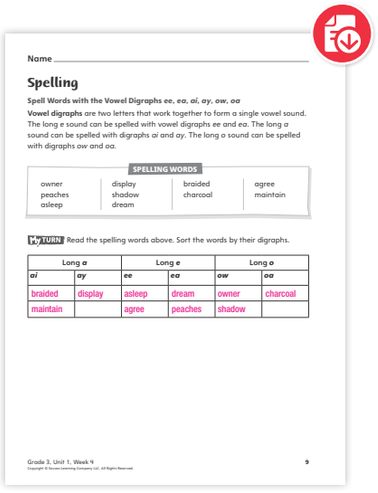
More Practice

FOCUS ON STRATEGIES Remind students that identifying vowel digraphs in words will help them spell the words.

MODEL AND PRACTICE Write or display the following words. Have students work in pairs to identify the digraph and the long vowel sound in each word.

1. asleep
2. charcoal
3. maintain

APPLY Have students complete *Spelling* p. 9 from the *Resource Download Center.*



Name _____

Spelling

Spell Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

Vowel digraphs are two letters that work together to form a single vowel sound. The long *e* sound can be spelled with vowel digraphs *ee* and *ea*. The long *a* sound can be spelled with digraphs *ai* and *ay*. The long *o* sound can be spelled with digraphs *ow* and *oa*.

SPELLING WORDS

owner	display	braided	agree
peaches	shadow	charcoal	maintain
asleep	dream		

TURN Read the spelling words above. Sort the words by their digraphs.

Long *a*		Long *e*		Long *o*	
ai	*ay*	*ee*	*ea*	*ow*	*oa*
braided	display	asleep	dream	owner	charcoal
maintain		agree	peaches	shadow	

Grade 3, Unit 1, Week 4 9

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FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 3
More Practice: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

LESSON 5
Assess Understanding

Language & Conventions

Compound Subjects and Predicates

LESSON 3

Teach Compound Subjects and Predicates

FOCUS ON STRATEGIES Tell students that a compound subject has two subjects joined by a coordinating conjunction. Then tell them that a compound predicate has two actions joined by a conjunction.

MODEL AND PRACTICE Display the following sentences: *The player scores a goal. The team celebrates.* Have volunteers help you rewrite the sentences so that they have a compound subject or compound predicate. (Possible responses: *The team and the player celebrate a goal. The player scores a goal and celebrates.*)

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

ELL Targeted Support

Compound Subjects Help students identify the words that help form compound subjects. Write the following sentence: *Manny and Aidan made a lot of noise.* Have students identify the word *and* in the sentence. EMERGING

Use the following sentence frame: *Melissa ___ Taylor worked together.* Have students add a word to make the subject compound. DEVELOPING/EXPANDING

Have students write a sentence that has a compound subject. Tell them to circle the words that are part of the compound subject. BRIDGING

FLEXIBLE OPTION
LESSON 1
Spiral Review: Compound Sentences

FLEXIBLE OPTION
LESSON 2
Oral Language: Compound Subjects and Predicates

LESSON 3
Teach Compound Subjects and Predicates

LESSON 4
Practice Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 5
Standards Practice

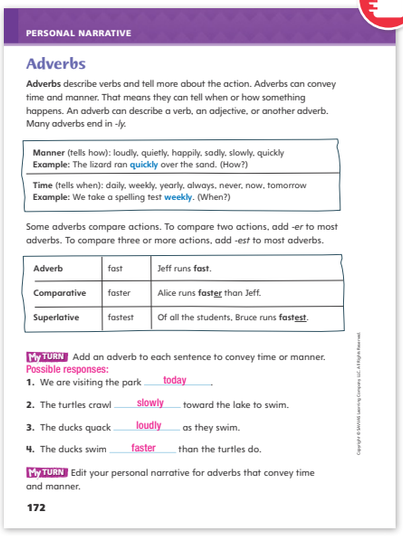
FAST TRACK

Adverbs

OBJECTIVE

Edit drafts using standard English conventions, including adverbs that convey time and adverbs that convey manner.

STUDENT INTERACTIVE, p. 172



PERSONAL NARRATIVE

Adverbs

Adverbs describe verbs and tell more about the action. Adverbs can convey time and manner. That means they can tell when or how something happens. An adverb can describe a verb, an adjective, or another adverb. Many adverbs end in *-ly*.

Manner (tells how): loudly, quietly, happily, sadly, slowly, quickly
Example: The lizard ran **quickly** over the sand. (How?)

Time (tells when): daily, weekly, yearly, always, never, now, tomorrow
Example: We take a spelling test **weekly**. (When?)

Some adverbs compare actions. To compare two actions, add *-er* to most adverbs. To compare three or more actions, add *-est* to most adverbs.

Adverb	fast	Jeff runs **fast**.
Comparative	faster	Alice runs **faster** than Jeff.
Superlative	fastest	Of all the students, Bruce runs **fastest**.

MY TURN Add an adverb to each sentence to convey time or manner.
Possible responses:
1. We are visiting the park today.
2. The turtles crawl slowly toward the lake to swim.
3. The ducks quack loudly as they swim.
4. The ducks swim faster than the turtles do.

MY TURN Edit your personal narrative for adverbs that convey time and manner.

172

Minilesson

Mentor STACK

TEACHING POINT An adverb describes a verb. It can tell when something happens or how something happens. Most adverbs end in *-ly*: *quickly, badly, rudely, quietly*.

- A comparative adverb compares two actions and usually ends in *-er*.
- A superlative adverb compares three or more actions and usually ends in *-est*.

MODEL AND PRACTICE Explain that when writers use adverbs to describe when or how something happens, they are adding more details to a piece of writing. Those details add interest and even excitement for the reader. Share examples of personal narratives from the stack. As you encounter adverbs, ask: What ending does this adverb have? What verb does it describe? What does it tell you?

Direct students to p. 172 in the *Student Interactive*. Study the examples on the page together. For each example, ask: What other adverbs could be used in this sentence? Then have students complete the first My Turn.

Possible Teaching Point

Writing Process

Revising and Editing | Edit for Adverbs

Remind students that adverbs add detail by describing verbs and can tell when something happens or how something happens. As students revise their personal narratives, tell them to look for sentences that could be improved by adding adverbs.

Independent Writing

Mentor STACK

FOCUS ON ADVERBS After the minilesson, students should transition into independent writing.

- The My Turn on p. 172 in the *Student Interactive* directs students to edit their personal narrative for adverbs that convey time and manner.

WRITING SUPPORT

- **Modeled** Model the thinking process behind choosing the right adverb for a sentence.
- **Shared** Create a word web of possible adverbs to use with a verb in a student's draft.
- **Guided** Have students write sentences using adverbs that describe verbs.

Intervention Refer to the *Small Group Guide* for support.

- If students need further support in understanding how to use adverbs, have them review the three-column chart on p. 172 in the *Student Interactive*. Ask them to add adverbs to their draft that come from the lists of adverbs in the first box.

See the **Conference Prompts** on p. T420.

Share Back

Invite a few students to read their personal narratives. Ask the class to identify *-ly* adverbs and say whether they are adverbs of time or manner.

Spelling Spiral Review

OBJECTIVES

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

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

SPELLING WORDS

owner	**dream**
peaches	**braided**
asleep	**charcoal**
display	**agree**
shadow	**maintain**

HIGH-FREQUENCY WORDS

voice

south

Writing Workshop

As students proofread their writing, remind them to check their spellings of words that have the added endings *-ing, -ed, -er,* or *-est*. Have them make sure they have applied the correct spelling rule for each word.

FLEXIBLE OPTION

LESSON 4

Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

FOCUS ON STRATEGIES Review the spelling rules for dropping the final *e,* changing *y* to *i,* and doubling final consonants when adding endings to base words.

MODEL AND PRACTICE Display the following base words: *move, flip,* and *copy.* Ask volunteers to add *-ing* to each word, using the correct spelling rule. Then have students add *-ed* to each word. Note that *copy* retains its *y* when adding *-ing*, but the *y* changes to *i* when adding *-ed*.

APPLY Have students create flashcards of the spelling words from the previous week. On the back, have them write the base word of each word. Students can then use the flashcards to tell which spelling rule to apply when adding the ending.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 3
More Practice: Spell Words with Vowel Digraphs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

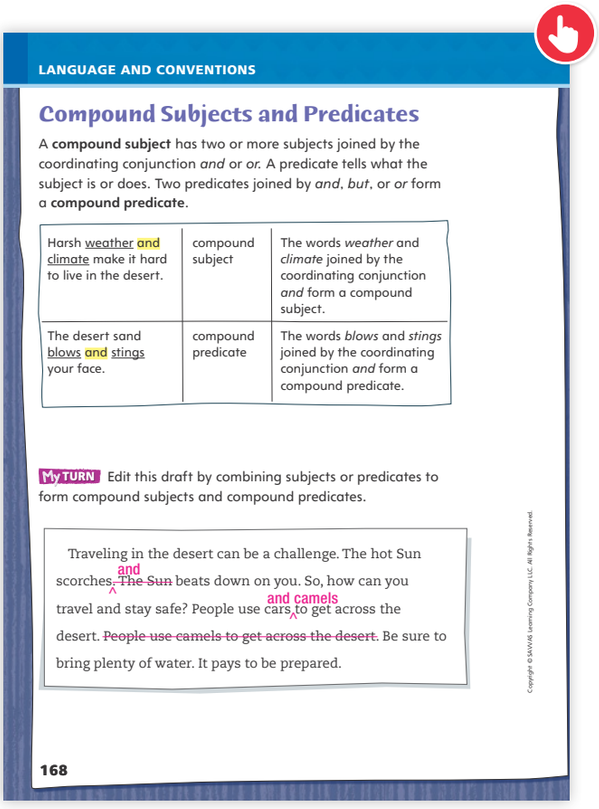
LESSON 5
Assess Understanding

Language & Conventions
Compound Subjects and Predicates

LESSON 4

Practice Compound Subjects and Predicates

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 168.



LANGUAGE AND CONVENTIONS

Compound Subjects and Predicates

A **compound subject** has two or more subjects joined by the coordinating conjunction *and* or *or*. A predicate tells what the subject is or does. Two predicates joined by *and*, *but*, or *or* form a **compound predicate**.

Harsh weather and climate make it hard to live in the desert.	compound subject	The words *weather* and *climate* joined by the coordinating conjunction *and* form a compound subject.
The desert sand blows and stings your face.	compound predicate	The words *blows* and *stings* joined by the coordinating conjunction *and* form a compound predicate.

My TURN Edit this draft by combining subjects or predicates to form compound subjects and compound predicates.

Traveling in the desert can be a challenge. The hot Sun scorches. ~~The Sun~~ and beats down on you. So, how can you travel and stay safe? People use cars and camels to get across the desert. ~~People use camels to get across the desert.~~ Be sure to bring plenty of water. It pays to be prepared.

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168

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

Writing Workshop

As students begin drafts during the Writing Workshop, remind them to check to see if they are using compound subjects and compound predicates to make their writing more interesting. You may wish to have students trade drafts with a partner to check for places where they could use compound subjects or compound predicates.

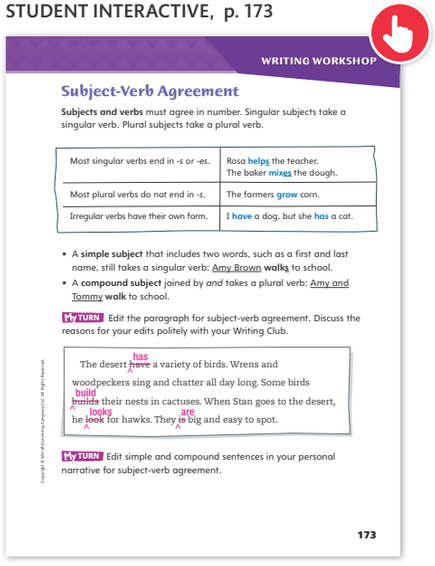
Subject-Verb Agreement

OBJECTIVES

Develop social communication such as conversing politely in all situations.

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 173



WRITING WORKSHOP

Subject-Verb Agreement

Subjects and verbs must agree in number. Singular subjects take a singular verb. Plural subjects take a plural verb.

Most singular verbs end in -s or -es.	Rosa **helps** the teacher. The baker **mixes** the dough.
Most plural verbs do not end in -s.	The farmers **grow** corn.
Irregular verbs have their own form.	I **have** a dog, but she **has** a cat.

- A **simple subject** that includes two words, such as a first and last name, still takes a singular verb: Amy Brown **walks** to school.
- A **compound subject** joined by *and* takes a plural verb: Amy and Tommy **walk** to school.

MY TURN Edit the paragraph for subject-verb agreement. Discuss the reasons for your edits politely with your Writing Club.

The desert ~~have~~ has a variety of birds. Wrens and woodpeckers sing and chatter all day long. Some birds ~~builds~~ build their nests in cactuses. When Stan goes to the desert, he ~~look~~ looks for hawks. They ~~is~~ are big and easy to spot.

MY TURN Edit simple and compound sentences in your personal narrative for subject-verb agreement.

173

Minilesson

Mentor STACK

TEACHING POINT Subject-verb agreement is the correct pairing of singular subjects with singular verbs and of plural subjects with plural verbs. Most singular verbs end in -s, most plural verbs do not end in -s, and other verbs are irregular. Below are rules for certain situations:

- If a subject is singular but composed of more than one word, it takes a singular verb. *Antonio Davis lives next door.*
- Two or more singular subjects joined by *and* create a compound subject that takes a plural verb. *Carmen and Mason ride the bus to school.*
- Collective nouns usually take a singular verb. *The class arrives before the bell.*

MODEL AND PRACTICE Tell students that subject-verb agreement is important to authors because it makes their writing easier to understand. Sometimes it is obvious how to make the subject and verb of a sentence agree. Other times, it may be necessary to cross out other parts of the sentence (such as prepositional phrases) to make the subject-verb pair stand out.

Read some personal narratives from the stack. Help students identify different types of subject-verb agreement. Ask: What is the subject? What is the verb? Are they singular or plural?

Direct students to p. 173 in the *Student Interactive*. Review the top of the page together, and have students complete the activities independently.

WRITING CLUB

Place students into Writing Club groups. See p. T439 for details of how to run Writing Club. See the **Conference Prompts** on p. T420.

Share Back

Tell students to ask any questions they have about subject-verb agreement, including challenging situations they found while editing their own work. Assign students who have a strong understanding of subject-verb agreement to answer the questions of their peers.

WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share edited drafts of their personal narratives.

As students continue to work in their Writing Club groups, they should spend the first five to ten minutes discussing the following:

- How to accept praise
- How to accept criticism
- What to do when there is disagreement about a suggestion

What Are We Sharing? Before sharing their work, students should review the topics covered in this week's minilessons and choose one topic that they would like help with in today's Writing Club. Before students share the draft of their personal narrative, they should inform their Writing Club of the topic they chose. The discussion after each share will focus on the way the writer presents this element in the personal narrative.

How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How did you use coordinating conjunctions to vary your sentences?
- What do the adjectives in your draft compare?
- How did you make sure that the meaning of each pronoun is clear?
- Was there a place you found subject-verb agreement to be challenging?
- Editing your draft improved it by _____.

Spelling Spell Words with Vowel Digraphs

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; VC*e* syllables; vowel teams, including digraphs and diphthongs; *r*-controlled syllables; and final stable syllables.

SPELLING WORDS

owner	**dream**
peaches	**braided**
asleep	**charcoal**
display	**agree**
shadow	**maintain**

HIGH-FREQUENCY WORDS

voice
south

LESSON 5

Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. The **owner** of the store is friendly.
2. These **peaches** are sweet.
3. I fell **asleep** at 8:30 last night.
4. My parents **display** our pictures on the wall.
5. My **shadow** is tall early in the morning.
6. I had a **dream** about scoring a goal.
7. She **braided** her hair to keep it neat.
8. My parents use **charcoal** in the grill.
9. We all **agree** that lunch today was tasty.
10. I do my schoolwork so that I can **maintain** good grades.

FLEXIBLE OPTION

LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Spell Words with Vowel Digraphs

FLEXIBLE OPTION

LESSON 3
More Practice: Spell Words with Vowel Digraphs

FLEXIBLE OPTION

LESSON 4
Spiral Review: Base Words and Endings *-ing, -ed, -er, -est*

LESSON 5
Assess Understanding

Language & Conventions

Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

The bee buzzes ____ flies from flower to flower.

Which conjunction could be added to the sentence to make the sentence have a compound predicate?

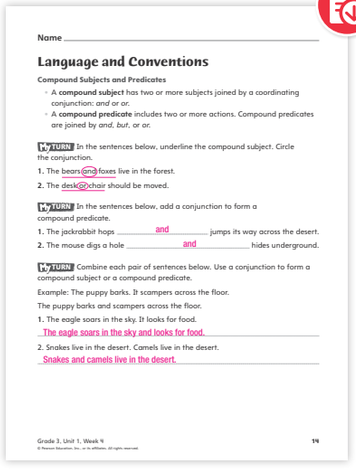
A *but*

B *and*

C *either*

D *however*

APPLY Have students complete *Language and Conventions* p. 14 from the *Resource Download Center.*



Name _____

Language and Conventions

Compound Subjects and Predicates

- A **compound subject** has two or more subjects joined by a coordinating conjunction: *and* or *or*.
- A **compound predicate** includes two or more actions. Compound predicates are joined by *and*, *but*, or *or*.

TURN In the sentences below, underline the compound subject. Circle the conjunction.

1. The bears and foxes live in the forest.
2. The desk or chair should be moved.

TURN In the sentences below, add a conjunction to form a compound predicate.

1. The jackrabbit hops ___and___ jumps its way across the desert.
2. The mouse digs a hole ___and___ hides underground.

TURN Combine each pair of sentences below. Use a conjunction to form a compound subject or a compound predicate.

Example: The puppy barks. It scampers across the floor.

The puppy barks and scampers across the floor.

1. The eagle soars in the sky. It looks for food.

The eagle soars in the sky and looks for food.

2. Snakes live in the desert. Camels live in the desert.

Snakes and camels live in the desert.

Grade 3, Unit 1, Week 4 14

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OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

Weekly Overview

Students will

- practice writing legibly in cursive.
- edit for verb tenses and publish personal narratives.
- write a personal narrative 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	FAST TRACK LESSON 2	LESSON 3
MINILESSON 5–10 min.	Edit for Legibility T446	Edit for Verbs T450	Publish and Celebrate T454
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T447	Independent Writing and Conferences T451	Independent Writing and Conferences T455
SHARE BACK FOCUS 5–10 min.	Cursive Writing T447	Using Verb Tenses Correctly T451	Reflect on Personal Narrative T455
READING-WRITING WORKSHOP BRIDGE 5–10 min.	FLEXIBLE OPTION • **Spelling** Assess Prior Knowledge T448 FLEXIBLE OPTION • **Language & Conventions** Spiral Review: Compound Subjects and Predicates T449	• **Spelling** Teach Diphthongs T452 FLEXIBLE OPTION • **Language & Conventions** Oral Language: Common and Proper Nouns T453	FLEXIBLE OPTION • **Spelling** More Practice T456 • **Language & Conventions** Teach Common and Proper Nouns T457

Mentor STACK

Use the following criteria to add to your personal narrative stack:

- The story is about a special event told by a narrator.
- The story includes vivid images of the setting, events, and problem.
- Authors use dialogue, sequential words, and figurative language.

FAST TRACK

LESSON 4	LESSON 5
Prepare for Assessment T458	Assessment T462
Independent Writing and Conferences T459	Assessment T462–T463
Prepare for Personal Narrative Writing Prompt T459	Assessment T462
FLEXIBLE OPTION • **Spelling** Spiral Review T460 • **Language & Conventions** Practice Common and Proper Nouns T461	• **Spelling** Assess Understanding T464 FLEXIBLE OPTION • **Language & Conventions** Standards Practice T465

ADDITIONAL RESOURCES

MINILESSON 5–10 min.	Interview the Author	Dramatic Reading
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences	Independent Writing and Conferences
SHARE BACK FOCUS 5–10 min.	Peer Interview	Features of Dramatic Readings

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 how to edit, proofread, and revise in order to gauge where students may need support in their own personal narratives. 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 paragraph.
If students show understanding,	**Then** ask: What cursive letters would you like to practice?
Edit for Verbs	
If students need additional support,	**Then** say: Let's look for context clues about which tense to use.
If students show understanding,	**Then** ask: Have you used a consistent tense throughout your narrative?
Publish and Celebrate	
If students need additional support,	**Then** ask: Which part of this assignment did you like the most? Why?
If students show understanding,	**Then** ask: With whom would you like to share your narrative?
Prepare for Assessment	
If students need additional support,	**Then** ask: What questions do you have about the prompt?
If students show understanding,	**Then** ask: Do you have an experience in mind to write about?

Conference Support for ELL

EMERGING

- Use students' visuals and drawings to create a portfolio.
- Meet individually to discuss and select their best work.
- Use Modeled writing to help students create a final draft.

DEVELOPING

- Discuss students' graphic organizers and rough drafts.
- Use sentence frames to help students reflect on the writing process.
- Use Modeled writing to help students write their final draft.

EXPANDING

- Have students peer edit to check for correct verb usage.
- Use Guided writing to help students revise and proofread their rough drafts.
- Think Aloud using a prompt to help students prepare for assessment.

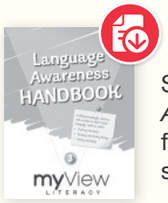
BRIDGING

- Using the student's rough draft, discuss how they can proofread and edit for verb tense.
- Have small groups discuss and reflect on their personal narratives.
- Use Guided writing to help students organize ideas when responding to a writing prompt.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Reading-Writing Workshop Bridge minilessons on **analyzing author's purpose** and **common and proper nouns**.

ELL Minilesson Support



See the online *Language Awareness Handbook* for additional writing support.

Week 5: Publish, Celebrate, and Assess

During the editing week, your ELLs will benefit from additional writing support that allows them to prepare the final draft of their personal narratives. These targeted supports were chosen to help students understand the revision and publishing process.

Use this note for the minilesson on p. T450.

ELL Targeted Support

EDIT FOR VERBS

Students need to learn not only how to conjugate verbs, but also when to use the various tenses. For beginning students, focus on regular verbs as you assist in editing their narratives. Advanced students may have some irregular verbs in their narratives, most notably, the verb *to be*. If necessary, create a small list of common irregular verbs for them to master.

Work individually or with small groups. Conjugate a list of three common verbs. Have students create a T-chart and complete sentence frames with the verbs in present tense on the left side and past tense on the right side. **EMERGING**

Have students work in pairs to identify and circle verbs in a few sentences from their rough drafts. Listen and model correct conjugation/pronunciation when needed. **DEVELOPING**

Have students work in pairs to identify the verbs in one paragraph of their narratives. Have students identify the verb tense and look for contextual clues to make sure they have used the correct tense. **EXPANDING**

Have students edit each other's narratives for correct and consistent use of past tense verbs. **BRIDGING**

Use this note for the minilesson on p. T454.

ELL Targeted Support

PUBLISH AND CELEBRATE

Writers often perform book readings at local bookstores and libraries. By reading their own work aloud, authors can express their feelings and connect with the audience. Have students choose a few peers to read their stories aloud.

Model reading a section of your personal narrative. Then have students practice reading a few sentences of their narratives aloud with only you. Then let partners read the sentences to each other. **EMERGING**

Read your personal narrative aloud, modeling correct inflection and pacing. Have students choose a partner to read to. Monitor pairs as they read. **DEVELOPING**

Have students choose one or two peers to create a reading circle. Monitor groups and encourage students to practice reading sentences with more fluency. After one student reads, the others provide feedback about what they liked best in the narrative. **EXPANDING**

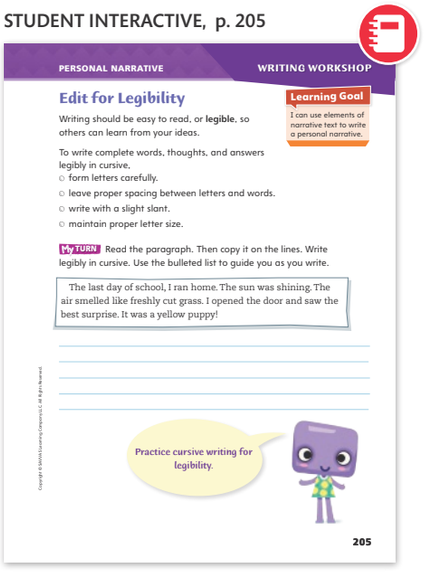
Have small groups take turns reading aloud their narratives. Encourage students to use appropriate inflections to reflect dialogue, feelings, and thoughts they have included in their narratives. Have each group member provide feedback about words or phrases they liked best. **BRIDGING**

Edit for Legibility

OBJECTIVE

Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words.

STUDENT INTERACTIVE, p. 205


PERSONAL NARRATIVE WRITING WORKSHOP

Edit for Legibility

Learning Goal
I can use elements of narrative text to write a personal narrative.

Writing should be easy to read, or **legible**, so others can learn from your ideas.

To write complete words, thoughts, and answers legibly in cursive,
- form letters carefully.
- leave proper spacing between letters and words.
- write with a slight slant.
- maintain proper letter size.

MY TURN Read the paragraph. Then copy it on the lines. Write legibly in cursive. Use the bulleted list to guide you as you write.

The last day of school, I ran home. The sun was shining. The air smelled like freshly cut grass. I opened the door and saw the best surprise. It was a yellow puppy!

Practice cursive writing for legibility.

205

Minilesson

Mentor STACK

TEACHING POINT Writers want their readers to understand what they have written. For this reason, writers need to write complete words and thoughts. Their writing should also be legible, or clear and easy for someone to read.

- Handwriting should be clear and legible.
- The space between each word should be about the same size.
- Letters should be aligned on the line.

MODEL AND PRACTICE Review the guidelines to writing legibly. Explain to students that sometimes they will not have access to a computer or other technology for the writing they do. Tell students that if their handwriting is not legible on a standardized test, their work cannot be scored.

- Ask: When you write, do you leave enough space between each word? Try using a pencil to gauge the spacing between words.
- Make sure all your letters are the same size.

Direct students to p. 205 in the *Student Interactive*. Have them write the paragraph and evaluate their own handwriting. Have students circle letters that are too large or too small.

Independent Writing

Mentor STACK

FOCUS ON LEGIBILITY After the minilesson, students should start writing the final drafts of their personal narratives.

- If students need additional practice, they should focus on letters that are giving them trouble and practice writing those letters on lined paper.

WRITING SUPPORT

- **Modeled** Model writing the student paragraph in cursive on the board. Show students how to form each letter and say how your hand moves as you form the letters.
- **Shared** Have students identify letters they are having difficulty writing. Write the letters and have students trace them. When ready, students can write the letters on their own.
- **Guided** Have students practice writing their names in cursive. Focus on any letters that seem difficult. Look for consistency in letter size.

Intervention Refer to the *Small Group Guide* for support.

- Students who have written rough drafts should make adjustments based on today's minilesson.

See the **Conference Prompts** on p. T444.

Share Back

Invite volunteers to show their completed paragraph to the class. Ask the class whether there are any letters that need improvement or spaces that need adjusting.

Spelling Diphthongs

OBJECTIVES

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

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

SPELLING WORDS

thousand	**avoid**
shower	**appoint**
power	**annoy**
enjoy	**proud**
bounce	**fountain**

HIGH-FREQUENCY WORDS
unit
figure

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T464, to assess students' prior knowledge of words with diphthongs *ou, ow, oi, oy*.

For students who understand how to pronounce the diphthongs *ou, ow, oi, oy* when spelling words, include the following Challenge Words with the spelling list.

Challenge Words

pronounce
surroundings
turmoil

ELL Targeted Support

Diphthongs Tell students that being able to identify diphthongs will help them to say English words.

Say each spelling word aloud, emphasizing each diphthong. Have students repeat the word aloud. EMERGING/DEVELOPING

Have students say each word aloud, emphasizing each diphthong. Ask them to spell the word. Have students make lists of additional words that have each diphthong. EXPANDING/BRIDGING

FLEXIBLE OPTION

LESSON 1 Assess Prior Knowledge

LESSON 2 Teach: Diphthongs

FLEXIBLE OPTION

LESSON 3 More Practice: Diphthongs

FLEXIBLE OPTION

LESSON 4 Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

LESSON 5 Assess Understanding

Language & Conventions
Spiral Review

FLEXIBLE OPTION

LESSON 1

Spiral Review: Compound Subjects and Predicates

FOCUS ON STRATEGIES Review the language and conventions topic compound subjects and predicates. See p. 168 in Unit 1 of the *Student Interactive*.

MODEL AND PRACTICE Display the following sentence: *The mothers and fathers washed and swept the floors*. Help students to identify the compound subject (*The mothers and fathers*) and the compound predicate (*washed and swept*) of the sentence. Then have students discuss how both subjects are completing both actions.

APPLY Have students write one sentence with a compound subject and one sentence with a compound predicate. Have them exchange sentences with a partner. Have partners circle the compound subjects and underline the compound predicates.

OBJECTIVE

Edit drafts using standard English conventions, including coordinating conjunctions to form compound subjects, predicates, and sentences.

ELL Targeted Support

Compound Subjects Help students identify the words that help form compound subjects.

Write the following sentence: *Manny and Aidan made a lot of noise.* Have students identify the word *and* in the sentence. EMERGING

Use the following sentence frame: *Melissa ___ Taylor worked together.* Have students add a word to make the subject compound. DEVELOPING/EXPANDING

Have students write a sentence that has a compound subject. Tell them to circle the words that are part of the compound subject. BRIDGING

FLEXIBLE OPTION

LESSON 1

Spiral Review: Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Common and Proper Nouns

LESSON 3

Teach Common and Proper Nouns

LESSON 4

Practice Common and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

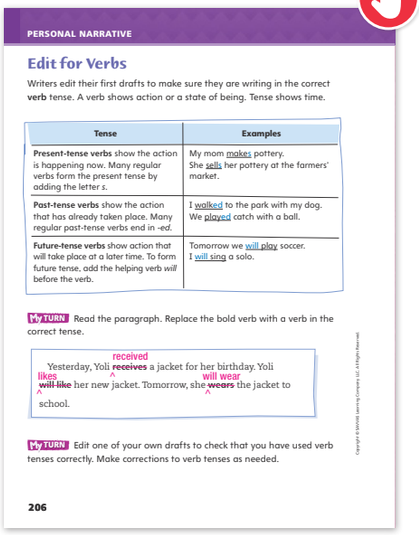
Edit for Verbs

OBJECTIVES

Edit drafts using standard English conventions, including past, present, and future verb tense.

Form and use regular and irregular verbs.

STUDENT INTERACTIVE, p. 206



PERSONAL NARRATIVE

Edit for Verbs

Writers edit their first drafts to make sure they are writing in the correct **verb** tense. A verb shows action or a state of being. Tense shows time.

Tense	Examples
Present-tense verbs show the action is happening now. Many regular verbs form the present tense by adding the letter *s*.	My mom makes pottery. She sells her pottery at the farmers' market.
Past-tense verbs show the action that has already taken place. Many regular past-tense verbs end in *-ed*.	I walked to the park with my dog. We played catch with a ball.
Future-tense verbs show action that will take place at a later time. To form future tense, add the helping verb *will* before the verb.	Tomorrow we will play soccer. I will sing a solo.

MY TURN Read the paragraph. Replace the bold verb with a verb in the correct tense.

Yesterday, Yoli **receives** a jacket for her birthday. Yoli **will like** her new jacket. Tomorrow, she **wears** the jacket to school.

received
likes
will wear

MY TURN Edit one of your own drafts to check that you have used verb tenses correctly. Make corrections to verb tenses as needed.

206

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Minilesson

Mentor STACK

TEACHING POINT A critical part of creating a final draft is editing for verb tense. Most personal narratives are told in the past tense. The writer should use the past tense consistently throughout the narrative. An exception is in quoted text, or dialogue, which is usually written in the present tense.

- Past tense shows what has occurred.
- Present tense shows what is occurring now.
- Future tense shows what will occur in the future.

MODEL AND PRACTICE Remind students that there are many elements to examine when they revise a rough draft. To edit for verb tense, they will look at the ending of each verb. Review the endings of regular present and past tense verbs. Say: My personal narrative is about an event that happened in the past. I want to make sure all my verbs are in past tense. They should end in *-d* or *-ed*.

Write a few regular verbs on the board and have students conjugate them to the past tense; for example, *talk, pull, listen*. Then write *use* and *dance* on the board. Remind students that these verbs end in *-e*, so only *-d* is added to form past tense.

Direct students to p. 206 in the *Student Interactive* and have them complete the first My Turn activity.

Possible Teaching Point

Language & Conventions | Common and Proper Nouns

As students edit their personal narratives, have them check that all common nouns are lowercase and all proper nouns are capitalized. Remind them that proper nouns they may have used in their writing include

- names
- titles
- cities
- months

Independent Writing

Mentor STACK

FOCUS ON VERBS After the minilesson, students should transition to editing their own drafts for correct verb tense. Remind students that most of their verbs should be in past tense.

- For students who need help with editing verb tense, have them highlight all of the verbs in their drafts. Then work with them to make sure the tense is consistent.

WRITING SUPPORT

- **Modeled** Write a few simple sentences with verb tense errors on the board to model how to edit for verb tense.
- **Shared** Have students describe an event. Transcribe their sentences, and then read them back. Prompt students to identify any errors in verb tense.
- **Guided** As they edit, ask students to look for words that show action. Have students say whether the verb is in present or past tense.

Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them make corrections and begin writing a final draft.

See the **Conference Prompts** on p. T444.

Share Back

Call on students to share a few sentences from their narratives. Ask them to explain why they made any changes to their verbs.

Spelling Diphthongs

OBJECTIVES

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

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

thousand	**avoid**
shower	**appoint**
power	**annoy**
enjoy	**proud**
bounce	**fountain**

HIGH-FREQUENCY WORDS
unit
figure

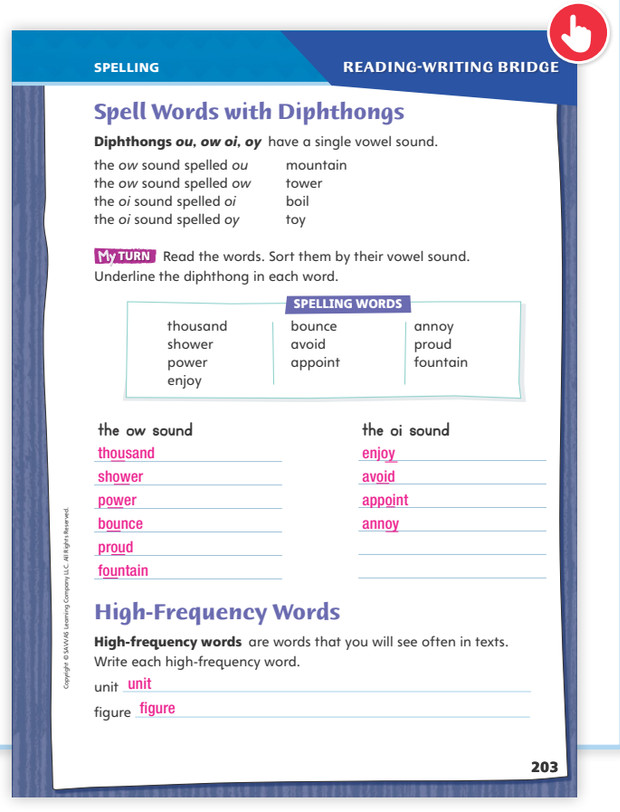
LESSON 2

Teach

FOCUS ON STRATEGIES Remind students that the four diphthongs *ou, ow, oi,* and *oy* are pronounced two different ways: *ow* as in *cow*, or *oy* as in *boy*.

MODEL AND PRACTICE
Write or display the words *round, growl, south, house, count, moist,* and *enjoy.* Say each word aloud, emphasizing the single vowel sound of each spelling. Have students repeat the words after you.

APPLY My TURN
Have students complete the activity on p. 203 of the *Student Interactive* independently.



SPELLING READING-WRITING BRIDGE

Spell Words with Diphthongs

Diphthongs *ou, ow oi, oy* have a single vowel sound.

the *ow* sound spelled *ou*	mountain
the *ow* sound spelled *ow*	tower
the *oi* sound spelled *oi*	boil
the *oi* sound spelled *oy*	toy

My TURN Read the words. Sort them by their vowel sound. Underline the diphthong in each word.

SPELLING WORDS

thousand, shower, power, enjoy, bounce, avoid, appoint, annoy, proud, fountain

the ow sound	the oi sound
thousand	enjoy
shower	avoid
power	appoint
bounce	annoy
proud	
fountain	

High-Frequency Words

High-frequency words are words that you will see often in texts. Write each high-frequency word.

unit unit

figure figure

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203

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Diphthongs

FLEXIBLE OPTION
LESSON 3
More Practice: Diphthongs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

LESSON 5
Assess Understanding

Language & Conventions
Common and Proper Nouns

FLEXIBLE OPTION

LESSON 2

Oral Language: Common and Proper Nouns

FOCUS ON STRATEGIES Describe the difference between common and proper nouns. Provide oral examples of some common nouns (*building, state*) and their proper noun counterparts (*Empire State Building, Ohio*). Remind students that the proper nouns begin with a capital letter.

MODEL AND PRACTICE Write the following sentence on the board: *My sister and her friends met Mayor Alice Smith at a parade in July.* Have volunteers identify the common nouns (*sister, friends, parade*) and proper nouns (*Mayor Alice Smith, July*).

APPLY Have students work with partners or in small groups to compose sentences that include both common and proper nouns. Have partners or groups exchange their sentences and identify the common and proper nouns.

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.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Common and Proper Nouns

LESSON 3
Teach Common and Proper Nouns

LESSON 4
Practice Common and Proper Nouns

FLEXIBLE OPTION
LESSON 5
Standards Practice

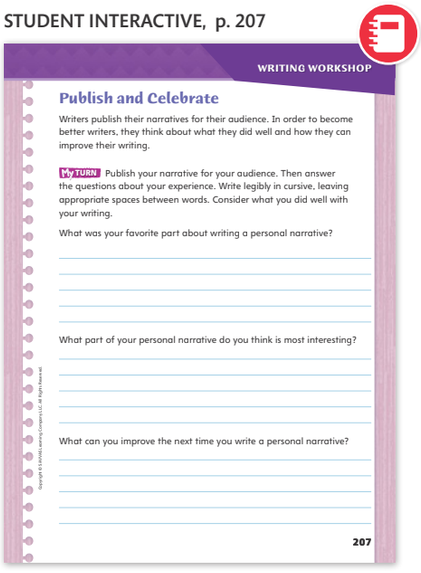
Publish and Celebrate

OBJECTIVES

Write complete words, thoughts, and answers legibly in cursive, leaving appropriate spaces between words.

Publish written work for appropriate audiences.

STUDENT INTERACTIVE, p. 207



WRITING WORKSHOP

Publish and Celebrate

Writers publish their narratives for their audience. In order to become better writers, they think about what they did well and how they can improve their writing.

MY TURN Publish your narrative for your audience. Then answer the questions about your experience. Write legibly in cursive, leaving appropriate spaces between words. Consider what you did well with your writing.

What was your favorite part about writing a personal narrative?

What part of your personal narrative do you think is most interesting?

What can you improve the next time you write a personal narrative?

207

Minilesson

Mentor STACK

TEACHING POINT Authors write to be published. After weeks of hard work, it is now time for your students to present their final drafts to their peers.

- Students may share some or all of their personal narratives.
- Students may share what they learned about writing personal narratives, commenting on what they liked best.
- Students may ask each other questions and discuss the writing process as they share their work.

MODEL AND PRACTICE Look at a published book and point out some of the features, including title, byline, and illustrations. If students wish to have their work published and displayed in the classroom, allow students time to add these features to their personal narratives. Ask students to review the things they learned during this process:

- What was the first step you took when writing a personal narrative?
- What was it like to decide on a topic and focus on one special moment?
- Would you like to write another personal narrative?
- Is there someone else you would like to share your narrative with?
- Should we invite other teachers or school staff to listen to your stories?

Direct students to complete the first My Turn on p. 207 in the *Student Interactive*. Remind students to write in cursive as they reflect about writing personal narratives.

Possible Teaching Point

Writing Process

Publishing | Using Media to Record Presentations

Before presenting their narratives to classmates, students may find it useful to practice reading and recording themselves using a class computer. They can then watch themselves and make changes to their presentations before making their presentations. In addition, with students' permission, you can keep a class collection of recordings that students can re-watch later.

Independent Writing

Mentor STACK

FOCUS ON REFLECTION After the minilesson, direct students to begin writing about their experience writing personal narratives.

- Students should refer to their writing notebooks to look at some of their prewriting notes, revisions, and rough drafts to help them remember the process.

WRITING SUPPORT

- **Modeled** Use your own writing to model how to prepare a rough draft for publishing.
- **Shared** Record skills students think they mastered in this unit. Prompt students to contribute ideas on how they could have improved their writing.
- **Guided** Have students add details that explain their reflections on writing.

Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T444.

Share Back

Ask for volunteers to share their reflections about writing personal narratives. Ask students to discuss the elements of their work that they feel are the best. Invite students to read those sections of their personal narratives.

Spelling Diphthongs

OBJECTIVES

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

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

thousand	**avoid**
shower	**appoint**
power	**annoy**
enjoy	**proud**
bounce	**fountain**

HIGH-FREQUENCY WORDS
unit
figure

FLEXIBLE OPTION

LESSON 3

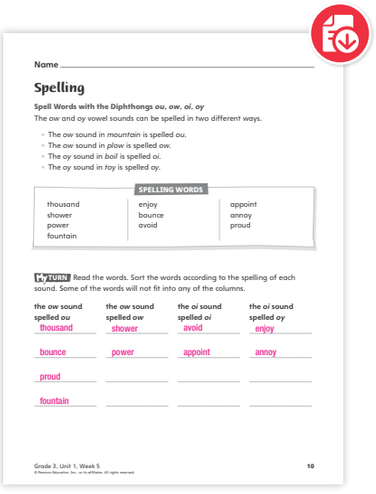
More Practice

FOCUS ON STRATEGIES Remind students to say each spelling word aloud to decide which diphthong to use. Point out that words like *tow* or *four* have *ow* or *ou* spellings but don't sound like *ow* or *oy* diphthongs.

MODEL AND PRACTICE Write or display the following words. Have pairs pronounce and spell the words, emphasizing the diphthongs.

1. choice
2. sprout

APPLY Have students complete *Spelling* p. 10 from the *Resource Download Center.*



Name _____

Spelling

Spell Words with the Diphthongs *ou, ow, oi, oy*

The *ow* and *oy* vowel sounds can be spelled in two different ways.

- The *ow* sound in *mountain* is spelled *ou*.
- The *ow* sound in *plow* is spelled *ow*.
- The *oy* sound in *boil* is spelled *oi*.
- The *oy* sound in *toy* is spelled *oy*.

SPELLING WORDS

thousand, shower, power, fountain, enjoy, bounce, avoid, appoint, annoy, proud

YOUR TURN Read the words. Sort the words according to the spelling of each sound. Some of the words will not fit into any of the columns.

the *ow* sound spelled *ou*	the *ow* sound spelled *ow*	the *oi* sound spelled *oi*	the *oi* sound spelled *oy*
thousand	shower	avoid	enjoy
bounce	power	appoint	annoy
proud			
fountain			

Grade 3, Unit 1, Week 5

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10

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Diphthongs

FLEXIBLE OPTION
LESSON 3
More Practice: Diphthongs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

LESSON 5
Assess Understanding

Language & Conventions
Common and Proper Nouns

LESSON 3

Teach Common and Proper Nouns

FOCUS ON STRATEGIES Explain that common and proper nouns can refer to the same thing. *Book* is a common noun. *The Golden Flower* is the title of a book and a proper noun. Note that you can have a *teacher* and his name can be *Mr. Jones,* which is a proper noun. Point out that all proper nouns begin with capital letters.

MODEL AND PRACTICE Provide the following sentences: *The doctor works at a hospital in a city. His mother came to visit last month from her country.* Have volunteers help you change the common nouns in the sentences to proper nouns. (*Dr. Ortiz works at Mercy Hospital in Austin. Imelda Ortiz came to visit in July from Costa Rica.*)

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: Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Common and Proper Nouns

LESSON 3
Teach Common and Proper Nouns

LESSON 4
Practice Common and Proper Nouns

FLEXIBLE OPTION
LESSON 5
Standards Practice

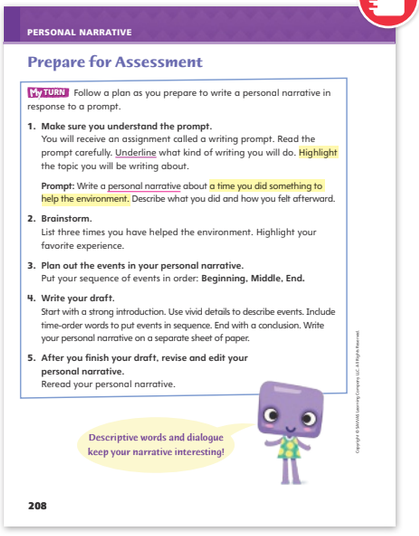
Prepare for Assessment

OBJECTIVES

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 208



PERSONAL NARRATIVE

Prepare for Assessment

MY TURN Follow a plan as you prepare to write a personal narrative 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 personal narrative about a time you did something to help the environment. Describe what you did and how you felt afterward.
2. **Brainstorm.**
   List three times you have helped the environment. Highlight your favorite experience.
3. **Plan out the events in your personal narrative.**
   Put your sequence of events in order: **Beginning, Middle, End.**
4. **Write your draft.**
   Start with a strong introduction. Use vivid details to describe events. Include time-order words to put events in sequence. End with a conclusion. Write your personal narrative on a separate sheet of paper.
5. **After you finish your draft, revise and edit your personal narrative.**
   Reread your personal narrative.

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208

Minilesson

Mentor STACK

TEACHING POINT Brainstorming ideas that can be turned into a composition is essential when taking a writing test. Key strategies include

- Understanding the prompt
- Organizing ideas before writing

MODEL AND PRACTICE Inform students that in each unit, they will review several ways to prepare for writing tests. They will review strategies they learned in this unit that will help them organize ideas and write a successful composition.

Direct students to p. 208 in the *Student Interactive*. Read each strategy aloud. Say: Understanding the prompt is the first step to a successful composition. Do not be afraid to underline the kind of writing you are expected to do and highlight key ideas.

Remind students that prewriting is key. Say: Before you begin writing, remember to brainstorm ideas. Use circles and lines to help you see how you can connect your ideas. The next step is organization. Remember, personal narratives are usually in time order.

Explain that students should use these notes as a guide to writing a draft. Remind them that they should write legibly. After they write their drafts, students have one last strategy. Say: Do not forget to reread your work and look for errors in grammar and spelling.

Possible Teaching Point

Spelling | Diphthongs

As students proofread their drafts, remind them to check that they spelled words with diphthongs correctly. Ask them to look carefully at any words with the diphthongs *ou, ow, oi,* and *oy,* such as *sound, town, voice,* and *joy.*

Independent Writing

Mentor STACK

FOCUS ON BRAINSTORMING After the minilesson, students should begin to brainstorm and plan a personal narrative based on the prompt on p. 208 in the *Student Interactive*.

- Students may use the entire independent writing time to work on this.

WRITING SUPPORT

- **Modeled** Write a different prompt to model how to identify objectives in the prompt.
- **Shared** Transcribe student ideas that they have brainstormed for this prompt. Invite students to say how to organize the ideas.
- **Guided** As students brainstorm ideas for the prompt, remind them to organize their ideas in order and use temporal words and phrases.

Intervention Refer to the *Small Group Guide* for support.

- Students may need to complete their final drafts at a later time.

See the **Conference Prompts** on p. T444.

Share Back

Ask students to share ideas they are going to include in their personal narratives. Have several students talk about ways they can begin and end their narratives and get feedback on these ideas from the class.

Spelling Spiral Review

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

thousand	**avoid**
shower	**appoint**
power	**annoy**
enjoy	**proud**
bounce	**fountain**

HIGH-FREQUENCY WORDS

unit
figure

Writing Workshop

As students proofread their writing, remind them to check their spellings of words that have the vowel digraphs *ee, ea, ai, ay, ow, oa.*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

FOCUS ON STRATEGIES Review the spelling rules about these digraphs. The vowel digraphs *ee* and *ea* form a long *e* sound. Digraphs *ai* and *ay* form a long *a* sound. Digraphs *ow* and *oo* form a long *o* sound.

MODEL AND PRACTICE Display the following words: *meet, fear, train, slay, blow,* and *boat.* Have volunteers read the words and have listeners say what vowel sound they heard. Students should say the letters of the sounds to help them spell the words.

APPLY Have students write sentences using the spelling words from the previous week. Have students quiz each other on how to spell the words. Make sure students pronounce the words correctly and use the proper digraph.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Diphthongs

FLEXIBLE OPTION
LESSON 3
More Practice: Diphthongs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

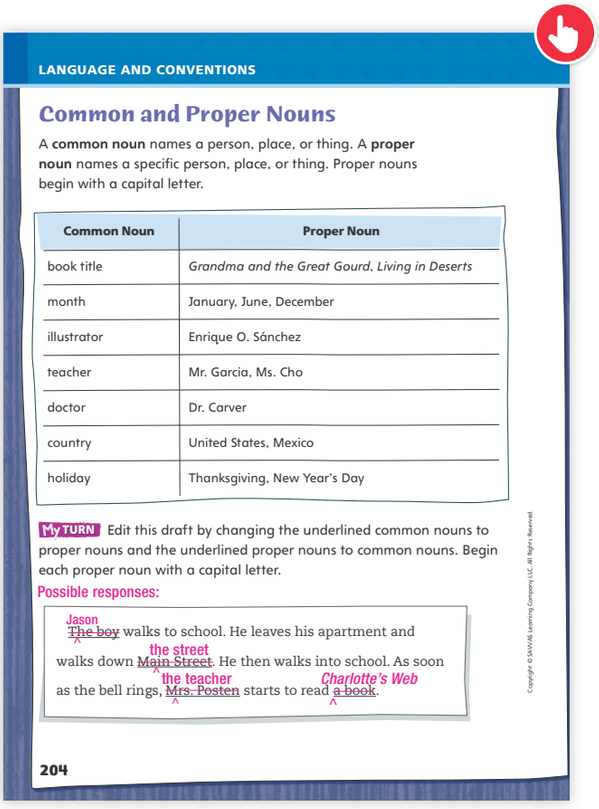
LESSON 5
Assess Understanding

Language & Conventions
Common and Proper Nouns

LESSON 4

Practice Common and Proper Nouns

APPLY My TURN Have students edit the draft paragraph on *Student Interactive* p. 204.



LANGUAGE AND CONVENTIONS

Common and Proper Nouns

A **common noun** names a person, place, or thing. A **proper noun** names a specific person, place, or thing. Proper nouns begin with a capital letter.

Common Noun	Proper Noun
book title	*Grandma and the Great Gourd, Living in Deserts*
month	January, June, December
illustrator	Enrique O. Sánchez
teacher	Mr. Garcia, Ms. Cho
doctor	Dr. Carver
country	United States, Mexico
holiday	Thanksgiving, New Year's Day

My TURN Edit this draft by changing the underlined common nouns to proper nouns and the underlined proper nouns to common nouns. Begin each proper noun with a capital letter.

Possible responses:

Jason
~~The boy~~ walks to school. He leaves his apartment and walks down the street
~~Main Street~~. He then walks into school. As soon as the bell rings, the teacher
~~Mrs. Posten~~ starts to read *Charlotte's Web*
~~a book~~.

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204

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.

Writing Workshop

As students begin drafts during Writing Workshop, remind them to check to make sure that they have capitalized any proper nouns. You may wish to have partners trade drafts to check that proper nouns begin with capital letters and are used instead of common nouns when it helps to add detail to their writing.

FLEXIBLE OPTION
LESSON 1
Spiral Review: Compound Subjects and Predicates

FLEXIBLE OPTION
LESSON 2
Oral Language: Common and Proper Nouns

LESSON 3
Teach Common and Proper Nouns

LESSON 4
Practice Common and Proper Nouns

FLEXIBLE OPTION
LESSON 5
Standards Practice

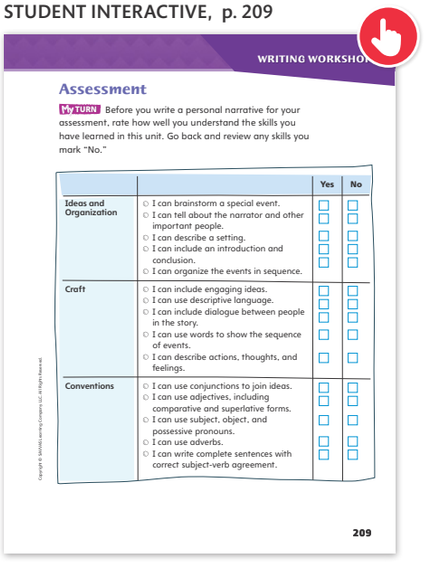
FAST TRACK

Assessment

OBJECTIVE

Compose literary texts, including personal narratives and poetry, using genre characteristics and craft.

STUDENT INTERACTIVE, p. 209



WRITING WORKSHOP

Assessment

MY TURN Before you write a personal narrative for your assessment, rate how well you understand the skills you have learned in this unit. Go back and review any skills you mark "No."

		Yes	No
Ideas and Organization	I can brainstorm a special event.	☐	☐
	I can tell about the narrator and other important people.	☐	☐
	I can describe a setting.	☐	☐
	I can include an introduction and conclusion.	☐	☐
	I can organize the events in sequence.	☐	☐
Craft	I can include engaging ideas.	☐	☐
	I can use descriptive language.	☐	☐
	I can include dialogue between people in the story.	☐	☐
	I can use words to show the sequence of events.	☐	☐
	I can describe actions, thoughts, and feelings.	☐	☐
Conventions	I can use conjunctions to join ideas.	☐	☐
	I can use adjectives, including comparative and superlative forms.	☐	☐
	I can use subject, object, and possessive pronouns.	☐	☐
	I can use adverbs.	☐	☐
	I can write complete sentences with correct subject-verb agreement.	☐	☐

209

Minilesson

Mentor STACK

TEACHING POINT Before they take the writing assessment, this page will offer students a reminder of the skills they learned about writing personal narratives. Key elements include

- Writing about a personal event.
- Organizing ideas by writing a clear introduction, sequence of events, and conclusion.
- Using descriptive words and dialogue that reveal thoughts and feelings.

MODEL AND PRACTICE Review the elements of personal narratives in the *Student Interactive* p. 209. Say: There are three main areas in the chart: Ideas and Organization, Craft, and Conventions. The skills listed on this page are an overview of what we learned about writing personal narratives. Now is the time for each of you to review any skills that you need to improve.

Allow time for students to complete the evaluation. 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. You may also consider using the students' published personal narratives as the assessment.

WRITING ASSESSMENT

Personal Narrative

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

READ the information in the box below.

> It takes a friend to be a friend.

THINK about the different ways we start new friendships.

WRITE about a time when you met a new person. Describe how you met and how your friendship grew.

Be sure to

- Write about your own personal experience.
- Organize the events in sequence.
- Include descriptive words and dialogue.
- Use correct spelling, punctuation, and grammar.

4-Point Narrative Writing Rubric

Score	Narrative Focus	Organization	Development of Narrative	Language and Vocabulary	Conventions
4	Narrative is clearly focused and developed throughout.	Narrative has a well-developed, logical, easy-to-follow plot.	Narrative includes thorough and effective use of details, dialogue, and description.	Narrative uses precise, concrete sensory language as well as figurative language and/or domain-specific vocabulary.	Narrative has correct grammar, usage, spelling, capitalization, and punctuation.
3	Narrative is mostly focused and developed throughout.	Narrative has a plot, but there may be some lack of clarity and/or unrelated events.	Narrative includes adequate use of details, dialogue, and description.	Narrative uses adequate sensory and figurative language and/or domain-specific vocabulary.	Narrative has a few errors but is completely understandable.
2	Narrative is somewhat developed but may occasionally lose focus.	Narrative's plot is difficult to follow, and ideas are not connected well.	Narrative includes only a few details, dialogue, and description.	Language in narrative is not precise or sensory; lacks domain-specific vocabulary.	Narrative has some errors in usage, grammar, spelling and/or punctuation.
1	Narrative may be confusing, unfocused, or too short.	Narrative has little or no apparent plot.	Narrative includes few or no details, dialogue, or description.	Language in narrative is vague, unclear, or confusing.	Narrative is hard to follow because of frequent errors.
0	Narrative gets no credit if it does not demonstrate adequate command of narrative writing traits.				

Spelling Diphthongs

OBJECTIVES

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

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

SPELLING WORDS

thousand	**avoid**
shower	**appoint**
power	**annoy**
enjoy	**proud**
bounce	**fountain**

HIGH-FREQUENCY WORDS

unit
figure

LESSON 5

Assess Understanding

Use the following sentences for the spelling test.

Spelling Sentences

1. Our car does not have enough **power** to get up that hill.
2. A **thousand** ants covered the table.
3. I try to **avoid** things that scare me.
4. Kira is **proud** of her high score.
5. The dogs **enjoy** a good run.
6. Chewing sounds **annoy** me.
7. The water in the **shower** is cold.
8. The coach will **appoint** the team captain.
9. The ball may **bounce** over the wall.
10. The **fountain** sprayed water into the air.

FLEXIBLE OPTION
LESSON 1
Assess Prior Knowledge

LESSON 2
Teach: Diphthongs

FLEXIBLE OPTION
LESSON 3
More Practice: Diphthongs

FLEXIBLE OPTION
LESSON 4
Spiral Review: Words with the Vowel Digraphs *ee, ea, ai, ay, ow, oa*

LESSON 5
Assess Understanding

Language & Conventions

Common and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Display the sentence and have students respond independently.

Uncle Ben will come with our grandparents to our house on thanksgiving.

Which revision uses common and proper nouns correctly?

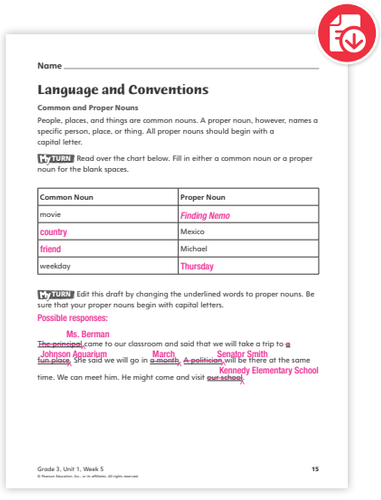
A Change *Uncle Ben* to *uncle Ben.*

B Change *grandparents* to *Grandparents.*

C Change *house* to *House.*

D Change *thanksgiving* to *Thanksgiving.*

APPLY Have students complete *Language and Conventions* p. 15 from the *Resource Download Center.*



Name _____

Language and Conventions

Common and Proper Nouns

People, places, and things are common nouns. A proper noun, however, names a specific person, place, or thing. All proper nouns should begin with a capital letter.

TRY IT Read over the chart below. Fill in either a common noun or a proper noun for the blank spaces.

Common Noun	Proper Noun
movie	*Finding Nemo*
country	Mexico
friend	Michael
weekday	Thursday

TRY IT Edit this draft by changing the underlined words to proper nouns. Be sure that your proper nouns begin with capital letters.

Possible responses:

Ms. Berman
~~The principal~~ came to our classroom and said that we will take a trip to a Johnson Aquarium ~~fun place~~. She said we will go in March ~~a month~~. Senator Smith ~~A politician~~ will be there at the same Kennedy Elementary School time. We can meet him. He might come and visit ~~our school~~.

Grade 3, Unit 1, Week 5

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15

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.

WEEKLY STANDARDS PRACTICE

To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

LESSON 1

Spiral Review: Compound Subjects and Predicates

FLEXIBLE OPTION

LESSON 2

Oral Language: Common and Proper Nouns

LESSON 3

Teach Common and Proper Nouns

LESSON 4

Practice Common and Proper Nouns

FLEXIBLE OPTION

LESSON 5

Standards Practice

Week 6

PROJECT FOCUS

This week students will

- research what could be done to improve a local park or playground
- write an opinion letter to the town mayor or a park official

Lesson 1

T470–T473

Compare Across Texts

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read "What Makes a Safe Playground?"
- Build Background
- Apply Academic Vocabulary

Lesson 2

T474–T477

Explore and Plan

- Argumentative Writing
- Read: "Getting Outside"
- Apply characteristics of text

Conduct Research

- Conduct field research
- Apply field research

Lesson 3

T478–T481

Collaborate and Discuss

- Analyze a Student Model
- Identify features of argumentative texts

Refine Research

- Identify Primary and Secondary Sources
- Read "Discovering Great Smoky Mountain National Park"
- Apply primary and secondary sources to article

Lesson 4

T482–T485

Extend Research

- Apply structure of a thank you note
- Incorporate plans to write a thank you letter

Collaborate and Discuss

- Revise & Edit: Adding Details
- Peer review letters

Lesson 5

T486–T487

Celebrate and Reflect

- Presenting your letters
- Reflect on your project

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing

INTEGRATE your INSTRUCTION

English Language Arts

- Write opinion pieces.
- Conduct short research projects.
- Gather information from print and digital sources.

Quest SOCIAL STUDIES

For alternative inquiry projects with a social studies focus, go online to SavvasRealize.com.

Social Studies

- Gather and evaluate sources.
- Develop claims and use evidence to support claims.
- Communicate conclusions and identify ways to take action.

4-Point Research Project Rubric

Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic and opinion are clear and convincing.	The opinion is well supported with thorough and accurate field research.	The organization is clear and effective. The opinion is supported by relevant reasons, facts, and details.	Language is clear and precise with appropriate linking words. Vocabulary is specific and appropriate to the topic.	Delivery method is effective. Presenter employs appropriate eye contact, speaking rate, volume, and enunciation.
3	The topic and opinion are mostly clear.	The opinion is supported with mostly relevant and accurate field research.	The organization is mostly clear. The opinion is supported by some reasons, facts, and details.	Language is mostly clear and includes some linking words. 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 the opinion is weak or confusing.	The opinion is minimally supported. Field research is incomplete or somewhat irrelevant.	The organization is not always clear. Some reasons and supporting evidence may be missing or irrelevant.	Language is often vague and may be missing transitions. Vocabulary may be overly general.	Delivery method is ineffective. Eye contact, speaking rate, volume, and enunciation are uneven.
1	The topic and opinion are confusing or not present.	Research is absent, irrelevant, or inaccurate.	Organization is confusing and support is absent, irrelevant, or inaccurate.	Language is vague, general, and words may be used incorrectly. Linking words are absent.	There is little command of presentation skills.
0	Possible characteristics that would warrant a 0: • No response is given. • Student does not demonstrate adequate command of writing or delivery of an opinion letter. • Response is unintelligible, illegible, or off topic.				

Have students complete a student-friendly Research Project Checklist, p. 44, from the *Resource Download Center.*

Compare Across Texts

OBJECTIVES

Use newly acquired vocabulary expressively.

Synthesize information to create new understanding.

PRIMARY SOURCES

Primary sources are sources that provide direct or firsthand evidence about an event, object, or person. In this inquiry project, students will learn about gathering firsthand information through field research. Students will also learn how individuals can participate voluntarily at local levels by writing letters and participating in service projects. To find out more about civic affairs at state and local levels, visit their web sites.

Environments

In this unit, students explored the theme of *Environments*. This unit of study should help students gain an understanding of the diverse environments on Earth and how environments affect people's lives.

TURN, TALK, AND SHARE **Connect to Theme** Have students look back at each text and write a sentence that best illustrates the Academic Vocabulary word listed with each title. Use *Grandma and the Great Gourd: A Bengali Folktale* to model how to complete the activity.

The Academic Vocabulary word listed with *Grandma and the Great Gourd* is *solve*. I'll go back into the text of *Grandma and the Great Gourd* to find a sentence that illustrates this word. In paragraph 28, I find a sentence that tells how Grandma and her daughter will solve a problem: "We'll come up with a plan!" This sentence illustrates the word *solve*, so I'll write it in the Week 1 box at the bottom of page 210.

Compare Across Texts

Have students consider what they learned about the theme of *Environments* by reading the texts in this unit. Use the questions below to guide students in synthesizing information from several texts to create a new understanding of the unit theme.

- How are the environments, or the specific settings, of the folktales important to these stories? (Possible response: In all of the folktales, the environment is important to the plot and conflict of each story: Grandma uses a gourd to escape animals in the jungle; the *Oba* and his people must farm the land because they wasted the sky's gifts; and Earth was transformed by the child's seeds into a forest and island.)
- How do people adapt to their environments in *Cocoliso* and *Living in Deserts?* (Possible response: Alejandro and his family learn how to live and stay safe in the swamp. Desert people have clothing, homes, and ways of finding water and food that help them survive.)

Essential Question

My TURN Remind students of the Unit 1 Essential Question: *How does our environment affect us?* 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 and answer the Weekly Questions for each text.
- Then have students make connections to ideas in other texts and the larger community.

myView Digital | INTERACTIVITY | NOTEBOOK | DOWNLOAD | ASSESSMENT

ELL Targeted Support **Monitor Speaking** Explain to students that they should model speech that they hear used in discussion. When speaking they should monitor themselves for errors. Model self-correcting by providing an example response to the Essential Question. Have students focus on self-correcting language mistakes as they discuss the Essential Question.

Read aloud the Essential Question: *How does our environment affect us?* Ask simple questions such as, *Does your neighborhood affect what you do each day?* Expand students' responses through discussion and write their comments on the board. **EMERGING**

Have students reread part of one text from the unit in small groups and talk about ways that the environment affects the people or characters in the text. **DEVELOPING**

Have student pairs write a sentence from each text that shows a connection between people or characters and the environment. Then have them describe this connection using their own words. **EXPANDING**

Challenge student pairs to discuss the Essential Question, telling how people or characters in each text are affected by their environment. **BRIDGING**

Use the ELL Observational Assessment Checklists to monitor student progress for this unit.

STUDENT INTERACTIVE, pp. 210–211

Inquire

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Respond using newly acquired vocabulary as appropriate.

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

Compose letters or other correspondence.

Conduct short research projects that build knowledge about a topic.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

What Makes a Safe Playground?	**600L, 700L, 800L**
Getting Outside	**600L, 700L, 800L**
Discovering Great Smoky Mountain National Park	**600L, 700L, 800L**

See the *Small Group Guide* for additional information on how to distribute the articles.

ELL Language Transfer

Multisyllabic Words Many Asian languages use monosyllabic words. Have Asian-language speakers practice saying words, such as environments.

Introduce the Project

This week students will address themes related to environments by collaboratively researching and writing an opinion letter to the students' town mayor or a park official, telling what could be done to improve safety in a local park or playground. Before assigning the research article, motivate students by activating background knowledge and setting a purpose for the project.

Begin by reading aloud the Activity prompt on p. 212 of the *Student Interactive*. Have students identify the word *improve* in the Activity prompt. Discuss the prompt and activate prior knowledge by asking students to share their ideas about how safety could be improved in a park or playground and why it is important for children.

CRITICAL LITERACY Build Background

Read-Pause-Annotate Distribute copies of "What Makes a Safe Playground?" Use the research article to help students build background and generate questions for formal inquiry. Write the bulleted items below on the board and have partners take turns reading the article aloud. Tell students to pause periodically to annotate the following:

- Underline details about why playground safety is important.
- Circle text that you find confusing or do not understand.
- Highlight words and phrases that describe how the author feels about the topic.

After reading, have students discuss their annotations with the class.

COLLABORATE Have students work together to generate questions they have about park or playground safety. Tell students that they will work to answer their questions when they conduct research.

EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

"Text needs to be meaningful for both the teacher and students, and the instruction surrounding that text needs to afford kids meaningful and rich experiences. This fosters motivation and engagement. At the end of a reading experience, students should be, do, or think differently as a result of what they read."

See SavvasRealize.com for more professional development on research-based 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 that they don't understand. Then ask them to infer the meaning of each based on the article, photo, and Activity prompt.

OPTION 2 **Extend** If students show understanding, have them brainstorm a list of local parks or playgrounds and a feature of each that could be improved. Prompt students to debate which park or playground would be the best one to improve, providing reasons that support their opinions.

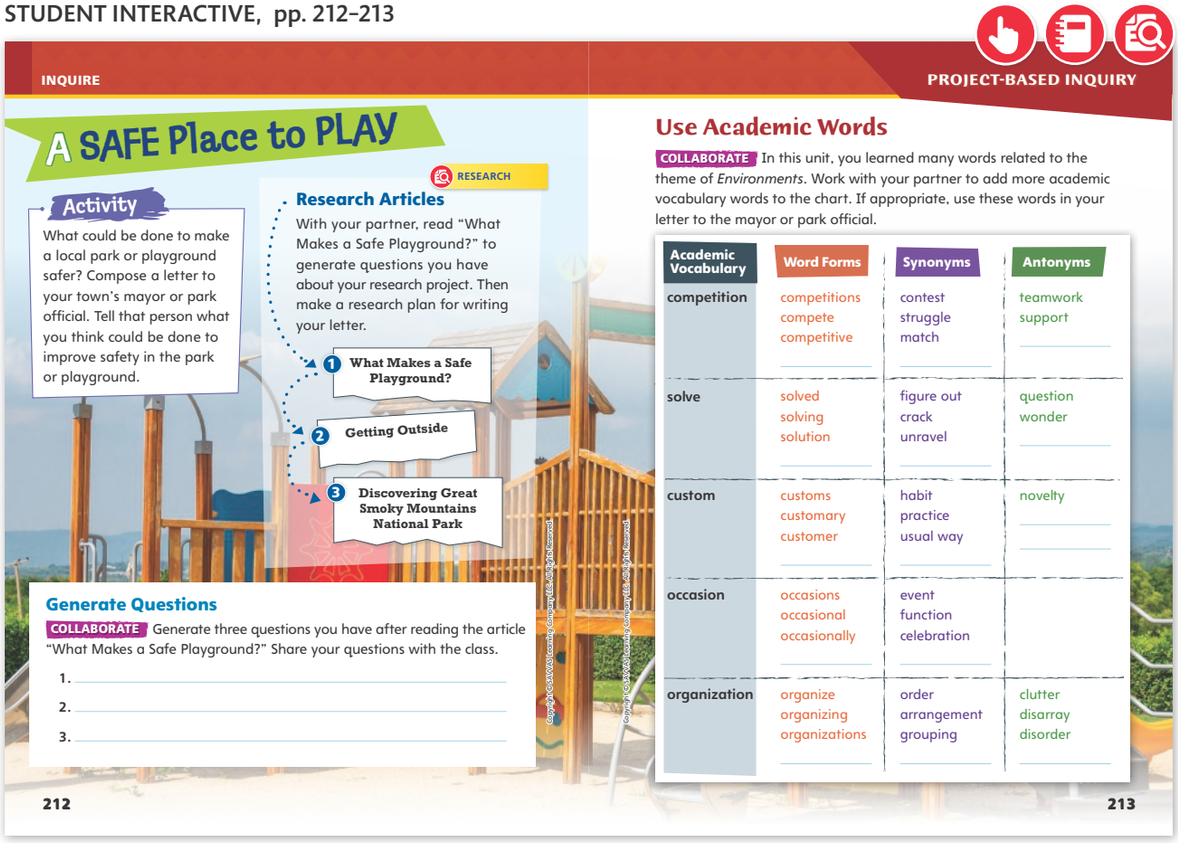
ELL TARGETED SUPPORT

Before students read the article, pair students with limited reading proficiency with a more fluent reader. Have students use their finger to track the text as it is being read. After the reading, have students read the text on their own, providing assistance as needed.

Use Academic Words

COLLABORATE Have students complete the activity on p. 213 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 letter to the mayor or park official.

STUDENT INTERACTIVE, pp. 212–213



INQUIRE

A SAFE Place to PLAY

RESEARCH

Activity

What could be done to make a local park or playground safer? Compose a letter to your town's mayor or park official. Tell that person what you think could be done to improve safety in the park or playground.

Research Articles

With your partner, read "What Makes a Safe Playground?" to generate questions you have about your research project. Then make a research plan for writing your letter.

1. What Makes a Safe Playground?
2. Getting Outside
3. Discovering Great Smoky Mountains National Park

Generate Questions

COLLABORATE Generate three questions you have after reading the article "What Makes a Safe Playground?" Share your questions with the class.

1. _____
2. _____
3. _____

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212

PROJECT-BASED INQUIRY

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Environments*. Work with your partner to add more academic vocabulary words to the chart. If appropriate, use these words in your letter to the mayor or park official.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
competition	competitions compete competitive	contest struggle match	teamwork support
solve	solved solving solution	figure out crack unravel	question wonder
custom	customs customary customer	habit practice usual way	novelty
occasion	occasions occasional occasionally	event function celebration	
organization	organize organizing organizations	order arrangement grouping	clutter disarray disorder

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213

Explore and Plan

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

Evaluate details read to determine key ideas.

Recognize characteristics and structures of argumentative text by identifying the claim.

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

Develop and follow a research plan with adult assistance.

Identify and gather relevant information from a variety of sources.

RESEARCH ARTICLES

What Makes a Safe Playground?	**600L, 700L, 800L**
Getting Outside	**600L, 700L, 800L**
Discovering Great Smoky Mountain National Park	**600L, 700L, 800L**

See the *Small Group Guide* for additional information on how to distribute the articles.

Argumentative Writing

Use the opinion article, "Getting Outside," to help students recognize the characteristics and structures of argumentative texts.

CRITICAL LITERACY Analyze Characteristics of Text

Distribute copies of "Getting Outside." Use the research article to teach the characteristics and structures of argumentative text and critical reading skills. Explain to students that reading critically is about analyzing the text to better understand the topic, the author's craft, and the author's purpose for writing. To critically read an argumentative text, readers should analyze the text to help them identify and understand

- The **topic** of the text.
- The author's **opinion** about the topic.
- **Reasons** that support the author's opinion.
- The intended **audience** of the text.

After students have read "Getting Outside," lead them in a discussion about the article. Guide students in critically understanding the article using the following questions, and then have students complete p. 214 in the *Student Interactive.*

- What is the topic of the article?
- What words and phrases reveal the author's opinion about the topic?
- Do you think the author's reasons support the author's opinion? Explain why or why not.

COLLABORATE Have student pairs use the **Plan Your Research** activity on p. 215 to help them form an opinion about park or playground safety and develop a research plan with adult assistance. A research plan includes generating questions for formal inquiry, conducting research about the topic, writing the project, revising and editing the project, and presenting. Ask students to consider how they can strengthen their opinions and reasons. Once students have completed the activity, initiate a class discussion of students' opinions, research plans, and ideas for strengthening their opinion and supporting reasons. Allow time for student pairs to revise their research-plan charts based on the information shared during the discussion.

ELL Targeted Support **Comprehend Text** Use linguistic supports to help students read "Getting Outside" and respond to the questions on p. 214 of the *Student Interactive.*

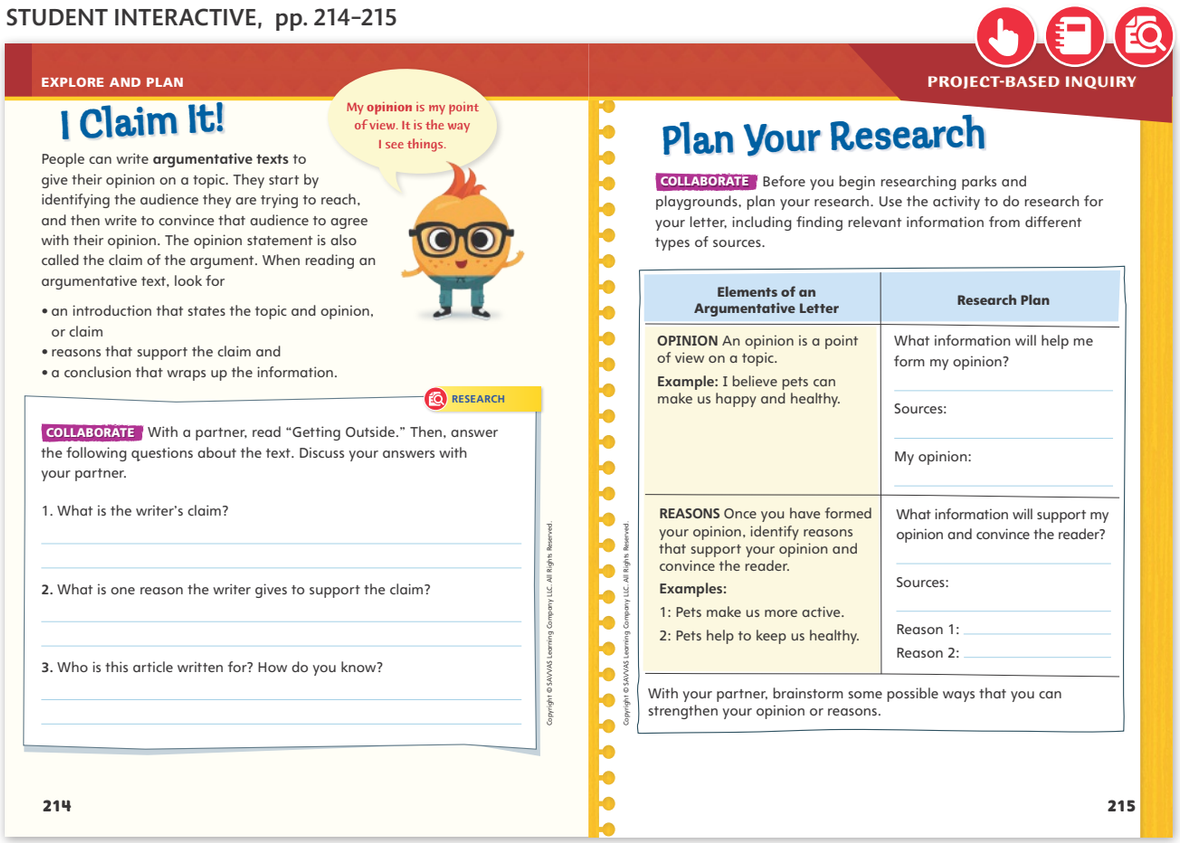
Echo read the article with students. After each paragraph, help students identify words and phrases that reveal the author's opinion about being outside. **EMERGING**

Have students read "Getting Outside." Then have pairs work together to complete these sentence frames: *The author's opinion on being outside is ____. The author supports this opinion by stating ____.* **DEVELOPING**

As they read, tell students to take notes about the author's claim and support for that claim. Tell students that a writer's opinion, in academic language, is called a claim. Have partners share their notes and talk about the strongest support for the author's claim. **EXPANDING**

Have students read the article independently and note words and phrases that reveal the article's audience, the author's claim, and support for the claim. Then have pairs share their notes and discuss the best ways to respond to the questions on p. 214 of the *Student Interactive.* **BRIDGING**

STUDENT INTERACTIVE, pp. 214–215



EXPLORE AND PLAN

I Claim It!

People can write **argumentative texts** to give their opinion on a topic. They start by identifying the audience they are trying to reach, and then write to convince that audience to agree with their opinion. The opinion statement is also called the claim of the argument. When reading an argumentative text, look for

- an introduction that states the topic and opinion, or claim
- reasons that support the claim and
- a conclusion that wraps up the information.

My opinion is my point of view. It is the way I see things.

RESEARCH

COLLABORATE With a partner, read "Getting Outside." Then, answer the following questions about the text. Discuss your answers with your partner.

1. What is the writer's claim?

2. What is one reason the writer gives to support the claim?

3. Who is this article written for? How do you know?

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214

PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin researching parks and playgrounds, plan your research. Use the activity to do research for your letter, including finding relevant information from different types of sources.

Elements of an Argumentative Letter	Research Plan
OPINION An opinion is a point of view on a topic. **Example:** I believe pets can make us happy and healthy.	What information will help me form my opinion? Sources: My opinion:
REASONS Once you have formed your opinion, identify reasons that support your opinion and convince the reader. **Examples:** 1: Pets make us more active. 2: Pets help to keep us healthy.	What information will support my opinion and convince the reader? Sources: Reason 1: ____ Reason 2: ____

With your partner, brainstorm some possible ways that you can strengthen your opinion or reasons.

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215

Conduct Research

OBJECTIVES

Work collaboratively with others by following agreed-upon rules, norms, and protocols.

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

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

PRIMARY SOURCES

Remind students that **primary sources** are sources of information that provide direct or firsthand evidence about an event, object, or person. Explain that field research involves collecting firsthand data about a natural surrounding, so field research is a primary source.

Field Research

TEACHING POINT Field research is conducted in a natural surrounding. Explain that researchers conduct field research when they go to a location to collect data. Tell students that information collected during field research is a primary source because it is gathered firsthand.

There is a variety of information at a site that can be identified and gathered. Tell students to look at the whole site, but then identify all the different sources of relevant, or meaningful, information that can be gathered to help with their project. They need to understand the information they gather and why it is helpful for their project.

MODEL AND PRACTICE Use the example on p. 216 of the *Student Interactive* to help students understand how field research can be conducted.

- Sam and his dad need to conduct field research on the empty lot to support their argument for turning it into a community garden. They go to the lot to study the area and collect information. They take photos and measurements. They use their field research to draw a plan for the community garden.
- Have students discuss their ideas for identifying and gathering information from different sources at the site. Have student teams discuss the information and why the information will be important to their project.

COLLABORATE Send a letter home with students explaining the project and encouraging parents and guardians to visit a park or playground with students. Have students write notes to identify and gather relevant information and evidence from a variety of sources. Tell them to record their field research on p. 217 of the *Student Interactive*. For students who are unable to visit a park or playground, have them develop a field research plan about the information they would want to collect. Have students show understanding of the information gathered by discussing with their team why it is important to their project.

EXPERT'S VIEW **Julie Coiro, University of Rhode Island**

"Trying to locate information on the Internet involves many steps, but it starts with questioning. It means having the ability to generate interesting questions in order to learn more about a task or text. It also means using the Internet to find information that answers those questions. To do that, children need practice using appropriate search engines, generating relevant key words, and making inferences about search results to figure out which might be the most relevant or appropriate for their questions."

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

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Provide support for struggling students by creating a K-W-L chart on the board with the following headings: *What I Know About the Park/Playground, What I Want to Know, What I Learned Through My Field Research.* Complete the chart together with students.

OPTION 2 **Extend** Have students collect additional information to support their argument by conducting field research at a park or playground that has already been improved or by researching park and playground improvements online. Provide an opportunity for students to share their research findings with the class.

ELL TARGETED SUPPORT

Have students work with partners to make inferences using the photo and sketch on p. 216 of the *Student Interactive.* Have students tell what the photo shows and how the sketch relates to the photo?

NEXT STEPS Once students have collected information on the park or playground they want to improve, they should be ready to begin a first draft of their letters. As students begin writing, they should demonstrate understanding of the information gathered. Be sure that they can identify their topic, opinion, reasons and evidence that support the opinion, and who their intended audience is. In the following activity, students will learn how to write their letters.

STUDENT INTERACTIVE, pp. 216–217

CONDUCT RESEARCH

FACT-FINDING in the FIELD

Research is a careful study to find and learn facts. It is also used to collect evidence, or proof of something. **Field research** is done in person in a natural surrounding. It is helpful to do field research because it allows you to identify and gather relevant information and gain firsthand knowledge. You can then show understanding of the information you gathered.

EXAMPLE Sam and his dad want to ask the mayor to turn an empty lot into a community garden. They went to the lot to do field research. They took pictures. To show their understanding of how to improve the land, they drew a plan of the garden they want. What information would you add to their research?

Taking photos helps you to remember what you saw.

Making a sketch will help you organize and plan ideas.

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PROJECT-BASED INQUIRY

COLLABORATE Ask an adult to take you and your partner to the park or playground you want to improve. Take photos and write notes to identify and gather information and evidence. Use that evidence to suggest improvements that could be made to the park or playground. With your partner, discuss ideas from your notes and photos that will be important for your letter.

Name of Park or Playground

Park or Playground

Improved Park or Playground

Discuss your research results. How did the field research help to support your opinion? Do you need to add more specific information?

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Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of argumentative text.

Recognize characteristics and structures of argumentative text by identifying the claim.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Compose letters or other correspondence.

CUSTOMIZE IT!

As pairs begin drafting their letters, help them identify the most appropriate mode of delivery based on their audience and resources. For example, the mayor or park official might be more receptive to an e-mail or a speech given during a town meeting than to a written letter. Have students also consider availability of resources as well as their own strengths and preferences.

Analyze Student Model

TEACHING POINT Remind students that the student model is about creating a community garden, but their writing task is about improving a park or playground. Use the student model to review some of the characteristics of argumentative texts, as well as the formatting and organization of a formal letter addressed to the mayor or a park official.

MODEL AND PRACTICE Use the letter on p. 219 of the *Student Interactive* to model the characteristics and structures of an argumentative letter.

Say: When writing an argumentative letter, it is important to include the name of the person to whom you are writing the letter. Be sure to identify the topic about which you are writing, and clearly state your opinion. The letter should also include reasons that support the opinion and a conclusion that restates your opinion and helps to convince the reader to agree with your opinion. Let's look at the parts of an argumentative letter using this letter written by Gracie and Dylan. Who is the intended audience for their letter? What parts of this letter help to convince the reader to agree with their opinion?

Ask student volunteers to share their thoughts and responses. Use the callouts to teach students the characteristics of an argumentative text.

COLLABORATE Direct student pairs to read p. 218 of the *Student Interactive* and use the checklist as they write a complete first draft of their letter to the mayor or a park official. 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 while they are writing. For their letters, students should use formal English and address the mayor or park official. Display the name of the mayor or the director of the local park service for students. Then offer examples of formal English and have volunteers offer examples of their own. Remind students that formal English should have a serious tone and include complete sentences, and should not contain contractions.

myView Digital ANNOTATE

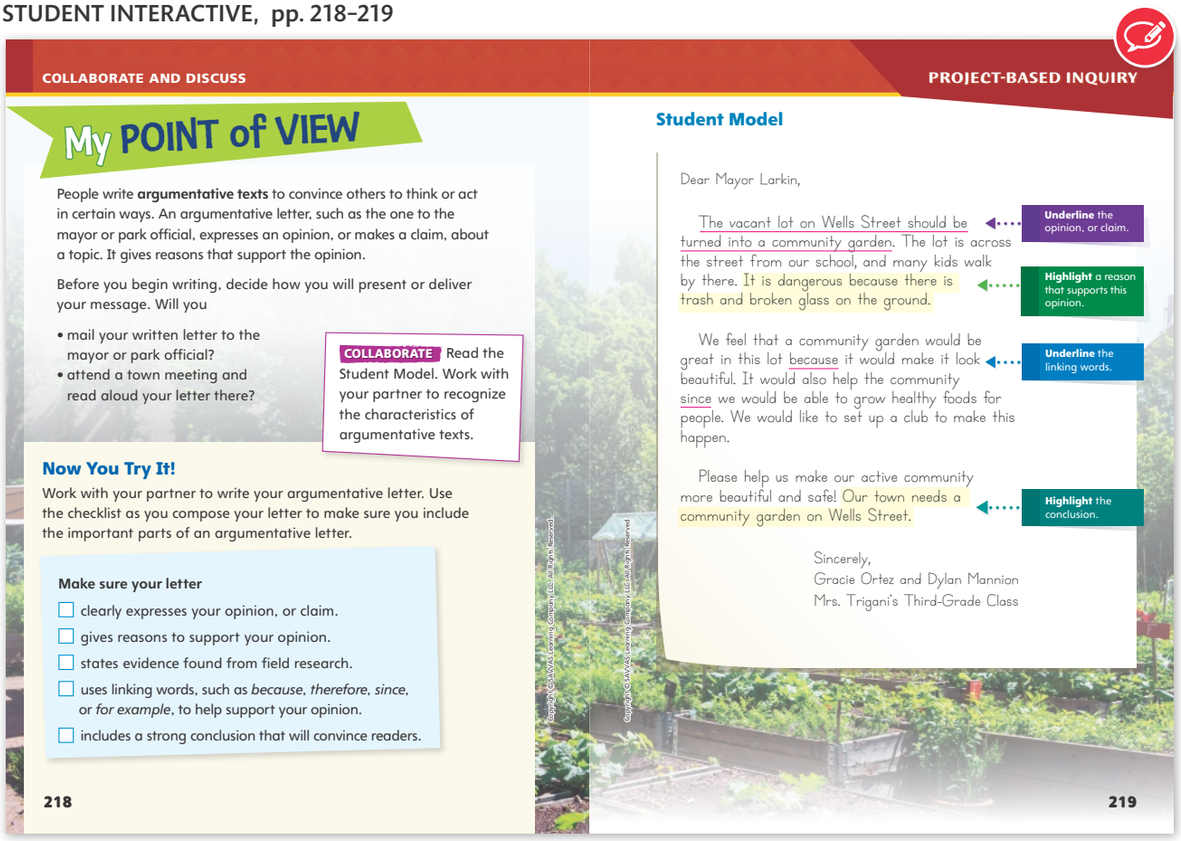
ELL Targeted Support **Express Opinions** Explain that an opinion can be expressed in single words (yes/no), short phrases (I agree/I disagree), or extended discussions. Tell students connecting words can help writers support an opinion by connecting the opinion with reasons or evidence.

Ask students questions about the letter on p. 219 of the *Student Interactive* that require them to express their opinion using yes/no answers. **EMERGING**

Have student pairs use oral sentence frames to express their opinions and reasons. For example, *If the park/playground had _____, then people would _____.* **DEVELOPING**

Organize students into small groups and have them use connecting words as they discuss their opinions and their reasons. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 218–219



COLLABORATE AND DISCUSS

My POINT of VIEW

People write **argumentative texts** to convince others to think or act in certain ways. An argumentative letter, such as the one to the mayor or park official, expresses an opinion, or makes a claim, about a topic. It gives reasons that support the opinion.

Before you begin writing, decide how you will present or deliver your message. Will you

- mail your written letter to the mayor or park official?
- attend a town meeting and read aloud your letter there?

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics of argumentative texts.

Now You Try It!

Work with your partner to write your argumentative letter. Use the checklist as you compose your letter to make sure you include the important parts of an argumentative letter.

Make sure your letter

- ☐ clearly expresses your opinion, or claim.
- ☐ gives reasons to support your opinion.
- ☐ states evidence found from field research.
- ☐ uses linking words, such as *because*, *therefore*, *since*, or *for example*, to help support your opinion.
- ☐ includes a strong conclusion that will convince readers.

218

PROJECT-BASED INQUIRY

Student Model

Dear Mayor Larkin,

The vacant lot on Wells Street should be turned into a community garden. The lot is across the street from our school, and many kids walk by there. It is dangerous because there is trash and broken glass on the ground.

We feel that a community garden would be great in this lot because it would make it look beautiful. It would also help the community since we would be able to grow healthy foods for people. We would like to set up a club to make this happen.

Please help us make our active community more beautiful and safe! Our town needs a community garden on Wells Street.

Sincerely,
Gracie Ortez and Dylan Mannion
Mrs. Trigani's Third-Grade Class

Underline the opinion, or claim.

Highlight a reason that supports this opinion.

Underline the linking words.

Highlight the conclusion.

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219

Refine Research

OBJECTIVES

Identify and gather relevant information from a variety of sources.

Identify primary and secondary sources.

Demonstrate understanding of information gathered.

Primary Source SOCIAL STUDIES

Go online to SavvasRealize.com for primary sources that will help students with their research.

RESEARCH ARTICLES

What Makes a Safe Playground?	600L, 700L, 800L
Getting Outside	600L, 700L, 800L
Discovering Great Smoky Mountain National Park	600L, 700L, 800L

See the *Small Group Guide* for additional information on how to distribute the article.

Identify Primary and Secondary Sources

TEACHING POINT Researchers must evaluate the sources of information they use. All of the sources can be classified as either primary or secondary sources.

MODEL AND PRACTICE Model how to identify primary and secondary sources.

Say: To determine if a source is a primary or secondary source, I need to think about the genre and characteristics of the source. For example, I find a speech I want to use. It includes the exact words that someone said to a group of people. The speech provides firsthand evidence of what was said, so this speech is a primary source. If I'm reviewing a magazine article that I want to use in my research, I might notice that the author provides opinions on the topic. The magazine article is a secondary source because it does not provide a firsthand account or direct evidence about the topic.

CRITICAL LITERACY Analyze Sources

Distribute copies of "Discovering Great Smoky Mountain National Park." Use the research article to provide practice in identifying primary and secondary sources. As students analyze the sources in the article, display the following bullet points to further assist students in identifying primary and secondary sources.

- A **primary source** provides direct or firsthand evidence about an event, object, or person.
- A **secondary source** is a source made by someone using primary source information or someone else's research. Secondary sources do not provide direct or firsthand evidence about the topic.

COLLABORATE Give students time to complete the chart on p. 220 of the *Student Interactive* independently. Have them identify primary and secondary sources in the article. Follow up by having students demonstrate understanding of the information gathered by explaining how they were able to identify each of the sources.

Next, have students practice identifying primary and secondary sources by completing the activity on p. 221 of the *Student Interactive*.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Provide struggling students with additional practice in identifying primary and secondary sources. Provide a list of sources that could include information about playgrounds, such as an encyclopedia, a magazine article, a speech from a park official, and the results of an experiment conducted at a playground. Ask students to identify each source as a primary or secondary source and discuss how they can tell.

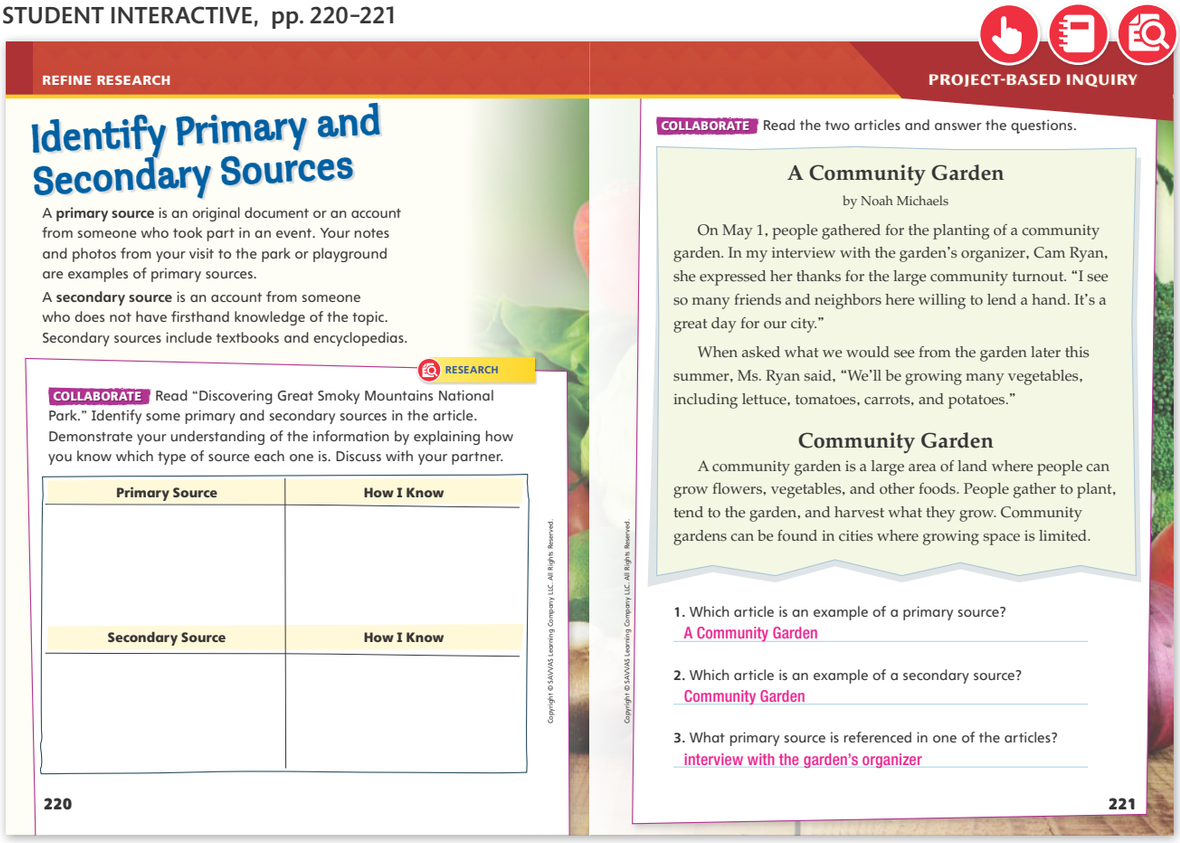
OPTION 2 **Extend** Have students who fully comprehend the distinction between primary and secondary sources identify a primary and secondary source related to their research topic. Have students use information from the sources to further support their opinion in their argumentative letter.

ELL TARGETED SUPPORT

As students discuss primary and secondary sources in the article "Discovering Great Smoky Mountain National Park," have students monitor their oral language by comparing their pronunciations of key words and phrases in the article to your pronunciations of the words. Tell students to use this monitoring strategy to confirm or correct their pronunciations of important language in the text.

NEXT STEPS Have students look at their drafts for opportunities to include primary and secondary sources in their research.

STUDENT INTERACTIVE, pp. 220–221



REFINE RESEARCH

Identify Primary and Secondary Sources

A **primary source** is an original document or an account from someone who took part in an event. Your notes and photos from your visit to the park or playground are examples of primary sources.

A **secondary source** is an account from someone who does not have firsthand knowledge of the topic. Secondary sources include textbooks and encyclopedias.

RESEARCH

COLLABORATE Read "Discovering Great Smoky Mountains National Park." Identify some primary and secondary sources in the article. Demonstrate your understanding of the information by explaining how you know which type of source each one is. Discuss with your partner.

Primary Source	How I Know
Secondary Source	**How I Know**

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220

PROJECT-BASED INQUIRY

COLLABORATE Read the two articles and answer the questions.

A Community Garden

by Noah Michaels

On May 1, people gathered for the planting of a community garden. In my interview with the garden's organizer, Cam Ryan, she expressed her thanks for the large community turnout. "I see so many friends and neighbors here willing to lend a hand. It's a great day for our city."

When asked what we would see from the garden later this summer, Ms. Ryan said, "We'll be growing many vegetables, including lettuce, tomatoes, carrots, and potatoes."

Community Garden

A community garden is a large area of land where people can grow flowers, vegetables, and other foods. People gather to plant, tend to the garden, and harvest what they grow. Community gardens can be found in cities where growing space is limited.

1. Which article is an example of a primary source?
   A Community Garden
2. Which article is an example of a secondary source?
   Community Garden
3. What primary source is referenced in one of the articles?
   interview with the garden's organizer

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221

Extend Research

OBJECTIVE

Compose letters or other correspondence.

Write a Thank You Note

TEACHING POINT A thank you note is a way to acknowledge and express gratitude, or thankfulness, for something nice that someone has done.

MODEL AND PRACTICE Use the thank you note on p. 222 of the *Student Interactive* to identify and evaluate the structure of a thank you letter.

- After Gracie and Dylan met with the mayor, they wrote a note to thank the mayor for his or her time and help. This thank you note is a formal letter because it is for someone who holds a government job and title. It should use formal English. Remember to use complete sentences and a serious tone and avoid using contractions.
- Thank you notes include a greeting, an expression of thanks, specific details about why you are thankful, and a closing. The thank you note from Gracie and Dylan also includes a next step that reminds the mayor about their cause. The students also restated their thanks. Why do you think each part of the thank you note is important? Why is it important to follow up with a thank you note?

Provide an opportunity for students to respond and then review the structure of the thank you note together as a class.

COLLABORATE Direct student pairs to plan their thank you note using p. 223 of the *Student Interactive*. Then have them use the plan to compose a thank you note. Allow time for students to discuss their preferences for delivering notes to the mayor or park official.

ELL Targeted Support **Communicate in Social Contexts** Guide students in evaluating the phrase *thank you* and practice using the phrase in cooperative learning interactions.

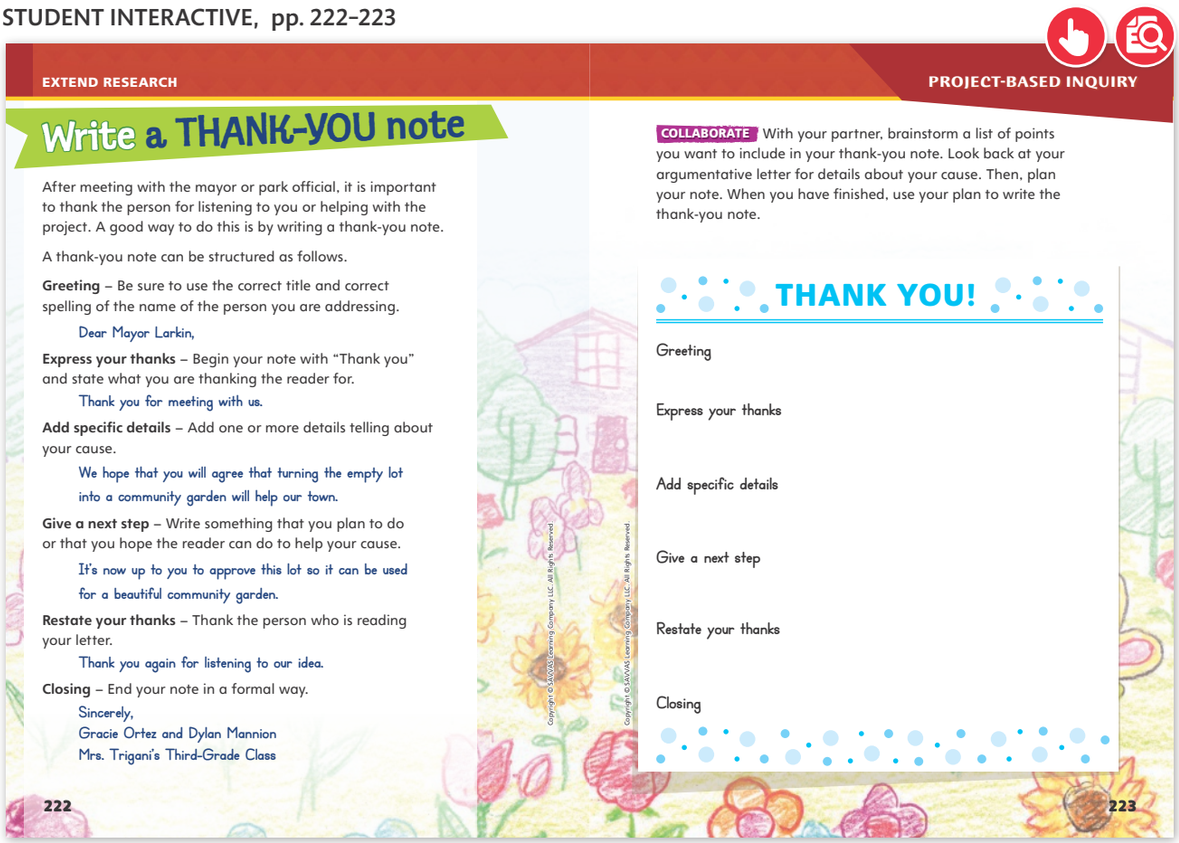
Read the example thank you note aloud. Have students underline sentences that include the phrase *thank you* and circle the phrase in each sentence that tells why Gracie and Dylan are thankful. ("for meeting with us"; "for listening to our ideas") **EMERGING**

Point out the *-ing* endings in *meeting* and *listening* and have students practice add *-ing* endings to verbs in their own sentences. Provide the following sentence frame to help students express thanks verbally. *Thank you for (verb + -ing)* ____. **DEVELOPING**

Have student pairs practice sharing information in cooperative learning interactions by role playing expressing thanks. Have one student pretend to enter the mayor's or park official's office and engage in a conversation about the plan for improving the park or playground. At the end of the conversation, have students verbally express their thanks. **EXPANDING**

Have students share information about other social situations in which verbally expressing thanks is required. Invite volunteers to act out those scenarios. **BRIDGING**

STUDENT INTERACTIVE, pp. 222–223



EXTEND RESEARCH

Write a THANK-YOU note

After meeting with the mayor or park official, it is important to thank the person for listening to you or helping with the project. A good way to do this is by writing a thank-you note.

A thank-you note can be structured as follows.

Greeting – Be sure to use the correct title and correct spelling of the name of the person you are addressing.

Dear Mayor Larkin,

Express your thanks – Begin your note with "Thank you" and state what you are thanking the reader for.

Thank you for meeting with us.

Add specific details – Add one or more details telling about your cause.

We hope that you will agree that turning the empty lot into a community garden will help our town.

Give a next step – Write something that you plan to do or that you hope the reader can do to help your cause.

It's now up to you to approve this lot so it can be used for a beautiful community garden.

Restate your thanks – Thank the person who is reading your letter.

Thank you again for listening to our idea.

Closing – End your note in a formal way.

Sincerely,
Gracie Ortez and Dylan Mannion
Mrs. Trigani's Third-Grade Class

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222

PROJECT-BASED INQUIRY

COLLABORATE With your partner, brainstorm a list of points you want to include in your thank-you note. Look back at your argumentative letter for details about your cause. Then, plan your note. When you have finished, use your plan to write the thank-you note.

THANK YOU!

Greeting

Express your thanks

Add specific details

Give a next step

Restate your thanks

Closing

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223

Collaborate and Discuss

OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by developing an engaging idea with relevant details.

Edit drafts using standard English conventions, including past, present, and future verb tense.

CUSTOMIZE IT!

As student pairs revise and edit their letters, have them consider any changes they might want to make to their letters based on the mode of delivery they selected. If students decided to present their letters as a speech, they might want to add language that is engaging and persuasive to listeners. Have students who want to send their letter as an e-mail review the style and conventions used in formal e-mails and determine a subject line that will catch the mayor or park official's attention.

Revise and Edit

TEACHING POINT Writers analyze their own writing to determine how they can make their ideas clearer and well organized. When writers review their writing, they should check their verbs to make sure that they used the past, present, and future verb tenses correctly.

MODEL AND PRACTICE Model how writers add details on p. 224 of the *Student Interactive*, referring back to the Student Model on p. 219.

When Gracie and Dylan analyzed a draft of their letter, they noticed that they did not use enough details to make their argument strong. In the first paragraph, they know where the lot is and why the lot is dangerous, but they realized they didn't explain that to the reader. So they revised their writing by adding the location and the reason why it was dangerous. This revision makes it clearer and adds strength to their opinion.

Ask students to explain how adding "active" and "and safe" strengthened their reasons and supported their opinion. Offer corrective feedback as needed.

Peer Review

COLLABORATE Have student pairs exchange letters and review each other's writing. Remind students to be respectful as they review and comment upon one another's writing.

Adding Details Have student pairs reread their letters using the Revise checklist on p. 224. Tell them to ask questions, such as: *Were my reasons strong enough to support my opinion? Is my opinion clearly stated and well supported with research? What details could make my letter clearer and my opinion more convincing?* Have students mark specific places where they can add examples and reasons and specific words to make their letter more persuasive.

Conventions Next, have partners use the Edit checklist on p. 225 to make sure they used correct writing conventions. Direct students to use a dictionary to check the spelling of any unfamiliar words. Also have students purposely vary the structure of their sentences. For example, they can use short sentences for important points and longer sentences for reasons or evidence.

DIFFERENTIATED SUPPORT

OPTION 1 **Intervention** Support struggling students by outlining steps that they can follow to review and improve their letters. Explain that students first critically read their letters to identify errors or ways their letters can be improved, then revise them by making changes that improve or correct their text, and finally edit their letters by rereading the text and using the Edit checklist to correct any remaining errors, such as spelling and punctuation errors.

OPTION 2 **Extend** Have students who show understanding review the checklist of p. 224 of the *Student Interactive* to evaluate their letters. Ask students to identify ways they can revise their letters to clarify their opinion statement and/or strengthen the reasons and evidence that they are using to support their opinion.

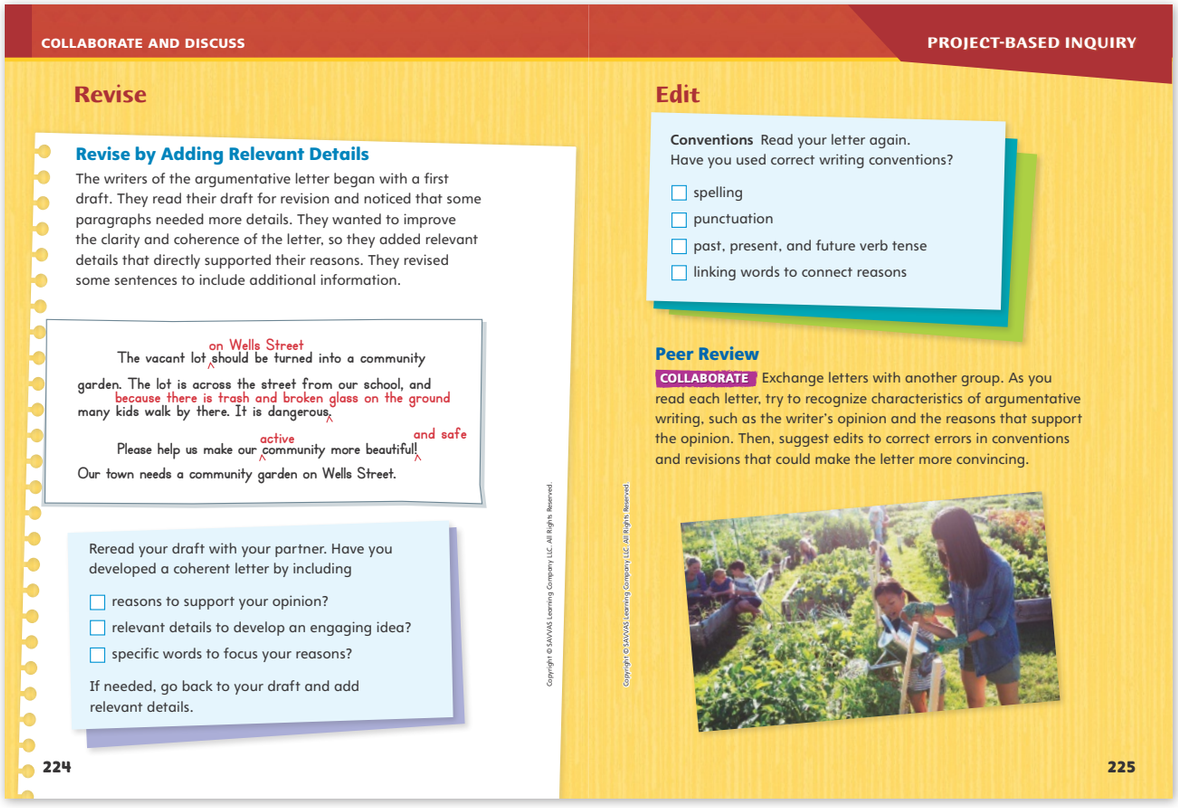
ELL TARGETED SUPPORT

Support students as they edit for verb tenses by creating a chart showing the simple past, present, and future tenses of the verb *walk* used in the draft on p. 224.

Have students add to the chart by including verbs they are using in their writing.

NEXT STEPS Once students have revised and edited their letters, have them write a clean, final copy of their letters to the mayor or park official.

STUDENT INTERACTIVE, pp. 224–225



COLLABORATE AND DISCUSS

Revise

Revise by Adding Relevant Details

The writers of the argumentative letter began with a first draft. They read their draft for revision and noticed that some paragraphs needed more details. They wanted to improve the clarity and coherence of the letter, so they added relevant details that directly supported their reasons. They revised some sentences to include additional information.

The vacant lot on Wells Street should be turned into a community garden. The lot is across the street from our school, and because there is trash and broken glass on the ground many kids walk by there. It is dangerous.

Please help us make our active community more beautiful! and safe

Our town needs a community garden on Wells Street.

Reread your draft with your partner. Have you developed a coherent letter by including

- ☐ reasons to support your opinion?
- ☐ relevant details to develop an engaging idea?
- ☐ specific words to focus your reasons?

If needed, go back to your draft and add relevant details.

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224

PROJECT-BASED INQUIRY

Edit

Conventions Read your letter again. Have you used correct writing conventions?

- ☐ spelling
- ☐ punctuation
- ☐ past, present, and future verb tense
- ☐ linking words to connect reasons

Peer Review

COLLABORATE Exchange letters with another group. As you read each letter, try to recognize characteristics of argumentative writing, such as the writer's opinion and the reasons that support the opinion. Then, suggest edits to correct errors in conventions and revisions that could make the letter more convincing.

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225

Celebrate and Reflect

OBJECTIVES

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

Recognize and observe differences between the conventions of spoken and written standard English.

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.

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

Use an appropriate mode of delivery to present results.

BIBLIOGRAPHY

Confer with students to review sources they used in the development of their letters. Ask each pair to consider questions such as, *Why do we need to give authors credit when we use their words and ideas? Do you think the mayor or park official would be interested in your sources?*

Celebrate!

Before final publication, have student pairs present their letters orally. Have students decide with their partners who will present each part of the letter and then practice their presentations.

Use the Student Model on p. 219 of the *Student Interactive* to model how to present a written letter orally. Before you begin, identify traits of effective speech.

- When I present the letter, I make eye contact with the audience. I do not keep my eyes directed downward at my paper. Instead, I look up at the people who are listening to me from time to time during my presentation.
- As I speak, I make sure that the volume of my voice is loud enough that everyone can hear what I am saying.
- As I present the letter, I pronounce each of my words clearly and correctly.
- I do not rush through my presentation, but speak slowly and at a rate that is steady and natural.

After you model reading aloud the letter, tell students that although they are speaking to an audience, they are presenting something that is written on paper. Ask students to observe the differences between spoken and written English as they listen to the letters read aloud. Engage students further by creating a classroom town hall and having students take turns in the role of mayor or park official as each pair of students present their letters. Have students in the audience listen actively, ask questions to clarify information, and make pertinent comments following each presentation. When students are finished presenting, ask them to identify how the tone, structure, and formality of written English differs from spoken English.

COLLABORATE After completing their presentations, have students work with their partners to write their classmate's reactions to their presentation on p. 226 of the *Student Interactive*.

Reflect

My TURN Students should work independently or with their partners to evaluate the argumentative letter that they wrote. Have them identify the strengths of their writing as well as ways their letters could be improved.

myView Digital INTERACTIVITY NOTEBOOK DOWNLOAD ASSESSMENT

Reflect on the Unit

Reflect on Your Goals Have students revisit the unit goals on p. 12 of the *Student Interactive*. Remind them to use a different color to re-rate how well they think they have met the goals.

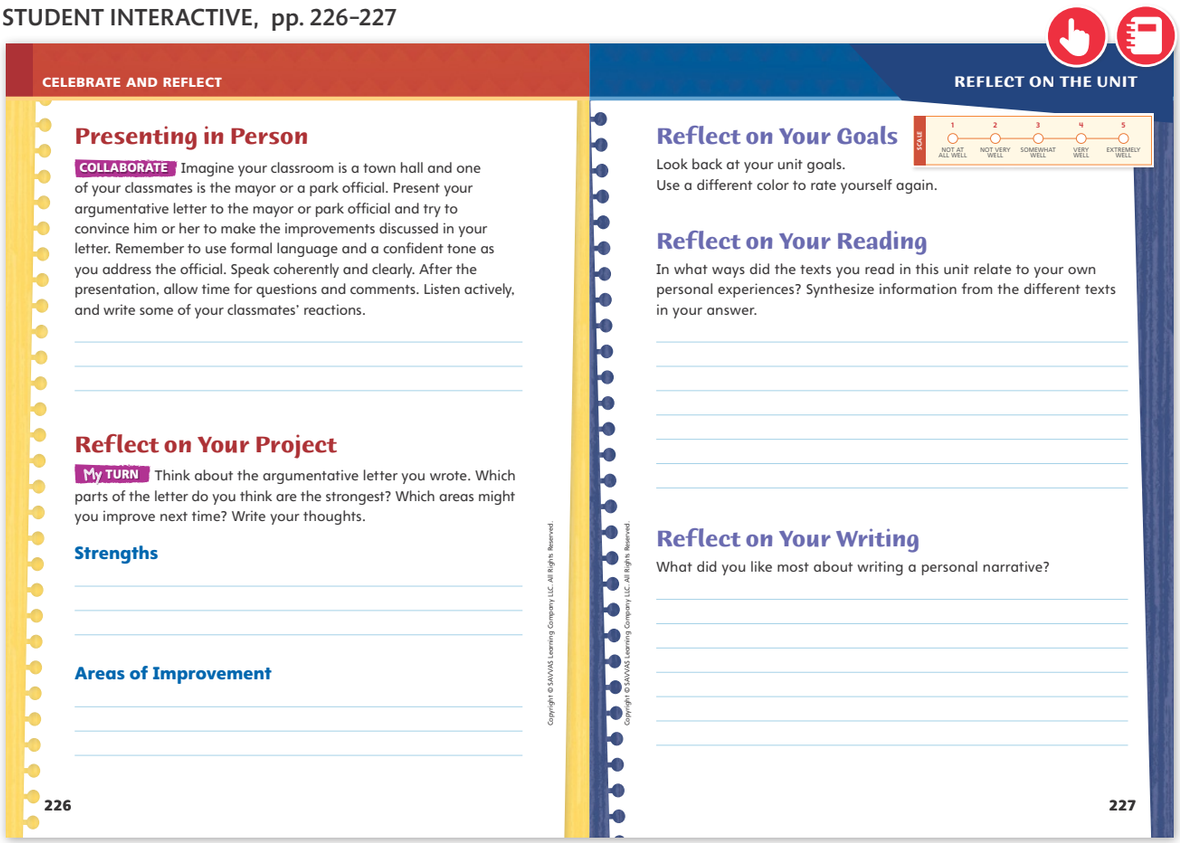
Reflect on Your Reading Readers reflect on what they read to better understand the texts in a broader context. Use *Why the Sky Is Far Away* and *Cocoliso* to model reflecting on reading. Say: The texts *Why the Sky Is Far Away* and *Cocoliso* relate to my life because they make me think about and appreciate the plants, animals, and resources in the natural world and the environment in which I live. Then have students answer the Reflect on Your Reading question on p. 227 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 personal narrative. Then have students answer the Reflect on Your Writing question.

Reading and Writing Strategy Assessment Checklists

The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.

STUDENT INTERACTIVE, pp. 226–227



CELEBRATE AND REFLECT

Presenting in Person

COLLABORATE Imagine your classroom is a town hall and one of your classmates is the mayor or a park official. Present your argumentative letter to the mayor or park official and try to convince him or her to make the improvements discussed in your letter. Remember to use formal language and a confident tone as you address the official. Speak coherently and clearly. After the presentation, allow time for questions and comments. Listen actively, and write some of your classmates' reactions.

Reflect on Your Project

MY TURN Think about the argumentative letter you wrote. Which parts of the letter do you think are the strongest? Which areas might you improve next time? Write your thoughts.

Strengths

Areas of Improvement

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226

REFLECT ON THE UNIT

Reflect on Your Goals

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

Look back at your unit goals.
Use a different color to rate yourself again.

Reflect on Your Reading

In what ways did the texts you read in this unit relate to your own personal experiences? Synthesize information from the different texts in your answer.

Reflect on Your Writing

What did you like most about writing a personal narrative?

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227

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 *Eleven Nature Tales: A Multicultural Journey,* available online at SavvasRealize.com.

Plan Book Club

1. **CHOOSE THE BOOK** You may want to group students who read at about the same level into clubs. Help students choose a book, or you choose one for them from the list on p. T489.
2. **PLAN THE BOOK** Book Club will meet twice each week, during Small Group time. Help the club decide how to divide the book across these ten days. Help students pace the book so they will have clearly defined reading expectations before each meeting.
3. **KNOW THE BOOK** Have a clear idea of each story in the books so 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 theme of the book and what the stories have in common. Then, allow students to explore the book on their own by reading the story titles and looking at the illustrations.
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 group discussions.

★ **CONNECT TO THE THEME** So that students can make text connections, help them choose a book related to the theme, Environments, or to the Essential Question for the unit: *How does our environment affect us?* As a class, discuss how the book relates to both.

★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their reading strategies for traditional tales and to make comparisons between characteristics of the genre, students can choose a book that features traditional tales.

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Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that as they read they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

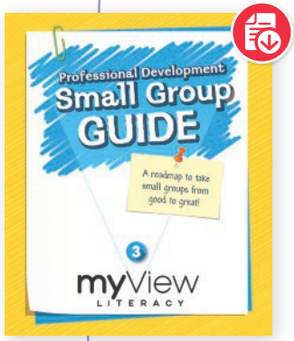
Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer them examples of how to phrase their ideas productively and respectfully. SEL

- I understand your point, but I think _____.
- Why do you say that?
- Can you repeat what you said?



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

- ☑ ***Eleven Nature Tales: A Multicultural Journey*** **by Pleasant DeSpain**
- ☐ ***Deserts*** **by Peter Benoit**
- ☐ ***The Journey of Tunuri and the Blue Deer*** **by James Enready**
- ☐ ***Living in Polar Regions*** **by Tea Benduhn**
- ☐ ***How the Stars Fell Into the Sky*** **by Jerrie Oughton**
- ☐ ***Sally Ann Thunder Ann Whirlwind Crockett*** **by Steven Kellogg**

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, *Eleven Nature Tales: A Multicultural Journey*. If you would like students to read a different book, you can use one from the list provided, a book of your own choosing, or one chosen by the book club. On pp. T488–T489 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 *Eleven Nature Tales*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that in Book Club, they are responsible for guiding and assessing their own reading and writing. The role of the teacher in Book Club is to be guide who does not ask specific questions, but who instead guides students toward new understandings.

CONNECT TO THE THEME This text connects to both the unit theme, Environments, and the Essential Question for the unit: *How does our environment affect us?*

CONNECT TO THE SPOTLIGHT GENRE As students read *Eleven Nature Tales: A Multicultural Journey*, listen for moments in their Book Club conversations when they use strategies for reading traditional tales. Prompt them as needed. For example: *In the story "All Things Are Connected," what did the old woman mean when she warned the chieftain that all things are connected?*

LAUNCH THE BOOK Tell students that over the course of this unit, they will read *Eleven Nature Tales: A Multicultural Journey* by Pleasant DeSpain. The stories demonstrate how all of nature is connected. Each tale provides an ecological explanation, lesson, warning, or joy.

EXPERT'S VIEW Frank Serafini, Arizona State University

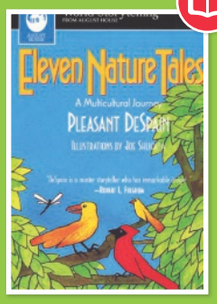
"For Reading Workshop, there isn't a script to follow, but rather an organizational framework. The components should include reading aloud, discussing literature, independent reading, small group instruction, and Book Clubs. The focus of classroom reading instruction should be a response to students' needs and interests. It is more important to follow the children than it is to follow a curriculum."

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

myView Digital REALIZE READER DOWNLOAD

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR BOOK

- [x] ***Eleven Nature Tales: A Multicultural Journey*** **by Pleasant DeSpain**
- [ ] ***Deserts*** **by Peter Benoit**
- [ ] ***The Journey of Tunuri and the Blue Deer*** **by James Enready**
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Book Support

DISCUSSION CHART The Discussion Chart provides three distinct focuses students can use when they are responding to a new book or experience.

- **Noticings** is a place for students to note what catches their attention in the text.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings

Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or students' choosing.
- guiding a student-led Book Club.
- facilitating Book Club when there are not enough books for all students.

BOOK CLUB

Week 1

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

TEACHER'S SUMMARY

"All Things Are Connected" A cruel chieftain is bothered by the croaking of frogs and demands they be killed. Soon the village is swarmed by mosquitoes. The villagers flee, leaving no one for the chieftain to rule over.

"Sun Catcher" A hunter accidentally traps the sun in his net. Soon the sky is dark and the air grows cold. A tiny mouse sets the sun free.

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.

These stories have to do with humans causing a change to the environment for selfish reasons. Each change has severe consequences for the environment and the people who depend on it. Ask: *In these two stories, what can you infer about making changes to the environment? In each story, what lesson does the author want to teach readers?*

COLLABORATION Remind students that there is a purpose for talking about texts. Tell students to listen actively, ask relevant questions to clarify information, make pertinent comments, and build on the ideas of others. Offer sentence stems like these as examples of how students should phrase their ideas productively and respectfully. SEL SOCIAL-EMOTIONAL LEARNING

- I understand what you are saying, but I think _____.
- Explain what you mean when you say _____.

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READING WORKSHOP

SMALL GROUP

Session 1

Present the book to the groups. Explain that the book is a collection of short traditional tales from different cultures around the world. Ask students to establish a purpose for reading and to take note of details about setting, plot, and theme as they read.

Tell the groups that they will begin reading today and that by Session 2 they should finish reading the first two stories and be ready for discussion.

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 questions about the text and details they notice, connections they make, and things they wonder about as they read.

Allow groups to use any remaining Book Club time to begin reading.

Session 2

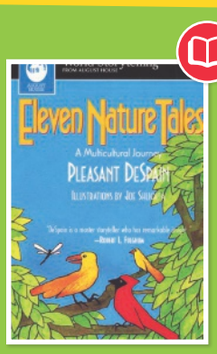
By Session 2 students will have read the first two stories in *Eleven Nature Tales: A Multicultural Journey*. Now they are ready to begin their conversation about the book.

Circulate around the room and notice how each group's conversation is going. When appropriate, ask questions to help stimulate their conversation.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, ask groups questions such as the Conversation Starters to spark collaborative discussion.

CONVERSATION STARTERS

- How can you tell these stories are traditional tales?
- Is the setting important to either of these stories? Why or why not?
- What lessons can humans learn from these stories?



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BOOK CLUB

Week 2

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

TEACHER'S SUMMARY

"Cooking with Salt Water" When Amara runs out of salt, she travels to the sea to collect some salt water. She soon notices the sea is much smaller. Not aware of the tides, she worries she will anger the sea. She returns the water and notices the sea is larger again.

"The Friendship Orchard" After discovering a chest of gold buried in their field, two good friends argue that the other deserves to keep the wealth. They are advised to buy fruit seeds and plant a friendship orchard. Instead, the men use the gold to free hundreds of beautiful birds that are destined to be killed. Each bird then brings a fruit seed to plant in their field.

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.

Each day, the ocean tide rises and falls. At low tide, it looks like there is less water than at high tide. In "Cooking with Salt Water" when Amara thinks the ocean looks smaller, it is actually at low tide. Why does Amara think the sea will be angry with her?

In "The Friendship Orchard," the men learn a valuable lesson about friendship. What role does the environment play in helping the men resolve their problem?

COLLABORATION Remind students that it is important in any group discussion for people to take turns talking and know how to ask questions based on what others' say. Offer sentence stems to talk about text. SEL

- Can you give me an example?
- That makes me think _____.

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Session 3

By Session 3, students will have read the story "Cooking with Salt Water" from *Eleven Nature Tales: A Multicultural Journey*.

Circulate around the room and notice how the conversations are going. When it seems appropriate, touch base with each group and help them focus on the text.

Based on what you observe, you can ask these questions to encourage conversation about the book.

CONVERSATION STARTERS

- How would you describe Amara?
- Why is Amara so afraid of the sea?
- What can you infer about the theme of "Cooking with Salt Water"?

Session 4

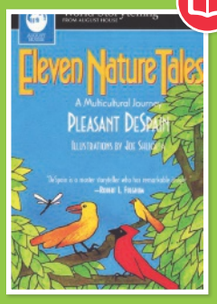
By Session 4, students will have read the story "The Friendship Orchard" from *Eleven Nature Tales: A Multicultural Journey*.

CONVERSATION STARTERS

- Why do the men decide to save the birds?
- What lesson do the men learn in "The Friendship Orchard"?
- How does this story relate to the unit theme Environments?

READING WORKSHOP

SMALL GROUP



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BOOK CLUB

Week 3

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

TEACHER'S SUMMARY

"Frog Swallows Ocean" Bayamey, Maker of the World, is not happy when Ocean disobeys his orders. As punishment, Bayamey turns into a frog and swallows all the water. Without water, all life would suffer. Different animals try to make Bayamey laugh so the water will pour from his mouth. After several tries, the plan works.

"Rabbit's Tail Tale" Three sister rabbits want to visit Farmer Wu's garden on the other side of the river. However, they cannot swim. The sister rabbits devise a plan to trick the turtles into forming a bridge over the river that the rabbits then use to cross. Grandmother Turtle becomes angry and bites off the rabbits' tails.

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 discussing.

Authors of traditional tales often include descriptive language in their stories to make the stories fun to read. What descriptive language did you notice in "Frog Swallows Ocean"?

Traditional tales can explain why or how processes and life in the environment originated. What does the "Rabbit's Tail Tale" explain?

COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a conversation. SEL SOCIAL-EMOTIONAL LEARNING

- I liked the part when _____.
- I was expecting _____ to happen.

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Session 5

By Day 1 of Week 3, students will have read through the story "Frog Swallows Ocean" from *Eleven Nature Tales: A Multicultural Journey*.

When groups sit down for their conversation, they might have trouble getting started. If so, ask groups the following questions to spark collaborative discussion of the text:

CONVERSATION STARTERS

- What was the problem in the story?
- What would you have done to make Bayamey laugh?

Session 6

By Session 6, students will have read through the story "Rabbit's Tail Tale" from *Eleven Nature Tales: A Multicultural Journey*.

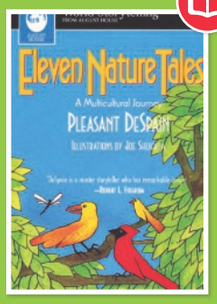
CONVERSATION STARTERS

- Why did the rabbit sisters touch ears?
- How did the rabbits trick the turtles?
- How do the turtles take revenge for being tricked by the rabbits?

Ask students to share details and ideas from their **Discussion Charts**. Tell students that they should be prepared to discuss the next two stories next week.

READING WORKSHOP

SMALL GROUP



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BOOK CLUB

Week 4

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

TEACHER'S SUMMARY

"The Savage Skylark" A landowner and his wife want to plant a large garden. The landowner asks workers to clear the field of trees, but the workers cannot because a lark attacks them. The wife suggests waiting a few days and the problem will take care of itself, but the husband does not believe her. Eventually, he finds she is right. The lark was protecting her children and leads them away when they're grown.

"Cardinal's Red Feathers" Brown Bird is sad because she thinks she's not as beautiful as other birds. One day she sees Raccoon play a trick on Coyote. When Coyote is in need, Brown Bird helps him. To thank her for the help, Coyote paints Brown Bird's feathers a beautiful red color. This is how the cardinal came to be red.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking.

In "The Savage Skylark," the landowner does not believe his wife is as smart as he is. What lesson does he learn at the end of the story?

Many traditional tales include animals as main characters. In "Cardinal's Red Feathers," why is Brown Bird so sad? Do you think she has a good reason to be sad? Why or why not?

COLLABORATION Remind students that it is important in any group discussion for people to be part of the conversation and share what they are thinking. Offer sentence stems like these as examples. SEL

- My favorite character is _____ because _____.
- I noticed that _____.
- I was expecting _____.

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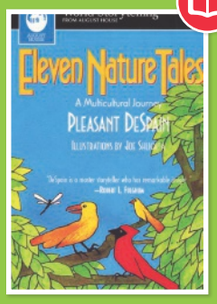
READING WORKSHOP

SMALL GROUP



Session 7

By Session 7, students will have read through the story "The Savage Skylark" from *Eleven Nature Tales: A Multicultural Journey*.

CONVERSATION STARTERS

- Tell us what you thought about the landowner at the beginning of the story.
- What did you predict the wife knew about the savage skylark?
- How does this story relate to the Essential Question: How does the environment affect us?

As groups discuss the book, circulate around the room and notice where the conversations are going. When it seems appropriate, touch base with each group and ask what aspects of the book they are talking about.

Session 8

By Session 8, students will have read the story "Cardinal's Red Feathers," from *Eleven Nature Tales: A Multicultural Journey*.

CONVERSATION STARTERS

- How do the other characters feel about Brown Bird?
- What trick does Raccoon play on Coyote?
- What part of nature does this story explain?

Ask students to share details and ideas from their **Discussion Charts**. Tell students that they should be prepared to discuss the final three stories of the book next week.

CHOOSE YOUR BOOK

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BOOK CLUB

Week 5

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

TEACHER'S SUMMARY

"Starfire" Long ago, humans did not have fire. They were cold and could not cook their food. Different animals gave advice about how to live without fire. Jumping Spider knew where to find fire high in the sky. With a long silk thread, he helped humans find fire and bring it down to Earth.

"The Grizzly Bear Feast" An old hunter was lonely; all his friends and family were gone. He invited bears to his home for a feast. They all shared food and stories. That night the old hunter dreamed of making friends with the lead bear. The villagers realized that it was good to invite an enemy to feast and even better to turn an enemy into a friend.

"Enough Is Enough" The people who lived far away from the ocean wanted water, so Ocean sent his children, Rains and Clouds, to supply water. But the people became greedy and would not send Ocean's children back to him. The Great Spirit punished the people. The result was the different land forms and waterways that today cover the state of Washington.

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 are these three stories similar to all traditional tales?

What lessons about the environment do the characters in these stories learn? Do the stories teach us lessons that we can use today?

COLLABORATION Remind students that it is important in any group discussion for people to be part of the conversation and share what they are thinking. Offer sentence stems like these as examples. SEL

- I agree that _____.
- I like the part when _____.

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READING WORKSHOP

SMALL GROUP

Session 9

By Session 9, students will have read through the stories "Starfire," "The Grizzly Bear Feast," and "Enough Is Enough" from *Eleven Nature Tales: A Multicultural Journey*. Circulate around the room. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

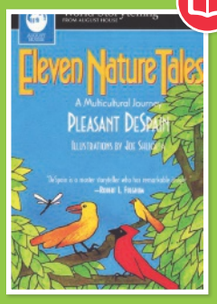
- How does the author's descriptive language help you better understand the events in "Starfire"?
- Why, according to the author, do some people refer to the sun as Starfire?
- What can you infer about the theme in "The Grizzly Bear Feast"?

Session 10

By Session 10, students will have finished reading all the stories in *Eleven Nature Tales: A Multicultural Journey*. Point out the Notes section of the book and explain that students can read it to learn more about each traditional tale. On this final day of this unit's Book Club, the groups should widen the focus of their discussions to take in the entire book.

CONVERSATION STARTERS

- What do all of the traditional tales in the book have in common?
- How do these tales help answer the Essential Question: *How does our environment affect us?* Explain your answer.
- Why does the author call this book "A Multicultural Journey"?



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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.

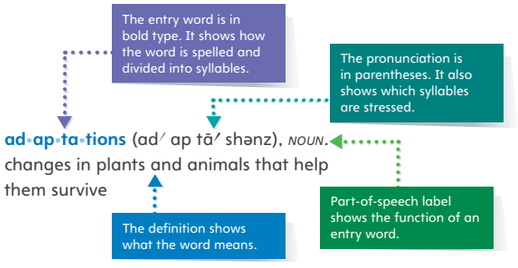
STUDENT INTERACTIVE, p. 430

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.

430

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GLOSSARY

STUDENT INTERACTIVE, p. 431

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′ lə 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 (bâr′ 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 *hat*	ō in *open*	sh in *she*
ā in *age*	ò in *all*	th in *thin*
â in *care*	ô in *order*	ŦH in *then*
ä in *far*	oi in *oil*	zh in *measure*
e in *let*	ou in *out*	ə = a in *about*
ē in *equal*	u in *cup*	ə = e in *taken*
èr in *term*	ù in *put*	ə = i in *pencil*
i in *it*	ü in *rule*	ə = o in *lemon*
ī in *ice*	ch in *child*	ə = u in *circus*
o in *hot*	ng in *long*	

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STUDENT INTERACTIVE, p. 432

bored (bôrd), *ADJECTIVE*. not interested in something

brood•ed (brüd′ id), *VERB*. worried or fretted

Cc

cam•ou•flage (kam′ ə fläzh), *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 mėrj′ 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 (füd′ chān), *NOUN*. a series of living things that depend on each other as food sources

foot•path (fůt′ path), *NOUN*. a narrow walking path for people

Gg

globe (glōb), *NOUN*. an object shaped like a ball

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STUDENT INTERACTIVE, p. 433

Hh

hab•i•tat (hab′ ə tat), *NOUN*. the natural home of a plant or animal

Ii

im•mune (i myün′), *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′ tə plīd′), *VERB*. increased greatly in number

mur•mur•ing (mėr′ 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 kā′ zhən), *NOUN*. a special time or event

or•gan•i•za•tion (ôr′ gə nə zā′ shən), *NOUN*. the process of putting things in order

Pp

pat•terns (pat′ ərns), *NOUN*. sets of things that repeat in order

pop•u•la•tion (pop′ yə lā′ shən), *NOUN*. the number of animals or people living in a place

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STUDENT INTERACTIVE, p. 434

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 fėr′), *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 düst′), *VERB*. brought an animal or plant back into an area

re•joic•ing (ri jois′ 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′ kwəns), *NOUN*. a series of things in order

shield (shēld), *VERB*. to protect by covering

sol•i•tar•y (sol′ ə ter′ 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-be•ing (wel′ bē′ ing), *NOUN*. health and comfort

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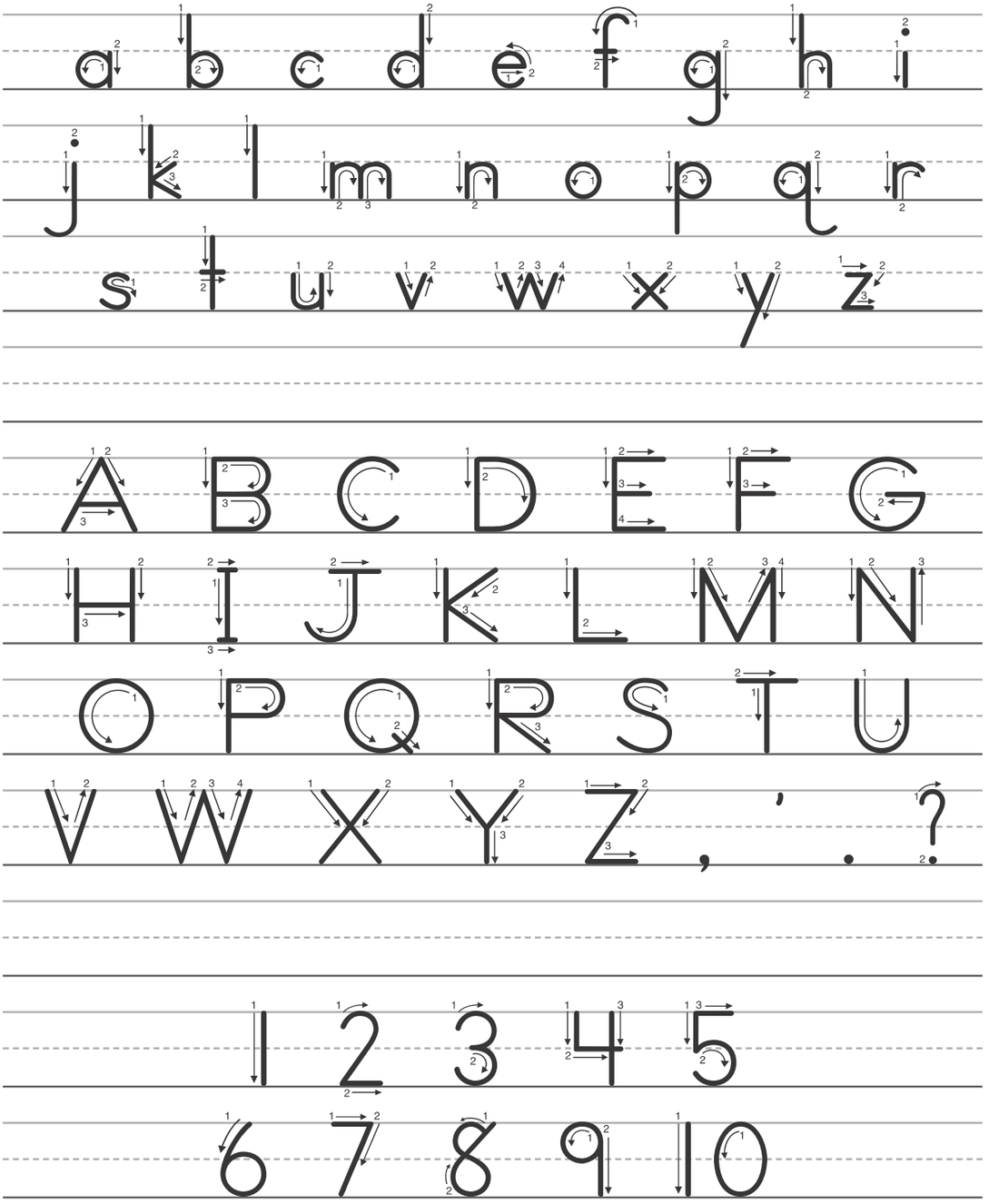
Handwriting Model

Manuscript



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Handwriting Model

D'Nealian™ Alphabet

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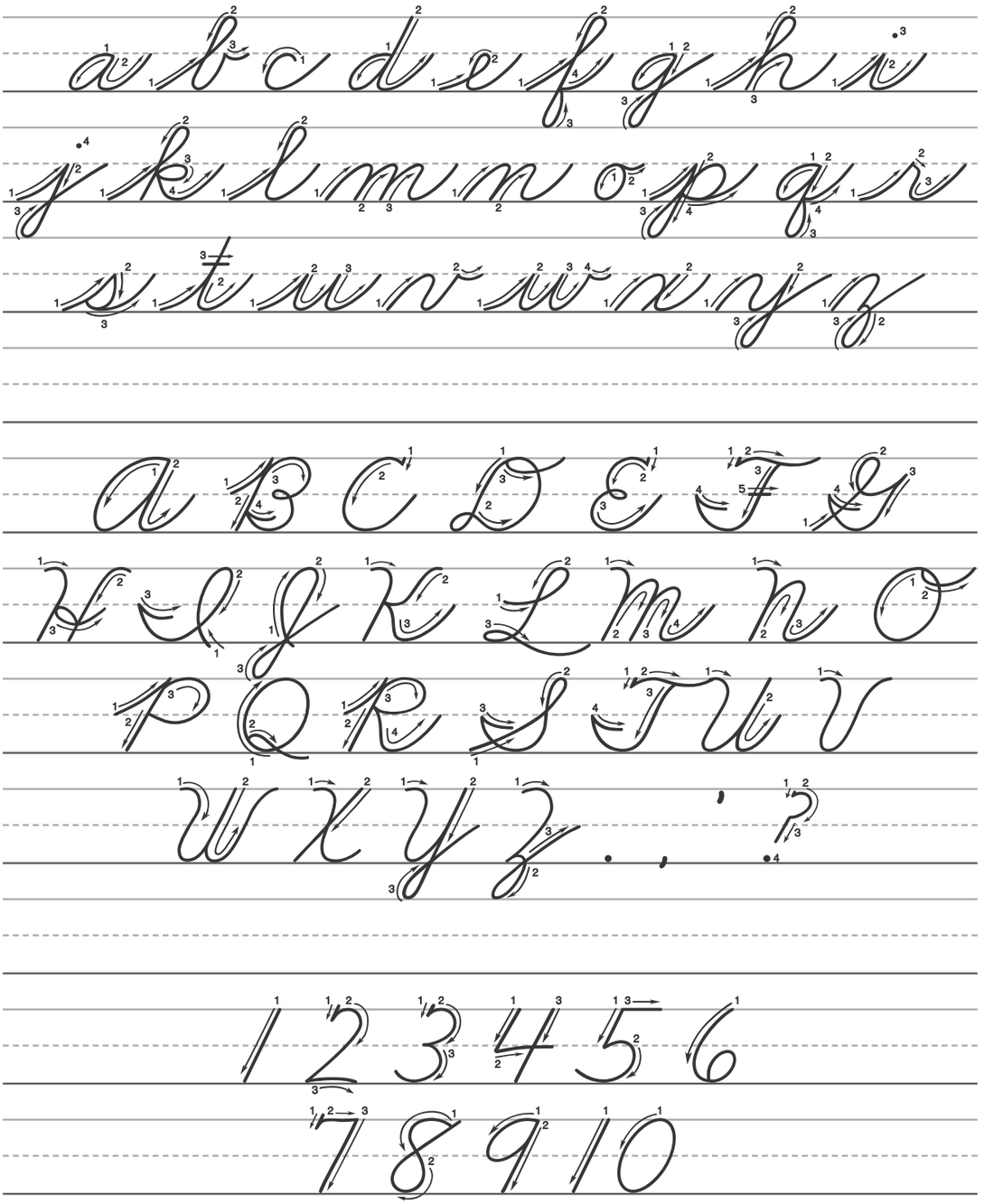
Handwriting Model

Cursive



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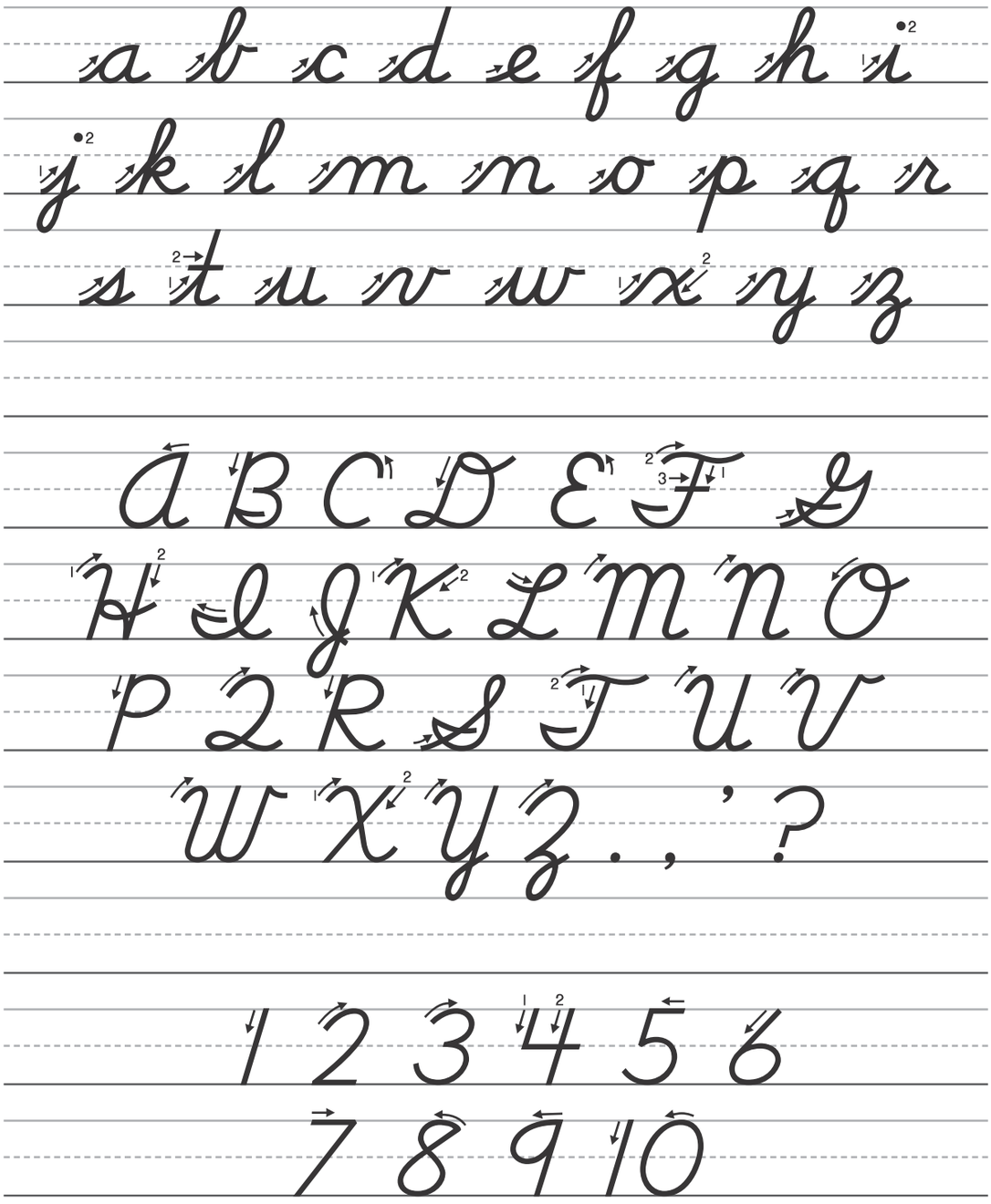
Handwriting Model

D'Nealian™ Cursive



Grade 3

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myView LITERACY

TEXT COMPLEXITY

Grandma and the Great Gourd: A Bengali Folktale
By Chitra Banerjee Divakaruni
Genre: Traditional Tales

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Meaning: Identifying the meaning or message of a story

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **680L** Average Sentence Length: **10.264** Word Frequency: **3.666** Word Count: **1,519**

Complexity Level	Qualitative Measures
Levels of Meaning Simple Very Complex	The text's **themes** of having courage and taking risks, using cleverness to overcome problems, and the importance of family are **implicit** and are **revealed over the entirety of the text**.
Text Structure Simple Very Complex	The third-person narrative is **chronological** and has many characteristics of traditional tales, including a forest of wild animals and a pattern of events occurring in threes. Some plot events may be **difficult to predict**.
Language Conventionality and Clarity Simple Very Complex	There are a variety of sentence structures in this text, including **complex constructions**. The vocabulary includes **unfamiliar words** including names of unfamiliar foods and sound effects. Students may need support interpreting figurative language such as *dizzy as a dervish*, *as thick as a mattress*, and *like the stones inside a rattle*.
Knowledge Demands Simple Very Complex	The story includes **themes of varying levels of complexity**. **Cultural references** such as names and descriptions of foods (*khichuri*) may need explanation. Students may be **unfamiliar** with references to gardening such as fish-bone fertilizer and picking gourds.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning Explain that, in this story, Grandma has a problem: She wants to visit her daughter but there are dangerous wild animals on the journey to her daughter's home. Have students preview the illustrations and **predict** how Grandma will solve the problem. Use **sentence frames**: • I think Grandma will solve the problem by _____.	**Language** Introduce the following **similes** and help students unpack their meaning: *dizzy as a dervish* (p. 36) and *quick as wind* (p. 40). Students may need clarification on the noun *dervish.* Remind students to look for the words *as* and *like*, which indicate a simile.	**Knowledge Demands Say:** What are some of your favorite foods? Why do you like these foods? What kind of special foods might you have at a celebration? • Have students share their favorite foods and celebration foods. • Tell them to look in the story for special foods Grandma likes to eat. • After reading, **compare** one of Grandma's favorite foods with students' favorite foods.

myView LITERACY

TEXT COMPLEXITY

Why the Sky Is Far Away
Retold by Mary-Joan Gerson
Genre: Folktale

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Pourquoi stories
- Meaning: Understanding theme

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **810L** Average Sentence Length: **12.785** Word Frequency: **3.663** Word Count: **1,010**

Complexity Level	Qualitative Measures
Levels of Meaning Simple Very Complex	The explicit purpose of the story—to explain why the sky is distant—is, of course, not its real meaning. Rather, its **themes** of not wasting and treating nature respectfully are **implicit** and must be inferred by students by focusing on the message rather than on the literal world of the story.
Text Structure Simple Very Complex	The third-person narrative is **chronological** in structure and has familiar characteristics of folktales and myths, including a supernatural explanation of a natural phenomenon. Illustrations **assist in interpreting the text**.
Language Conventionality and Clarity Simple Very Complex	There are a variety of sentence structures in this text, including **complex constructions**. The vocabulary includes **unfamiliar words** (such as *sow, harvest, coral*), and the language is somewhat stylized to create a sense that the events took place long ago.
Knowledge Demands Simple Very Complex	The story includes **experiences** that are fantastical and magical, such as eating the sky, although these are presented in a straightforward manner. The **cultural context** of Nigeria and the characteristics of festivals (masks, dances) may be **unfamiliar**. Students may not connect this story to other stories that explain natural phenomena supernaturally.

Reader and Task Considerations

English Language Learners

Meaning Tell students that in the story they will read, the sky becomes angry when people waste food. Use the **sentence frames** below to help students talk about being wasteful.

- An example of being wasteful is _____.
- People should not waste food because _____.

Intervention

Knowledge Demands Tell students that many folktales are called "pourquoi" stories. *Pourquoi* is the French word for "why." Give students the titles of other pourquoi stories and have them say what they think each story is about:

- "How the Camel Got His Hump" and "How the Alphabet Was Made" (Kipling)
- "Why Giraffe Has a Long Neck" (African folktale)

On Level/Advanced

Structure **Say:** Given the title of this story, what do you expect it to be about?

- Have students share their **inferences** about the title and what the story will be about.
- Record their predictions to revisit after reading.
- Challenge students to **research** other pourquoi stories.

myView LITERACY

TEXT COMPLEXITY

Cocoliso
By Andrés Pi Andreu
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

- Knowledge Demands: The geography of Cuba
- Meaning: Discussing ideas related to the theme

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **560L** Average Sentence Length: **8.258** Word Frequency: **3.529** Word Count: **991**

Complexity Level	Qualitative Measures
Levels of Meaning Simple Very Complex	The text's **theme** of finding work that excites and interests people is **clear but conveyed with some subtlety**. Also embedded in the text are messages about coexisting wisely and safely with wild creatures, curiosity about nature, and the importance of scientific discovery.
Text Structure Simple Very Complex	The third-person narrative is **chronological** and clearly narrated, using plenty of dialogue. The illustrations **directly support** interpreting the text by showing the characters, settings, and events in the story.
Language Conventionality and Clarity Simple Very Complex	The language is **largely explicit and easy to understand** with some occasions for **more complex meaning** and some simple figurative language. Vocabulary is **familiar and conversational**, and sentences are mostly **simple** or **compound**. Names of cities and animals of Cuba may be unfamiliar to students.
Knowledge Demands Simple Very Complex	Although the story takes place in an **unfamiliar setting**, the core experiences of the main character are easily relatable to **common experiences**, such as dreaming of what they would like to be or do, visiting neighbors, and taking care of animals. **References** to places in Cuba and to the characters' unusual occupation as park rangers in the Cuban swamp may need explanation.

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
Meaning To help students focus on the theme of finding work that interests them, **ask:** What kind of work do you like to do? What kind of job would you like to have in the future? Have students use the **sentence frames** below to talk about their ideas. • When I am an adult, I want to have a job as _____.	**Knowledge Demands** Show students a **map** of Cuba and point out some of the places mentioned in the text, such as Havana and Zapata Swamp. Have students scan the **illustrations** to find details about the setting. To further build knowledge • research to find out about animals that live in the Zapata Swamp. • find out what park rangers do to help care for a national park.	**Structure** Tell students the setting of the story is a swamp. **Say:** Would you like to live in a swamp? What would you see there? Why might someone want to live in a swamp? • Have students share their ideas with a partner. • Then, by looking at the illustrations, have them make **inferences** about how the characters in the story will interact with the setting.

myView LITERACY

TEXT COMPLEXITY

Living in Deserts
By Tea Benduhn
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

- Text Structure: Connecting photos, captions, and the main text
- Knowledge Demands: Prior knowledge of deserts and surviving in deserts

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **750L** Average Sentence Length: **10.289** Word Frequency: **3.434** Word Count: **1,245**

Complexity Level	Qualitative Measures
Author's Purpose	The author's purpose is **concrete and narrowly focused** on what it is like to live in a desert, as the title makes clear. Students should have little difficulty determining the purpose of this informational text.
Text Structure	Each chapter of this descriptive text has a central topic related to life in the desert. The photographs **supplement** the text. **Text and graphic features** such as maps, bolded terms, a glossary, and longer captions **enhance understanding** of the text.
Language Conventionality and Clarity	The language is **largely explicit and easy to understand**, and sentence structure is varied**.** The vocabulary is **academic** yet **fairly straightforward** and uses domain-specific terms that are bolded and defined in the glossary.
Knowledge Demands	The subject matter relies on **common practical knowledge** and **some discipline-specific content knowledge** of climates and environments. Students may also find it useful to understand how people use natural resources from their environments and the value of conserving them. There are no references to other texts.

Reader and Task Considerations

English Language Learners

Structure Explain that this text includes photos with captions that give additional information. Read aloud the paragraph on page 148, and then have students look at the **photo** as you read the caption. Discuss how the caption helps connect the photo and main text using **sentence frames**.

- A camel is called a ship of the desert because people use camels to _____.
- They can go a long time without food and water because _____.

Intervention

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about surviving in the desert. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- have students list the challenges people and animals face living in a desert climate.
- have students use the photos and maps in the text to describe the characteristics of deserts.

On Level/Advanced

Purpose **Say:** What are some challenges a person might face living in a desert? How do you think these challenges can be overcome?

- Have students tell a partner three things that would be problems for someone living in the desert.
- As they read, have students **place sticky notes** in the text to mark creative ways people solve problems related to living in the desert.

myView LITERACY

TEXT COMPLEXITY

The Golden Flower: A Taino Myth from Puerto Rico
By Nina Jaffe
Genre: Myth

Recommended Placement

The **Quantitative Measures** place this text in the Grade 2–3 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Knowledge Demands: Understanding that Puerto Rico is an island and who the Taino are
- Text Structure: Following unusual plot events

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **560L** Average Sentence Length: **9.482** Word Frequency: **3.804** Word Count: **787**

Complexity Level	Qualitative Measures
Levels of Meaning Simple Very Complex	The origin myth has the **explicit** purpose of explaining how an island came to be. The fact that the forest is planted by a child and the ocean is revealed by two men fighting over a pumpkin may suggest **subtle themes** of childhood versus adulthood and the role of conflict in creating the world we have today.
Text Structure Simple Very Complex	The third-person narrative is **chronological**, but the events are mythical and magical rather than realistic, so students may need support following the sequence of events. The plot is **difficult to predict**.
Language Conventionality and Clarity Simple Very Complex	Language is **largely explicit and easy to understand**, with many vivid descriptions but few examples of **figurative language**. **Vocabulary** is mostly **familiar and conversational**. Sentences are a nice variety of **simple, compound**, and **complex**.
Knowledge Demands Simple Very Complex	The story includes **uncommon experiences** that are fantastical and magical, although these are presented in a straightforward manner. Familiarity with other origin myths will help students feel comfortable with the genre. Understanding that Puerto Rico is an island may also help with interpreting the text.

Reader and Task Considerations

English Language Learners

Knowledge Demands Show students Puerto Rico on a **map** and explain that the Taino are a group of people native to many Caribbean Islands, and were the main group living on Puerto Rico when Europeans first arrived. Then, use **sentence frames** to help students share what they know about islands.

- An island is ____ surrounded by ____.
- ____ is an ____. Another island is ____.

Intervention

Structure Provide students with a **sequence graphic organizer** and model using it to show the plot of a familiar story. Help them **summarize** the story using their organizer and **sentence frames**:

- *First,* ____.
- *Then,* ____.
- *Next,* ____.
- *Finally,* ____.

On Level/Advanced

Meaning Say: If you were going to hide an ocean, where would you put it? How could someone find the ocean you had hidden?

- Have students work with a partner to come up with a story **outline** in which an ocean is hidden and then found.
- Have partners share their story ideas.

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• *r*-controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

READING WORKSHOP

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (*-s, -es, -er, -est, -ed, -ing*)		•	•	•	•	•
Decode words with common suffixes *(-ly, -ful, -able, -ible, -ment, -less*)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

	SCOPE AND SEQUENCE	K	1	2	3	4	5
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						•

READING-WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

READING-WRITING WORKSHOP BRIDGE

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling *(cont.)*						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, *r*-controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun *I,* days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

	SCOPE AND SEQUENCE	K	1	2	3	4	5
	Capitalization and Punctuation *(cont.)*						
	Learn how and when to use quotation marks with dialogue				•	•	•
WRITING WORKSHOP	**FOUNDATIONAL SKILLS FOR WRITING**						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
	• Persuasive	•	•	•	•	•	•
	Write and produce a variety of forms of writing						
	• Letters, thank-you notes, emails		•	•	•	•	•
	• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•
	• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•
	• Poems, stories, plays, and other creative writing	•	•	•	•	•	•
	Write in self-selected forms			•	•	•	•

	SCOPE AND SEQUENCE	K	1	2	3	4	5
ORAL LANGUAGE	**SPEAKING**						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
	Report on a topic or text		•	•	•	•	•
	Include media in an oral presentation or report			•	•	•	•
	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	**COLLABORATION**						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
	Paraphrase information from research sources		•	•	•	•	•
	Identify and Gather Information						
	Use primary and secondary sources for research			•	•	•	•
	Avoid plagiarism				•	•	•
	Find information for research from both print and online sources	•	•	•	•	•	•
	Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•
	Review sources critically for relevance and reliability		•	•	•	•	•

	SCOPE AND SEQUENCE	K	1	2	3	4	5
	Identify and Gather Information *(cont.)*						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	**TEST PREPARATION**						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun *I,* days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	Author's Craft and Structure						
	Identify the author's purpose and craft	•	•	•	•	•	•

Academic vocabulary
integrate/integration, **U1:**T62, T70, T78, T124, T132, T140, T186, T194, T202, T256, T264, T272, T318, T326; **U2:**T54, T62, T70, T116, T124, T132, T176, T184, T192, T202, T238, T246, T254, T300, T308, T316; **U3:**T62, T70, T78, T122, T130, T138, T184, T192, T200, T244, T252, T260, T302, T310, T318; **U4:**T56, T64, T72, T116, T124, T132, T180, T188, T196, T246, T254, T262, T308, T316, T324; **U5:**T58, T66, T74, T116, T124, T132, T176, T184, T192, T244, T252, T260, T306, T314, T322
language of ideas, **U1:**T18, T88, T150, T213, T282; **U2:**T18, T80, T142, T264; **U3:**T18, T88, T148, T210, T270; **U4:**T18, T82, T142, T206, T272; **U5:**T18, T84, T142, T202, T270
use/using academic vocabulary, **U1:**T473; **U2:**T455; **U3:**T457; **U4:**T463; **U5:**T461
vocabulary, **U1:**T334
Word Wall, **U1:**T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12
See also Vocabulary skills/strategies, academic vocabulary strategies

Accuracy. *See* Fluency, reading

Achieving English proficiency. *See* ELL (English Language Learners)

Adjectives, U5:T345, T349, T353, T357, T365, T438–T439
articles, **U4:**T439
comparative, **U1:**T426–T427; **U5:**T422–T423
comparing with, **U4:**T419, T423, T427, T431; **U5:**T345, T349, T353, T357, T365
superlative, **U1:**T426–T427; **U5:**T422–T423

Advanced-high learners. *See* ELL (English Language Learners)

Advanced learners. *See* ELL (English Language Learners)

Adverbs, U1:T434–T435; **U2:**T416–T417; **U4:**T443, T447, T451, T455; **U5:**T341, T369, T373, T377, T389, T438–T439

Affixes. *See* Spelling, Word Study, prefixes; Word Study, prefixes

Agreement
pronoun-antecedent, **U5:**T417, T421, T425, T429, T43
subject-verb, **U1:**T438; **U2:**T432–T433; **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T396

Alliteration. *See* Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

Analyzing. *See* Connections, text to text

Anchor chart, U1:T22, T92, T154, T216, T286; **U2:**T22, T84, T146, T206; **U3:**T22, T92, T152, T214, T274; **U4:**T22, T86, T146, T210, T276; **U5:**T22, T88, T146, T206, T274

Answering questions. *See* Questioning

Antonyms, U1:T94–T95, T112; T86–T87, T99; **U3:**T94–T95, T106, T109; **U4:**T88–T89, T101, T103, T107; **U5:**T90–T91, T100, T101

Appreciating literature. *See* Literary response

Articles. *See* Adjectives, articles

Asking questions. *See* Questioning

Assess and Differentiate
myView Digital. *See* SavvasRealize.com to access Realize Reader and all other digital content
Quick Check, **U1:**T23, T57, T63, T71, T79, T93, T119, T125, T133, T141, T155, T181, T187, T195, T203, T217, T251, T257, T265, T273, T287, T313, T319, T327, T335; **U2:**T23, T53, T55, T63, T71, T85, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T233, T239, T247, T255, T269, T295, T301, T309, T317; **U3:**T23, T57, T63, T71, T79, T183, T117, T123, T131, T139, T153, T179, T185, T193, T201, T215, T239, T245, T253 , T261, T275, T297, T303, T311, T319; **U4:**T23, T51, T57, T65, T73, T87, T111, T117, T125, T133, T147, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T303, T309, T317, T325; **U5:**T23, T53, T59, T67, T75, T89, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T239, T245, T253, T261, T275, T301, T307, T315, T323
Small Group, **U1:**T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T122–T123, T130–T131, T138–T139, T144–T145, T160–T163, T184–T185, T192–T193, T200–T201, T206–T207, T222–T225, T254–T255, T262–T263, T270–T271, T276–T277, T292–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2:**T30–T31, T52–T53, T160–T61, T68–T69, T74–T75, T90–T93, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T155–T183, T190–T191, T196–T197, T212–T215, T236–T237, T244–T245, T252–T253, T258–T259, T274–T277, T298–T299, T306–T307 T314–T315, T320–T321; **U3:**T28–T31, T60–T61, T68–T69, T76–T77, T82–T83, T98–T101, T120–T121, T128–T129, T136–T137, T142–T143, T158–T161, T182–T183, T190–T191, T198–T199, T204–T205, T220–T223, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4:**T28–T31, T54–T55, T62–T63, T70–T71, T76–T77, T92–T95, T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T178–T179, T186–T187, T194–T195, T200–T201, T216–T219, T244–T245, T252–T253, T260–T261, T266–T267, T282–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5:**T28–T31, T56–T57, T64–T65, T72–T73, T78–T79, T94–T97 T114–T115, T122–T123, T130–T131, T136–T137, T152–T155, T174–T175, T182–T183,

T190–T191, T196–T197, T212–T215, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T304–T305, T312–T313, T320–T321, T326–T327
Independent/Collaborative, **U1:**T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327
Book Club, **U1:**T31, T83, T101, T163, T207, T225, T277, T295, T488–T501; **U2:**T31, T75, T93, T155, T197, T215, T259, T277, T470–T483; **U3:**T31, T83, T101, T161, T205, T223, T265, T283, T472–T485; **U4:**T31, T77, T95, T155, T201, T219, T267, T285, T478–T491; **U5:**T31, T79, T97, T155, T197, T215, T265, T283, T476–T489
Conferring, **U1:**T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327
Independent Reading, **U1:**T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327
Leveled Readers, **U1:**T29, T31, T61, T69, T77, T83, T99, T101, T123, T131, T139, T145, T161, T163, T185, T193, T201, T207, T223, T225, T255, T263, T271, T277, T293, T295, T317, T325, T333, T339; **U2:**T29, T31, T53, T61, T69, T75, T91, T93, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T237, T245, T253, T259, T275, T277, T299, T307, T315, T321; **U3:**T29, T31, T61, T69, T77, T83, T99, T101, T121, T129, T137, T143, T159, T161, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T301, T309, T317, T323; **U4:**T29, T31, T55, T63, T71, T77, T93, T95, T115, T123, T131, T137, T153, T155, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T307, T315, T323, T329; **U5:**T29, T31, T57, T65, T73, T79, T95, T97, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T243, T251, T259, T265, T281, T283, T305, T313, T321, T327
Literacy Activities, **U1:**T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T31, T61, T69, T73, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327
Teacher-Led Options, **U1:**T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T122–T123, T130–T131, T138–T139, T144–T145, T162–T163, T184–T185, T192–T193, T200–T201, T206–T207, T224–T225, T254–T255, T262–T263, T270–T271, T276–T277, T294–T295, T316–T317, T324–T325, T332–T333, T338–T339; **U2:**T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T236–T237, T244–T245, T252–T253, T258–T259, T276–T277, T298–T299, T306–T307, T314–T315,

T320–T321; **U3:**T30–T31, T60–T61, T68–T69, T76–T77, T82–T83, T100–T101, T120–T121, T128–T129, T136–T137, T142–T143, T160–T161, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T300–T301, T308–T309, T316–T317, T322–T323; **U4:**T30–T31, T53–T54, T62–T63, T70–T71, T76–T77, T94–T95, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T306–T307, T314–T315, T322–T323, T328–T329; **U5:**T30–T31, T56–T57, T64–T65, T72–T73, T78–T79, T96–T97, T114–T115, T122–T123, T130–T131, T136–T137, T154–T155, T174–T175, T182–T183, T190–T191, T196–T197, T214–T215, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T304–T305, T312–T313, T320–T321, T326–T327

Fluency, **U1:**T60, T68, T76, T122, T130, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2:**T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3:**T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T300, T308, T316; **U4:**T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5:**T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320

Intervention Activity, **U1:**T30, T60, T68, T76, T82, T100, T122, T130, T138, T134, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2:**T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3:**T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4:**T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5:**T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

On-Level and Advanced, **U1:**T30, T82, T100, T144, T162, T206, T224, T276, T294, T333; **U2:**T30, T74, T92, T136, T154, T196, T214, T258, T276, T320; **U3:**T30, T82, T100, T142, T160, T204, T222, T264, T282, T322; **U4:**T30, T76, T94, T136, T154, T200, T218, T266, T284, T328; **U5:**T30, T78, T96, T136, T154, T196, T214, T264, T282, T326

Strategy Group, **U1:**T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T333; **U2:**T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3:**T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4:**T30, T54,T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5:**T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326

ELL Targeted Support, **U1:**T30, T60, T68, T76, T82, T100, T122, T130, T138, T144, T162, T184, T192, T200, T206, T224, T254, T262, T270, T276, T294, T316, T324, T332, T338; **U2:**T30, T52, T60, T68, T74, T92, T114, T122, T130, T136, T154, T174, T155, T190, T196, T214, T236, T244, T252, T258, T276, T298, T306, T314, T320; **U3:**T30, T60, T68, T76, T82, T100, T120, T128, T136, T142, T160, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T300, T308, T316, T322; **U4:**T30, T54, T62, T70, T76, T94, T114, T122, T130, T136, T154, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T306, T314, T322, T328; **U5:**T30, T56, T64, T72, T78, T96, T114, T122, T130, T136, T154, T174, T182, T190, T196, T214, T242, T250, T258, T264, T282, T304, T312, T320, T326. *See also* ELL (English Language Learners)

Whole Group, **U1:**T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T31, T53, T61, T69, T75, T93, T115, T123, T137, T155, T165, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T31, T55, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Assessment

classroom-based. *See under* Assessment, progress monitoring

formative, **U1:**T23, T57, T63, T71, T79, T348, T93, T119, T125, T133, T155, T141, T181, T187, T195, T203, T217, T251, T257, T265, T273, T287, T313, T319, T327, T335, T372, T396, T420, T444; **U2:**T23, T53, T55, T63, T71, T85, T111, T117, T125, T133, T147, T171, T177, T185, T193, T207, T233, T239, T247, T245, T269, T295, T301, T309, T317, T330, T354, T378, T402, T426; **U3:**T23, T57, T63, T71, T79, T117, T123, T131, T139, T153, T179, T185, T193, T201, T215, T239, T245, T253, T261, T275, T297, T303, T311, T319, T332, T356, T380, T404, T428; **U4:**T23, T51, T57, T65, T73, T87, T111, T117, T125, T133, T147, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T303, T309, T317, T325, T338, T362, T386, T410, T434; **U5:**T23, T53, T59, T67, T75, T89, T111, T117, T125, T133, T147, T171, T177 T185, T193, T207, T239, T245, T253, T261, T275, T301, T307, T315, T323, T336, T360, T384, T408, T432
performance-based assessment, **U1:** T343; **U2:** T325; **U3:** T327; **U4:** T333
progress monitoring
abbreviations, **U3:**T140–T141
base words and endings, **U1:**T204–T205
compound words, **U2:**T194–T195
contractions, **U2:**T318–T319
final stable syllables, **U5:**T320–T321
homographs, **U4:**T264–T265
homophones, **U4:**T326–T327
inflected endings, **U1:**T142–T143
prefixes, **U3:**T80–T81
r-controlled vowels, **U2:**T134–T135; **U4:**T74–T75
schwa, **U5:**T262–T263
suffixes, **U3:**T202–T203; **U4:**T198–T199; **U5:**T194–T195
syllable patterns, **U1:**T80–T81, T330–T331; **U2:**T72–T73, T256–T257; **U4:**T134–T135
vowel digraphs, **U1:**T274–T275
vowel patterns, **U5:**T134–T135
vowel teams, **U3:**T262–T263
scoring guide/rubric, **U1:**T463, T469; **U2:**T445, T451; **U3:**T447, T453; **U4:**T453, T459; **U5:**T451, T457
spelling, **U1:**T368, T392, T416, T440, T464; **U2:**T350, T374, T398, T422, T446; **U3:**T352, T376, T400, T424, T448; **U4:**T358, T382, T406, T430, T454; **U5:**T356, T380, T404, T428, T452
writing, **U1:**T462–T463; **U2:**T444–T445; **U3:**T446–T447; **U4:**T452–T453; **U5:**T450–T451. *See also* Writing rubrics

Audience. *See* Literary devices/terms, audience

Author's craft, U2:T47; **U4:**T301; **U5:**T237
action, **U1:**T114
additional sources, **U1:**T248
author's perspective/viewpoint/bias, **U5:**T35
cause-effect, **U2:**T292, T310–T311
context clues, **U2:**T283
descriptive language, **U1:**T304; **U3:**T291, T295, T304–T305, T312–T313; **U4:**T37, T41, T46, T58–T59, T66–T67; **U5:**T42
details, **U1:**T104; **U2:**T105
dialogue, **U3:**T107
genre, **U1:**T298
hyperbole, **U3:**T108, T186–T187, T194–T195; **U4:**T235
illustrations, **U3:**T38, T40, T52, T64–T65, T72–T73
imagery, figurative language, **U1:**T35, T37, T46, T51, T64–T65, T71–T73, T188–T189, T196–T197, T228; **U2:**T281; **U3:**T230, T235, T236; **U4:**T238; **U5:**T308–T309
images, **U2:**T40, T41, T46
literary devices, **U1:**T228
mood, **U3:**T48, T53, T165, T173
narrative structure, **U2:**T168
onomatopoeia, **U1:**T35, T282
personification, **U1:**T37, T106; **U3**:T50
point of view, **U4:**T232; **U5**:T220
precise verbs, **U2:**T97, T107, T118–T119, T126–T127; **U5:**T288, T289, T296, T316–T317
print and graphic features, **U1:**T42, T107, T109, T126–T127, T134–T135, T177, T179, T233, T234, T242, T244, T258–T259, T266–T267; **U2:**T56–T57, T64–T65, T109; **U3:**T34; **U4:**T99, T106, T118–T119, T226, T234; **U5:**T103, T105, T107, T118–T119, T126–T127, T218, T231
purpose and message, **U1:**T45, T48, T52, T117, T172, T320–T321, T328–T329; **U2:**T158, T178–T179, T186–T187; **U3:**T41, T111, T114, T115, T124–T125, T132–T133, T175, T177; **U4:**T289, T297, T310–T311; **U5:**T43, T51, T235
questions, posing, **U4:**T34
repetition, **U1:**T41; **U2:**T164, T167
sensory language, **U2:**T105; **U3:**T44
setting influences, **U3:**T37
sharing a message, **U4:**T318–T319; **U5:**T68–T69
simile and metaphor, **U1:**T46; **U3:**T50
text features, **U2:**T101; **U4:**T104; **U5:**T39, T45, T49, T60–T61, T163, T167
text structure, **U2:**T282, T286, T289, T302–T311; **U3:**T49; **U4:**T222, T230, T236, T248–T249, T256–T257; **U5:**T168, T178–T179, T186–T187
tone, **U2:**T218, T222, T226, T240–T241, T248–T249; **U3:**T113, T227, T231, T246–T247, T254–T255; **U4:**T109, T158, T164, T170, T182–T183, T190–T191; **U5:**T50, T226
voice, **U2:**T240–T241, T248–T249; **U3:**T104, T246–T247, T254–T255; **U4:**T182–T183, T190–T191, T239; **U5:**T219, T225, T232, T254–T255
word choice, **U1:**T178, T300, T306, T309; **U3:**T43

Author's message. *See* Author's purpose

Author's purpose, U1:T45, T48, T52, T117, T172, T320–T329, T362–T363; **U2:**T158, T178–T187, T274, T280, T283, T285, T287, T290, T293, T300–T301, T344–T345; **U3:**T41, T111, T114, T115, T124–T125, T132–T133, T175, T177; **U4:**T152, T161 T162, T164, T169, T171,

T173, T180–T181, T289, T297, T310–T311, T319; **U5:**T43, T51, T69, T235. *See also* Listening, listening comprehension

Author's viewpoint, U4:T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247; **U5:**T35, T213, T468

B

Background, build. *See* Background knowledge

Background knowledge, U1:T33, T103, T227, T297, T472; **U2:**T33, T42, T95, T157, T217, T223, T225, T279, T454; **U3:**T33, T103, T163, T171, T225, T285, T456, T459; **U4:**T33, T97, T105, T157, T221, T287, T462; **U5:**T33, T157, T217, T285, T460

Base words. *See* Word study

Bilingual children. *See* ELL (English Language Learners)

Biography. *See* Genres, biography

Book Club, U1:T31, T83, T101, T163, T207, T225, T277, T295, T488–T501; **U2:**T31, T75, T93, T155, T197, T215, T259, T277, T470–T470; **U3:**T31, T83, T101, T161, T205, T223, T265, T283, T472–T485; **U4:**T31, T63, T95, T155, T201, T219, T267, T285, T478–T491; **U5:**T31, T79, T97, T155, T197, T215, T265, T283, T476–T489

C

Capitalization, U3:T406–T407; **U4:**T420–T421

Cause and Effect, U1:T21; **U2:**T292, T310–T311. *See also* Listening, listening comprehension

Central idea, of informational text. *See* Informational text

Central message. *See* Literary devices/terms

Characters, U3:T338–T339, T358–T359
- analyze, **U1:**T160, T166, T167, T169–T171, T174, T178, T186–T187; **U3:**T98, T107, T109, T110, T112, T115, T122–T123; **U4:**T282
- *See also* Listening, listening comprehension; Make inferences, about characters

Chart/table. *See* Graphic sources, chart/table

Choral reading. *See* Fluency, reading

Chronology. *See* Sequence

Classroom-based assessment. *See* Assessment, progress monitoring

Cognates. *See* ELL (English Language Learners), language transfer, cognates

Commas, U5:T441, T445, T449, T453

Communication, oral. *See* Listening

Compare and contrast, U2:T213, T219, T220, T223, T227, T231, T246–T247; **U3:**T159, T164, T167, T168, T173, T177, T192–T193. *See also* Listening, listening comprehension

Compare texts, U1:T29, T78–T79, T99, T140–T141, T161, T202–T203, T223, T272–T273, T293, T334–T335, T470–T471; **U2:**T29, T70–T71, T91, T132–T133, T153, T192–T193, T216, T224, T232, T238, T254–T255, T275, T316–T317, T452–T453; **U3:**T31, T78–T79, T99, T138–T139, T159, T162, T170–T171, T200–T201, T221, T260–T261, T281, T318–T319, T454–T455; **U4:**T29, T72–T73, T93, T132–T133, T153, T196–T197, T217, T262–T263, T283, T324–T325, T460–T461; **U5:**T29, T74–T75, T95, T132–T133, T153, T192–T193, T213, T260–T261, T281, T322–T323, T458–T459. *See also* Characters, analyze

Composition. *See* Writing forms/products; Writing mode; Writing traits

Compound words. *See* Spelling, Word Study, compound words; Word Study, compound words

Comprehension strategies/skills. *See* Strategies/skills

Computers, using. *See* Technology

Conclusions, draw, U1:T414; **U2:**T396; **U4:**T400–T401. *See also* Listening, listening comprehension

Conferring. *See* Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

Conjunctions, coordinating, U1:T422–T423; **U2:**T420. *See also* Language and conventions

Connections
- make, **U3:**T104, T105, T108, T111, T113, T114, T130–T131; **U4:**T217, T223, T224, T228, T230, T234, T236, T238, T254–T255; **U5:**T213, T220, T225, T228, T231, T233, T234, T236, T252–T253
- text to learning, **U1:**T28–T29, T160–T161, T222–T223, T292–T293; **U2:**T28–T29, T90–T91, T152–T153, T212–T213, T274–T275; **U3:**T28–T31, T98–T99, T158–T159, T220–T221, T280–T281; **U4:**T28–T29, T92–T93, T152–T153, T216–T217, T282–T283; **U5:**T28–T29, T94–T95, T152–T153, T212–T213, T280–T281
- text to text, **U1:**T474; **U2:**T213; **U4:**T464; **U5:**T462
- *See also* Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

Content knowledge, build oral vocabulary, U1:T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12

Context clues, U2:T283; **U5:**T160. *See also* Vocabulary skills/strategies, academic vocabulary strategies, context clues

Contractions, U2:T272–T273, T296–T297, T204–T305, T318–T319, T430, T434, T438, T446; **U3:**T74–T75, T348; **U4:**T371, T375, T379, T383, T391

Contrasting. *See* Compare and contrast

Conventions of standard English. *See* Language and conventions

Cross-Curricular Perspectives
- humanities, **U3:**T166
- science, **U1:**T116; **U2:**T34, T36, T39, T43, T96, T98, T102, T104, T108, T162, T163, T166, T169, T220, T221, T285, T288, T290, T451; **U3:**T45, T46; **U4:**T290; **U5:**T34, T36, T48, T106, T221, T224, T229, T236, T291, T293
- social studies, **U1:**T36, T39, T40, T43, T50, T55, T105, T108, T111, T115, T166, T174, T175, T230, T235, T238, T245, T301, T307, T311; **U3:**T35, T47, T55, T110, T112, T226, T229, T232, T234, T237, T286, T294; **U4:**T39, T47, T100, T102, T108, T160, T169, T172–T173, T223, T227, T233, T237, T288, T295, T298; **U5:**T159

Cross-text evaluation. *See* Compare texts

D

Decode
- digraphs. *See* Phonics/decoding, vowels, digraphs
- words in context. *See* Phonics/decoding
- words in isolation. *See* Phonics/decoding

Demonstratives. *See* Adjectives; Language and Conventions

Details, identify. *See* Main idea, and details

Dictionary/glossary
- definitions, **U2:**T364–T365
- spelling. *See* Spelling
- *See also* Reference sources

Differentiated instruction. *See* Assess and Differentiate

Digital texts. *See* SavvasRealize.com to access Realize Reader and all other digital content

Discussion. *See* Listening

Drama. *See* Genres, drama/play

Draw conclusions. *See* Conclusions, draw

E

Electronic information. *See* Technology

ELL (English Language Learners)
- access, **U1:**T21, T33, T62, T91, T103, T124, T153, T165, T186, T215, T227, T256, T285, T297, T318; **U2:**T21, T33, T54, T83, T95, T116, T145, T157, T176, T205, T217, T225, T238, T267, T279, T300; **U3:**T21, T33, T62, T91, T103, T122, T151, T163, T171, T184, T213, T244, T273, T285, T302; **U4:**T21, T33, T56, T85, T97, T116, T145, T157, T180, T209, T246, T275, T287, T308; **U5:**T21, T33, T58, T87, T99, T116, T145, T157, T176, T205, T217, T244, T273, T285, T306
- conference support, **U1:**T348, T372, T396, T420, T444; **U2:**T330, T354, T378, T402, T426; **U3:**T332, T356, T380, T404, T428; **U4:**T338, T362, T386, T410, T434; **U5:**T334, T360, T384, T408, T432
- insights, **U4:**T221
- language support
  - expressing ideas, **U2:**T70
  - responding to questions, **U2:**T54
  - retelling material, **U5:**T244
- language transfer
  - cognates, **U1:**T12, T20, T22, T24, T90, T92, T94, T152, T154, T156, T214, T216, T218, T284, T286, T288; **U2:**T12, T20, T22, T24, T82, T84, T86, T144, T146, T148, T204, T206, T208, T266, T268, T270, T454; **U3:**T12, T20, T22, T24, T90, T92, T94, T150, T152, T154, T212, T214, T216, T272, T274, T276, T456; **U4:**T12, T20, T22, T24, T84, T86, T88, T144, T146, T148, T208, T210, T212, T274, T276, T278, T462; **U5:**T12, T20, T22, T24, T86, T88, T90, T144, T148, T204, T206, T208, T272, T274, T276, T460
  - multisyllabic words, **U1:**T472
- targeted support, **U1:**T124, T473, T477, T481, T485; **U2:**T455, T459, T463, T467; **U3:**T461, T465, T469; **U4:**T110, T463, T467, T471, T475; **U5:**T110, T238, T461, T465, T469, T473
  - abbreviations, **U3:**T97, T360
  - academic vocabulary/language, **U1:**T13, T24, T94, T156, T246, T288; **U2:**T13, T86; **U3:**T13, T94, T154, T276; **U4:**T88, T461; **U5:**T13
  - accessible language, **U3:**T225
  - adding ideas for coherence and clarity, **U3:**T405
  - adding *-tion*, **U2:**T24
  - adjectives, **U5:**T349
  - adverbs, **U4:**T447
  - affixes, **U3:**T24; **U5:**T24
  - asking for information, **U3:**T467
  - asking questions, **U2:**T116; **U5:**T322
  - author's message, **U2:**T178, T186

INDEX

author's purpose, **U1:**T320, T328; **U2:**T268, T300; **U4:**T180
background knowledge, **U2:**T223; **U3:**T459; **U4:**T105, T316; **U5:**T223, T233
cause and effect, **U2:**T302, T310
characters, **U1:**T186; **U3:**T122
common and proper nouns, **U1:**T457
comparing, **U2:**T225, T453; **U3:**T138, T171; **U4:**T132, T262, T423; **U5:**T58, T99, T132, T260, T349, T373
complex sentences, **U5:**T397
composing a headline and lead, **U2:**T331
composing a setting, **U1:**T373
composing conclusions, **U4:**T387
composing dialogue, **U3:**T381
composing with imagery, **U5:**T361
composing with rhythm and rhyme, **U5:**T361
compound subjects, **U1:**T433
compound words, **U2:**T151, T382
comprehension, **U1:**T475; **U2:**T100; **U4:**T161; **U5:**T463
concept mapping, **U1:**T103, T227; **U2:**T279; **U3:**T33, T103, T285; **U4:**T157; **U5:**T157, T285
confirm understanding, **U1:**T249, T264
confirming understanding, **U1:**T173; **U2:**T106; **U4:**T124, T254; **U5:**T162, T295
conjunctions, **U1:**T409
connecting words, **U3:**T192
connotations, **U4:**T182, T190
consonant digraphs, **U1:**T376
context, **U3:**T176
contextual clues, **U1:**T231, T243, T302; **U2:**T148; **U4:**T43; **U5:**T166, T148, T271
contractions, **U2:**T319, T430; **U4:**T375
contrasting, **U2:**T157, T225; **U5:**T217
describing actions, thoughts, and feelings, **U1:**T396
describing environments, **U1:**T202
describing events with details, **U3:**T381
describing patterns, **U2:**T64
description, **U1:**T22, T92, T154, T216; **3:**T22, T92, T152; **U4:**T22, T276; **U5:**T274
descriptive adjectives, **U4:**T310, T318
descriptive language, **U3:**T304, T312; **U4:**T58, T66
developing vocabulary, **U1:**T170, T188, T196; **U2:**T280, T284; **U5:**T42
diphthongs, **U1:**T291, T448
discussion, **U2:**T238, T453; **U5:**T459
distinguishing sounds, **U1:**T352
drawing, **U1:**T297; **U2:**T95; **U3:**T163; **U4:**T287
dropping the final *-e*, **U4:**T390
editing for coherence and clarity, **U5:**T433
editing for comparative and superlative adjectives, **U5:**T409
editing for complete sentence with subject-verb agreement, **U2:**T427
editing for prepositions and prepositional phrases, **U2:**T403; **U3:**T429
editing for punctuation marks, **U3:**T429; **U5:**T409
editing for singular, plural, common, and proper nouns, **U2:**T403
editing for subjective, objective, and possessive pronouns, **U3:**T405
editing for verbs, **U1:**T445; **U2:**T355
enhancing understanding, **U5:**T44, T385
environmental print, **U4:**T469; **U5:**T467
explaining steps in a sequence, **U2:**T379
explaining using details, **U1:**T78; **U4:**T387
expressing ideas, **U1:**T140, T334; **U2:**T124, T192; **U3:**T78, T184, T318; **U4:**T72, T196; **U5:**T74
expressing opinions, **U1:**T479; **U3:**T463; **U4:**T324
expressions, **U2:**T160; **U3:**T292; **U4:**T292; **U5:**T104, T299
figurative language, **U1:**T72; **U4:**T44; **U5:**T208
final stable syllables, **U5:**T279, T436
giving relevant support, **U2:**T254
graphic features, **U1:**T126, T134, T266; **U4:**T118, T126; **U5:**T118, T126
graphic sources, **U3:**T260
headings, **U5:**T178
helping verbs, **U2:**T439
historical fiction, **U3:**T333
homographs, **U4:**T215, T414
homophones, **U1:**T49; **U4:**T281, T438; **U5:**T108
how-to articles, **U2:**T331
hyperbole, **U3:**T186, T194
identification, **U5:**T22, T146, T274
illustrations, **U3:**T64; **U5:**T33
informal English, **U3:**T105
introduction, **U2:**T379
irregular plural forms, **U2:**T367
irregular plural nouns, **U3:**T279, T432
irregular verbs, **U3:**T417
key ideas, **U5:**T471
language acquisition, **U4:**T33
language comprehension, **U4:**T294
language structures, **U1:**T38, T64, T236; **U3:**T36, T233; **U4:**T49, T229; **U5:**T228
language support, **U4:**T300
language transfer, **U3:**T39
learning strategies, **U2:**T461
learn new expressions, **U2:**T208
listening and responding, **U2:**T457; **U4:**T465; **U5:**T192
listening support, **U1:**T283
making connections, **U1:**T194
maps, **U1:**T258
media, **U2:**T465
monitoring and self-correcting, **U3:**T455
monitoring comprehension, **U2:**T116; **U3:**T310

monitoring speaking, **U1:**T471
monitoring understanding, **U1:**T70; **U2:**T62
multiple-meaning words, **U4:**T162; **U5:**T102
organizing, **U5:**T203
parts of a sentence, **U1:**T361
parts of speech, **U2:**T270; **U4:**T278; **U5:**T276
patterns, **U2:**T56
peer collaboration, **U2:**T316
personal narratives, **U1:**T349
planning historical fiction stories, **U3:**T333
plot: writing a resolution, **U3:**T357
poetry, **U5:**T337
possessive case, **U2:**T391, T415
possessive pronouns, **U4:**T351
precise verbs, **U2:**T118, T126; **U5:**T308, T316
prefixes, **U3:**T27, T336
preparing for assessment, **U4:**T435; **U5:**T433
prepositional phrases, **U4:**T399
prior knowledge, **U1:**T11, T33, T165; **U2:**T11; **U3:**T11; **U4:**T11; **U5:**T11
problem, **U1:**T373
pronoun-antecedent agreement, **U5:**T421
pronouns, **U1:**T421; **U3:**T441
pronunciation, **U1:**T97
publishing and celebrating, **U1:**T445; **U2:**T427; **U4:**T435
r-controlled vowels, **U2:**T89, T358; **U4:**T27, T342
reading poetry, **U5:**T337
reading strategies, **U2:**T22, T33, T84, T206
reasons, **U4:**T363
related ideas, **U1:**T218
related words, **U4:**T212
relevant details, **U2:**T355
repetition, **U3:**T124, T132
responding to questions, **U1:**T62; **U2:**T132, T176; **U3:**T62, T200, T302; **U5:**T306
retelling, **U1:**T326; **U4:**T246, T473
reviewing, **U4:**T97
revising by adding connecting words, **U4:**T411
revising by adding details, **U4:**T411
revising for word choice, **U5:**T385
roots, **U4:**T24
schwa, **U5:**T211, T412
seeking clarification, **U5:**T124
sequence of events, **U1:**T349
serial commas, **U5:**T441
setting, **U1:**T349; **U3**:T244
short *o*, **U5:**T340
silent letters and consonant clusters, **U1:**T400
similes, **U3:**T216
simple verb tenses, **U3:**T393
singular and plural nouns, **U2:**T343
sound-letter relationships, **U5:**T364
speaking about characters, **U3:**T357
spelling changes, **U1:** T159
subject-verb agreement, **U1:**, T385, T421; **U3:**T337, T369
suffixes, **U3:**T157, T384; **U4:**T151; **U5:**T151, T388
summarizing, **U1:**T110, T318; **U3:**T288; **U4:**T116, T166; **U5:**T116
supported reading, **U4:**T13, T339
syllable division, **U4:**T366
syllable patterns, **U1:**T27; **U2:**T27, T211, T334, T407; **U4:**T91
synonyms and antonyms, **U4:**T148; **U5:**T90
taking notes, **U3:**T271; **U5:**T252
talking about poetry, **U5:**T337
text features, **U1:**T256; **U2:**T268; **U5:**T60, T66, T68, T176
text structure, **U4:**T86, T232, T256; **U5:**T88
text to self, **U1:**T138; **U2:**T184, T308; **U3:**T70, T130; **U4:**T188; **U5:**T184, T314
text to text, **U2:**T246; **U3:**T252
text to world, **U4:**T64
time order, **U4:**T56; **U5:**T186
tone, **U2:**T240, T248; **U3:**T246, T254
viewpoint, **U4:**T210
visual aids, **U4:**T296
visual clues, **U1:**T231, T243, T302; **U4:**T35, T43; **U5:**T166, T271, T287
visualization, **U2:**T217; **U3:**T72
visuals, **U2:**T465; **U3:**T168
visual support, **U1:**T19, T89, T151, T213; **U2:**T19, T81, T143, T203, T265; **U3:**T19, T89, T149, T211; **U4:**T19, T83, T143, T273; **U5:**T19, T85, T143
voice, **U2:**T240, T248; **U3:**T246, T254; **U5:**T246
vowel digraphs, **U1:**T221, T424
vowel patterns, **U5:**T27, T142
vowel teams, **U3:**T219, T408
words in context, **U4:**T207, T339
writing sentences, **U1:**T397; **U4:**T365
targeted text, prereading activity, **U4:**T221
vocabulary support, **U1:**T56, T118, T180, T250, T312; **U2:**T38, T48, T110, T170, T232, T294; **U3:**T56, T116, T178, T238, T239; **U4:**T50, T174, T225, T240, T302; **U5:**T52, T170, T300

Endings. *See* Spelling, Word Study, endings

English, conventions of. *See* Language and conventions

Essential Question, U1:T2, T7, T10, T470; **U2:**T2, T7, T10, T452; **U3:**T2, T7, T10, T454; **U4:**T2, T7, T10, T460; **U5:**T2, T7, T10, T458. *See also* Unit Overview

Evaluation. *See* Assessment

Expert's View
Coiro, Julie, **U1:**T476; **U2:**T458; **U3:**T460; **U4:**T466; **U5:**T464
Cummins, Jim, **U1:**T150; **U2:**T142; **U3:**T148; **U4:**T142; **U5:**T142

Hiebert, Elfrieda "Freddy," **U1:**T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12
Mason, Pamela, **U1:**T226; **U2:**T94; **U3:**T224; **U4:**T220; **U5:**T216
Morrell, Ernest, **U1:**T88; **U2:**T84; **U3:**T88; **U4:**T82; **U5:**T84
Pearson, P. David, **U1:**T32; **U2:**T32; **U3:**T32; **U4:**T32; **U5:**T32
Serafini, Frank, **U1:**T490; **U2:**T472; **U3:**T474; **U4:**T440; **U5:**T478
Tatum, Alfred, **U1:**T472; **U2:**T454; **U3:**T456; **U4:**T462; **U5:**T460
Vaughn, Sharon, **U1:**T296, T318; **U3:**T302; **U4:**T308; **U5:**T270
Wallis, Judy, **U1:**T186; **U2:**T176; **U3:**T184; **U4:**T180; **U5:**T176
Wright, Lee, **U2:**T202; **U3:**T244; **U4:**T246; **U5:**T244

Expression/intonation. *See* Fluency, reading

F

Fact(s)
and details, **U2:**T340–T341, T364–T365; **U4:**T372–T373, T380, T396–T397
and opinion, **U4:**T368–T369, T372–T373. *See also* Listening, listening comprehension

First read, U1:T34–T55, T104–T117, T166–T179, T228–T249, T298–T311; **U2:**T34–T47, T96–T109, T158–T169, T218–T223, T226–T231, T280–T293; **U3:**T34–T55, T104–T115, T164–T169, T172–T177, T226–T237, T286–T295; **U4:**T34–T49, T98–T109, T158–T173, T222–T239, T288–T301; **U5:**T34–T51, T100–T109, T158–T169, T218–T237, T286–T299. *See also* First-read strategies

First-read strategies
connect, **U1:**T32, T36, T42, T43, T49, T54, T102, T105, T107, T108, T113, T117, T164, T168, T170, T174, T226, T230, T232, T239, T243, T248, T296, T300, T305, T310; **U2:**T32, T36, T40, T44, T46, T94, T100, T104, T106, T109, T156, T158, T161, T162, T166, T216, T221, T227, T278, T282, T287; **U3:**T32, T36, T45, T51, T52, T102, T106, T111, T115, T162, T166, T170, T175, T177, T224, T228, T234, T236, T284, T286, T295; **U4:**T32, T36, T40, T44, T49, T96, T100, T102, T106, T156, T158, T164, T170, T172, T220, T223, T229, T234, T237, T286, T290, T292, T299, T301; **U5:**T32, T35, T42, T44, T47, T49, T50, T98, T102, T107, T156, T158, T169, T216, T222, T226, T230, T233, T234, T284, T288, T290, T295, T299
generate questions, **U1:**T32, T34, T38, T40, T47, T102, T106, T110, T112, T114, T164, T167, T175, T226, T229, T233, T237, T241, T245, T249, T296, T299, T303, T307; **U2:**T32, T37, T39, T41, T94, T98, T102, T107, T156, T159, T164, T216, T219, T220, T228, T278, T281, T290, T292; **U3:**T32, T35, T37, T38, T41, T42, T46, T47, T50, T55, T102, T105, T107, T112, T114, T162, T165, T170, T173, T224, T226, T230, T232, T235, T284, T288, T292, T294; **U4:**T32, T35, T39, T42, T46, T96, T99, T104, T107, T156, T159, T169, T171, T220, T224, T228, T232, T286, T288, T296; **U5:**T32, T36, T41, T45, T98, T103, T105, T109, T156, T159, T165, T167, T216, T219, T221, T225, T228, T235, T284, T286, T291, T294, T297
notice, **U1:**T32, T35, T41, T44, T46, T50, T51, T53, T55, T102, T104, T109, T111, T164, T166, T171, T172, T177, T178, T226, T228, T234, T235, T240, T246, T296, T298, T304, T309; **U2:**T32, T34, T38, T43, T94, T96, T101, T103, T108, T156, T160, T165, T168, T216, T218, T226, T230, T278, T280, T284, T289, T291; **U3:**T32, T34, T39, T40, T49, T102, T104, T108, T110, T162, T164, T167, T168, T169, T170, T172, T176, T224, T227, T231, T233, T237, T284, T287, T290, T293; **U4:**T32, T34, T38, T43, T47, T96, T98, T103, T105, T108, T156, T160, T165, T166, T168, T173, T220, T222, T226, T230, T233, T235–T236, T238, T289, T293, T294, T300; **U5:**T32, T34, T37, T39, T40, T43, T46, T48, T98, T100, T104, T108, T156, T160, T163, T164, T168, T216, T218, T220, T223, T227, T229, T232, T236, T284, T287, T293, T298
respond, **U1:**T32, T37, T41, T45, T48, T52, T102, T115, T116, T164, T169, T173, T176, T179, T226, T231, T236, T238, T242, T244, T247, T296, T301, T302, T306, T308, T311; **U2:**T32, T35, T42, T45, T47, T94, T97, T105, T156, T163, T168, T169, T216, T222, T223, T229, T231, T278, T283, T285, T286, T288, T293; **U3:**T32, T43, T44, T48, T53, T54, T102, T109, T113, T162, T170, T174, T224, T229, T284, T289, T291; **U4:**T32, T37, T41, T45, T48, T96, T101, T109, T156, T161, T163, T167, T220, T225, T227, T231,T239, T286, T291, T295, T297, T298; **U5:**T32, T38, T51, T98, T101, T106, T156, T161–T162, T166, T216, T224, T231, T237, T284, T289, T292, T296

Fluency, reading, U2:T146; **U3:**T214, T221, T236; **U5:**T206
accuracy, **U1:**T60, T68, T76, T122, T130, T138, T174, T192, T200, T254, T262, T270, T316, T324, T332; **U2:**T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3:**T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4:**T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5:**T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320
expression, **U3:**T60, T68, T76, T274
modeling by teacher, **U1:**T20, T90, T152, T214, T284; **U2:**T20, T82, T144, T204, T266; **U3:**T20, T90, T150, T212, T272, T274; **U4:**T20, T84, T144, T208, T274; **U5:**T20, T86, T144, T204, T272
rate, **U1:**T122, T130
See also Oral reading ability

Folk tale. *See* Genres, folk tale

Format (of text). *See* Text structure

Formative assessment. *See* Assessment

Foundational skills. *See* Fluency, reading; Phonics/decoding

G

Genres, U1:T298; **U5:**T280
- argumentative text, **U1:**T474–T475; **U3:**T458–T459; **U5:**T462–T463
- biography, **U3:**T214–T215; **U4:**T22–T23, T86–T87, T146–T147
- drama/play, **U4:**T276–T277, T288, T290, T292, T294, T298, T301, T308–T309
- folktale, **U1:**T92–T93
- historical fiction, **U3:**T22–T23, T92–T93, T152–T153, T334–T335, T338–T339; **U5:**T206–T207
- how-to article, **U2:**T332–T333, T336–T337
- informational text, **U1:**T216–T217; **U2:**T22–T23, T84–T85, T268–T269, T456–T457; **U4:**T464–T465; **U5:**T22–T23, T88–T89
- myth, **U1:**T286–T287
- narrative nonfiction, **U4:**T210–T211
- opinion essay, **U4:**T340–T341, T344–T345
- personal narrative, **U1:**T350–T351, T354–T355
- persuasive text, **U2:**T206–T207
- poetry, **U1:**T88–T89; **U3:**T88–T89, T274–T275; **U4:**T272–T273; **U5:**T270–T271, T338–T339, T342–T343, T346–T347, T362–T363
- procedural text, **U5:**T146–T147
- realistic fiction, **U1:**T154–T155; **U2:**T146–T147
- selecting, **U1:**T415; **U3:**T374, T399; **U4:**T405; **U5:**T390–T391, T403
- traditional tale, **U1:**T22–T23; **U5:**T274–T275

Gifted students. *See* Assess and Differentiate

Glossary. *See* Dictionary/glossary

Goals
- learning, **U1:**T14, T22, T24, T84, T92, T94, T146, T154, T156, T208, T216, T218, T278, T286, T288; **U2:**T14, T22, T24, T76, T84, T86, T138, T146, T148, T198, T206, T208, T260, T268, T270; **U3:**T14, T22, T24, T84, T92, T94, T144, T152, T154, T206, T214, T216, T266, T274, T276; **U4:**T14, T22, T64, T78, T86, T88, T138, T146, T148, T202, T210, T212, T268, T276, T278; **U5:**T14, T22, T24, T80, T88, T90, T138, T146, T148, T198, T206, T208, T266, T274, T276
- and outcome. *See* Plot; Story Structure
- unit, **U1:**T5, T12; **U2:**T5, T12; **U3:**T5, T12; **U4:**T5, T12; **U5:**T5, T12
- weekly, **U1:**T14, T84, T146, T208, T278; **U2:**T14, T76, T138, T198, T260; T14, T84, T144, T206, T266; **U4:**T14, T78, T138, T202, T268; **U5:**T14, T80, T138, T198, T266

Grammar and usage. *See* Adjectives; Adverbs; Agreement, subject-verb; Conjunctions; Contractions; Nouns; Prepositions; Pronouns; Sentences; Verbs

Graph. *See* Graphic sources

Graphic organizers
- Cause and Effect organizer, **U1:**T21
- idea web, **U4:**T21
- list, **U5:**T145
- one-column chart, **U2:**T267; **U4:**T85, T209
- Problem and Solution chart, **U1:**T91
- T-Chart, **U1:**T153, T215, T285; **U2:**T21, T145, T205; **U3:**T91, T151, T213, T273; **U4:**T275; **U5:**T87, T205
- three-column chart, **U2:**T83
- web diagram, **U5:**T21

Graphics, simple. *See* Informational text

Graphic sources
- chart/table, **U3:**T21; **U4:**T145; **U5:**T145, T273
- diagrams/scale drawing, **U1:**T150–T151; **U2:**T142–T143, T264–T265
- list, **U5:**T145
- map/globe, **U1:**T18–T19; **U5:**T84–T85
- time line, **U3:**T210–T211; **U4:**T206–T207; **U5:**T18–T19

Grouping students for instruction. *See* Assess and Differentiate

Guided reading, U1:T28–T29, T98–T99, T160–T161, T222–T223, T292–T293; **U2:**T28–T29, T90–T91, T152–T153, T212–T213, T274–T275; **U3:**T28–T29, T98–T99, T158–T159, T220–T221, T280–T281; **U4:**T28–T29, T92–T93, T152–T153, T216–T217, T282–T283; **U5:**T28–T29, T94–T95, T152–T153, T212–T213, T280–T281

H

Higher-order thinking skills. *See* Conclusions, draw; Make inferences

High-frequency words, U1:T58–T59, T120–T121, T182–T183; **U2:**T112–T113, T172–T173; **U3:**T180–T181, T298–T299; **U4:**T52–T53, T176–T177, T242–T243; **U5:**T27, T172–T173, T240–T241, T302–T303

Historical fiction. *See* Genres, historical fiction

Homographs, U4:T214–T215, T224, T228, T242–T243, T250–T251, T264–T265, T320–T321 T414, T418, T422, T430, T450

Homonyms. *See* Vocabulary skills/strategies, academic vocabulary strategies, context clues

Homophones, U4:T299, T280–T281, T299, T304–T305, T312–T313, T326–T327, T438, T442, T446, T454; **U5:**T70–T71, T352. *See also* Vocabulary skills/strategies, academic vocabulary strategies, context clues

I

Illustrations. *See* Text features, illustrations/photographs

Implied message. *See* Literary devices/terms, theme; Main idea, and details

Independent Reading. *See* Self-selected text

Inferring. *See* Make Inferences

Inflected endings. *See* Spelling, Word Study, endings, inflected

Infographic, U1:T212–T213; **U2:**T18–T19, T80–T81, T202–T203; **U3:**T148–T149, T270–T271; **U4:**T142–T143; **U5:**T142–T143

Informal assessment. *See* Assessment, progress monitoring

Informational text

"Amazing Monarchs," **U2:**T266–T267
"Amazing Rainforest," **U5:**T20–T21
"Brave-Courageous," **U3:**T212–T213
"Bridges That Ruby Built," **U4:**T20–T21
"Conducting a School Fire Drill," **U5:**T144–T145
"Dance of the Bees," **U2:**T20–T21
Deep Down and Other Extreme Places to Live, **U5:**T32–T53
Do Tornadoes Really Twist?, **U5:**T478
"Dreamtime of the Australian Aborigines," **U2:**T82–T83
Earthquakes, Eruptions, and Other Events That Change Earth, **U5:**T98–T111
Frederick Douglass, **U4:**T96–T111
Green City, **U4:**T220–T241
House That Jane Built, **U4:**T32–T51
"Hurricane Force," **U5:**T86–T87
Living in Deserts, **U1:**T226–T251
"Man Who Made People Smile," **U4:**T84–T85
Milton Hershey:Chocolate King, Town Builder, **U4:**T156–T175
Nature's Patchwork Quilt, **U2:**T278–T295
"Never a Quitter," **U4:**T208–T209
Patterns in Nature, **U2:**T32–T49
"Recess for Middle School," **U2:**T204–T205
Safety Plan:In Case of Emergency, **U5:**T156–T171
Sonia Sotomayor, **U4:**T480
"Surviving in the Four Corners," **U1:**T214–T215
Welcome Back, Wolves, **U2:**T216–T223
Wetlands, **U2:**T472
Wolves Don't Belong in Yellowstone, **U2:**T224–T231
"George Washington Carver," **U4:**T144–T145
See also Genres, informational text

Instructions. *See* Genres, procedural text

Integrated curriculum. *See* Cross-Curricular Perspectives

Interact with Sources

explore diagrams, **U1:**T150–T151; **U2:**T142–T143, T264–T265
explore infographics, **U1:**T212–T213; **U2:**T18–T19, T80–T81, T202–T203; **U3:**T148–T149, T270–T271; **U4:**T142–T143; **U5:**T142–T143
explore maps, **U1:**T18–T19; **U5:**T84–T85
explore media, **U1:**T282–T283
explore poetry, **U1:**T88–T89; **U3:**T88–T89; **U4:**T272–T273; **U5:**T270–T271
explore primary sources, **U3:**T18–T19; **U4:**T18–T19, T82–T83; **U5:**T202–T203
explore time lines, **U3:**T210–T211; **U4:**T206–T207; **U5:**T202–T203

Internet. *See* Technology

Intervention. *See* Assess and Differentiate

Interview. *See* Listening

J

Judgments, making. *See* Author's purpose; Conclusions, draw; Fact(s), and opinion; Predict

L

Language, oral. *See* Fluency, reading; Listening; Oral reading ability

Language and conventions

adverbs, **U4:**T443, T447, T451, T455; **U5:**T341
common and proper nouns, **U1:**T453, T457, T461, T465; **U2:**T335
comparing with adjectives, **U4:**T419, T423, T427, T431; **U5:**T345, T349, T353, T357, T365
comparing with adverbs, **U5:**T369, T373, T377, T381, T389
complex sentences, **U5:**T393, T397, T301, T305, T413
compound sentences, **U1:**T405, T409. T413, T417, T425, **U4:**T291
compound subjects and predicates, **U1:**T429, T433, T437, T441, T449
contractions, **U4:**T371, T375, T379, T383, T391
edit for commas, **U5:**T441, T445, T449, T453
irregular plural nouns, **U2:**T363, T367, T371, T375, T383

irregular verbs, **U3:**T413, T417, T421, T425, T433
main verbs and helping verbs, **U2:**T435, T439, T443, T447
plural possessive nouns, **U2:**T411, T415, T419, T423, T431
possessive pronouns, **U4:**T343, T347, T351, T359, T367
prepositions and prepositional phrases, **U4:**T395, T403, T407, T411, T415
pronoun-antecedent agreement, **U5:**T417, T421, T425, T429, T437
pronouns, **U3:**T437, T441, T445, T449
simple sentences, **U1:**T357, T361, T365, T369, T377
simple verb tenses, **U3:**T164, T389, T392, T397, T401, T409
singular and plural nouns, **U2:**T339, T343, T347, T351, T359
singular possessive nouns, **U2:**T387, T391, T395, T399, T407
subjects and predicates, **U1:**T381, T385, T389, T393, T401
subject-verb agreement, **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T385
See also all grammar usage and punctuation entries; Capitalization; Spelling; Unit Overview

Language Arts. *See* Language and conventions

Learning goal. *See* Goals, learning

Less-able readers. *See* Assess and Differentiate

Leveled readers, U1:T8–T9, T29, T31, T61, T69, T77, T83, T99, T101, T123, T131, T139, T145, T161, T163, T185, T193, T201, T207, T223, T225, T255, T263, T271, T277, T293, T295, T317, T325, T333, T339; **U2:**T8–T9, T29, T31, T53, T61, T69, T75, T91, T93, T115, T123, T131, T137, T153, T155, T165, T183, T191, T197, T213, T215, T237, T245, T253, T259, T275, T277, T299, T307, T315, T321; **U3:**T8–T9, T29, T31, T61, T69, T77, T83, T99, T101, T121, T129, T131, T143, T159, T161, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T301, T309, T317, T323; **U4:**T8–T9, T29, T31, T54, T63, T71, T77, T93, T95, T115, T123, T131, T137, T153, T155, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T307, T315, T323, T329; **U5:**T8–T9, T29, T31, T57, T65, T73, T79, T95, T97, T115, T123, T131, T137, T153, T155, T175, T183, T191, T197, T213, T215, T243, T251, T259, T265, T281, T283, T305, T313, T321, T327

Library. *See* Reference sources

Life, text's relation to. *See* Connections

Limited-English proficient children. *See* ELL (English Language Learners)

List. *See* Graphic organizers, list; Graphic sources, list

Listening, listening comprehension, U1:T20–T21, T90–T91, T152–T153, T214–T215, T284–T285; **U2:**T20–T21, T82–T83, T144–T145, T204–T205, T266–T267; **U3:**T20–T21, T90–T91, T150–T151 T212–T213, T272–T273; **U4:**T20–T21, T84–T85, T144–T145, T208–T209, T274–T275; **U5:**T20–T21, T86–T87, T144–T145, T204–T205, T272–T273

Literacy activities. *See* Assess and Differentiate

Literary devices/terms, U1:T228
alliteration, **U5:**T374
audience, **U1:**T478; **U2:**T460; **U3:**T462; **U4:**T468; **U5:**T466
characters, **U1:**T160, T161, T166, T167, T169–T171, T174, T178, T186–T187; **U3:**T98, T99, T107, T109, T110, T112, T115, T122–T123, T338–T339, T358–T359; **U4:**T282
details, **U1:**T292, T299, T300, T302, T326–T327, T306, T308–T310; **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47, T91, T96, T100, T105, T106, T108, T124–T125, T281, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362; **U3:**T398; **U4:**T92, T99, T102, T104, T108–T109, T116–T117, T416–T417; **U5:**T281, T286, T288, T290, T297, T314–T315
dialogue, **U1:**T406–T407; **U3:**T107, T394–T395
message, **U4:**T318–T319; **U5:**T68–T69
mood, **U3:**T48, T53, T165, T173
narrator, **U1:**T354–T355, T378–T379
onomatopoeia, **U1:**T35, T308
plot, **U1:**T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3:**T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371
point of view, **U4:**T232, T348–T349; **U5:**T212, T219, T220, T223, T226, T227, T230, T235, T237, T244–T245
purpose, **U1:**T45, T48, T52, T117, T172, T320–T307, T362–T363; **U2:**T158, T178–T179, T186–T187, T274, T280, T283, T285, T287, T290, T293, T300–T301, T344–T345; **U3:**T41, T111, T114, T115, T124–T133, T175, T177; **U4:**T152, T161, T162, T164, T169, T171, T173, T180–T181, T289, T297, T310–T311, T319; **U5:**T43, T51, T69, T235
repetition, **U1:**T41; **U2:**T164, T167
resolution, **U1:**T390; **U3:**T370–T371
rhyme, **U5:**T370
rhythm, **U5:**T370
sensory details, **U2:**T105; **U3:**T44
sequence (of events), **U1:**T398–T399; **U3:**T386–T387
setting, **U1:**T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63, T358–T359, T382–T383; **U3:**T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T338–T339, T362–T363
theme, **U1:**T98, T107, T109, T113–T115, T117, T124–T125; **U3:**T158, T165, T166, T169, T172, T174, T184–T185; **U5:**T280, T289, T292, T294, T298, T306–T307
tone, **U2:**T218, T222, T226, T240–T241, T248–T249; **U3:**T113, T227, T231, T246–T255; **U4:**T109, T164, T170, T182–T183, T190–T191; **U5:**T50, T226
See also Sound devices and poetic elements

Literary genres. *See* Genres

Literary response, Reflect and Share, U1:T78–T79, T140–T141, T202–T203, T272–T273, T334–T335; **U2:**T70–T71, T132–T133, T192–T193, T254–T255, T316–T317; **U3:**T78–T79, T138–T139, T200–T201, T260–T261, T318–T319; **U4:**T72–T73, T132–T133, T196–T197, T262–T263, T324–T325; **U5:**T74–T75, T132–T133, T192–T193, T260–T261, T322–T323

Literature selections

Aesop's Fox, **U5:**T284–T301
"Animal Village," **U5:**T272–T273
"Beaded Necklace," **U1:**T284–T285
Below Deck:A Titanic Story, **U3:**T32–T57
"Black Blizzards," **U5:**T204–T205
"Boy's Advice," **U1:**T20–T21
Cocoliso, **U1:**T164–T181
"Comforts of Home," **U4:**T274–T275
"Crossing the Rockies," **U3:**T20–T21
Eleven Nature Tales, **U1:**T490
"Everyday Superheroes," **U3:**T150–T151
"Feeling the Cold," **U1:**T152–T153
"Firefighter Face," **U3:**T286–T287
"Gift Horse," **U1:**T90–T91
Golden Flower, **U1:**T296–T313
Grace and Grandma, **U4:**T286–T303
Granddaddy's Turn, **U3:**T102–T117
Grandma and the Great Gourd, **U1:**T32–T57
"Heart Mountain," **U3:**T90–T91
Hero Two Doors Down, **U3:**T474
"in daddy's arms," **U3:**T292–T293
Little House on the Prairie, **U3:**T162–T170
Mama Miti:Wangari Maathai and the Trees of Kenya, **U3:**T224–T239
"Miss Stone," **U3:**T288–T289
Nora's Ark, **U5:**T216–T239
"Producer and Consumer," **U2:**T144–T145
"Race," **U3:**T290–T291
By the Shores of Silver Lake, **U3:**T170–T177
"There for Me," **U3:**T272–T273
"The Wright Brothers," **U3:**T294–T295
Weird Friends, **U2:**T94–T111
Why the Sky Is Far Away, **U1:**T102–T119
Wolf Island, **U2:**T156–T171
See also Genres

Magazine. *See* Reference sources
Main idea, U2:T356–T357
and details, **U1:**T104, T292, T299, T300, T302, T306, T308–T310, T326–T327; **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47, T91, T96, T100, T105, T106, T108, T124–T125, T281, T282, T286, T289, T291, T308–T309, T340–T341, T361–T362; **U3:**T398; **U4:**T92, T99, T102, T104, T108, T109, T116–T117, T416–T417; **U5:**T281, T286, T288, T290, T297, T314–T315. *See also* Listening, listening comprehension
of informational text. *See* Informational text
Make connections. *See* Connections, make
Make inferences, U1:T168, T173, T175–T177, T179, T194–T195; **U4:**T93, T98, T100, T103, T105, T107, T124–T125, T283
about characters, **U1:**T161; **U3:**T99
about theme, **U1:**T98, T107, T109, T113–T115, T117, T124–T125
Map/globe. *See* Graphic sources
Mechanics. *See* Capitalization; Comma
Media
audio recording, **U4:**T204; **U5:**T398
explore, **U1:**T282–T283
including, **U2:**T464–T465
incorporating, **U3:**T466–T467
Media center/library. *See* Reference sources
Mentor Stacks, U1:T346, T348, T350–T351, T354–T355, T358–T359, T362–T363, T366, T370, T372, T374–T375, T378–T379, T382–T383, T386–T387, T390, T394, T396, T398–T399, T402–T403, T406–T407, T410–T411, T414, T418, T420, T422–T423, T426–T427, T430–T431, T434–T435, T438, T442, T444, T446–T447, T450–T451, T454–T455, T458–T459, T462; **U2:**T328, T330, T332–T333, T336–T337, T340–T341, T344–T345, T348, T352, T354, T356–T357, T360–T361, T364–T365, T368–T369, T372, T376, T378, T380–T381, T384–T385, T388–T389, T392–T393, T396, T400, T402, T404–T405, T408–T409, T412–T413, T416–T417, T420, T424, T426, T428–T429, T432–T433, T436–T437, T440–T441, T444; **U3:**T331, T332, T334–T335, T338–T339, T342–T343, T346–T347, T350, T355, T356, T358–T359, T362–T363, T366–T367, T370–T371, T379, T380, T382–T383, T386–T387, T390–T391, T394–T395, T398, T403, T404, T406–T407, T410–T411, T414–T415, T418–T419, T422, T427, T428, T430–T431, T434–T435, T438–T439, T442–T443, T446; **U4:**T336, T338, T340–T341, T344–T345, T348–T349, T352–T353, T356, T360, T362, T364–T365, T368–T369, T372–T373, T376–T377, T380, T384, T386, T388–T389, T392–T393, T396–T397, T400–T401, T404, T408, T410, T412–T413, T416–T417, T420–T421, T424–T425, T428,

T432, T434, T436–T437, T440–T441, T444–T445, T448–T449, T452; **U5:**T334, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T358, T360, T362–T363, T366–T367, T370–T371, T374–T375, T378, T382, T384, T386–T387, T390–T391, T394–T395, T398–T399, T402, T406, T408, T410–T411, T414–T415, T418–T419, T422–T423, T426, T430, T432, T434–T435, T438–T439, T442–T443, T446–T447, T450

Monitor progress. *See* Assessment, progress monitoring

Multiple-meaning words. *See* Vocabulary skills/strategies, academic vocabulary strategies, context clues

Myth. *See* Genres, myth

myView Digital. *See* SavvasRealize.com to access Realize Reader and all other digital content

N

Narrator. *See* Literary devices/terms, narrator

Nouns, U5:T418–T419
- common, **U1:**T453, T457, T461, T465; **U2:**T355, T412–T413
- irregular, **U2:**T363, T367, T371, T375, T383; **U3:**T278–T279, T290, T293, T298–T299, T306–T307, T320–T321, T432, T436, T440, T426–T427, T448; **U4:**T68–T69, T354
- plural, **U2:**T339, T343, T347, T351, T359, T363, T367, T371, T375, T383, T412–T413; **U3:**T278–T279, T290, T293, T298–T299, T306–T307, T320–T321, T432, T436, T440, T426–T427, T448; **U4:**T68–T69, T354
- possessive, **U2:**T339, T343, T347, T351, T359, T387, T391, T395, T399, T407
- proper, **U1:**T453, T457, T461, T465; **U2:**T355, T412–T413
- singular, **U2:**T339, T343, T347, T351, T359, T387, T391, T395, T399, T407, T412–T413

O

On-level learners. *See* Assess and Differentiate

Online student resources. *See* SavvasRealize.com to access Realize Reader and all other digital content

Onomatopoeia. *See* Literary devices/terms, onomatopoeia; Sound devices and poetic elements, onomatopoeia

Opinion and fact. *See* Fact(s), and opinion

Oral language. *See* Listening

Oral reading ability, assessment of, U1:T60, T68, T76, T122, T130, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2:**T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3:**T60, T68, T76, T120, T128, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4:**T54, T62, T70, T114, T122, T130, T178, T186, T194, T244, T252, T260, T306, T314, T322; **U5:**T56, T64, T72, T114, T122, T130, T174, T182, T190, T242, T250, T258, T304, T312, T320

Oral vocabulary development. *See* Academic vocabulary; Content knowledge; Oral Reading Ability

P

Paraphrase, U3:T464–T465

Parts of a book. *See* Text features

Parts of speech. *See* Adjectives; Adverbs; Conjunctions; Nouns; Prepositions; Pronouns; Verbs

Performance task. *See* Assessment, progress monitoring

Phonics/decoding
- common syllable patterns, **U1:**T26–T27, T58–T59, T66–T67, T74–T75, T80–T81, T136–T137, T290–T291, T314–T315, T322–T323, T336–T337; **U2:**T26–T27, T44, T50–T51, T58–T59, T72–T73, T128–T129, T210–T211, T234–T235, T242–T243, T256–T257, T334, T338, T342, T350, T370, T406, T410, T414, T422
- final stable syllable, **U5:**T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321, T436, T440, T444, T452
- VCCCV, **U4:**90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193 T366, T370, T374, T382, T402
- VC/CV, **U1:**T36, T54, T74–T75, T136–T137, T352, T356, T360, T364, T368, T388
- VCe, **U2:**T210–T211, T219, T229, T231, T234–T235, T242–T243, T256–T257, T312–T313, T406, T410, T414, T422, T442
- VC/V and V/CV, **U2:**T128–T129, T370
- vowels
  - digraphs, **U1:**T220–T221, T229, T232, T237, T241, T247, T252–T253, T260–T261, T274–T275, T330–T331, T424, T428, T432, T440, T460
  - diphthongs, **U1:**T299, T290–T291, T314–T315, T322–T323, T336–T337, T448, T452, T456, T464; **U2:**T66–T67, T346
  - *r*-controlled, **U2:**T88–T89, T103, T112–T113, T120–T121, T134–T135, T188–T189, T358, T362, T366, T374, T394; **U4:**T26–T27, T36, T40, T45, T52–T53, T60–T61, T74–T75, T128–T129, T342, T346, T350, T358, T378
  - schwa, **U5:**T222, T227, T210–T211, T240–T241, T248–T249, T262–T263, T318–T319, T412, T416, T420, T428, T448

vowel patterns, **U5:**T26–T27, T38, T46, T54–T55, T62–T63, T76–T77, T92–T93, T109, T112–T113, T120–T121, T134–T135, T128–T129, T188–T189, T340, T344, T348, T356, T364, T368, T372, T376, T380, T400
vowel teams, **U3:**T218–T219, T228, T240–T241, T248–T249, T262–T263, T314–T315, T408, T412, T416, T424, T444, T444
words, compound, **U2:**T150–T151, T172–T173, T180–T181, T194–T195, T250–T251, T382, T386, T390, T398, T418

Phrasing. *See* Fluency, reading

Pictures. *See* Text features, illustrations/photographs

Play. *See* Genres, drama/play

Plot, U1:T28, T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3:**T28, T35, T39, T43, T44, T47, T48, T51, T53, T55, T62–T63, T342–T343, T366–T367, T370–T371. *See also* Listening, listening comprehension; Story structure

Plurals. *See* Nouns, plural; Word Study, irregular plural nouns

Poetic devices. *See* Literary devices/terms; Sound devices and poetic elements

Poetry. *See* Genres, poetry

Possessives. *See* Word Study

Possible Teaching Point. *See* Teaching strategies, Possible Teaching Point

Predict, confirm or correct predictions, U3:T29, T34, T37, T38, T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4:**T29, T35, T38, T41, T44, T48, T64–T65; **U5:**T29, T34, T37, T39, T44, T45, T47, T49, T66–T67

Prefixes, U3:T134–T135, T372. *See also* Spelling, Word Study, prefixes; Word Study, prefixes

Prepositions and prepositional phrases, U2:T404–T405; **U3:**T434–T435; **U4:**T395, T399, T403, T407, T415

Prior knowledge. *See* Background knowledge; ELL (English Language Learners)

Procedural text. *See* Genres, procedural text

Progress monitoring. *See* Assessment, progress monitoring

Project-Based Inquiry, U1:T469–T487; **U2:**T451–T469; **U3:**T453–T471; **U4:**T459–T477; **U5**:T457–T475
celebrate and reflect, **U1:**T486–T487; **U2:**T468–T469; **U3:**T470–T471; **U4:**T476–T477; **U5:**T474–T475
collaborate and discuss, **U1:**T478–T479, T484–T485; **U2:**T460–T461, T466–T467; **U3:**T366–T463, T468–T469; **U4:**T468–T469, T474–T475; **U5:**T466–T467, T472–T473
compare across texts, **U1:**T470–T471; **U2:**T452–T453; **U3:**T454–T455; **U4:**T460–T461; **U5:**T458–T459
explore and plan, **U1:**T474–T475; **U2:**T456–T457; **U3:**T458–T459; **U4:**T464–T465; **U5:**T462–T463
inquire, **U1:**T472–T473; **U2:**T454–T455; **U3:**T456–T457; **U4:**T462–T463; **U5:**T460–T461
research, **U1:**T476–T477, T480–T483; **U2:**T458–T459, T462–T465; **U3:**T460–T461, T464–T467; **U4:**T466–T467, T470–T473; **U5:**T464–T465, T466–T471

Pronouns, U1:T430–T431; **U3:**T437, T441, T445, T449; **U4:**T343
objective, **U3:**T422
possessive, **U3:**T422; **U4:**T347, T351, T355, T359, T367
pronoun-antecedent agreement, **U5:**T417, T421, T425, T429, T437
subjective, **U3:**T422

Proofreading. *See* Writing Workshop, composition, writing process

Prosody, U1:T60, T68, T76, T138, T184, T192, T200, T254, T262, T270, T316, T324, T332; **U2:**T52, T60, T68, T114, T122, T130, T174, T155, T190, T236, T244, T252, T298, T306, T314; **U3:**T120, T130, T136, T182, T190, T198, T242, T250, T258, T274, T300, T308, T316; **U4:**T54, T62, T70, T114, T122, T130, T178, T186, T244, T252, T260, T306, T314, T322; **U5:**T56, T64, T72, T114, T122, T130, T174, T182, T190,T242, T250, T258, T304, T312, T320. *See also* Assess and Differentiate, Small Group; Fluency, reading, expression

Publish, Celebrate, and Assess, U1:T442–T463; **U2:**T424–T445; **U3:**T426–T447; **U4:**T432–T453; **U5:**T430–T451

Punctuation, U3:T430–T431; **U5:**T426. *See also* Comma

Purpose and audience. *See* Author's purpose

Q

Questioning, U1:T99, T104, T106, T109, T113, T116, T132–T133; **U4:**T34, T153, T158, T163, T165, T168, T170, T172, T188–T189

Quick Check. *See* Assess and Differentiate, Quick Check

R

Rate. *See* Fluency, reading

Read aloud. *See* Reading to students

Reader response. *See* Connections

Reading fluency. *See* Fluency, reading; Oral reading ability

Reading rate. *See* Fluency, reading

Reading to students, U1:T20, T90, T152, T214, T284; **U2:**T20, T82, T144, T204, T266; **U3:**T20, T90, T150, T212, T272; **U4:**T20, T84, T144, T208, T274; **U5:**T20, T86, T144, T204, T272

Reading Workshop

Foundational Skills

fluency. *See* Fluency, reading

high-frequency words. *See* Vocabulary development, high-frequency words

listening comprehension. *See* Listening, listening comprehension

phonics. *See* Phonics/decoding

word structure and knowledge. *See* Dictionary/glossary; Phonics/decoding; Prefixes; Spelling; Suffixes

reading comprehension

analysis. *See* Strategies/skills

compare across texts

compare two or more texts, **U1:**T29, T99, T161, T223, T293; **U2:**T29, T91, T153, T216, T224, T232, T238, T275; **U3:**T29, T99, T159, T162, T170–T171, T221, T281; **U4:**T29, T93, T153, T217, T283; **U5:**T29, T95, T153, T213, T281

genre characteristics. *See* Genres

independent and self-selected reading

self-select texts, **U1:**T11, T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T11, T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T183, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T11, T31, T61, T69, T77, T83, T121, T129, T131, T143, T161, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T11, T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T11, T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

key ideas and details

ask and answer questions, **U1:**T99, T104, T106, T109, T113, T116, T132–T133; **U4:**T153, T158, T163, T165, T168, T170, T172, T188–T189

confirm or correct predictions, **U3:**T29, T34, T37, T38, T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4:**T29, T35, T38, T41, T44, T48, T64–T65; **U5:**T29, T34, T37, T39, T44, T45, T47, T49, T66–T67

draw conclusions, **U1:**T414; **U2:**T396; **U4:**T400–T401

identify details, **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47; **U4:**T92, T99, T102, T104, T108–T109, T116–T117

make inferences, **U1:**T98, T107, T109, T113–T115, T117, T124–T125, T161, T168, T173, T175–T177, T179, T194–T195; **U3:**T99; **U4:**T93, T98, T100, T103, T105, T107, T124–T125, T283

retell/paraphrase, **U3:**T464–T465

response to sources

interact with sources, **U1:**T18–T19, T88–T89, T150–T151, T212–T213, T282–T283; **U2:**T18–T19, T80–T81, T142–T143, T202–T203, T264–T265; **U3:**T18–T19, T88–T89, T148–T149, T210–T211, T270–T271;**U4:**T18–T19, T82–T83, T142–T143, T206–T207, T272–T273; **U5:**T18–T19, T84–T85, T142–T143, T202–T203, T270–T271

make connections, **U3:**T104, T105, T108, T111, T113, T114, T130–T131; **U4:**T217, T223, T224, T228, T230, T234, T236, T238, T254–T255; **U5:**T213, T220, T225, T228, T231, T233, T234, T236, T252–T253

reflect on reading and respond, **U1:**T56–T57, T118–T119, T180–T181, T250–T251, T312–T313; **U2:**T48–T49, T110–T111, T170–T171, T232–T233, T294–T295; **U3:**T56–T57, T116–T117, T178–T179, T238–T239, T296–T297; **U4:**T50–T51, T110–T111, T174–T175, T240–T241, T302–T303; **U5:**T52–T53, T110–T111, T170–T171, T238–T239, T300–T301

Reading-Writing Workshop Bridge

analyze author's craft, **U2:**T47; **U4:**T301; **U5:**T237

action, **U1:**T114

additional sources, **U1:**T248

cause-effect, **U2:**T292

context clues, **U2:**T283

descriptive language, **U1:**T304; **U3:**T291, T295, T304–T305; **U4:**T37, T41, T46, T58–T59; **U5:**T42

details, **U1:**T104; **U2:**T105

dialogue, **U3:**T107

genre, **U1:**T298

hyperbole, **U3:**T108, T186–T187; **U4:**T235

illustrations, **U3:**T38, T40, T52, T64–T65

imagery, figurative language, **U1:**T35, T37, T46, T51, T64–T65, T167, T188–T189, T228; **U2:**T228, T281; **U3:**T230, T235, T236; **U4:**T238; **U5:**T308–T309

images, **U2:**T40, T41, T46

literary devices, **U1:**T228

mood, **U3:**T48, T53, T165, T173

narrative structure, **U2:**T168

onomatopoeia, **U1:**T35, T308

personification, **U1:**T37, T106; **U3:**T50

point of view, **U4:**T232; **U5:**T220

precise verbs, **U2:**T97, T107, T118–T119; **U5:**T288, T289, T296
print and graphic features, **U1:**T42, T107, T109, T126–T127, T177, T179, T233, T234, T242, T244, T258–T259; **U2:**T56–T57, T109; **U3:**T34; **U4:**T99, T106, T118–T119, T226, T234; **U5:**T103, T105, T107, T118–T119, T218, T231
purpose and message, **U1:**T45, T48, T52, T117, T172, T320–T321; **U2:**T158, T178–T179; **U3:**T41, T111, T114, T115, T124–T125, T175, T177; **U4:**T289, T297, T310–T311; **U5:**T43, T51, T235
questions, posing, **U4:**T34
repetition, **U1:**T41; **U2:**T164, T167
sensory language, **U2:**T105; **U3:**T44
setting influences, **U3:**T37
simile and metaphor, **U1:**T46; **U3:**T50
text features, **U2:**T101; **U4:**T104; **U5:**T39, T45, T49, T60–T61, T163, T167
text structure, **U2:**T282, T286, T289, T302–T303; **U3:**T49; **U4:**T222, T230, T236, T248–T249, T256–T257; **U5:**T168, T178–T179
tone, **U2:**T218, T222, T226, T240–T241; **U3:**T113, T227, T231, T246–T247; **U4:**T109, T158, T164, T170, T182–T183; **U5:**T50, T226
viewpoint, **U5:**T35
voice, **U2:**T240–T241; **U3:**T104, T246–T247; **U4:**T182–T183, T239; **U5:**T219, T225, T232, T254–T255
word choice, **U1:**T178, T300, T306, T309; **U3:**T43

conventions of language. *See* Language and conventions

develop author's craft
descriptive language, **U3:**T312–T313; **U4:**T66–T67
hyperbole, **U3:**T194–T195
illustrations, **U3:**T72–T73
imagery, figurative language, **U1:**T72–T73, T196–T197
precise verbs, **U2:**T126–T127; **U5:**T316–T317
print and graphic features, **U1:**T134–T135, T266–T267; **U2:**T64–T65; **U4:**T126–T127; **U5:**T126–T127
purpose and message, **U1:**T328–T329; **U2:**T186–T187; **U3:**T132–T133
sharing a message, **U4:**T318–T319; **U5:**T68–T69
text structure, **U2:**T310–T311; **U4:**T256–T257; **U5:**T186–T187
cause-effect, **U2:**T310–T311
tone, **U2:**T248–T249; **U3:**T254–T255; **U4:**T190–T191
voice, **U2:**T248–T249; **U3:**T254–T255; **U4:**T190–T191

monitoring comprehension
reading on, **U2:**T45
using background knowledge, **U2:**T42

spelling. *See* Spelling

vocabulary acquisition
academic language/vocabulary. *See* Academic vocabulary
Word Study. *See* Spelling, Word Study; Word Study

Read Like a Writer. *See* Reading Writing Workshop Bridge, analyze author's craft; Teaching strategies, Possible Teaching Point

Realism and fantasy. *See* Listening, listening comprehension

Realistic fiction. *See* Genres, realistic fiction

Reference sources
additional, **U1:**T248
analyze, **U1:**T480; **U4:**T470
citing, **U2:**T462–T463
identifying, **U1:**T480–T481; **U4:**T470–T471
information from, **U3:**T464
Internet. *See* Technology
primary, **U1:**T476, T480–T481; **U2:**T458; **U3:**T18–T19, T460; **U4:**T18–T19, T82–T83, T466; **U5:**T202–T203, T464
secondary, **U1:**T480–T481
technology. *See* Technology
See also Dictionary/glossary; Research/study skills

Research/study skills
bookmarking, **U5:**T464–T465
cite sources, **U2:**T462–T463
field research, **U1:**T476–T477
identify sources, **U1:**T480–T481; **U4:**T470–T471
include images, **U4:**T472–T473
include visuals/media, **U2:**T464–T465
incorporate media, **U3:**T466–T467
library databases, **U2:**T458–T459
Library of Congress, **U4:**T466–T467
paraphrasing and quoting, **U3:**T464–T465
present slide show, **U5:**T470–T471
review/revise topic, **U1:**T484–T485; **U2:**T466–T467; **U3:**T468–T469; **U4:**T474–T475; **U5:**T472–T473
search engines, **U3:**T460–T461
works cited page, **U2:**T462; **U5:**T468–T469
writing thank you notes, **U1:**T482–T483
See also Graphic organizers; Graphic sources; Reference sources

Response to literature. *See* Connections; Literary response

Rhyme. *See* Literary devices/terms, rhyme; Sound devices and poetic elements, rhyme

Rhythm. *See* Literary devices/terms, rhythm; Sound devices and poetic elements, rhythm

Routines. *See* Teaching strategies, routines

Rubric. *See* Assessment, scoring guide/rubric; Writing rubrics; Writing Workshop

S

SavvasRealize.com. *See* SavvasRealize.com to access Realize Reader and all other digital content

Science activities. *See* Cross-Curricular Perspectives, science

Science in reading. *See* Cross-Curricular Perspectives, science

Self-selected text, U1:T11, T31, T61, T69, T77, T83, T101, T123, T131, T139, T145, T163, T185, T193, T201, T207, T225, T255, T263, T271, T277, T295, T317, T325, T333, T339; **U2:**T11, T31, T53, T61, T69, T75, T93, T115, T123, T131, T137, T155, T183, T183, T191, T197, T215, T237, T245, T253, T259, T277, T299, T307, T315, T321; **U3:**T11, T31, T61, T69, T77, T83, T101, T121, T129, T131, T143, T161 T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T301, T309, T317, T323; **U4:**T11, T31, T54, T63, T71, T77, T95, T115, T123, T131, T137, T155, T179, T187,T195, T201, T219, T245, T253, T261, T267, T285, T307, T315, T323, T329; **U5:**T11, T31, T57, T65, T73, T79, T97, T115, T123, T131, T137, T155, T175, T183, T191, T197, T215, T243, T251, T259, T265, T283, T305, T313, T321, T327

Sensory details. *See* Literary devices/terms, sensory details

Sentences
- complete, **U2:**T432–T433
- parts of
  - predicate, **U1:**T381, T385, T389, T393, T401
  - compound, **U1:**T429, T433, T437, T441, T449; **U2:**T420
  - subject, **U1:**T381, T385, T389, T393, T401
  - subject-verb agreement, **U1:**T438; **U2:**T432–T433; **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T385
- structure
  - complex, **U5:**T393, T397 ,T401, T405, T413
  - compound, **U1:**T429, T433, T437, T441, T449; **U2:**T420; **U4:**T291
  - simple, **U1:**T356, T361, T365, T369, T377

Sequence, U1:T358; **U2:**T388–T389
- sequence of events, **U1:**T398–T399; **U3:**T386–T387
- *See also* Listening, listening comprehension

Setting, U1:T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63, T358–T359, T382–T384; **U3:**T28, T35, T39, T43, T42, T47, T48, T51, T53, T55, T62–T63, T338–T339, T362–T363 *See also* Listening, listening comprehension; Literary devices/terms, setting

Shared Read, U1:T32–T57, T102–T119, T164–T181, T226–T251, T296–T313; **U2:**T32–T53, T94–T111, T156–T171, T216–T233, T278–T295; **U3:**T32–T57, T102–T117, T162–T179, T224–T239, T284–T297; **U4:**T32–T51, T96–T111, T156–T175, T236–T241, T286–T303; **U5:**T32–T53, T198– T111, T156–T171, T216–T239, T284–T301

Small Group. *See* Assess and Differentiate, Small Group

Social studies activities. *See* Cross-Curricular Perspectives, social studies

Social studies in reading, U1:T469; **U3:**T261; **U4:**T459; **U5:**T457. *See also* Cross-Curricular Perspectives, social studies

Sound devices and poetic elements, U3:T280, T287, T290, T294, T302–T303
- alliteration, **U5:**T374–T375
- imagery, **U1:**T35, T37, T46, T51, T64–T73, T188–T197, T228; **U2:**T228, T281; **U3:**T230, T235, T236; **U4:**T238; **U5:**T308–T309, T366–T367
- onomatopoeia, **U1:**T35, T308
- rhyme, **U5:**T370–T371
- rhythm, **U5**:T370–T371
- sensory details, **U2:**T105; **U3:**T44

Sources. *See* Interact with Sources; Reference sources; Technology

Speaking. *See* Listening, listening comprehension

Spelling
- phonics, connection to
  - vowel digraphs, **U1:**T424, T428, T432, T440, T460
  - vowel diphthongs, **U1:**T448, T452, T456, T464
  - vowel patterns, **U5:**T340, T344, T348, T356, T364, T368, T372, T376, T380, T400
  - vowels, *r*-controlled, **U2:**T358, T362, T366, T374, T394; **U4:**T342, T346, T350, T358, T378
- Word Study
  - abbreviations, **U3:**T360, T364, T368, T376, T396
  - compound words, **U2:**T382, T386, T390, T398, T418
  - contractions, **U2:**T430, T434, T438, T446
  - diphthongs, **U1:**T448, T452, T456, T464
  - endings
    - and base words, **U1:**T400, T404, T408, T416, T436
    - inflected, **U1:**T376, T380, T384, T392, T412
  - homographs, **U4:**T414, T418, T422, T430, T450
  - homophones, **U4:**T438, T442, T446, T454
  - irregular plural nouns, **U3:**T432, T436, T440, T448
  - prefixes, **U3:**T336, T340, T344, T352, T372
  - schwa sound, **U5:**T412, T416, T420, T428, T448
  - suffixes, **U3:**T384, T388, T392, T400, T420; **U4:**T390, T394, T398, T406; **U5:**T388, T392, T396, T404, T424
  - syllable patterns, **U2:**T334, T338, T342, T346, T370, T406, T410, T414, T422, T442
    - final stable syllables, **U5:**T436, T440, T444, T452

VCCCV, **U4:**T366, T370, T374, T382, T402
VC/CV, **U1:**T352, T356, T360, T368, T388
vowel digraphs, **U1:**T424, T428, T432, T440, T460
vowel patterns, **U5:**T340, T344, T348, T356, T364, T368, T372, T376, T380, T400
vowels, *r*-controlled, **U2:**T358, T362, T366, T374, T394; **U4:**T342, T346, T350, T358, T378
vowel teams, **U3:**T408, T412, T416, T424, T244

Spiral review, U1:T74–T75, T136–T137, T198–T199, T268–T269, T330–T331, T353, T364, T377, T388, T401, T412, T425, T436, T449, T460; **U2:**T66–T67, T128–T129, T188–T189, T250–T251, T312–T313, T335, T346, T359, T370, T383, T394, T407, T418, T431, T442; **U3:**T74–T75, T134–T135, T196–T197, T256–T257, T314–T315, T337, T348, T361, T372, T385, T396, T409, T420, T433, T444; **U4:**T68–T69, T128–T129, T192–T193, T258–T259, T320–T321, T343, T354, T367, T378, T391, T402, T415, T426, T439, T450; **U5:**T70–T71, T128–T129, T188–T189, T256–T257, T318–T319, T341, T352, T365, T376, T389, T400, T413, T424, T437, T448

Story elements. *See under* Literary devices/terms

Story structure, U2:T168; **U3:**T220; **U5:**T94. *See also* Plot; Text Structure

Strategies/skills
analyze characters, **U1:**T160, T166, T167, T169–T171, T174, T178, T186–T187; **U3:**T98, T107, T109, T110, T112, T115, T122–T123; **U4:**T282
analyze descriptive language, **U1:**T293, T298, T301, T303, T304, T307, T318–T319
analyze illustrations, **U2:**T153, T159, T160, T162, T167, T168, T176–T177
analyze plot, **U1:**T28
analyze plot and setting, **U1:**T35, T36, T38, T41, T42, T45, T48, T51, T52, T54, T62–T63; **U3:**T28, T35, T39, T43, T42, T47, T48, T51, T53, T55, T62–T63
analyze point of view, **U5:**T212, T219, T223, T226, T227, T230, T235, T237, T244–T245
analyze structure, **U3:**T220; **U5**:T94
analyze text features, **U1:**T222, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257; **U5:**T28, T35, T36, T38, T40, T41, T43, T46, T48, T50–T51, T58–T59
analyze text structure, **U2:**T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T238–T239; **U3:**T227, T231, T233, T234, T244–T245; **U4:**T28, T34, T37, T40, T42, T45, T47, T49,T56–T57; **U5:**T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T169, T176–T177
ask and answer questions, **U1:**T99, T104, T106, T109, T113, T116, T132–T133; **U4:**T153, T158, T163, T165, T168, T170, T172, T188–T189
author's purpose, **U4:**T161
compare and contrast texts, **U2:**T213, T219, T220, T223, T227, T231, T246–T247; **U3:**T159, T164, T167, T168, T173, T177, T192–T193
confirm or correct predictions, **U3:**T29, T34, T37, T38, T40, T42, T45, T46, T50, T52, T54, T70–T71; **U4:**T29, T35, T38, T41, T44, T48, T64–T65; **U5:**T29, T34, T37, T39, T44, T45, T47, T49, T66–T67
discovering text structure, **U2:**T90
distinguish viewpoint, **U4:**T216, T222, T225, T227, T229, T231, T235, T237, T239, T246–T247
evaluate details, **U2:**T91, T96, T100, T105, T106, T108, T130–T125; **U5:**T281, T286, T288, T290, T297, T314–T315
explain author's purpose, **U2:**T274, T280, T283, T285, T287, T290, T293, T300–T301; **U4:**T152, T162, T164, T169, T171, T173, T180–T181
explain poetic elements, **U3:**T280, T287, T290, T294, T302–T303
fluency, **U3:**T221, T236
identify genre, **U5:**T280
identify main idea and details, **U2:**T30, T34, T36, T38, T40, T42, T44, T45, T47
identify main idea and key details, **U4:**T92, T99, T102, T104, T108–T109, T116–T117
identify play elements, **U4:**T288, T290, T292, T294, T298, T301, T308–T309
infer theme, **U3:**T158, T165, T166, T169, T172, T174, T184–T185; **U5:**T280, T289, T292, T294, T298, T306–T307
make connections, **U3:**T104, T105, T108, T111, T113, T114, T130–T131; **U4:**T217, T223, T224, T228, T230,T234, T236, T238, T254–T255; **U5:**T220, T225, T228, T231, T233, T234, T236, T252–T253
make inferences, **U1:**T168, T173, T175–T177, T179, T194–T195; **U4:**T93, T98, T100, T103, T105, T107, T124–T125, T283
infer theme, **U1:**T98, T107, T109, T113–T115, T117, T124–T125
make inferences about characters, **U1:**T161; **U3:**T99
making connections to viewpoint, **U5:**T213
monitor comprehension, **U2:**T29, T35, T41, T43, T46; **U3:**T281, T289, T291, T292, T310–T311; **U4:**T289, T291, T295, T297, T299, T300, T316–T317; **U5:**T153, T159, T164, T167, T168, T184–T185
summarize informational text, **U3:**T229, T230, T235, T236, T252–T253
synthesize details/information, **U2:** T152, T158, T161, T163, T164, T166, T169, T184–T185; **U5:**T95, T101, T102, T105, T109, T124–T125

use text evidence, **U1:**T29, T37, T39, T43, T44, T46, T47, T49, T53, T70–T71, T223, T229, T232, T234, T236, T238, T242, T244, T245, T247, T264–T265
visualize, **U2:**T275, T292
visualize details, **U1:**T292, T299, T300, T302, T306, T308–T310, T304–T327; **U2:**T281, T282, T286, T289, T291, T308–T309
See also Unit Overview

Strategy Group. *See* Assess and Differentiate, Teacher-Led Options, Strategy Group

Structures of informational text. *See* Informational text

Struggling readers. *See* Assess and Differentiate

Study strategies. *See* Graphic organizers; Graphic sources; Research/study skills

Subject-verb agreement. *See* Agreement, subject-verb

Success, predictors. *See* Assessment, progress monitoring

Suffixes, U3:T256–T257, T420; **U4:**T171, T258–T259, T426; **U5:**T256–T257, T424. *See also* Spelling, Word Study; Word Study

Summarize. *See* Strategies/skills, summarize

Syllables. *See* Phonics/decoding; Word Study, syllable patterns

Synonyms, U1:T94–T95, T112; **U2:**T86–T87, T99; **U3:**T94–T95, T106, T109; **U4:**T101, T103, T107, T88–T89; **U5:**T90–T91, T100, T101. *See also* Connections

Synthesize. *See* Strategies/Skills, synthesize details/information

T

Tables. *See* Graphic sources, chart/table

Teaching strategies
classroom-based assessment. *See* Assessment, progress monitoring
Possible Teaching Point (Reading Workshop), **U1:** T31, T35–T37, T41, T42, T44–T48, T51–T54, T61, T69, T77, T83, T101, T104, T106, T107, T109, T112–T114, T117, T123, T131, T139, T145, T163, T167–T169, T171, T172, T176, T178, T179, T193, T201, T207, T225, T228, T229, T232–T234, T237, T240–T242, T244, T247, T248, T255, T263, T271, T277, T295, T298–T300, T303–T306, T308, T309, T317, T325, T333, T339; **U2:** T31, T35, T37, T40–T42, T44–T47, T53, T61, T65, T75, T93, T97, T99, T101, T103, T105, T107, T109, T115, T123, T131, T137, T155, T158, T159, T161, T164, T165, T167, T168, T183, T191, T197, T215, T218, T219, T222, T226, T227, T229–T231, T237, T245, T253, T259, T277, T281, T282, T283, T286, T289, T291, T292, T293, T299, T307, T315, T321; **U3:** T31 T34, T37, T38, T41–T44, T48–T54, T61, T69, T77, T83, T101, T104, T106, T107, T109, T111, T113, T114, T121, T129, T131, T143, T161, T164, T165, T167, T169, T172–T175, T177, T191, T199, T205, T223, T227, T228, T230, T231, T235, T236, T243, T251, T259, T265, T283, T287, T289–T291, T293, T295, T301, T309, T317, T323; **U4:** T31, T34, T36, T37, T40, T42, T45–T46, T48, T55, T63, T71, T63, T95, T98, T99, T101, T103, T104, T106, T107, T109, T115, T123, T131, T137, T155, T158–T159, T163–T165, T167, T168, T170, T171, T187, T195, T201, T219, T222, T224, T226, T228, T230–T232, T234–T236, T238, T239, T245, T253, T261, T267, T285, T289, T291, T293, T297, T299, T301, T307, T315, T323, T329; **U5:** T31, T35, T37–T39, T41, T43, T45–T47, T49–T51, T57, T65, T73, T79, T97, T100, T103, T105, T107, T109, T115, T123, T131, T137, T155, T158–T161, T163–T165, T167, T168, T183, T191, T197, T215, T218–T220, T222, T225–T227, T230–T232, T234, T235, T237, T243, T251, T259, T265, T283, T286, T288–T290, T292, T294, T296–T298, T305, T313, T321, T327
Possible Teaching Point (Writing Workshop), **U1:** T354, T358, T362, T378, T382, T386, T402, T406, T410, T426, T430, T434, T450, T454, T458; **U2:** T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416, T432, T436, T440; **U3:** T338, T342, T346, T362, T366, T370, T386, T390, T394, T410, T414, T418, T434, T438, T442; **U4:** T344, T348, T353, T368, T372, T376, T392, T396, T400, T416, T420, T424, T440, T444, T448; **U5:** T342, T346, T350, T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446
routines
Book Club. *See* Book Club
read-aloud, **U1:**T20, T90, T152, T214, T284; **U2:**T20, T82, T144, T204, T266; **U3:**T20, T90, T150, T212, T272; **U4:**T20, T84, T144, T208, T274; **U5:**T20, T86, T144, T204, T272
See also Assessment; Writing Club

Technology
publishing writing with, **U4:**T436–T437
using, **U4:**T404, T436–T437
visual display, **U5:**T402

Testing, formal and informal. *See* Assessment

Text, types. *See* Genres

Text Complexity Charts, U1: R2–R6; **U2:** R2–R7; **U3:** R2–R10; **U4:** R2–R6; **U5:** R2–R6

Text elements. *See* Text features

Text evidence, U1:T29, T37, T39, T43, T44, T46, T47, T49, T53, T70–T71, T223, T229, T232, T234, T236, T238, T242, T244, T245, T247, T264–T265

Text features, U1:T222, T228, T230, T231, T233, T235, T237, T239, T241, T243, T246, T248, T249, T256–T257;

U2:T101; **U4:**T104; **U5:**T28, T35, T36, T38–T41, T43, T45, T46, T48–T51, T58–T59, T60–T61, T163, T167
graphic sources. *See* Graphic sources
illustrations/photographs, **U2:**T153, T159, T160, T162, T167, T168, T176–T177, T392–T393; **U3:**T38, T40, T52, T64–T73
See also Graphic sources

Text structure, U2:T90, T97, T99, T101, T102, T104, T107, T109, T116–T117, T212, T218, T221, T222, T226, T229, T230, T222–T239 T282, T286, T289, T302–T311; **U3:**T49, T227, T231, T233, T234, T244–T245; **U4:**T28, T34, T37, T40, T42, T45, T47, T49, T56–T57, T222, T230, T236, T248–T249, T256–T257; **U5:**T100, T104, T106, T108, T116–T117, T152, T158, T161, T163, T165–T166, T168, T169, T176–T179, T186–T187, T410–T411
cause-effect, **U2:**T292, T310–T311
See also Text features

Theme
of literature. *See* Literary devices/terms, theme
of unit. *See* Unit Overview

Timeline. *See* Graphic sources

Time sequence. *See* Sequence

Types of literature. *See* Genres

U

Unfamiliar words. *See* Vocabulary skills/strategies, academic vocabulary strategies, context clues

Unit goals. *See* Goals, unit

Unit Overview, U1:T2–T7; **U2:**T2–T7; **U3:**T2–T7; **U4:**T2–T7; **U5:**T2–T7

Usage. *See* Adjectives; Adverbs; Agreement; Conjunctions; Contractions; Nouns; Prepositions and prepositional phrases; Pronouns; Sentences; Verbs

V

Verbs, U1:T450–T451; **U3:**T418–T419; **U5:**T394
helping, **U2:**T435, T439, T443, T447; **U3:**T337
irregular, **U3:**T413, T417, T421, T425, T433
main, **U2:**T435, T439, T443, T447; **U3:**T337
precise, **U2:**T97, T107, T118–T127; **U5:**T288, T289, T296, T316–T317
simple tense, **U3:**T164, T389, T393, T397, T401, T409
strong, **U2:**T372
subject-verb agreement, **U1:**T438; **U2:**T432–T433; **U3:**T341, T345, T349, T353, T361, T365, T369, T373, T377, T384
See also Agreement, subject-verb

Visualize. *See* Strategies/skills, visualize

Vocabulary development, U1:T56–T57, T118–T119, T180–T181, T250–T251, T312–T313; **U2:**T48–T49, T110–T111, T170–T171, T232–T233, T294–T295; **U3:**T56–T57, T116–T117, T178–T179, T238–T239, T239–T297; **U4:**T50–T51, T110–T111, T174–T175, T240–T241, T302–T303; **U5:**T52–T53, T110–T111, T170–T171, T238–T239, T300–T301
compound words, **U2:**T150–T151, T161 T172–T173, T180–T181, T194–T195, T250–T251, T382, T386, T390, T398, T418
high-frequency words, **U1:**T58–T59, T120–T121, T182–T183, T252–T253, T314–T315; **U2:**T50–T51, T112–T113, T172–T173, T234–T235, T296–T297; **U3:**T58–T59, T118–T119, T180–T181, T240–T241, T298–T299; **U4:**T52–T53, T112–T113, T176–T177, T242–T243, T304–T305; **U5:**T54–T55, T112–T113, T172–T173, T240–T241, T302–T303
preteach. *See* ELL (English Language Learners), vocabulary support
preview, **U1:**T32, T102, T164, T226, T296; **U2:**T32, T94, T156, T216, T224, T278; **U3:**T32, T102, T162, T170, T224, T284; **U4:**T32, T96, T156, T220, T286; **U5:**T32, T98, T156, T216, T284
selection vocabulary, **U1:**T28, T98, T160, T222, T292; **U2:**T30, T90, T152, T212, T274; **U3:**T28, T98, T158, T220, T280; **U4:**T28, T92, T152, T216, T282; **U5:**T28, T94, T152, T212, T280
See also Vocabulary skills/strategies

Vocabulary skills/strategies
academic vocabulary strategies
analogies, **U4:**T212–T213, T231
context clues, **U1:**T156–T157, T169, T171, T176; **U2:**T148–T149, T159, T165; **U3:**T154–T155, T167;**U4:**T148–T149, T165, T167, T168; **U5:**T148–T149, T158, T161
figurative language, **U1:**T51, T218–T219, T240; **U2:**T208–T209, T227, T230; **U3:**T216–T217; **U5:**T230, T234, T208–T209
Latin suffixes, **U4:**T171
oral language, **U1:**T12; **U2:**T12; **U3:**T12; **U4:**T12; **U5:**T12
parts of speech, **U1:**T288–T289, T303, T305, T310; **U2:**T270–T271, T287, T293; **U3:**T276–T277, T287, T289; **U4:**T278–T279, T293; **U5:**T276–T277, T290, T292, T298
related words, **U1:**T24–T25, T44, T47, T53; **U2:**T24–T25, T35, T37; **U3:**T24–T25, T42, T51; **U4:**T24–T25, T38, T42, T48; **U5:**T24–T25, T37, T41, T47

synonyms and antonyms, **U1:**T94–T95, T112; **U2:**T86–T87, T99; **U3:**T94–T95, T106, T109; **U4:**T101, T103, T107, T88–T89; **U5:**T90–T91, T100, T101
vocabulary in context, **U1:**T50, T55, T105, T110, T172, T240, T305; **U2:**T37, T98, T103, T165, T228, T284, T288; **U3:**T36, T41, T49, T106, T175, T176, T228, T293; **U4:**T36, T46, T101, T106, T160, T167, T226, T232, T293, T296; **U5:**T42, T103, T107, T162, T222, T229, T232, T296

Vowels. *See* Phonics/decoding, vowels

W

Web. *See* Graphic organizers, web

Word attack skills. *See* Dictionary/glossary; Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

Word identification. *See* Dictionary/glossary; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

Word Study, U1:T29, T82, T99, T144, T161, T223, T276, T293, T338; **U2:**T29, T74, T91, T136, T153, T196, T213, T258, T275, T320; **U3:**T29, T82, T99, T142, T159, T204, T221, T264, T281, T322; **U4:**T29, T76, T93, T136, T153, T200, T217, T283, T328; **U5:**T29, T78, T95, T136, T153, T196, T213, T264, T281, T326
abbreviations, **U3:**T96–T97, T118–T119, T126–T127, T140–T141, T196–T197
compound words, **U2:**T150–T151, T161, T172–T173, T180–T181, T194–T195, T250–T251
context clues, **U5:**T160
contractions, **U2:**T272–T273, T296–T297, T291, T304–T305, T318–T319
endings
and base words, **U1:**T158–T159, T168, T182–T183, T190–T191, T204–T205, T268–T269; **U3:**T169
inflected, **U1:**T96–T97, T113, T120–T121, T128–T129, T142–T143, T198–T199
homographs, **U4:**T214–T215, T224, T228, T242–T243, T250–T251, T264–T265, T320–T321
homophones, **U4:**T280–T281, T299, T304–T305, T312–T313, T326–T327
irregular plural nouns, **U3:**T278–T279, T298–T299, T306–T307, T320–T321, T290, T293, T426–T427
prefixes, **U3:** T26–T27, T54, T58–T59, T66–T67, T80–T81, T134–T135
suffixes
-en, **U5:**T150–T151, T159, T164–T165, T172–T173, T180–T181, T194–T195, T256–T257
-ful, -y, -ness, **U3:**T156–T157, T172, T174, T180–T181, T188–T189, T202–T203, T256–T257
Latin, **U4:**T150–T151, T159, T163, T202–T203, T176–T177, T184–T185, T198–T199, T258–T259
syllable patterns, **U1:**T26–T27, T58–T59, T66–T67, T72–T75, T80–T81, T136–T137, T290–T291, T299, T314–T315, T322–T323, T336–T337; **U2:**T26–T27, T44, T50–T51, T58–T59, T72–T73, T128–T129, T210–T211, T234–T235, T242–T243, T256–T257, T312–T313
final stable syllables, **U5:**T286, T294, T297, T278–T279, T302–T303, T310–T311, T320–T321
VCCCV, **U4:**T90–T91, T98, T112–T113, T120–T121, T134–T135, T192–T193
VC/CV, **U1:**T26–T27, T36, T56, T58–T59, T66–T67, T72–T75, T80–T81, T136–T137
VCe, **U2:**T219, T229, T231
vowels
digraphs, **U1:**T220–T221, T229, T232, T237, T241, T247, T252–T253, T260–T261, T274–T275
diphthongs, **U1:**T290–T291, T299, T314–T315, T322–T323, T336–T337
r-controlled, **U2:**T88–T89, T103, T112–T113, T120–T121, T134–T135, T188–T189; **U4**:T26–T27, T36, T40, T45, T52–T53, T60–T61, T74–T75, T128–T129
schwa, **U5:**T222, T227, T210–T211, T240–T241, T248–T249, T262–T263, T318–T319
vowel patterns, **U5:**T26–T27, T38, T46, T54–T55, T62–T63, T76–T77, T92–T93, T109, T112–T113, T120–T121, T134–T135, T128–T129, T188–T189
vowel teams, **U3:**T218–T219, T228, T240–T241, T248–T249, T262–T263, T314–T315
See also Spelling, Word Study; Vocabulary skills/strategies

Word Wall. *See* Academic vocabulary, Word Wall

Write for a Reader. *See* Reading Writing Workshop Bridge, develop author's craft; Teaching strategies, Possible Teaching Point

Writing, with technology. *See* Technology

Writing assessment. *See* Assessment, writing; Writing rubrics

Writing Club, U1:T366, T367, T390, T438, T439; **U2:**T348, T349, T372, T373, T396, T397, T420, T421; **U3:**T350, T351, T374, T375, T422, T423; **U4:**T356–T357, T380–T381, T428–T429; **U5:**T354–T355, T378–T379, T426–T427

Writing forms/products
commands, **U2:**T368–T369
historical fiction, **U3:**T330–T351, T354–T375, T378–T399, T402–T423, T426–T447

how-to article, **U2:**T328–T349, T352–T373, T400–T421, T424–T445
informational text, **U2:**T376–T397
opinion essay, **U4:**T336–T357, T360–T381, T384–T405, T412–T429, T432–T453
personal narrative, **U1:**T346–T367, T370–T391, T394–T415, T418–T439, T442–T463
poetry, **U5:**T334–T351, T358–T379, T386–T403, T408–T426, T432–T451
thank-you notes, **U1:**T482–T483

Writing mode
argumentative, **U1:**T474–T475; **U3:**T458–T459; **U5:**T462–T463
informational, **U2:**T445, T456–T457; **U4:**T464–T465
narrative, **U1:**T463; **U3:**T447
opinion essay, **U4:**T453
poetry, **U5:**T451

Writing process. *See* Writing Workshop, composition

Writing rubrics, U1:T463; **U2:**T445; **U3:**T447; **U4:**T453; **U5:**T451

Writing traits
focus/ideas, **U1:**T374–T375; **U2:**T384–T385; **U3:**T410–T411, T414–T415; **U5:**T414–T415
organization, **U2:**T384–T385
sentences, **U1:**T361; **U2:**T420, T432–T433; **U5:**T401
word choice, **U1:**T178, T300, T306, T309; **U3:**T43; **U5:**T394

Writing Workshop
composition
adding and deleting ideas for coherence and clarity, **U3:**T410–T411, T414–T415
alliteration, **U5:**T374–T375
assessment, **U1:**T462–T463; **U2:**T444–T445; **U3:**T446–T447; **U4:**T452–T453; **U5:**T450–T451
audio recording, **U4:**T204; **U5:**T398–T399
brainstorming, **U1:**T362–T363; **U2:**T344–T345; **U3:**T346–T347; **U5:**T350
capitalization, **U3:**T406–T407; **U4:**T420–T421
cause-and-effect text structure, **U2:**T311
characters, **U3:**T338–T339, T358–T359
clarifying steps using strong verbs, **U2:**T372
commands, **U2:**T368–T369
commas, **U5:**T448
complete sentences, **U2:**T432–T433
complex sentences, **U5:**T401
composing like a poet, **U5:**T362–T363
compound sentences, **U2:**T420
conclusion, **U1:**T414; **U2:**T396; **U4:**T400–T401
definitions, **U2:**T364–T365
describing actions, thoughts, and feelings, **U1:**T410–T411
describing events with details, **U3:**T398
descriptive language, **U3:**T313; **U4:**T67
details, **U2:**T340–T341, T361–T362; **U4:**T416–T417
developing engaging ideas, **U1:**T374–T375
dialogue, **U1:**T406–T407; **U3:**T394–T395
event sequences, **U1:**T398–T399; **U3:**T386–T387
facts, **U2:**T340–T341, T364–T365; **U4:**T372–T373, T380, T396–T397
figurative language, **U1:**T73; **U5:**T378
graphic features, **U1:**T135, T267; **U2:**T65; **U4:**T127; **U5:**T127
headlines and leads, **U2:**T336–T337
hyperbole, **U3:**T195
illustrations, **U2:**T392–T393; **U3:**T73
imagery, **U1:**T197; **U5:**T366
introduction, **U1:**T398–T399; **U2:**T380–T381; **U3:**T382–T383; **U4:**T388–T389
line breaks and stanzas, **U5:**T386
main idea, **U2:**T356–T357
narrator, **U1:**T354–T355, T378–T379
opinions, **U4:**T368–T369, T372–T373
organize ideas into steps, **U2:**T384–T385
peer and teacher suggestions, **U4:**T428
peer edit, **U4:**T424–T425
plot, **U3:**T342–T343, T366–T367, T370–T371
point of view, **U4:**T348–T349
prepare for assessment, **U1:**T458–T459; **U2:**T440–T441; **U3:**T442–T443; **U4:**T448–T449; **U5:**T446–T447
problem, **U1:**T386–T387; **U3:**T366–T367
pronoun-antecedent agreement, **U5:**T425
punctuation, **U3:**T430–T431; **U5:**T426
purpose and message, **U1:**T329, T362–T363; **U2:**T187, T344–T345; **U3:**T133; **U4:**T319; **U5:**T69
rearranging ideas, **U5:**T414–T415
reasons, **U4:**T348–T349, T376–T377, T392–T393
resolution, **U1:**T390; **U3:**T370–T371
rhythm and rhyme, **U5:**T370–T371
sequences, **U1:**T358–T359; **U2:**T388–T389
setting, **U1:**T358–T359, T382–T383; **U3:**T338–T339, T362–T363
simple sentences, **U1:**T353, T357, T361, T364, T369
structure, **U5:**T410–T411
subjects
compound predicates and, **U1:**T437; **U2:**T420
and predicates, **U1:**T389, T413
subject-verb agreement, **U1:**T438; **U2:**T432–T433; **U3:**T349, T373
text structure, **U4:**T257; **U5:**T187
tone, **U2:**T249; **U3:**T255; **U4:**T191
topics, **U4:**T344–T345, T352–T353, T364–T365
visual display, **U5:**T402
voice, **U2:**T249; **U3:**T255; **U4:**T191; **U5:**T255
word choice, **U5:**T394

writing process
draft, **U3:**T386–T387
edit, **U1:**T446–T447, T450–T451, T484; **U2:**T404–T405, T412–T413, T416–T417, T420, T428–T429, T432–T433, T466; **U3:**T406–T407, T418–T419, T422, T430–T431, T434–T435, T468; **U4:**T420–T421, T424–T425, T440–T441, T474; **U5:**T418–T419, T422–T423, T426, T438–T439, T449, T472
plan and prewrite, **U1:**T366; **U2:**T348; **U3:**T350, T370–T371; **U4:**T356; **U5:**T354
publish, **U1:**T454–T455; **U2:**T436–T437; **U3:**T438–T439; **U4:**T436–T437, T444–T445; **U5:**T442–T443
revise, **U1:**T484; **U2:**T408–T409, T466; **U3:**T468; **U4:**T412–T413, T416–T417**,** T474; **U5:**T394–T395, T410–T411, T434–T435, T472
Foundational Skills for Writing
legibility, **U1:**T446–T447; **U2:**T428–T429
speaking and listening. *See* Listening
spelling, **U1:**T364, T388, T412, T436, T460; **U2:**T346, T370, T394, T418, T442; **U3:**T348, T372, T396, T420, T444; **U4:**T354, T378, T402, T426, T450; **U5:**T352, T376, T400, T424, T448
genre immersion. *See* Genres
parts of speech
adjectives, **U5:**T353T438–T439
comparative, **U1:**T426–T427; **U5**:T422–T423
comparing with, **U4:**T427
superlative, **U1:**T426–T427; **U5**:T422–T423
adverbs, **U1:**T434–T435; **U2:**T416–T417; **U4:**T451; **U5:**T377, T438–T439
conjunctions, coordinating, **U1:**T422–T423; **U2:**T420
nouns, **U5:**T418–T419
common, **U1:**T461; **U2:**T412–T413
irregular, **U2:**T371
plural, **U2:**T347, T371, T412–T413, T423
possessive, **U2:**T395, T423
proper, **U1:**T461; **U2:**T412–T413
singular, **U2:**T347, T395, T412–T413
prepositions and prepositional phrases, **U2:**T404–T405; **U3:**T434–T435; **U4:**T403
pronouns, **U1:**T430–T431; **U3:**T445
objective, **U3:**T422
possessive, **U3:**T422; **U4:**T355
subjective, **U3:**T422
verbs, **U1:**T450–T451; **U3:**T418–T419; **U5:**T394–T395
helping, **U2:**T443
irregular, **U3:**T421
main, **U2:**T443
precise, **U2:**T127; **U5:**T317
simple tenses, **U3:**T397
See also Literary devices/terms

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