

Teacher's Edition



myview<sup>®</sup>

L I T E R A C Y

4.2

SAVVAS

Teacher's Edition

myView

L I T E R A C Y

4

**SAVVAS**  
LEARNING COMPANY

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

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

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

Cover: Fer Gregory/Shutterstock; TJ Brown/Shutterstock; Nathapol Kongseang/Shutterstock; Surachai/Shutterstock; Jim Parkin/123RF; Eric Isselee/Shutterstock; Amy Harris/REX/Shutterstock; Iakov Filimonov/Shutterstock; Aslysun/Shutterstock; Art Collection 3/Alamy Stock Photo; Igor Kyrlytsya/Shutterstock; Robert\_S/Shutterstock; Africa Rising/Shutterstock; LouieLea/Shutterstock; Jixin Yu/Shutterstock; Pingvin\_house/Shutterstock

Attributions of third party content appear on page T498, which constitutes an extension of this copyright page.

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

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

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

# myView Literacy Experts and Researchers



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



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



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



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



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



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



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



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



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



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



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



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



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



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



For more information about our author contributions and advisory board members, visit [Savvas.com/myViewLiteracy](https://Savvas.com/myViewLiteracy)



# Grade 4 Resources



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

## STUDENT RESOURCES

Whole Group



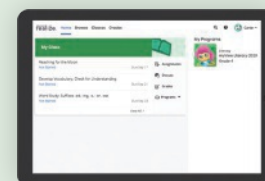
**Student Interactive**  
2 Volumes



**Trade Book Read Alouds**



**Genre, Skill, and Strategy Videos**

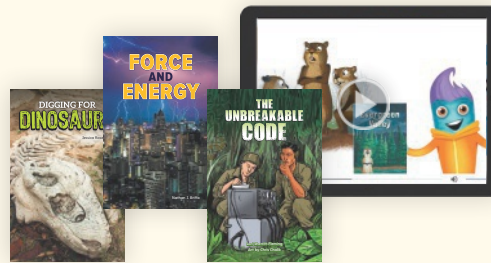


**Savvas Realize™ Intermediate Student Interface**

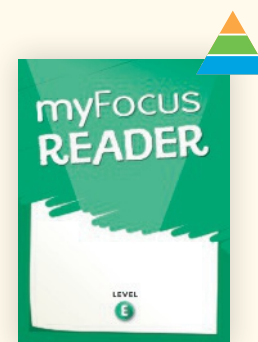
Small Group & Independent



**Digital Games**



**Leveled Content Readers with Access Videos**



**myFocus Reader**

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**



**Online/Offline Access**

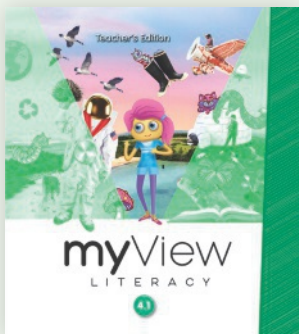


### Savvas Realize™

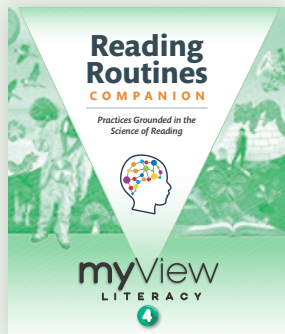
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

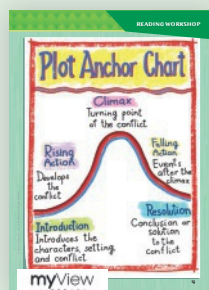
## TEACHER RESOURCES



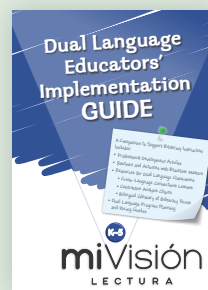
Teacher's Edition  
5 Volumes



Reading Routines Companion



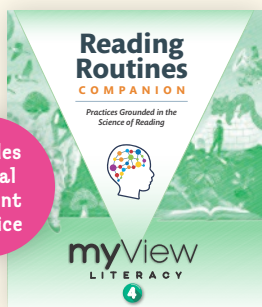
Anchor Charts



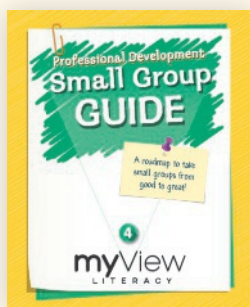
Dual Language Educators' Implementation Guide

### Printables Include:

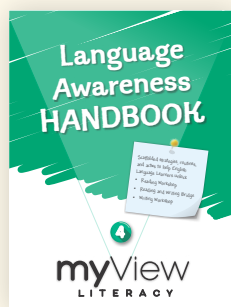
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



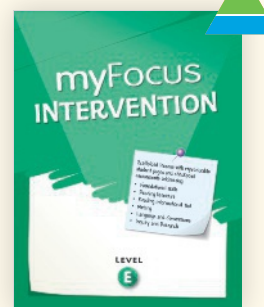
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

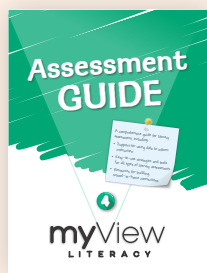


myFocus Intervention Teacher's Guide

### Printables Include:

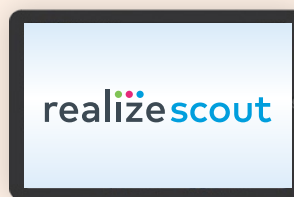
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

## Assessment & Reporting



Assessment Guide

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



Realize Scout Observational Tool

### SAVVAS literacy Screener & Diagnostic Assessments

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

# An Instructional Model for Today's Classroom

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



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



## Foster a Love of Reading

### Student Interactive

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

### Read ALOUD

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

### Mentor STACK

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

### BOOK CLUB

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

\*Titles are subject to change.



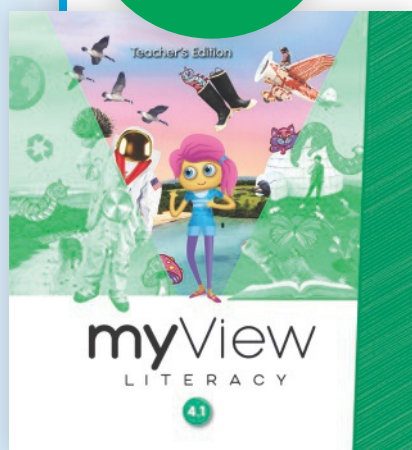
# A Continuum of Resources to Meet the Needs of Your Students



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

## LEVEL OF SUPPORT

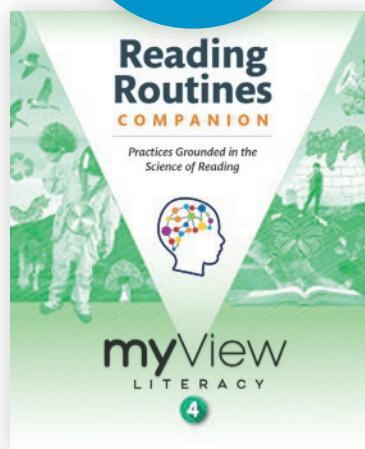
### Teacher's Edition



### Teacher's Edition (K-5)

Whole group lessons with corresponding small group differentiated instruction.

### Reading Routines Companion



### Reading Routines Companion (K-5)

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

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





SuccessMaker

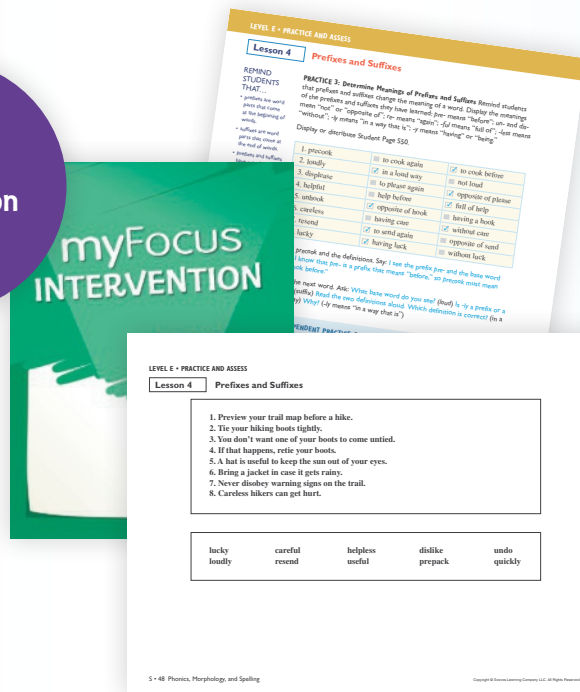


## SuccessMaker®

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



myFocus Intervention



## myFocus Intervention

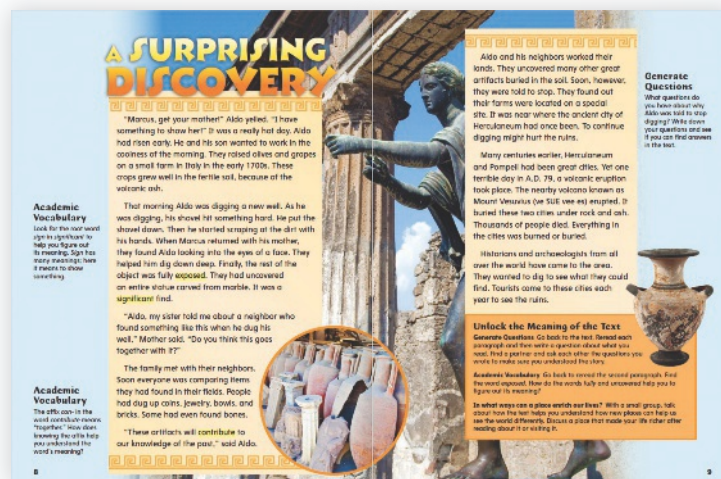
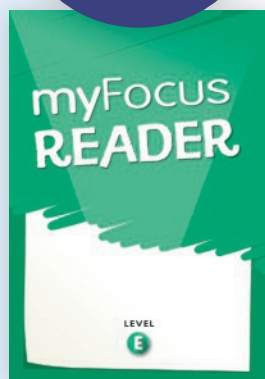
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

Lessons follow a routine of:

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



myFocus Reader



## myFocus Reader

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

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

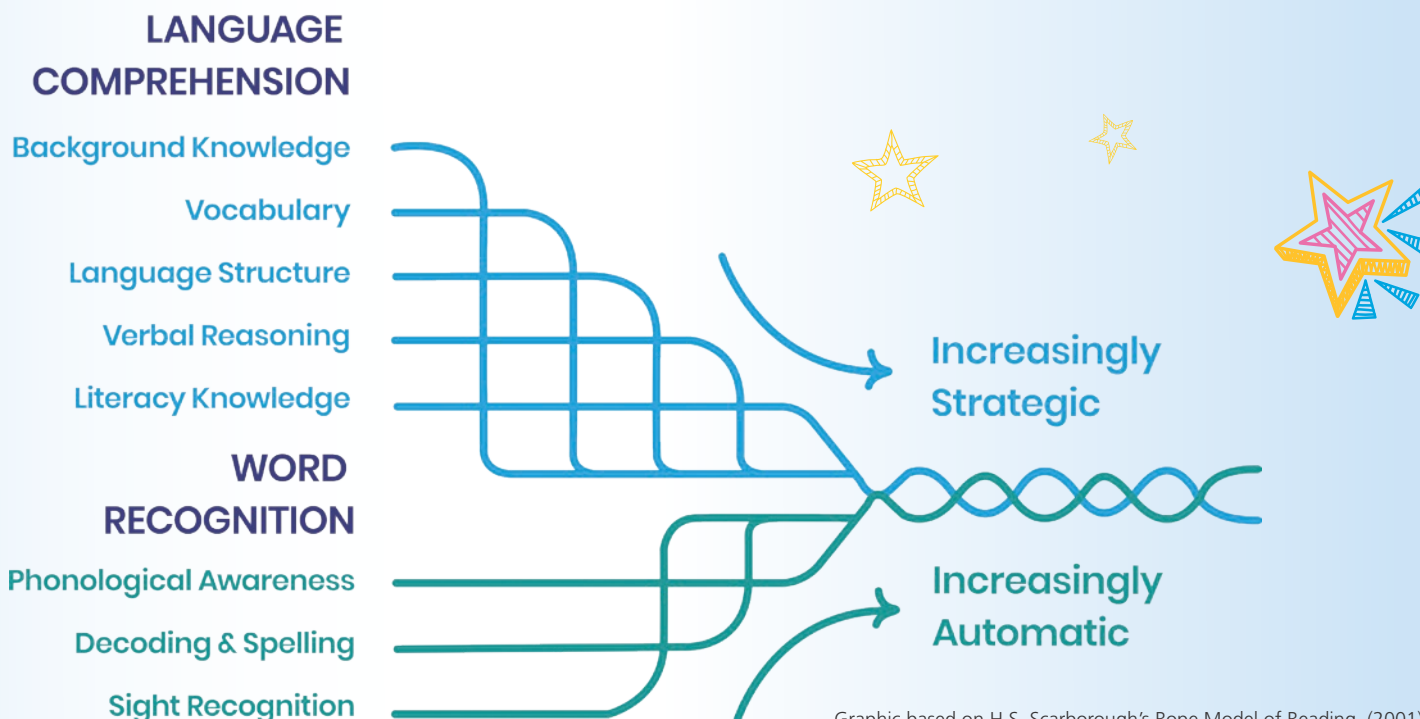
# Foundational Skills for Intermediate Students



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



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



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

## Explicit and Systematic Instruction

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

## Differentiation

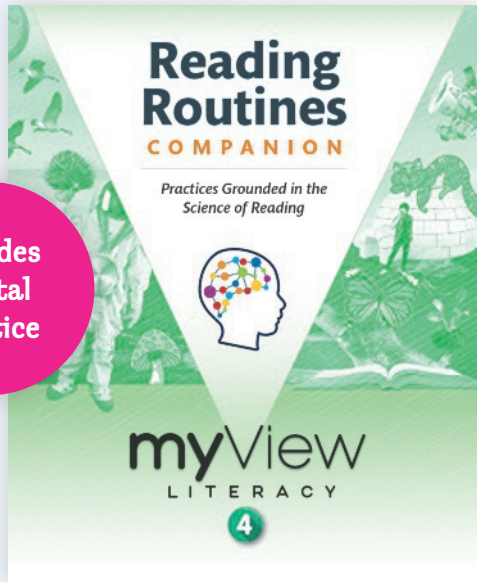
Meets the various needs of learners, including students with dyslexia and other challenges, using organized and deliberate instruction

## Multimodal Learning

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



Includes Digital Practice



# Reading Routines Companion

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

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



**WEEK 4 LESSON 1**  
READING-WRITING WORKSHOP BRIDGE

**Word Study Vowel Teams oo, ew, ue, ui, eu**

**LESSON 1**  
**Teach Vowel Teams oo, ew, ue, ui, eu**

**FOCUS ON STRATEGIES** Vowel teams are letter combinations that work together to form one sound. Different vowel teams can make the same sound. The same vowel team can make different sounds. Students need to learn how to pronounce the vowel teams oo, ew, ue, ui, or eu to know they are pronouncing words with those vowel teams correctly.

**MODEL AND PRACTICE** To demonstrate how to pronounce and sort words with the vowel teams oo, ew, ue, ui, or eu, make two columns on the board. Label one column *Tool* and the other column *Cue*. Write the following words on the board: stool, stew, clue, fruit, sleuth, few, hue. Have students identify the vowel team in each word. Then pronounce each word and say: *Does (word) have the same vowel sound as tool or cue?* Write each word in the appropriate column.

Guide students to identify the vowel teams *oo* and *ew* in words that go in each category. Use these words to underscore the importance of learning how to pronounce each individual word that contains one of these vowel teams.

Grade 3 Example

**WEEK 4 LESSON 2**  
READING-WRITING WORKSHOP BRIDGE

**Spelling Spell Vowel Teams oo, ew, ue, ui, eu**

**LESSON 2**

**TEACH**  
**FOCUS ON STRATEGIES** Explain that vowel teams are letters that work together to form one sound. The vowel teams oo, ew, ue, ui, and eu work together to make the sounds you hear in the words *tool* and *cue*.

**MODEL AND PRACTICE** Write or display the words *choose, throw, suitable, feud, and statue*. Have volunteers identify the letters that form the vowel team in each word. Then have them orally spell each word.

**APPLY MY TURN** Direct students to complete the activity on p. 157 of the Student Interactive.

**SPELLING WORDS**

balloon	reuse
choose	spend
feud	statue
newest	suitable
reused	throw

**HIGH-FREQUENCY WORDS**

island	machine
--------	---------

**High-Frequency Words**  
Explain that since high-frequency words are one texts but do not follow regular word study patterns practice reading them.

**WORD STUDY**

**Vowel Teams**

Vowel Teams *oo, ew, ue, ui, eu* are letter combinations that spell one sound. These vowel teams spell the vowel sound in *tool* or the vowel sound in *cue*. You can use print or digital dictionaries to check pronunciations.

Vowel Sound in Tool	Vowel Sound in Cue
stool	few
stew	sleuth
clue	hue

**MY TURN** Read the vowel team in each word in the box. Write each word in the correct column. Underline each vowel team.

feud	neutral	argue
juicy	nephew	mushroom

**Vowel Sound in Tool**

mushroom  
juicy  
neutral

**Vowel Sound in Cue**

nephew  
feud  
argue

**High-Frequency Words**  
Read these high-frequency words and practice reading them.

Dictation practice is included in the Student Interactive.

## Connected Word Study & Spelling Instruction

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

# Purposeful Assessments, Powerful Results

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

## Formative Assessments – Daily/Weekly

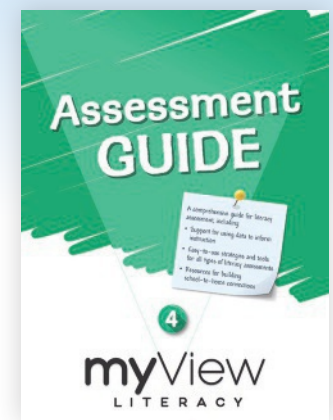
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

## Unit Assessments – 5x Year

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

## Summative Assessments – 3x Year

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



### Data-Driven Assessment Guide

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

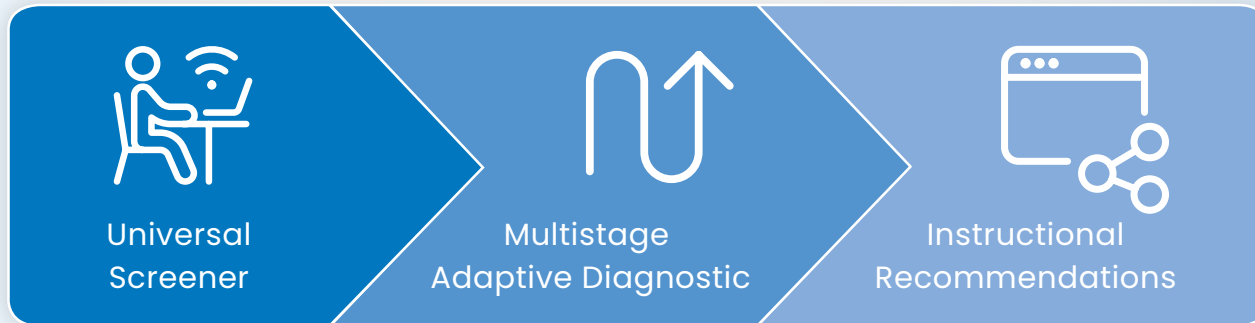
### Test Preparation (Grades 2–5)



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

# SAVVAS literacy Screener & Diagnostic Assessments

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



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

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

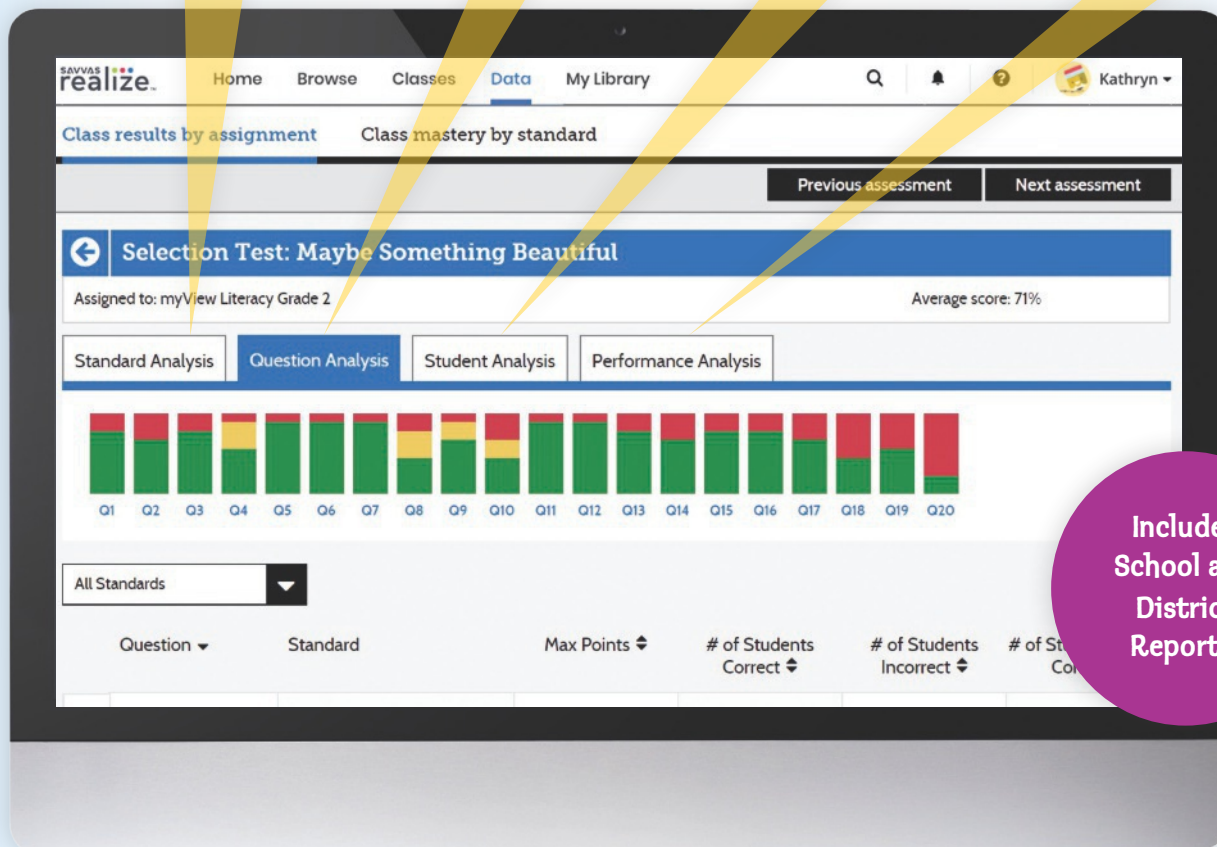
Student data connects skills to instructional supports and resources.

**See progress by standard.**

**Drill into questions to see where students are struggling.**

**Focus on individual student performance.**

**Get small group recommendations with suggested next-step activities.**



## Intuitive Data Reporting

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

**Includes School and District Reports.**

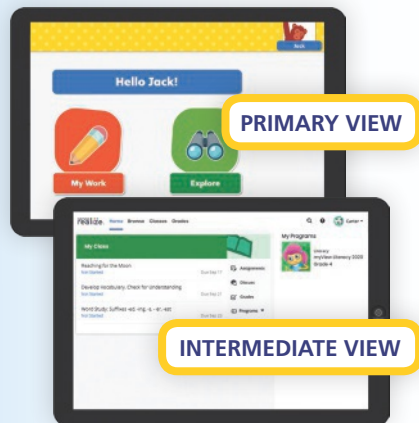
# The Digital Difference



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

## The Student Experience

High-Interest resources capture attention and increase learning.



### Adaptive Dashboard

Adjust student view for ease of use!



### Engaging Videos

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

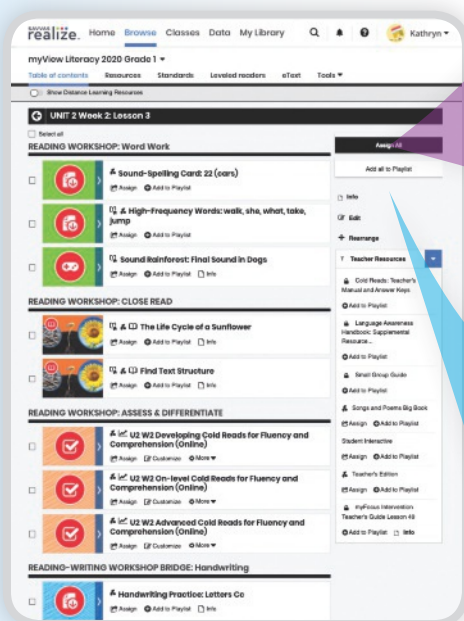


### Digital Games

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

## The Teacher Experience

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



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

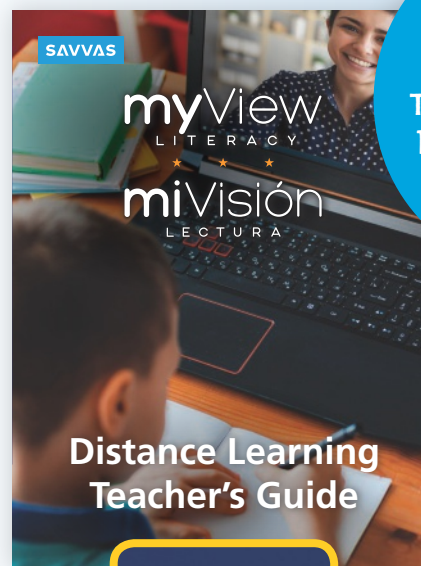
Add content, rearrange lessons, delete what you don't need—**make it your own!**

Create a Playlist

Title: Poetry Study

Description (Options):

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



**DISTANCE LEARNING**

# 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](https://mySavvasTraining.com)

### Live Instructional Coaching Chat

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

### On-Demand Training Library

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

### Teacher Webinars

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



UNIT THEME

# Adaptations

## Essential Question

How do living things adapt to the world around them?

SAVVAS  
realize™

Go ONLINE for all lessons.



REALIZE  
READER



NOTEBOOK



AUDIO



GAME



ANNOTATE



DOWNLOAD



VIDEO



RESEARCH



INTERACTIVITY



ASSESSMENT

myView  
Digital



## WEEK 1



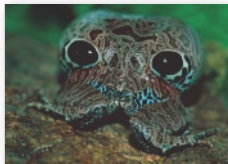
***Feathers: Not Just for Flying*** pp. T14–T79

Informational Text

by Melissa Stewart

**WEEKLY QUESTION** What different purposes do animal adaptations serve?

## WEEK 2



***Animal Mimics*** pp. T80–T147

Informational Text

by Marie Racanelli

**WEEKLY QUESTION** How do adaptations help animals survive?

## WEEK 3



from ***Minn of the Mississippi*** pp. T148–T205

Fiction

by Holling Clancy Holling

**WEEKLY QUESTION** What challenges do animals face in their environments?

## WEEK 4



from ***Butterfly Eyes and Other Secrets of the Meadow*** pp. T206–T265

Poetry

by Joyce Sidman

**WEEKLY QUESTION** In what ways do living things depend on each other?

## WEEK 5



***The Weird and Wonderful Echidna and The Very Peculiar Platypus*** pp. T266–T329

Informational Texts

by Mike Jung | by Wade Hudson

**WEEKLY QUESTION** How do adaptations make animals unique?

## WEEKS 1–5

**BOOK CLUB** Read and discuss a book with others.

**SEL** SOCIAL-EMOTIONAL LEARNING

## WEEK 6

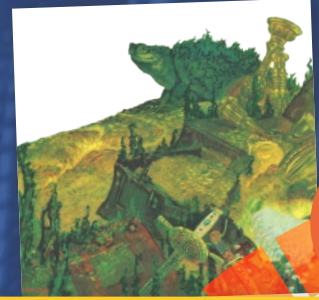
**PROJECT-BASED INQUIRY** pp. T458–T477





UNIT THEME

# Adaptations



WEEK  
**3**

## Essential Question

How do living things adapt to the world around them?

from **Minn of the Mississippi**

What challenges do animals face in their environments?



WEEK  
**2**

## Animal Mimics

How do adaptations help animals survive?



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



WEEK  
**1**

## Feathers: Not Just for Flying

What different purposes do animal adaptations serve?





WEEK  
**4**

from **Butterfly Eyes and Other Secrets of the Meadow**  
In what ways do living things depend on each other?



WEEK  
**5**

**The Weird and Wonderful Echidna and The Very Peculiar Platypus**  
How do adaptations make animals unique?



WEEK  
**6**

**Project**



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

UNIT THEME

# Adaptations

WEEK 1

WEEK 2

WEEK 3

READING WORKSHOP

Informational Text



**Feathers: Not Just for Flying**

Analyze the main idea and details to understand informational text.

Informational Text



**Animal Mimics**

Analyze cause-effect relationships and structure in informational text.

Fiction



*from* **Minn of the Mississippi**

Analyze the significance of plot and setting in fiction.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

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

BOOK CLUB SEL

*Animal Camouflage* by Vicky Franchino

How do animals use camouflage to adapt to their world?

WRITING WORKSHOP

Introduce Mentor Stacks and immerse in travel article texts.

Develop elements of travel article writing.

Develop the structure of travel article writing.



READING-WRITING WORKSHOP BRIDGE

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

## UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

### UNIT THEME

- Collaborate with others to determine how living things adapt to the world around them.

### READING WORKSHOP

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

### READING-WRITING WORKSHOP BRIDGE

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

### WRITING WORKSHOP

- Use elements of informational text to write an article.

## WEEK 4

### Poetry

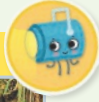


from *Butterfly Eyes and Other Secrets of the Meadow*

Analyze structure, rhythm, rhyme, and meter to visualize imagery in poetry.

## WEEK 5

### Informational Text



*The Weird and Wonderful Echidna and The Very Peculiar Platypus*

Monitor comprehension to help synthesize information from multiple sources.

## WEEK 6

### Inquiry and Research



*Saving Species Research Articles*

### Project-Based Inquiry

- Generate questions for inquiry
- Research ways in which animals adapt to their world
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Bridge reading and writing informational text through:

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

*Animal Camouflage* by Vicky Franchino  
How do animals use camouflage to adapt to their world?

Apply writer's craft and conventions of language to develop and write travel articles.

Publish, celebrate, and assess travel article writing.

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions



# UNIT 2 SKILLS OVERVIEW

## UNIT THEME

# Adaptations

		WEEK 1	WEEK 2	WEEK 3	
		Informational Text Feathers: Not Just for Flying 	Informational Text Animal Mimics 	Fiction from <i>Minn of the Mississippi</i> 	
READING WORKSHOP	Minilesson Bank	Inforgraphic: Why Animals Adapt	Media: Survival Adaptations	Primary Source: Saving Elephants	
		Informational Text: Feathers: Not Just for Flying	Informational Text: Animal Mimics	Fiction: from <i>Minn of the Mississippi</i>	
		Domain-Specific Vocabulary	Domain-Specific Vocabulary	Descriptive Language	
		Analyze Main Idea and Details	Analyze Text Structure	Analyze Plot and Setting	
		Monitor Comprehension	Confirm or Correct Predictions	Use Text Evidence	
		Talk About It: Opinion	Write to Sources: Response to Informational Text	Write to Sources: Response to Literature	
	READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	Synonyms and Antonyms	Context Clues
		Word Study	Plurals	Vowel Diphthongs	Irregular Plurals
		Read Like a Writer	Analyze Print and Graphic Features	Analyze Print Text Features	Analyze Figurative Language
		Write for a Reader	Use Print and Graphic Features	Use Print Text Features	Use Figurative Language
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse	Develop Elements	Develop Structure	
	Minilesson Bank	Analyze a Travel Article	Develop an Introduction	Compose a Headline	
		Analyze a Lead Paragraph	Develop Relevant Details	Compose Body Paragraphs	
		Analyze Photographs	Develop Different Types of Details	Group Paragraphs into Sections	
		Brainstorm and Set a Purpose	Compose Captions for Visuals	Develop Transitions	
		Plan Your Travel Article	Develop a Conclusion	Compose with Multimedia	
	READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Plurals	Spell Vowel Diphthongs	Spell Words with Irregular Plurals
Language and Conventions		Compound Sentences	Complex Sentences	Common and Proper Nouns	

# Essential Question

How do living things adapt to the world around them?

## WEEK 4

### Poetry

from **Butterfly Eyes and Other Secrets of the Meadow**



Infographic: Part of a Habitat

Poetry: from Butterfly Eyes and Other Secrets of the Meadow

Descriptive Language

Explain Poetic Language and Elements

Visualize Imagery

Write to Sources: Opinion

Analogies

Greek Roots

Analyze Imagery

Use Imagery

Writer's Craft

Use Linking Words and Phrases

Use Precise Language and Vocabulary

Edit for Capitalization

Edit for Adverbs

Edit for Coordinating Conjunctions

Spell Words with Greek Roots

Singular and Plural Nouns

## WEEK 5

### Informational Text

The **Weird and Wonderful Echidna** and The **Very Peculiar Platypus**



Infographic: Many Ways to Be One of a Kind

Informational Text: The Weird and Wonderful Echidna and The Very Peculiar Platypus

Domain-Specific Words

Synthesize Information

Monitor Comprehension

Talk About It

Parts of Speech

Latin Roots *terr, rupt, tract, aqua, dict*

Analyze Text Structure

Use Text Structure

Publish, Celebrate, and Assess

Edit Complete Sentences

Edit for Nouns

Publish and Celebrate

Prepare for Assessment

Assessment

Spell Words with Latin Roots

Subject-Verb Agreement

## WEEK 6

### Inquiry and Research

**Saving Species**



Leveled Research Articles

Use Academic Words

Explore and Plan: Informational Text

Conduct Research: Library Database

Informational Text: Informational Poster

Refine Research: Develop a Bibliography

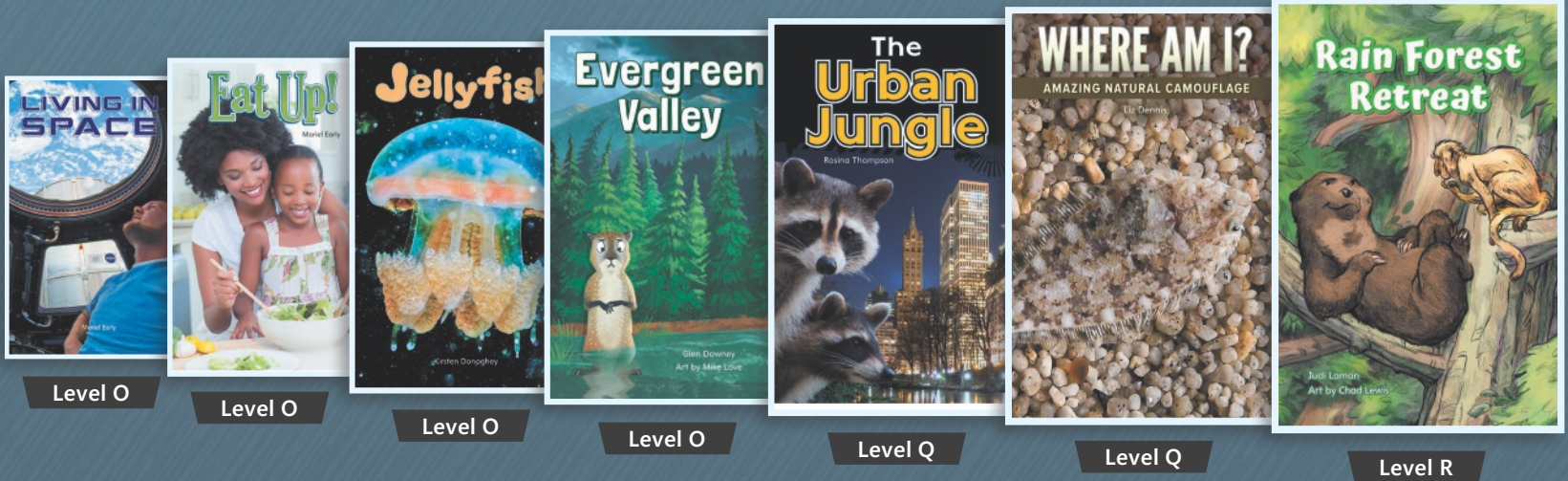
Extend Research: Incorporate Media

Revise for Clarity

Edit and Peer Review

Celebrate and Reflect

# UNIT 2 LEVELED READERS LIBRARY



## LEVEL O

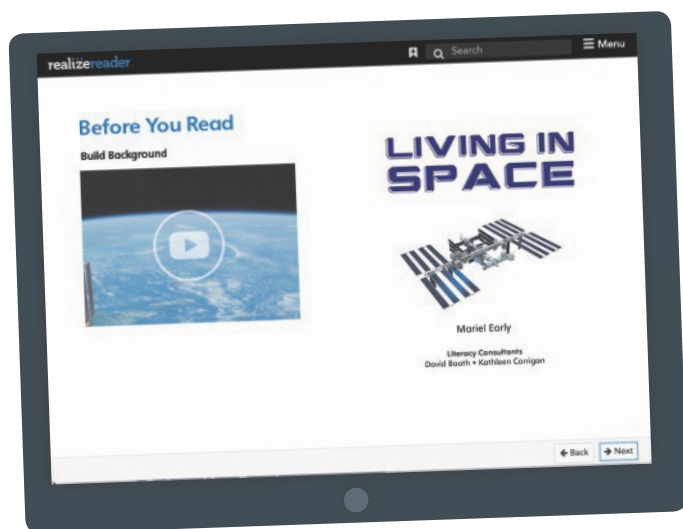
### Leveled Texts for Unit 2

- Unit 2 guided reading levels range from Level O through T.
- Readers align to the unit theme, Adaptations, and to the Spotlight Genre, Informational Text.
- See the “Matching Texts to Learning” pages each week for suggested texts and instruction aligned to the week's instruction and genre.

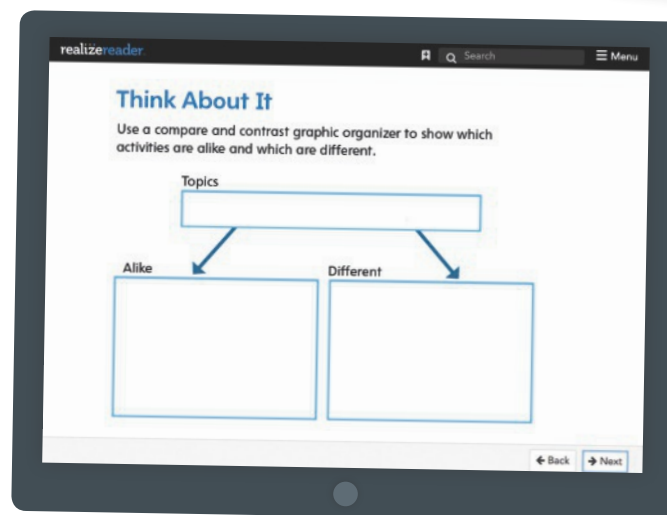
### Complete Online Access to the Grade 4 Leveled Library

- A range of levels from Level O to T
- Rich variety of genres, including informational text, fiction, poetry, and more
- Text structures and features aligned to the continuum of text levels
- Leveled Readers with audio and word-by-word highlighting to support students as they read
- Leveled Reader Search functionality in SavvasRealize.com

### Online Reader Interactive Support

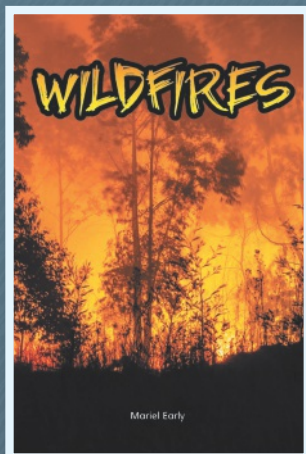


ELL Access Videos



Interactive Graphic Organizers





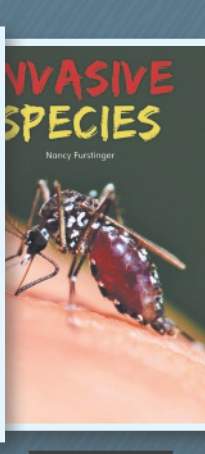
Level R



Level R



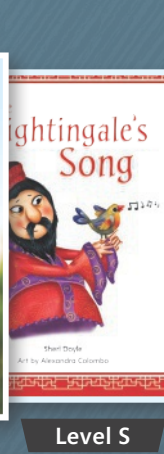
Level S



Level S



Level S



Level S



Level T



Level T

LEVEL T

## 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

# Adaptations

## 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.

Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.

## Essential Question

Introduce the Unit 2 Essential Question, *How do living things adapt to the world around them?* Tell students they will read many texts to learn how animals adjust to their environments for survival. Explain that reading a variety of genres is important because each author provides a unique approach to the theme.

**Watch the Unit Video** Tell students that a video combines sound and pictures. Have students watch “Adapt to Survive,” and take notes on how it depicts adaptations. 

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

- What did you learn by listening to the video?
- What information did the images provide that the audio did not?

STUDENT INTERACTIVE, pp. 216–217

**UNIT 2**

# Adaptations

**Essential Question**  
How do living things adapt to the world around them?

**Watch**  
“Adapt to Survive”

**TURN and TALK**  
What does it mean for living things to adapt, or change?

**READING WORKSHOP**

- Infographic: Why Animals Adapt**  
*Feathers: Not Just for Flying* ..... Informational Text  
by Melissa Stewart
- Media: Survival Adaptations**  
*Animal Mimics* ..... Informational Text  
by Marie Racanelli
- Primary Source: Saving Elephants**  
from *Minn of the Mississippi* ..... Fiction  
by Holling Clancy Holling
- Infographic: Part of a Habitat**  
from *Butterfly Eyes and Other Secrets of the Meadow* ..... Poetry  
by Joyce Sidman
- Infographic: Many Ways to Be One of a Kind**  
*The Weird and Wonderful Echidna and The Very Peculiar Platypus* ..... Informational Texts  
by Mike Jung | by Wade Hudson

**READING-WRITING BRIDGE**

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

**WRITING WORKSHOP**

- Introduce and Immerse • Develop Elements ..... Informational Text
- Develop Structure • Writer’s Craft
- Publish, Celebrate, and Assess

**PROJECT-BASED INQUIRY**

- Inquire • Research • Collaborate



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

Ask students to identify adaptations in the video that they have seen or read about before. Provide sentence frames for students to write about what they know.

*I read about \_\_\_\_\_ (topic) before. I know that \_\_\_\_\_. I learned this from \_\_\_\_\_.*

**EMERGING**

# Independent Reading

**Self-Select Texts** Discuss pp. 218–219 in the *Student Interactive*. Have students:

- Determine whether their purpose for reading self-selected texts is information or enjoyment.
- Set goals for independent reading.
- Spend increasing amounts of time reading independently throughout unit.

STUDENT INTERACTIVE, pp. 218–219



UNIT 2

INDEPENDENT READING

## Independent Reading

Establishing a purpose for reading is a good way to help you select a text that you will enjoy. Setting a goal for your reading can help you grow as a reader.

---

**Step 1** Decide your purpose for reading. Ask yourself:

**What is my purpose for reading?**

- Am I reading for enjoyment?
- Am I reading to find out about a topic?
- Do I want to read more by an author?

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

- I want to read nonfiction similar to a book I have already read.
- I want to try a different genre, such as *historical fiction*.
- I want to read a more challenging book.
- I want to read for a sustained period of time.

My goal for independent reading is

---



---

Practice setting a purpose and goal for reading as you select the text you will read.

## Independent Reading Log

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

# UNIT 2

## INTRODUCE THE UNIT

### OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

### ELL Language Transfer

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

- acquire : *adquirir*
- classified : *clasificado*
- defense : *defensa*
- sufficient : *suficiente*
- survive : *sobrevivir*

### 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. 220 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 adaptations. Read each word's definition. Have students respond to the **EXPAND** and **ASK** questions using the newly acquired academic vocabulary as appropriate.

**Expand:** You must **acquire** a parent's signature to go on the field trip.

**Ask:** What else might you **acquire** before a trip to the beach?

**Expand:** The scientist **classified** the animals according to where they live.

**Ask:** What are other ways that animals can be **classified**?

**Expand:** Bees use their stingers for **defense**.

**Ask:** What are other types of **defense** do animals use?

**Expand:** Something is **sufficient** when you have enough of it.

**Ask:** What do you have a **sufficient** number of?

**Expand:** Plants **survive** by blending in with their environment.

**Ask:** What do humans do to **survive** in harsh weather?

**TURN, TALK, AND SHARE** Have students complete the chart on p. 221 for the listed words. Then have partners share their answers.



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

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

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



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

Reread the Oral Vocabulary Routine. Have students respond to the “Ask” questions by drawing pictures. Have students share their responses with a partner. **EMERGING**

Provide cloze sentences that can be correctly completed using one of the Academic Vocabulary words. Have student pairs match the terms with the sentences. **DEVELOPING**

Display the Academic Vocabulary words. Have students compose new sentences using the Academic Vocabulary words. Then have students read their sentences aloud in groups. **EXPANDING**

STUDENT INTERACTIVE, pp. 220–221



UNIT  
2

INTRODUCTION

**Unit Goals**

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



	1	2	3	4	5
<b>Reading Workshop</b> I know about different types of informational text and understand their structures and features.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Reading-Writing Bridge</b> I can use language to make connections between reading and writing informational text.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Writing Workshop</b> I can use elements of informational text to write an article.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Unit Theme</b> I can collaborate with others to determine how living things adapt to the world around them.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**Academic Vocabulary**

Use these words to talk about this unit’s theme. *Adaptations: acquire, classified, defense, sufficient, and survive.*

**My TURN** Use the definitions to make connections between the newly acquired vocabulary words.

Academic Vocabulary	Definition
acquire	get; take; obtain
classified	categorized; grouped with
defense	someone or something that protects
sufficient	enough for a particular purpose
survive	stay alive; live through a dangerous event

- How are the words *defense* and *acquire* similar, and how are they different?  
**Possible response: Both words could be used to talk about how an animal stays alive by protecting itself and getting food. The words are different because *defense* is a noun, and *acquire* is a verb.**
- What things should a person have a *sufficient* amount of to *survive*?  
**Possible response: A person needs a sufficient amount of food and water to survive. He or she also might need a sufficient amount of shelter and love.**

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



# UNIT 2 WEEK 1

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

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

**SEL** SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options

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

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

### Materials

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

#### LESSON 1

##### READING WORKSHOP

###### GENRE & THEME

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

##### READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Plurals 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

- Travel Article T340–T341
  - » Analyze a Travel Article
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T341
- Conferences T338

##### WRITING BRIDGE

- FLEXIBLE OPTION**
  - Spelling: Spell Plurals T342
  - Assess Prior Knowledge** T342
- FLEXIBLE OPTION**
  - Language and Conventions: Spiral Review: Fix Sentence Fragments T343

#### LESSON 2

##### READING WORKSHOP

###### SHARED READ

- Introduce the Text T32–T51
  - » Preview Vocabulary
  - » Read: *Feathers: Not Just for Flying*
- Respond and Analyze T52–T53
  - » My View
  - » Develop Vocabulary
- Quick Check** T53
- » Check for Understanding

##### READING BRIDGE

- Word Study: Apply Plurals T54–T55

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

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

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T57
- Literacy Activities T57
- Collaboration T57

##### WRITING WORKSHOP

###### MINILESSON

- Travel Article T344–T345
  - » Analyze a Lead Paragraph
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T345
- Conferences T338


##### WRITING BRIDGE

- Spelling: Teach Spell Plurals T346
- FLEXIBLE OPTION**
  - Language and Conventions: Oral Language: Compound Sentences T347


## LESSON 3

### READING WORKSHOP

#### CLOSE READ

- Analyze Main Idea and Details T58–T59
  - » Close Read: *Feathers: Not Just for Flying*
-  **Quick Check** T59

### READING BRIDGE

- Read Like a Writer: Analyze Print and Graphic Features T60–T61
- FLEXIBLE OPTION** 
- Word Study: More Practice: Plurals T62–T63

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

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

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T348–T349
  - » Analyze Photographs
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T349
- Conferences T338


### WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: More Practice: Spell Plurals 350
- Language and Conventions: Teach Compound Sentences T351


## LESSON 4

### READING WORKSHOP

#### CLOSE READ

- Monitor Comprehension T66–T67
  - » Close Read: *Feathers: Not Just for Flying*
-  **Quick Check** T67

### READING BRIDGE

- Write for a Reader: Use Print and Graphic Features T68–T69
- FLEXIBLE OPTION** 
- Word Study: Spiral Review: Prefixes *mis-*, *en-*, *em-* T70–T71

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T352–T353
  - » Brainstorm and Set a Purpose
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T353
- Conferences T338


### WRITING BRIDGE

- FLEXIBLE OPTION** 
- Spelling: Spiral Review: Prefixes *mis-*, *en-*, *em-* T354
- Language and Conventions: Practice Compound Sentences T355

## LESSON 5

### READING WORKSHOP

#### COMPARE TEXTS

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

### READING BRIDGE

- Word Study: Plurals T76–T77
-  **Assess Understanding** T76

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

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

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T79
- Literacy Activities T79


**BOOK CLUB** T79 **SEL** 

### WRITING WORKSHOP



#### MINILESSON

- Travel Article T356
  - » Plan Your Travel Article
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T356–T357 **SEL** 
- Conferences T338

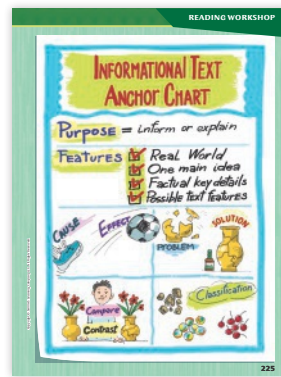
### WRITING BRIDGE

- Spelling: Spell Plurals T358
-  **Assess Understanding** T358
- FLEXIBLE OPTION** 
- Language and Conventions: Standards Practice T359

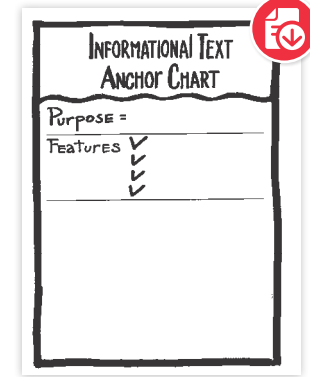
# Materials



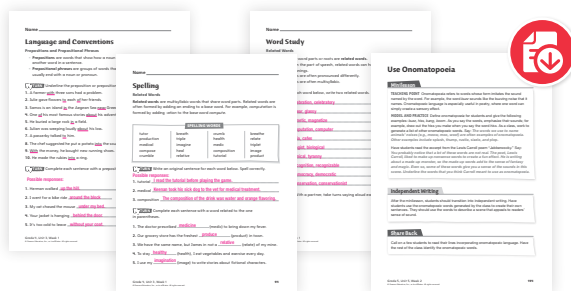
**INFOGRAPHIC**  
Why Animals Adapt



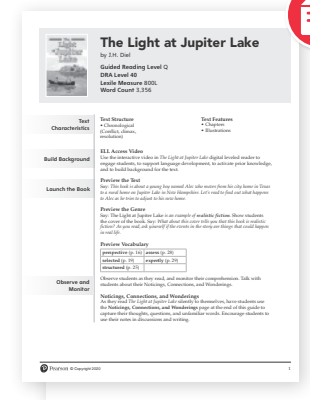
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**LEVELED READERS TEACHER'S GUIDE**

## Words of the Week

### Develop Vocabulary

bristle  
brittle  
contour  
system  
prey

### Spelling Words

services	speeches
primaries	skies
consumers	activities
holidays	colonies
lenses	galaxies
sandwiches	victories
monkeys	
berries	
counties	
taxes	
hoaxes	
classes	
gases	
viruses	

### Challenge Spelling Words

eyelashes  
ambulances  
inventories

### Unit Academic Vocabulary

survive  
classified  
sufficient  
defense  
acquire

**WEEK 1 LESSON 1** READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
 Progress on a set of text and...  
**INFORMATIONAL TEXT**  
 Tell students you are going to read an informational text aloud. Have students listen as you read "Snowy Owls." Explain that students should listen actively, paying special attention to the facts they hear. Periodically stop to report on the text by paraphrasing the facts and details they heard. Remind them to present the facts in a logical order.

**START-UP**  
**READ-ALoud ROUTINE**  
 Prepare four students to take turns for elements of informational text. READ the text aloud, pausing to model Think Aloud strategies related to the text and the details of the informational text.

**ELL Language Transfer**  
 Compare your set of Spanish...  
**FLUENCY**  
 Read paragraphs to Read Aloud...  
**THINK ALOUD**  
 Prepare management text...



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud**

### Fiction Lesson Plan

**WHY**  
 Interactive Read Aloud...  
**PLANNING**  
 Select a text from the Read Aloud Trade Book Library...  
**BEFORE READING**  
 Show the cover of the book to introduce the title, author, illustrator, and genre...  
**DURING READING**  
 You can choose to do a think-aloud to students get the gist of the story and...  
**AFTER READING**  
 Summarize and allow students to share thoughts about the story...



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Snowy Owls"

**FEATHERS**  
 Not Just for Flying  
 by Melissa Stewart  
 illustrated by Sarah S. Brannen



SHARED READ Feathers: Not Just for Flying

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T482-T483

**Mentor STACK**  
 Writing Workshop T337



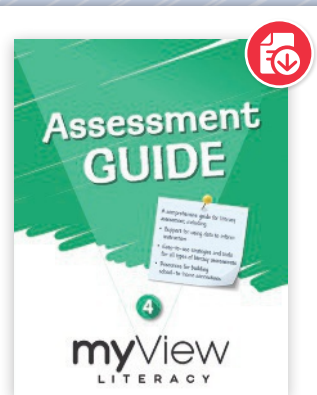
LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Interact with Sources

## OBJECTIVES

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

Explore how adaptations enable organisms to survive in their environment such as comparing birds' beaks and leaves on plants.

---


## ACADEMIC VOCABULARY

**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [What features of an environment might make it difficult for an animal to survive?](#) [How is speed an adaptation of offense for predators and defense for prey?](#)

- survive
- classified
- sufficient
- defense
- acquire

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do living things adapt to the world around them?* Point out the Week 1 Question: *What different purposes do animal adaptations serve?*

Direct students' attention to the infographic on pp. 222–223 in the *Student Interactive*. Explain that an infographic combines words and pictures to provide information. Have students read the infographic and discuss how adaptations help an animal of their choice to survive in its natural environment. 

Use the following questions to guide discussion:

- What adaptations help the animal you chose survive?
- What is the difference between a behavioral adaptation and a physical adaptation?
- How does the environment in which an animal lives affect the adaptations it needs to survive?

**WEEKLY QUESTION** Reread the Week 1 Question: *What different purposes do animal adaptations serve?* Tell students they just learned about several examples of the two types of adaptations. Explain that they will read about one physical feature of birds that has several functions.

**QUICK WRITE Freewrite** Have students freewrite in response to the Quick Write question on p. 223 and sketch their chosen animals. Then ask them to share their answers and sketches.



**ELL Targeted Support Visual Support** Read aloud the caption for each image in the infographic. Tell students to listen for the description of each adaptation.

Preview the visuals. Have students describe each animal's appearance and adaptation in their own words. **EMERGING**

Preview the visuals. Have students identify each animal's adaptation as behavioral or physical and explain how they know. **DEVELOPING**

Preview the visuals. Have students describe the environment pictured in each image and discuss how the animals' adaptations help them survive in the environment. **EXPANDING**

In addition to the above activity, ask: **What are other examples of animal adaptations?** Have student pairs discuss and respond in their notebooks. Call on students to share their lists and whether the adaptations are behavioral or physical. **BRIDGING**

STUDENT INTERACTIVE, pp. 222-223



WEEK  
1

WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

## Why ANIMALS ADAPT

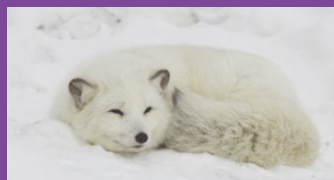
### ADAPTATIONS

Behaviors or physical features, called adaptations, help living things survive in their environment.



### BEHAVIORAL ADAPTATIONS

Many bird species migrate to warmer weather as winter approaches.



### PHYSICAL ADAPTATIONS

The Arctic fox has a thick, white winter coat that keeps the animal warm and allows it to blend in with the frozen, snowy background.

222



### HORNED LIZARD

The North American desert horned lizard shoots blood from its eyes to frighten away hungry predators.



### BLACK BEAR

To hibernate for winter, the black bear's body fat increases for warmth. Its sleeping heart rate can slow from around fifty beats per minute to eight beats per minute.

Copyright © Savvas Learning Company LLC. All rights reserved.

### GILA WOODPECKERS

In the Sonoran Desert where trees are scarce, Gila woodpeckers make holes in the saguaro cactus, where they lay their eggs and raise their young. Other birds nest in abandoned holes.



Copyright © Savvas Learning Company LLC. All rights reserved.

### Weekly Question

**What different purposes do animal adaptations serve?**

**Quick Write** Think of an animal you know of that has adapted to its environment. How has it adapted, and why? Illustrate the animal and freewrite your response.

223

# Listening Comprehension

## OBJECTIVES

Paraphrase portions 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 in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

Recognize characteristics and structures of informational text.

## Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Snowy Owls.” Explain that students should listen actively, paying careful attention to the facts they hear. Prompt them to report on the text by paraphrasing the facts and details they noted. Remind them to present the facts in a logical order.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students actively listen for elements of informational texts.

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

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

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in the reading selection:

- camouflage : *camuflaje*
- extraordinary : *extraordinario(a)*

## FLUENCY

After completing the Read-Aloud Routine, display “Snowy Owls.” Model reading aloud the first few sentences, asking students to pay attention to the rate at which you read and the pauses you use for punctuation. Invite partners to choose a paragraph from the text and use it to practice reading for meaning.

### THINK ALOUD

#### Analyze Informational Text

Finding the main idea of an informational text can help you understand the whole text. As you listen, try to identify the general subject of the passage and the point the author wants to make about it. Ask yourself, what idea does each detail support?

## Snowy Owls

The snowy owl is a raptor, or bird of prey, that is well adapted to life in the Arctic. It is easy to identify because, as its name implies, it has white feathers. The snowy owl is not completely white, however. Females have brown markings over their bodies. Males have some markings as well, but they usually have more white feathers than females. And like the hair of an elderly person, their feathers sometimes become completely white as they grow old.

The snowy owl’s color is an adaptation to its natural environment. The Arctic tundra where it lives is a flat, treeless area that is cold and covered in snow and ice for much of the year. The owl’s white feathers provide camouflage, helping it blend in with its surroundings. The birds are also well adapted to the cold. They have lots of feathers to insulate them, and unlike many birds, their feet are covered with feathers as well. These adaptations help the birds survive, since temperatures in the tundra get down to  $-30^{\circ}\text{F}$  in winter months.

*“Snowy Owls,” continued*

Snowy owls are predators. They feed mainly on small rodents called lemmings, but they also hunt rabbits, other birds, and fish. Several adaptations make them effective hunters. They have sharp eyesight and an extraordinary sense of hearing. They have sharp talons on their feet that allow them to swoop down and grab their prey.

Most owls are nocturnal, or active at night, but snowy owls often hunt during the day. Sometimes, they find a perch and wait, watching and listening for rodents. Other times, they fly low over the ground, ready to swoop down if an unlucky lemming happens by.

Snowy owls mate for life. They build their nests on the ground and the female lays between three and eleven eggs. The male brings her food while she keeps the eggs warm. It takes 31 to 33 days for the eggs to hatch. The babies leave the nest about a month after they’re born, and they stay with their parents for about ten weeks before flying off on their own.

**THINK ALOUD**

**Analyze Informational Text** You can use the details of a text to determine the main idea. Rereading the third paragraph, you can see that each detail is about how or what snowy owls hunt. The main idea of this paragraph could be stated as “Snowy owls are effective hunters.”

**WRAP-UP****Paragraph 1: Main Idea**

key detail

key detail

key detail

Use a Main Idea and Details organizer to help students identify the main idea and key details in each paragraph of the text.

**ELL Access**

To help prepare students for the oral reading of “Snowy Owls,” preview key words with them:

- prey
- adaptation
- predator
- effective

**FLEXIBLE OPTION**  
**INTERACTIVE**  
**Trade Book Read Aloud**


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

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







SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can learn more about informational text by analyzing the main idea and details.

## OBJECTIVES

Recognize characteristics and structures of informational text.

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

## LANGUAGE OF THE GENRE

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

- main idea
- text features
- key details
- text structure

## 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

**Consonant Blends** Help Spanish-speaking students practice blending the sounds in words with three-letter consonant blends:

- structure
- partner

## Minilesson

**FOCUS ON STRATEGIES** Lead a discussion to help students recognize major characteristics of informational text. Explain that to understand an informational text, readers must be able to recognize the text's main, or most important, idea and key details. Readers should also look for domain-specific vocabulary, text features, graphic features, and a recognizable text structure.

- Ask yourself what the topic is and what idea the author is developing.
- Look for important details and new vocabulary, and ask yourself how each detail relates to the main idea.
- Be aware that you may need to reread a text to identify the main idea. Rereading will help you notice the overall structure of the text as well.
- Pay attention to features like headings and diagrams that organize the text and provide information.

**MODEL AND PRACTICE** Model using the main idea and key details to identify a text as informational: *To determine the main idea of "Snowy Owls," I start with the topic of the text: snowy owls. What idea about snowy owls is the author developing? The first sentence of this text states that snowy owls are well adapted to the Arctic. This could be a main idea. When I reread, I determine that all the details support the opening sentence. I can identify this as an informational text whose main idea is "Snowy owls are well adapted to their environment."*

Break the passage into paragraphs. Have students discuss the main idea of each paragraph, explaining how the details support it.

**ELL Targeted Support Main Idea and Details** Have students identify the main idea and key details in an informational text.

Read the second paragraph of "Snowy Owls" aloud. Then have students discuss and fill in these sentence frames: *This paragraph is about \_\_\_\_\_.* *Two details that support this main idea are \_\_\_\_\_ and \_\_\_\_\_.* **EMERGING**

Prompt students to read the fourth paragraph of "Snowy Owls" and then write a summary of the paragraph in their notebooks. Have volunteers state the main idea and key details of the paragraph. **DEVELOPING/EXPANDING**

## FORMATIVE ASSESSMENT OPTIONS

## Apply

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 224 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students find the main idea and key details from a short informational text and write them in their notebooks.

 **QUICK CHECK**

**Notice and Assess** Can students identify key features of an informational text?

**Decide**

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

STUDENT INTERACTIVE, pp. 224–225



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

**Learning Goal**

I can learn more about informational text by analyzing the main idea and details.

**Spotlight on Genre****Informational Text**

**Informational texts** explain important ideas and tell facts about the world. Their characteristics include

- A **main idea** about a topic
- **Key details**, or factual information and evidence that support the main idea
- **Domain-specific vocabulary**, or words that are specific to the topic
- **Text and graphic features**, such as headings, maps, pictures, and diagrams, that help readers understand the text
- A clear **text structure**, or arrangement of information within a text

First, identify the topic of the text. Then, look for information about the topic.



**TURN and TALK** Describe to a partner an interesting fact or detail you learned from an informational text you have read. Take notes on your discussion.

**My NOTES**


---

---

---

---

---

---

---

---

224

**INFORMATIONAL TEXT ANCHOR CHART**

**Purpose** = inform or explain

**FEATURES**

- Real World
- One main idea
- Factual key details
- Possible text features

**Text Structures:** CAUSE, EFFECT, PROBLEM, SOLUTION, Compare, Contrast, Classification

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

225

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

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

## ELL Language Transfer

**Cognates** Remind Spanish speakers that they can use their native language to help them sound out and decode the academic vocabulary words. Point out the following cognates:

- defense : *defensa*
- sufficient : *suficiente*
- acquire : *adquirir*

## 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 have a connection to one another. These words may look different, but they have similar meanings. Understanding how words relate to one another can help students use new vocabulary correctly.

- When you see a word you don't know, read the sentence again to see if you can understand the word's meaning.
- Think about the other words in the sentence and how they can help you determine what the word means.
- Substitute a word with a connected meaning for the new word, and ask yourself if the sentence still has the same meaning.

**MODEL AND PRACTICE** Write a sentence using the academic vocabulary word *acquire* in the chart on p. 251 in the *Student Interactive*. Then model this strategy.

- This sentence—“Animals acquire survival skills on their own or learn them from other animals”—is about how animals gain knowledge. I know this because the sentence discusses how animals get their survival skills. If I replace the word *acquire* with the word *get*, the meaning of the sentence stays the same.
- Have students use this strategy for another word in the chart. Discuss students' responses and correct any misunderstandings.

**ELL Targeted Support Academic Vocabulary** Have students familiarize themselves with the academic vocabulary words by using the words in a shared writing activity.

Write a short paragraph that uses the academic words. Have students underline the academic vocabulary words, and then discuss with them what each word means. **EMERGING/DEVELOPING**

Use the same paragraph, but leave out the academic vocabulary words. Ask students to help you fill in each blank with the appropriate word. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

**My TURN** Have students use the same strategy as they finish filling out the chart on p. 251.

STUDENT INTERACTIVE, p. 251



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

**Related words** are words that are connected. Related words can have similar word parts such as *auto* in *automatic* and *automotive*. Related words can also have connected meanings such as the words *barrier* and *obstacle*. Both can be used to describe something that prevents movement or progress.

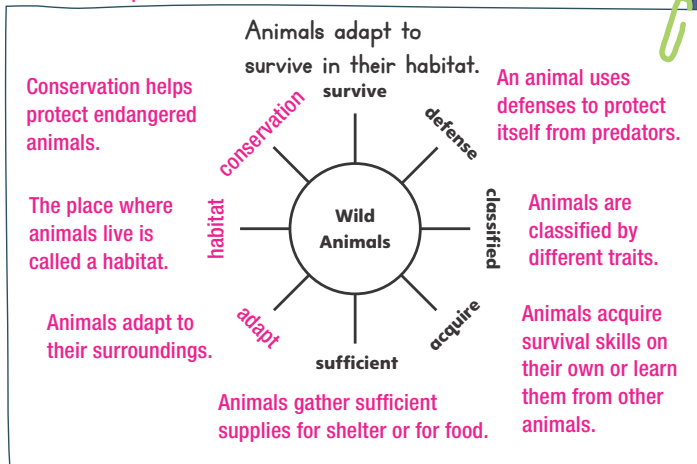
Learning Goal

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

**My TURN** To complete the web.

1. **Read** the academic vocabulary words related to the topic.
2. **Write** a reason the word is connected to the topic.
3. **Add** other words that are connected to the topic. Write a reason they are connected to the topic.

Possible responses:



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

# Word Study Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules including regular and irregular plurals.

---

## LESSON 1

### Teach Plurals

**FOCUS ON STRATEGIES** A plural noun refers to two or more people, places, or things. You can make a singular noun into a plural noun by adding -s to the end. The letter s usually spells the z sound like at the end of the word *games*. Words that end in *ch*, *s*, *sh*, *ss*, or *x* can be turned into plural nouns by adding -es. Adding -es to a noun adds a syllable to the base word, as in the word *foxes*. Plural nouns formed by adding -s or -es are called regular plurals.

**MODEL AND PRACTICE** To demonstrate how to make nouns plural according to specific patterns and rules, ask students to share singular nouns they know. Write each word on the board.

Then have students break into groups. Ask students to discuss how to make the nouns plural.



### ELL Targeted Support

**Plurals** Students can improve their language skills by learning English spelling rules.

Display the words *metal* and *dish*. Have students determine how to make the words into plural nouns. **EMERGING**

Display the following singular nouns: *character, sandwich, basket, reason, hobby*. Have students use spelling rules to write the singular and plural forms in their notebooks. **DEVELOPING**

Ask students to use spelling rules to generate five more words that become plural when -s is added and five words that become plural nouns when -es is added. **EXPANDING**

Complete the activity above. Then have students write five sentences using the plural nouns from the previous activity. Encourage students to use a dictionary to check their spelling. **BRIDGING**



## LESSON 1

Teach Plurals


## LESSON 2

Apply Plurals

FLEXIBLE OPTION  
**LESSON 3**

More Practice

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:**  
Prefixes *mis-*, *en-*, *em-*

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 O**

**Genre** Informational Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**LEVEL O**

**Genre** Expository Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**LEVEL P**

**Genre** Informational Text

**Text Elements**

- Topics beyond readers' personal experience
- Complex content-specific words

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Informational Text

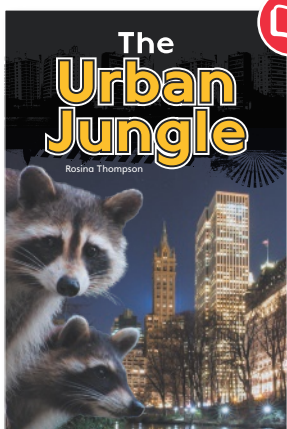
- How can you tell if a passage is an informational text?
- What is the purpose of this text?
- What is the general subject of this text?

### Develop Vocabulary

- Based on the words and phrases around the word \_\_\_\_, what is its meaning?
- How does the word \_\_\_\_ help you gain a better understanding of the topic of the text?
- What new words did you encounter when reading the text?

### Analyze Main Idea and Details

- What general subject is the passage about?
- What point is the author trying to make about this subject?
- How do the details help you better understand the main idea?



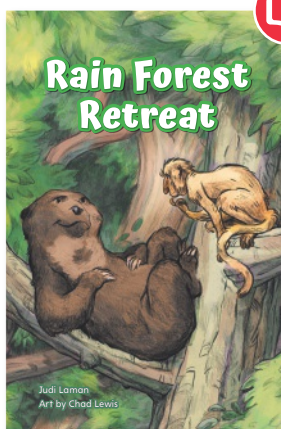
LEVEL Q

**Genre** Informational Text**Text Elements**

- Words that are seldom used in oral language
- Glossary, index

**Text Structure**

- Compare and Contrast



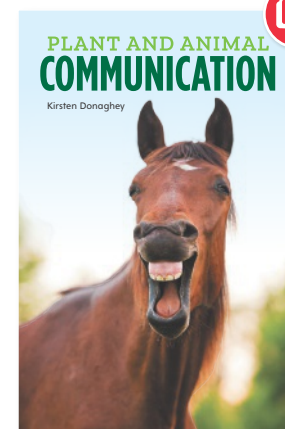
LEVEL R

**Genre** Fantasy**Text Elements**

- Figurative language
- Setting distant from readers' experience

**Text Structure**

- Chronological



LEVEL S

**Genre** Expository Text**Text Elements**

- Dense text layout
- Glossary, index

**Text Structure**

- Description

**Monitor Comprehension**

- Which details are the most important?
- What do text features tell you about the main idea?
- What parts of the text do you fully understand?
- What parts of the text are difficult to understand?

**Compare Texts**

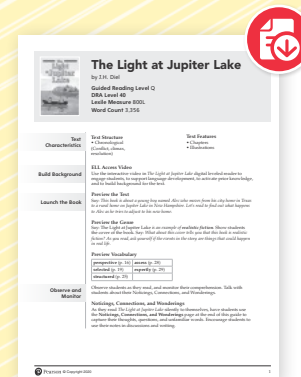
- How does this informational text compare to or different other nonfiction texts you've read recently? Explain.

**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](http://SavvasRealize.com).





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

# Teacher-Led Options

## Strategy Group

### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** When you read a text, ask yourself what the general topic is and what point the author is trying to make about the topic. Then pay attention to how facts support this point. Review the anchor chart on p. 225. Review the text structures informational texts can have.

### ELL Targeted Support

Teach and review text structure vocabulary.


Use illustrations in the anchor chart to name and explain text structures. Have students name each structure as you point to the picture.

### EMERGING

Have students read the name of each text structure with you. Then have partners tell each other how the drawings illustrate each text structure. **DEVELOPING**

Review the text structures, and then have students choose one. Ask them to tell you what facts an author would have to include to explain the illustration. **EXPANDING**

Have students review the text structures in the anchor chart. Then have students list the facts they would include if they were writing about one of the illustrations. **BRIDGING**

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

## Intervention Activity

### READING INFORMATIONAL TEXT

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing an informational text.

LEVEL E • READ

**Lesson 29** Genre: Informational and Procedural Texts

**DIRECTIONS** Read the following passages. Look at how the author organizes the texts.

**The Discovery of Tutankhamen's Tomb**

- 1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE "boy king" of Egypt. The discovery of Tut's tomb changed people's understanding of ancient Egypt.
- 2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.
- 3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh's tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.
- 4 One day Carter dug near the corner of another pharaoh's tomb. He discovered steps leading down. The steps led to Tutankhamen's tomb. It took Carter and others ten years to explore it.
- 5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut's body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king's body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people's knowledge of ancient times.

**Conducting an Archaeological Dig**

- 1 If you've ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you're interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.  
Reading Informational and Argumentative Text T • 189

## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the infographic on *Student Interactive* pp. 222–223 to generate questions about animal adaptations and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to share how identifying the topic and key details helped them understand the text they are reading.

#### Possible Conference Prompts

- How did text features help you identify the topic?
- What details support the main idea?
- What other features of informational texts did you notice?

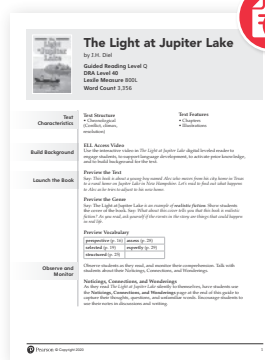
**Possible Teaching Point** Imagine you are telling a friend about the text. How would you explain that it is an informational text? How would you summarize the topic, the main idea, and the key details? What is the overall structure of the text?

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite two students to share how they chose an interesting fact or detail in the Turn and Talk activity or in their independent reading. Reinforce their reading strategies.

## 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 p. T479.

### Centers



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

### Literacy Activities



Students can

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

## BOOK CLUB



See Book Club, p. T480–T483, for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaboration.
- facilitating use of the trade book *Animal Camouflage*.

# Introduce the Text



## OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

### Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the vocabulary words on p. 226 in the *Student Interactive* and define them as needed.

**prey:** an animal hunted by others for food

**brittle:** very easily broken

**system:** set of connected things

**bristle:** short, stiff hair of an animal or plant

**contour:** shape or outline of something

- These words will help you understand some of the details in the informational text you will read. Do you recognize any of them? Based on these words, can you guess what the selection will be about? As you read, highlight the words when you see them in the text.

## Read

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

### FIRST READ STRATEGIES

**NOTICE** Remind students to determine the topic of the text and identify the author's key ideas about the topic.

**GENERATE QUESTIONS** Encourage students to jot down questions about the topic of the text and to answer them with details.

**CONNECT** Ask students to consider how details they encounter in the text connect to facts and information they already knew.

**RESPOND** Have students mark any facts or text features that they find interesting, useful, or surprising.

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



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

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

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

**ELL Targeted Support Concept Mapping** Tell students that concept maps can help them organize new information about a subject.

Display a concept map with *Bird Feathers* at the top. Through discussion, have students help you add details, such as *keep birds warm* and *protect eggs*, as branches to the map. Tell students they can add extra branches to their maps as they read the selection. **EMERGING/DEVELOPING**

Have students create their own concept maps to use as they read. Have them make boxes for the topic and the text's main idea at the top of their maps, and add branches for the key details as they read. **EXPANDING/BRIDGING**

**ELL Access**

**Background Knowledge** Encourage students to prepare to read the text by thinking about their prior knowledge of the subject. Ask students what they know about feathers and how they think feathers might help birds survive in their environments.

STUDENT INTERACTIVE, pp. 226–227



Meet the Author



**Melissa Stewart** has written more than 150 science books for kids. She has always been interested in the natural world and goes exploring across the globe to learn more for the books she writes. She has visited Costa Rica, East Africa, and even the Galápagos Islands!

**Feathers: Not Just for Flying**

**Preview Vocabulary**

As you read *Feathers*, pay attention to these vocabulary words. Notice how they provide specific information about the topic and how they help you understand the text.

prey	brittle
system	bristle
	contour

**Read**

Before you begin reading your assigned text, establish a purpose. As you read, follow these strategies and think about how each paragraph or section of an informational text relates to the topic.

<p><b>Notice</b></p> <p>what the text is about and what ideas it contains.</p>	<p><b>Generate Questions</b></p> <p>about the topic of the text and answer them with text details.</p>
<p><b>Connect</b></p> <p>information from the text to ideas from other texts you have read.</p>	<p><b>Respond</b></p> <p>by marking facts or text features that you like or find useful.</p>

**First Read**

Copyright © Savvas Learning Company LLC. All Rights Reserved.

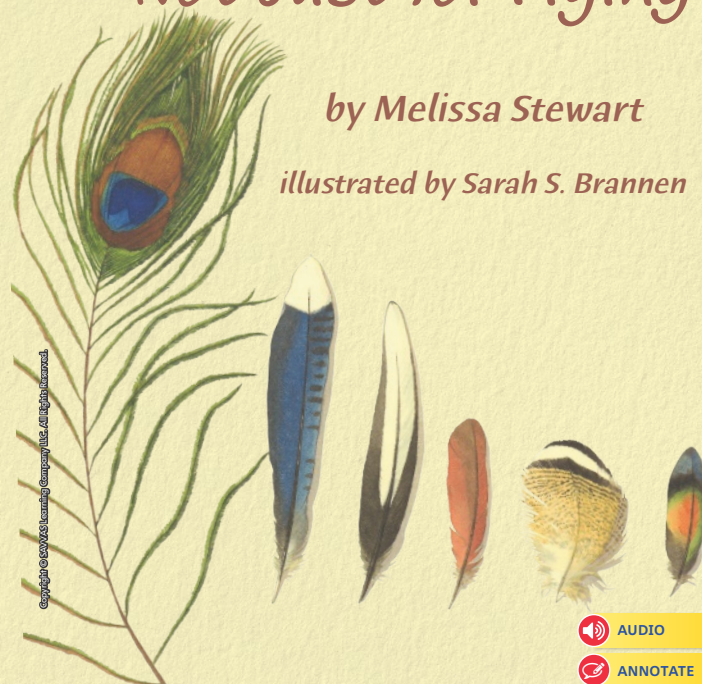
Genre Informational Text



**FEATHERS**  
*Not Just for Flying*

by Melissa Stewart

illustrated by Sarah S. Brannen



AUDIO

ANNOTATE

## First Read

### Notice

Based on the title and the first two paragraphs of this informational text, what do you think might be the main idea?

**Possible response:** I predict that this text will focus on the different things birds' feathers do.

## Close Read

### Analyze Main Idea and Details

Have students read **paragraphs 1 and 2.**

**Ask:** What one word in these paragraphs is the main topic of the text? How do you know? Underline the word *feathers* in the text. Ask students to explain how they know this is the text's topic.

**Possible response:** The title, the images, and the text of the first two paragraphs tell me that feathers are the topic.

**Ask:** What is the main idea of the text? Underline the main idea in the text. See student page for possible responses.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Analyze Main Idea and Details

Underline one word that tells the topic of the text. Then underline the main idea.

1 Birds and feathers go together, like trees and leaves, like stars and the sky. All birds have feathers, but no other animals do.

2 Most birds have thousands of feathers, but those feathers aren't all the same. That's because feathers have so many different jobs to do.

#### Feathers can warm like a blanket . . .

3 On cold, damp days a blue jay stays warm by fluffing up its feathers and trapping a layer of warm air next to its skin.



Blue jay, Bradbury Mountain, Maine

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

228

### CROSS-CURRICULAR PERSPECTIVES

#### Science



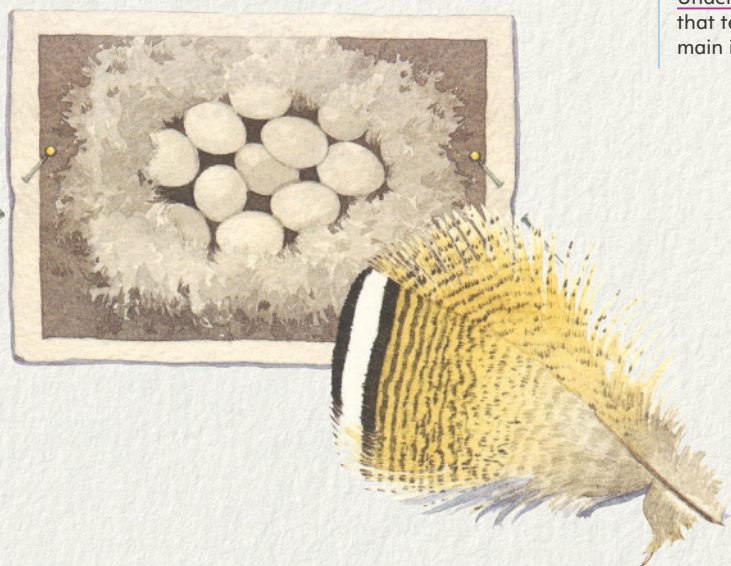
An adaptation is a feature of a living thing that helps it survive in its environment. An adaptation starts as a mutation, which is a change in the genetics of a species. Mutations occur naturally—two offspring of the same parents might be born with different colored fur, for instance. If one color blends in better with the environment, that offspring is more likely to live long and have offspring of its own, passing on the helpful fur color. As the trait is passed down from generation to generation, it becomes an adaptation.



Wood duck, Lake Bemidji, Minnesota

or cushion like a pillow.

- 4 A female wood duck lines her nest with feathers she plucks from her own body. These feathers cushion the duck's eggs and keep them warm.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**CLOSE READ****Analyze Main Idea and Details**

Underline the details that tell more about the main idea.

**First Read****Notice**

**THINK ALOUD** This fact surprised me, because I didn't think about the possibility that feathers could be useful to a bird after being plucked from its body.

**Close Read****Analyze Main Idea and Details**

Explain that when looking for key details in an informational text, it is helpful to restate the main idea. Have students read **paragraph 4** and ask themselves if it contains any details that support the central idea. **See student page for possible responses.**

**DOK 2****OBJECTIVE**

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

229

**ELL Targeted Support Visual Support** Tell students that visuals and comparisons to everyday objects can help an author communicate clearly.

Write the first sentence of paragraph 4 and read it aloud. Ask for a volunteer to mime plucking feathers from a bird. Have another student use the image at the bottom of p. 229 to describe what it means to line a nest with feathers.

**EMERGING/DEVELOPING**

Read the heading and paragraph 4 aloud. Ask: **Why does the author compare the duck's feathers to a pillow?** Ask volunteers to paraphrase the paragraph and state an opinion about whether the author's comparison is effective.

**EXPANDING/BRIDGING**

## First Read

### Generate Questions

**THINK ALOUD** As I read, I will think of questions I have about the text. I am going to mark paragraph 5 because I'm having trouble picturing how a heron's wings help block the sun's reflection. I want to learn more about how this works.

## Close Read

### Vocabulary in Context

Have students read **paragraph 5** and find the word that refers to the heron's blue, white, and rust-colored feathers. Ask: **How did context clues help you identify the word you were looking for?**

**Possible response:** The image of the heron shows that its feathers are three different colors. I looked for adjectives that describe the heron and found *tricolored*. I know that the prefix *tri-* means "three," and that knowledge combined with the picture helped me figure out what *tricolored* means.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Vocabulary in Context

**Context clues** are pieces of information around words that can be used to determine or clarify the meanings of unfamiliar or multiple-meaning words.

Look for context clues. Underline a word that refers to the blue, white, and rust appearance of the heron's feathers.

Feathers can shade out sun like an umbrella . . .

- 5 As a hungry tricolored heron wades through the water in search of food, it raises its wings high over its head. The feathers block out reflections from the sky and shade the water. This makes it easier to spot tasty fish and frogs.



Tricolored heron, Florida Everglades



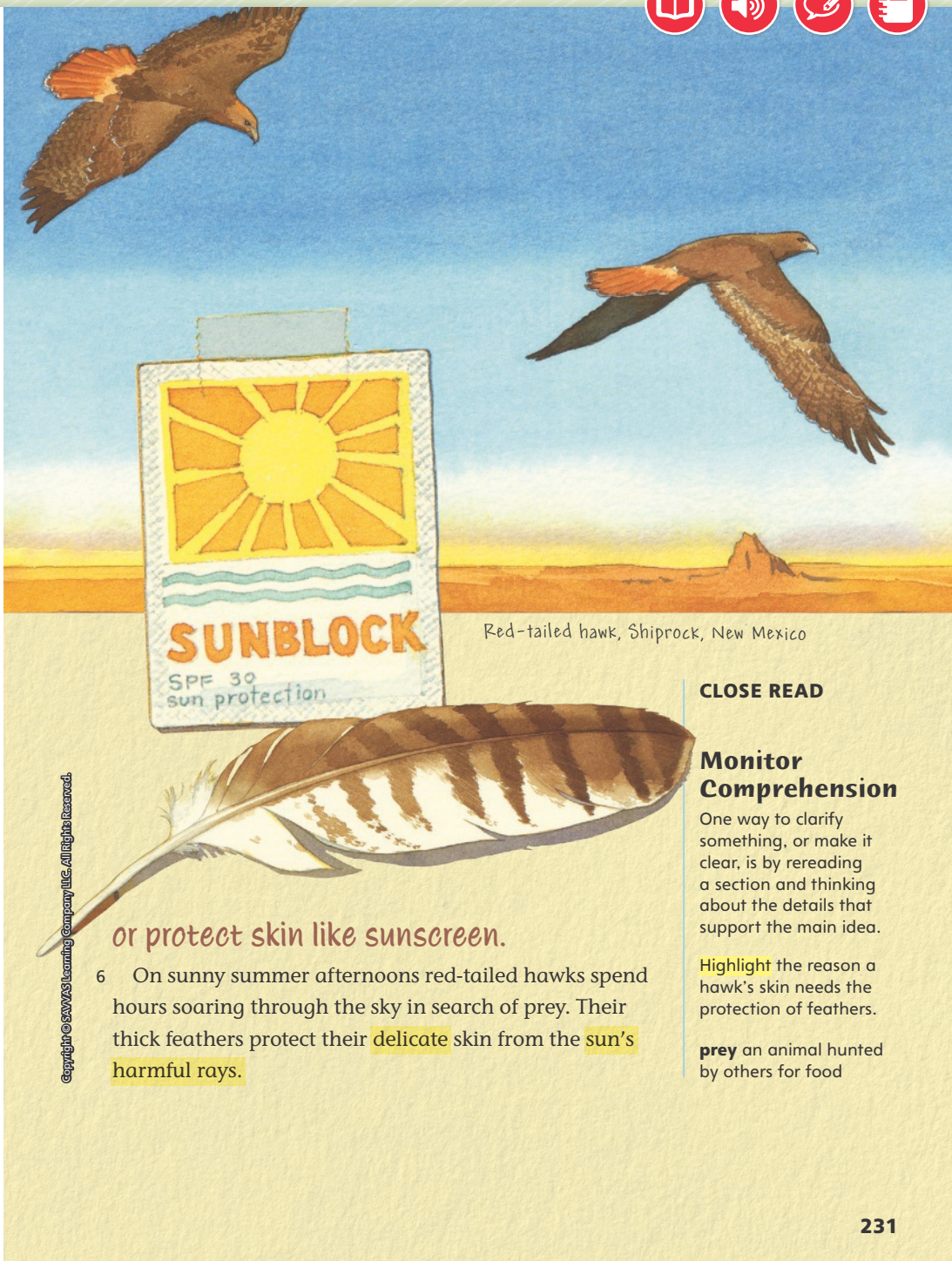
Copyright © Savvas Learning Company LLC. All Rights Reserved.

230

### Possible Teaching Point

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

**Analyze Graphic Features** To help students see how graphic features can help them understand an informational text, have volunteers describe the illustration of the heron. Point out that without the image, the reader might not know that herons have such a large wingspan, and therefore might have difficulty understanding how the bird could create shade just by spreading its wings. For more instruction on Author's Craft, see pp. T60–T61 in the Reading-Writing Workshop Bridge.



**ELL Targeted Support Cognates** Point out the Spanish cognates in paragraph 6: protect : *proteger*; delicate : *delicado*; ray : *rayo*.

Have students complete the following sentences: *The mother bear seemed angry, but she just wanted to \_\_\_\_\_ her cubs. A \_\_\_\_\_ of light came through the trees. Tissue paper is thin and \_\_\_\_\_, so it can tear or rip easily.*

**EMERGING/DEVELOPING**

Have students write a paragraph using each cognate listed above.

**EXPANDING/BRIDGING**

## First Read

### Connect

**THINK ALOUD** When the author compares birds' feathers to things that people use, like sunscreen, it helps me understand how useful feathers are.

## Close Read

### Monitor Comprehension

Tell students that part of monitoring comprehension is making adjustments when they reach a difficult section or when understanding breaks down. Using background knowledge and rereading are adjustments they can make. Suggest they think about the main idea of the text as they reread any section that gives them trouble. Tell students to reread **paragraph 6** and highlight the reason a hawk's skin needs protection. **See student page for possible responses.**

**Ask:** How does this detail support the main idea?

**Possible response:** The main idea is that feathers perform a lot of different jobs for birds, and this detail tells me about one of those jobs.

DOK 2

### OBJECTIVE

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



## First Read

### Respond

**THINK ALOUD** I am not sure the illustration gives me a clear idea of what a sandgrouse looks like, and I don't know where Mongolia is. I'm highlighting the caption so that I can look these things up later.

## Close Read

### Analyze Main Idea and Details

Have students scan **paragraph 7** to find and underline the details that tell why a male sandgrouse's feathers soak up water. **See student page for possible responses.**

Tell students that paying attention to how a writer describes key details can help them to understand these details. Ask: **How does the author's comparison of the feathers to a sponge help you understand how the sandgrouse's adaptation is useful?**

**Possible response:** The idea of a baby bird getting water out of its parent's feathers is strange to me, but when I think about squeezing water out of a sponge, I understand the author's description.

DOK 2

#### OBJECTIVE

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

#### CLOSE READ

#### Analyze Main Idea and Details

Underline the details, or supporting evidence, that show why a male sandgrouse's feathers soak up water.

Feathers can soak up water like a sponge . . .

7 On sizzling summer days a male sandgrouse cools off by soaking his belly feathers in a watering hole. Then the proud papa flies to his nest. While dad guards his chicks, the little ones suck on his feathers to quench their thirst.



Pallas's sandgrouse, Gobi Desert, Mongolia

232

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### Possible Teaching Point

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

**Figurative Language** To help students understand the author's use of figurative language, display the headings from pp. 232–233.

Discuss how the use of similes throughout the informational text affects the reader. Ask students if they think the text would be easier or more difficult to understand without the figurative language. Have volunteers explain their thinking.



or clean up messes like a scrub brush.

- 8 An American bittern always cleans up after it eats. Its feathers have brittle tips that crumble into a dusty powder. The powder is perfect for scouring away the dirt and slimy fish oil that sticks to its feathers.



American bittern, Tualatin River, Oregon

#### CLOSE READ

#### Monitor Comprehension

Highlight a detail you do not understand. Then scan the page for text features that give information to help you understand.

**brittle** very easily broken

## First Read

### Generate Questions

**THINK ALOUD** If the tips of the feathers crumble into dust, wouldn't the feathers eventually crumble away to nothing? I'm marking this paragraph to learn more about it later.

## Close Read

### Monitor Comprehension

Tell students that one approach they can take when they encounter a detail they do not understand is to reread the text around the difficult detail and examine any text features that might help to clarify things. Have students highlight a difficult detail in **paragraph 8**. See student page for possible responses.

Encourage students to examine the text features, including the heading and the images. Ask: **How do the text features help you understand the difficult detail you highlighted?**

**Possible response:** The heading compares the feathers to a scrub brush, and the small image shows a brush scrubbing a floor. These features plus the image of the bird help me picture how the bird goes about cleaning itself.

DOK 2

#### OBJECTIVE

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

### CROSS-CURRICULAR PERSPECTIVES


#### Science



The American bittern's dusty, powder-down feathers are a useful adaptation, because as the bird hunts for frogs, fish, and insects among the reeds of marshes, it often ends up covered in swamp slime. In addition to the special feathers, the bittern has a special claw on its middle toe, with teeth like a comb. It uses this claw to comb the powder over its dirty feathers, soaking up the slime. Have students connect this information to the Weekly Question on pp. 222–223 of the *Student Interactive*.

## First Read

### Notice

 **THINK ALOUD** This detail is interesting. It helps me understand how different the functions of feathers can be.

## Close Read

### Analyze Main Idea and Details

Tell students that when trying to understand a detail from an informational text, it helps to restate the detail in their own words.

Have students read the first sentence of **paragraph 9** and paraphrase it to state why the dark-eyed junco has white tail feathers.

**Possible response:** The dark-eyed junco has white feathers on its tail so that it can distract predators.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Analyze Main Idea and Details

Underline supporting evidence that explains why the dark-eyed junco has white tail feathers.

Feathers can distract attackers like a bullfighter's cape . . .

- 9 A dark-eyed junco distracts its enemies by flashing the bright white feathers on the outside of its tail. Then it quickly covers the feathers and darts off in the other direction.



Dark-eyed junco, Lincoln, Massachusetts

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

234

### Possible Teaching Point

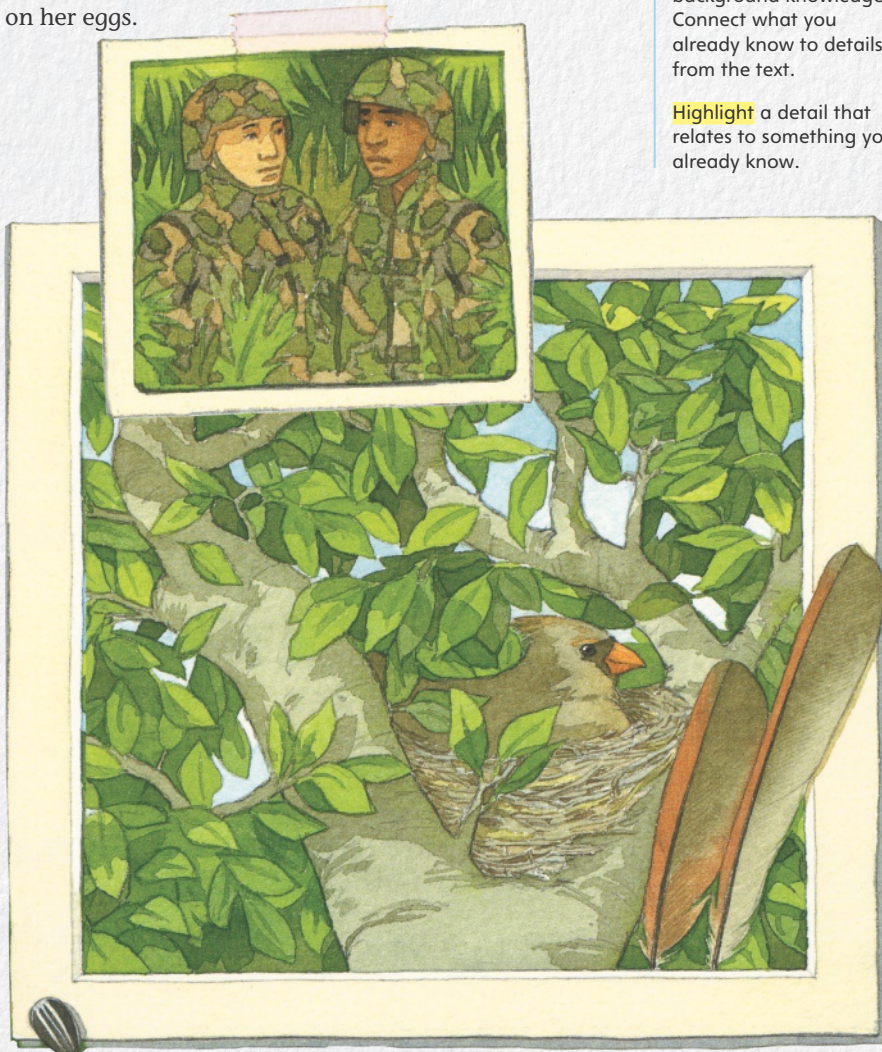
#### Word Study | Plurals

Use the Plurals lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to teach students how to make plural nouns out of words that end in *y*. Have students find the plural nouns in paragraph 9 (*enemies*, *feathers*). Ask them which noun ends with a *y* when it is singular.



or hide a bird from predators like camouflage clothing.

- 10 A female cardinal's dull, grayish-tan body and feathers blend in with her forest home. They help her hide and protect her nest from enemies while she sits on her eggs.



Northern cardinal, Columbus, Ohio

#### CLOSE READ

#### Monitor Comprehension

One way to monitor your comprehension is to use background knowledge. Connect what you already know to details from the text.

**Highlight** a detail that relates to something you already know.

## First Read

### Connect

**THINK ALOUD** The author's description of the female cardinal's camouflage makes me think about ducks I've seen. The female duck's brown markings help it blend in with its surroundings, while the male duck's green head makes it stand out.

## Close Read

### Monitor Comprehension

Tell students that as they monitor comprehension, if they find that their understanding has broken down, they should make adjustments. Rereading a portion of the text can help them see if they missed any details. Connecting details to background knowledge can help them restore understanding.

Have students read **paragraph 10** twice and highlight how the female cardinal's feathers protect her nest and eggs. **See student page for possible responses.**

DOK 2

#### OBJECTIVE

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

### CROSS-CURRICULAR PERSPECTIVES

#### Science



Camouflage consists of protective coloring and markings that help animals blend in with the environment. It can help prey hide from animals that want to eat them and help predators sneak up on their prey. In birds, it is often the female of a species that has the camouflage, while the male is often brightly colored. This is because the female of many bird species guards the nest, so being able to hide from predators is a useful adaptation.

## First Read

### Generate Questions

**THINK ALOUD** The author compares the noise the bird's feathers make to a whistle, but it reminds me more of how a cricket makes its chirping sound. I'm going to highlight the last sentence of this paragraph so that I remember to look up how crickets make noise.

## Close Read

### Analyze Main Idea and Details

Tell students that when they are reviewing a text to understand key details, they should look for words and phrases that expand on the main idea.

Have students scan **paragraph 11** to find and underline evidence that helps explain why the manakin's feathers make sounds. **See student page for possible response.**

DOK 2

#### OBJECTIVE

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

#### CLOSE READ

#### Analyze Main Idea and Details

Underline supporting evidence that explains why a manakin's feathers make sound.

#### Feathers can make high-pitched sounds like a whistle . . .

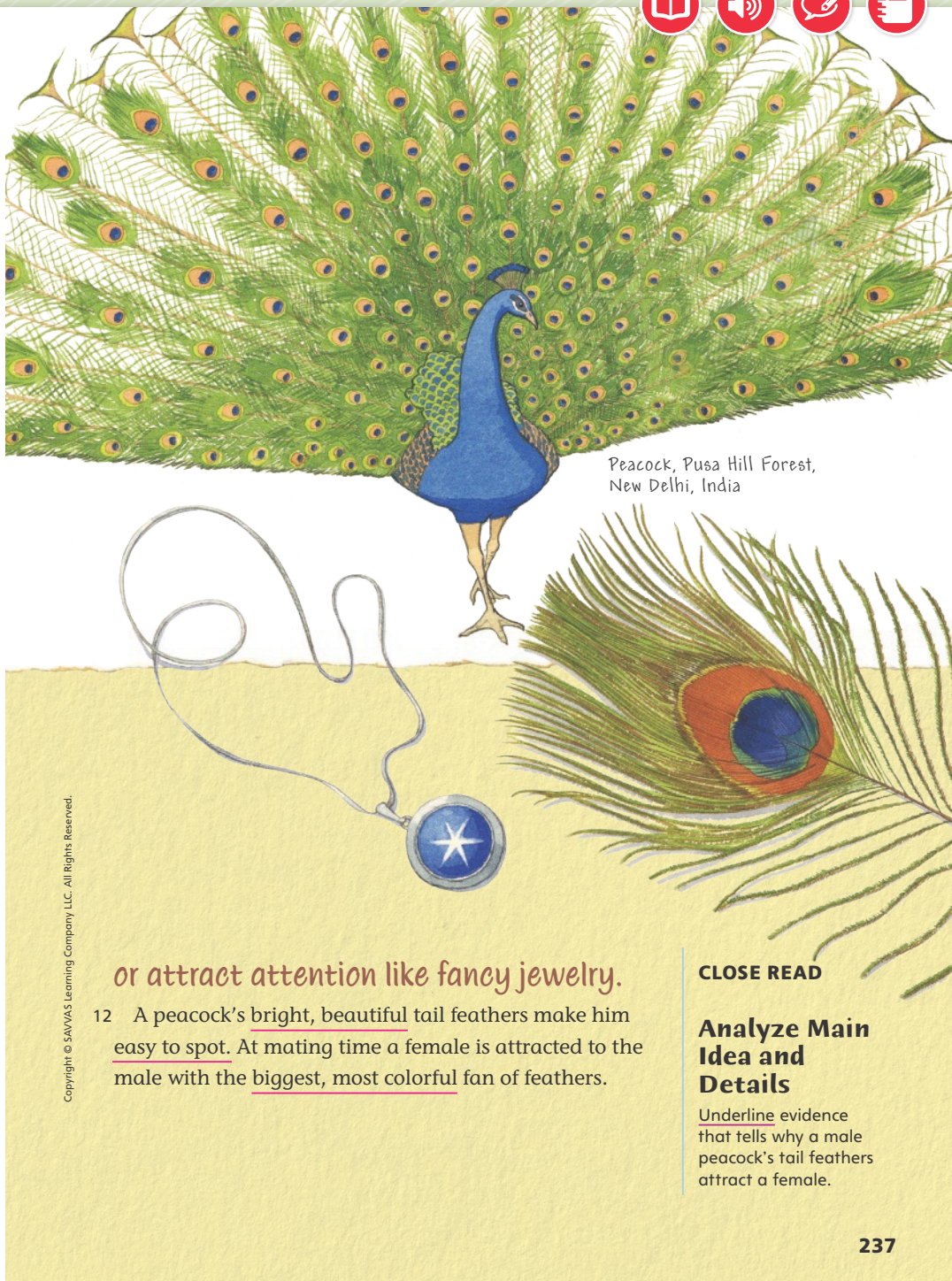
- 11 When a male club-winged manakin wants to get a female's attention, he leans forward, raises his wings over his back, and rapidly shakes them. As feathers with ridges rub against feathers with stiff, curved tips, a squeaky chirping sound trills through the air.



**ELL Targeted Support Vocabulary** Read the last sentence of paragraph 11 aloud. Point out that the clause “a squeaky chirping sound trills through the air” may be difficult to understand. Tell students that if they encounter a difficult section of a text, they can look for help in text features such as headings or in the main idea of a paragraph.

Have students read the heading with you and then complete the sentence frame: *The main idea of this paragraph is \_\_\_\_\_.* Based on what they know about the main idea, have students work together to reword the phrase “a squeaky chirping sound trills through the air.” **EMERGING/DEVELOPING**

Have students write down the main idea of paragraph 11 and then use the main idea as they rewrite the phrase “a squeaky chirping sound trills through the air” in their own words. **EXPANDING/BRIDGING**



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

## First Read

### Notice

**THINK ALOUD** The birds on these two pages use their feathers for the same reason, to attract females, but they do it in very different ways.

## Close Read

### Analyze Main Idea and Details

Model finding evidence in the text that explains how a detail supports the main idea. Say: I want to find out why the male peacock's tail feathers attract females. I reread **paragraph 12**, looking for descriptions of the feathers and how they affect female peacocks. The text tells me that the feathers are "bright" and "beautiful," which makes them "easy to spot." It also tells me that females are attracted to the "biggest, most colorful" feathers.

DOK 2

### OBJECTIVE

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

### Possible Teaching Point



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

**Text Structure** Tell students that paying attention to the structure of an informational text can help them better understand it. Point out that each page of this text has similar features: a heading, a short paragraph, and several images. The author includes similar facts about each type of feather. Given these points, ask for volunteers to describe the structure of the text in their own words.

## First Read

### Notice

**THINK ALOUD** This is a surprising comparison. When I started reading this text, I never would have guessed that the author would compare feathers to large construction equipment. It really helps support the author's main idea that feathers do a lot of different jobs.

## Close Read

### Monitor Comprehension

Tell students that when they come across a detail they do not understand, they should pause and reread the paragraph, looking for clues in the text features and the sentences around the detail to help them understand.

Have students reread **paragraph 13** and highlight a detail they find difficult to understand. **See student page for possible response.** With students, select a comprehension strategy, such as rereading, questioning, or using text features and illustrations. Model using the strategy to improve comprehension.

DOK 2

### OBJECTIVE

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

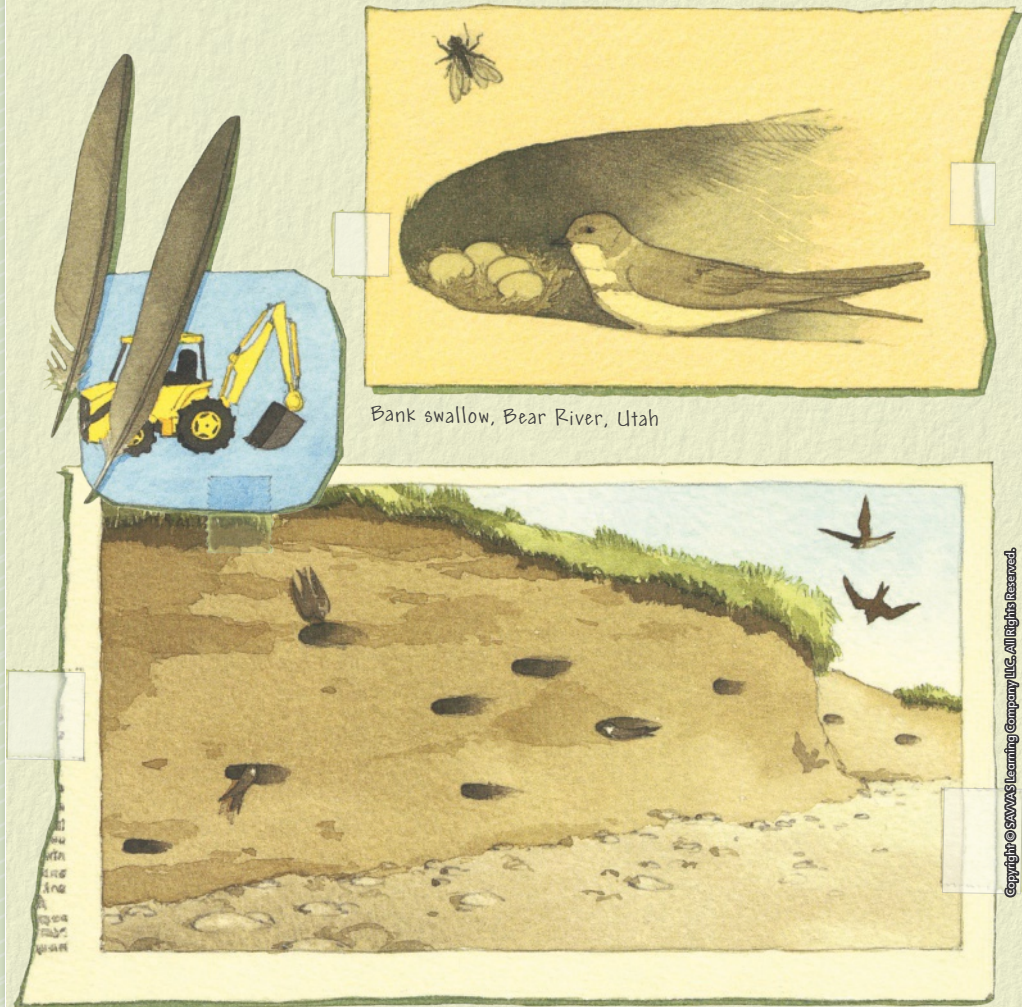
### CLOSE READ

#### Monitor Comprehension

Highlight a detail you do not understand. Then reread or read on for clues that help you understand.

Feathers can dig holes like a **backhoe** . . .

- 13 After bank swallows mate they make a home together. First the male uses his **bill and the tough feathers on his lower legs** to dig a two-foot-long tunnel in a stream bank. He pushes the dirt out with his wings. Then the female builds a nest of straw, grasses, and leaves at the end of the tunnel.



Bank swallow, Bear River, Utah

Copyright © Savvas Learning Company LLC. All Rights Reserved.

238

### Possible Teaching Point



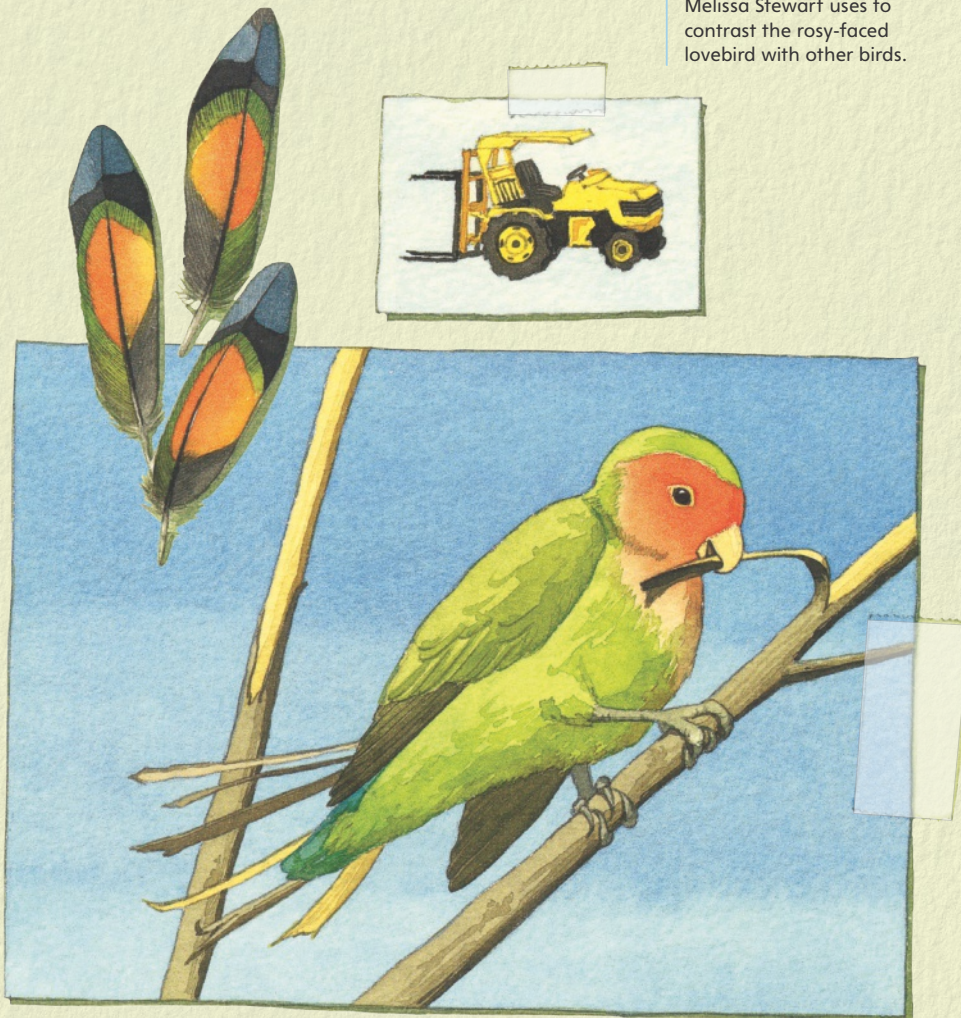
#### Read Like a Writer | Author's Craft

**Analyze Graphic Features** To help students better understand how the graphic features relate to the text, have them label the illustrations on p. 238 using details from paragraph 13: 1. stream bank; 2. male digs tunnel; 3. two-foot-long tunnel; 4. female builds nest. Have volunteers discuss how labeling the drawing helped them understand the information in the paragraph. For more instruction on Author's Craft, see pp. T60–T61, T68–T69 in the Reading-Writing Workshop Bridge.



or carry building supplies like a forklift.

- 14 Most birds carry nesting materials in their beaks. But not the female rosy-faced lovebird. When she finds grass, leaves, or strips of bark, she tucks them under her rump feathers and flies back to her nest.



Rosy-faced Lovebird, Guab River, Namibia, Africa

239

#### CLOSE READ

#### Analyze Main Idea and Details

Underline phrases that Melissa Stewart uses to contrast the rosy-faced lovebird with other birds.

## First Read

### Notice

How are the rump feathers of the female rosy-faced lovebird similar to a forklift?

**Possible response:** The lovebird's feathers are similar to a forklift because they help it carry things, but different because the things a lovebird carries with its feathers are not too heavy for it to carry some other way.

## Close Read

### Analyze Main Idea and Details

Tell students that one way an author might introduce a detail is by pointing out how it is different from the norm. This helps it stand out to the reader.

Have students scan **paragraph 14** to find and underline the phrases that describe how the female rosy-faced lovebird is different from other birds. **See student page for possible responses.**

DOK 2

### OBJECTIVE

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

### Possible Teaching Point



#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to underscore how related words have related meanings. Encourage students to reread paragraph 14 and point out the related words *nesting* and *nest*.



## First Read

### Connect

**THINK ALOUD** Every time I see pictures of swans, they're floating in the water, never flying or walking. Apparently they make very good use of those life jacket feathers!

## Close Read

### Analyze Main Idea and Details

Tell students that when reading a text whose purpose is to inform, it is important to understand not only the facts themselves, but how and why those facts are true.

Have students read **paragraph 15**. Ask: *What supporting detail does this paragraph contain?*

**Possible response:** Mute swans' feathers help them float on the water.

Have students underline the portion of the text that explains how the feathers do this job. **See student page for possible response.**

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Analyze Main Idea and Details

Underline supporting evidence that explains how swans are able to float on the water's surface.

Feathers can help birds float like a life jacket...

15 Mute swans glide smoothly across the water's surface. Pockets of air trapped between their feathers help these graceful birds stay afloat.



Mute swan, Chesapeake Bay, Maryland

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

240

**ELL Targeted Support Descriptive Language** Tell students that authors use descriptive language to help readers better understand a topic. Have students read paragraph 15, looking for a word that describes *how* swans glide (*smoothly*) and a word that describes what the birds are like (*graceful*).

Have pairs read the paragraph aloud to each other and then find the descriptive adverb and adjective. Ask them to explain how these words help them understand what swans are like. **EMERGING/DEVELOPING**

Have students find the descriptive adverb and adjective and then write a sentence or short paragraph explaining the impression the author wants the reader to have about swans. **EXPANDING/BRIDGING**

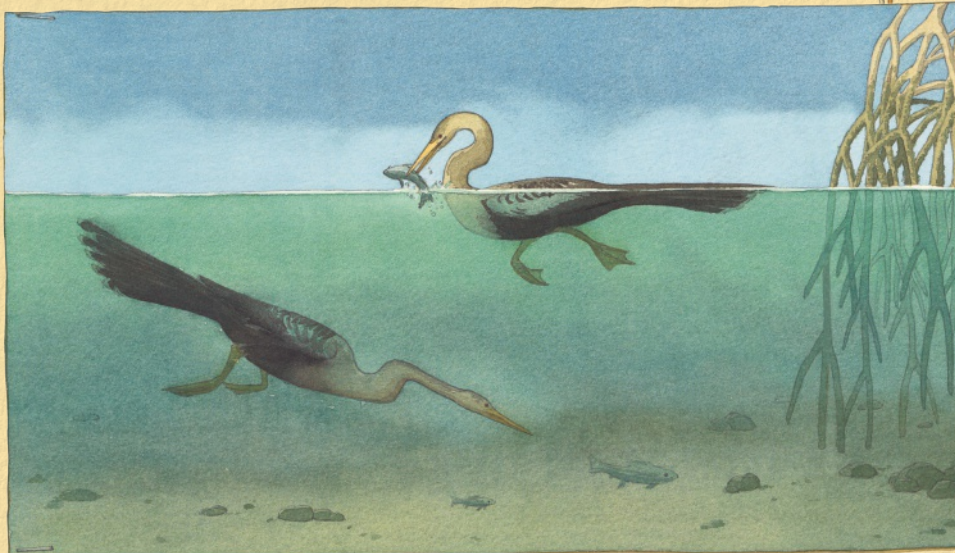
or plunge downward like a fishing sinker.

16 Most birds make a special oil to waterproof their feathers, but not the anhinga. The weight of its wet feathers helps the hungry hunter dive deep down in search of fish, crayfish, and shrimp.

CLOSE READ

Analyze Main Idea and Details

Underline a phrase that shows how the anhinga's adaptation helps it survive.



Anhinga, Lake Martin, Louisiana



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

## First Read

### Notice

**THINK ALOUD** It is fascinating, or very interesting, to me that feathers can help some birds float while they help other birds dive. The examples on these two pages relate directly to the author's main idea.

## Close Read

### Analyze Main Idea and Details

Have students scan **paragraph 16** and underline the detail in the text that describes how the anhinga's feathers help it dive underwater. **See student page for possible response.**

Ask: *How is this supporting detail similar to the detail about the lovebird on page 239?*

**Possible response:** The author gives this detail as an example of how the anhinga is different from most birds.

DOK 2

### OBJECTIVE

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

## Possible Teaching Point



### Word Study | Plurals

Help students find the irregular plural nouns in paragraph 16. Have them read the paragraph and pick out three plural nouns that do not end in s (*fish, crayfish, and shrimp*). Suggest that when dealing with irregular plural nouns, students should try saying them out loud to decide if they need to add s, es, or nothing at all.

## First Read

### Generate Questions

**THINK ALOUD** It seems like the feathers on penguins are very different from other birds' feathers. I wonder if they're a lot smaller than other birds' feathers. Do the differences have anything to do with the fact that penguins can't fly? I will highlight this paragraph so that I remember to do more research.

## Close Read

### Monitor Comprehension

Have students practice clarifying the information they read. Tell them to scan **paragraph 17** and highlight the detail that explains how Emperor penguins' feathers help them slide over snow and ice. **See student page for possible response.**

Ask: **How would you restate this detail in your own words?**

**Possible response:** The feathers on an Emperor penguin's stomach are very close together, and they form a slippery surface.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Monitor Comprehension

Reread to clarify information. **Highlight** the detail that shows how emperor penguins are able to slide across ice and snow.

#### Feathers can glide like a sled . . .

- 17 Emperor penguins have **tightly packed belly feathers that form firm, slick surfaces.** The feathers make it easy for these birds to slide across ice and snow.



Emperor penguin, Adélie Land, Antarctica

242

**ELL Targeted Support Visual Support** Tell students that as they read an informational text, they should pause to ask themselves how text features can help them understand key details.

Have students complete this sentence frame in their notebooks: *The pictures help me understand the paragraph because \_\_\_\_\_.* **EMERGING/DEVELOPING**

Have students read paragraph 17 and then sketch a new picture the author could have used to describe the Emperor penguin's belly feathers. Have students rewrite the heading to match the new illustration. **EXPANDING/BRIDGING**



or sprint across the snow like snowshoes.

- 18 Each autumn, willow ptarmigans grow a thick layer of feathers on top of their toes. Like snowshoes the feathers increase the size of the birds' feet, so they can shuffle across the snow instead of sinking in.



Willow ptarmigan, Denali National Park, Alaska

#### CLOSE READ

#### Analyze Main Idea and Details

Underline supporting evidence that explains why the willow ptarmigan's toe feathers are useful.

## First Read

### Connect

**THINK ALOUD** I know how hard it can be to trudge through deep snow. This adaptation seems very useful for the ptarmigans.

## Close Read

### Analyze Main Idea and Details

Have students practice finding evidence in the text that supports a key detail. Tell them to scan the heading and **paragraph 18** and underline phrases that tell what makes the willow ptarmigan's toe feathers useful. **See student page for possible responses.**

DOK 2

#### OBJECTIVE

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

### CROSS-CURRICULAR PERSPECTIVES

#### Science



The willow ptarmigan's toe feathers aren't the bird's only adaptation to its environment. In fact, the ptarmigan goes through significant changes based on changes in its surroundings. The bird is native to the tundra of northern North America. It is completely white during the snowy winter, but it molts, or sheds its feathers, in the spring, replacing the white feathers with brown and gray ones. This way, the ptarmigan stays camouflaged all year round.

## First Read

### Respond

**THINK ALOUD** These two pages provide names for the different types of feathers. I am going to go back through the text and see if I can use these names to identify the different feathers I read about.

## Close Read

### Vocabulary in Context

Have students determine the meaning of the word *nerves* in **paragraph 20**. Ask: *How do context clues help you understand the meaning of the word?*

**Possible response:** The context clues explain that the feathers attached to the nerves help the bird sense its surroundings and be aware of the placement of its feathers. This helps me understand that nerves are involved with the sense of touch.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Vocabulary in Context

Use **context clues** to determine the meaning of *nerves*.

Underline the context clues that support your definition.

**system** set of connected things

But most of all, feathers can give birds the lift they need to race across the sky.

## Kinds of Feathers

19 Many scientists study birds, and they are learning new information every day. Right now not all scientists agree about the best way to classify types of feathers. Here is one system that many scientists use:

20 Tiny filoplume feathers are attached to nerves. They help a bird sense its surroundings, and they let the bird know that its feathers are in place.

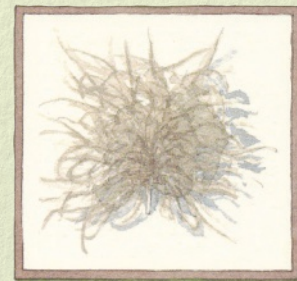


**bristle** short and rough

21 Stiff bristle feathers around a bird's eyes act like eyelashes. Some birds use bristle feathers around their mouths to locate food.



22 Soft, fluffy down feathers keep a bird warm by trapping body heat next to its skin.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

244

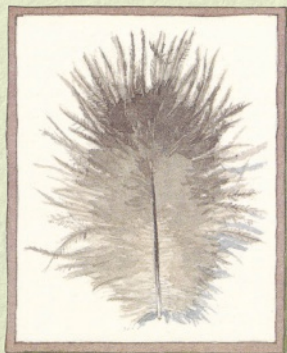
### Possible Teaching Point

#### Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to underscore how related words usually have related meanings. Encourage students to reread paragraph 19 and notice the word *classify*. Point out that it is related to the academic vocabulary word *classified*.



- 23 Semiplume feathers work with down feathers to keep birds warm and dry.



- 24 Contour feathers cover most of a bird's body. They give a bird its shape and colors.



- 25 The flight feathers on a bird's wings lift it up and move it forward. Flight feathers on the tail help a bird steer and keep its balance.



## CLOSE READ

## Analyze Main Idea and Details

Underline new purposes of feathers that Melissa Stewart introduces on this page.

**contour** related to the shape or outline of something

## First Read

## Notice

How are the last two pages of the informational text different from the rest of the pages? What effect does that have on readers?

**Possible response:** The last two pages have more text on them, and they don't compare the feathers to other things. I had to concentrate more when I read these pages because they have more information and the names of the feathers are unfamiliar to me.

## Close Read

## Analyze Main Idea and Details

Have students scan **paragraphs 23–25** and underline new purposes of feathers that are introduced here. **See student page for possible responses.** Ask: *How are these details different from the details the author provides in the rest of the informational text?*

**Possible response:** The details provided in most of the text were about the feathers of specific birds. These details are about types of bird feathers in general.

DOK 2

## OBJECTIVE

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

## Possible Teaching Point



## Read Like a Writer | Author's Craft

**Text Structure** Point out that the structure of the text changes on the last spread (pp. 244–245). Ask students to write in their notebooks how these two pages differ from the previous pages. They should include the effect this change has on them as a reader. Did they pay more attention to these pages because of the change? Ask volunteers to share their notes with the class.

# Respond and Analyze



## OBJECTIVES

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

Use text evidence to support an appropriate response.

Recognize characteristics and structures of informational text.

Respond using newly acquired vocabulary as appropriate.

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

## My View

Lead a discussion that prompts students to respond to *Feathers: Not Just for Flying*.

- **React** What did you think about this text?
- **Discuss** Which function of feathers did you find most interesting, and why?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors of informational texts choose specific words to help readers better understand the topic. The vocabulary words *bristle*, *brittle*, *contour*, and *system* relate to feathers and their functions.

- Remind yourself of the word's meaning.
- Ask yourself how the word relates to the topic.

**MODEL AND PRACTICE** Model filling out the concept map on p. 246 using the word *system*.

- Starting in the middle of the map, I would say the main topic of the text is "feathers and how they are classified."
- I can write a sample sentence that connects the word *brittle* to the topic because I know that brittleness is one way to classify feathers. I will complete sentences in the other ovals in a similar way.

**ELL Targeted Support** Display the word bank. Explain that these words are appropriate for a scientific text, and students may encounter them again reading about other scientific topics.

Have students choose two vocabulary words and use both words in a discussion. The discussion should be about a scientific topic, such as a type of animal or plant. **EMERGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students respond using newly acquired vocabulary as they complete p. 246 of the *Student Interactive*. They should use text evidence in their answers.

**OPTION 2 Use Independent Text** Have students find and list four unfamiliar words from another scientific informational text. Then have them look for context clues to determine the meaning of each word.

**QUICK CHECK**

**Notice and Assess** Can students explain how vocabulary words relate to feathers and their functions?

**Decide**

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

**Check for Understanding MyTURN** Have students complete p. 247 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 246–247



## VOCABULARY

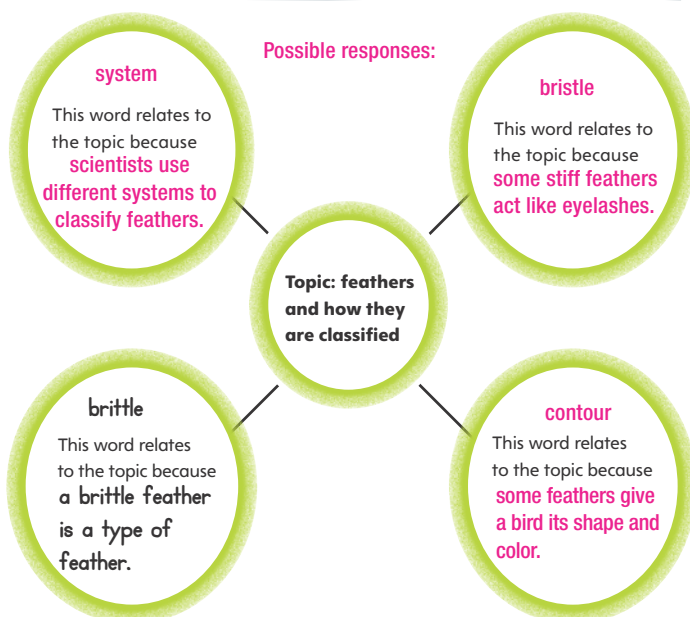
**Develop Vocabulary**

In informational text, authors use words that are specific to the topic. These words help the reader understand more about the topic.

**MyTURN** Review the topic in the center circle. Then complete the graphic organizer by writing a word from the word bank in each circle and explaining how each word relates to the topic.

## WORD BANK

bristle brittle contour system



246

## COMPREHENSION

## READING WORKSHOP

**Check for Understanding**

**MyTURN** Look back at the text to answer the questions.

1. What clues tell you that *Feathers* is an informational text?

**DOK 2** Possible response: **It includes facts about bird feathers. It includes detailed, realistic illustrations of birds and their feathers.**

2. Identify the author's purpose in *Feathers*. How do the illustrations support this purpose?

**DOK 2** Possible response: **The author's purpose is to inform. The illustrations support this purpose by showing readers the different kinds of feathers and how birds use them.**

3. Why does Melissa Stewart compare feathers to everyday objects? Cite text evidence to support an appropriate response.

**DOK 2** Possible response: **The comparison makes it easier for readers to understand how many different and important uses feathers have. For example, Melissa Stewart compares feathers to a blanket to help readers understand how feathers trap "a layer of warm air."**

4. What is the most surprising thing that feathers do? Write a brief argument to state and support your opinion.

**DOK 3** Possible response: **The most surprising thing feathers do is to soak up water. Soaking up water seems like the opposite of what birds would want their feathers to do, but this use allows the sandgrouse to bring water to its young in the desert.**

247



# Word Study Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules including regular and irregular plurals.

## LESSON 2

### Apply Plurals

**APPLY MyTURN** Have students decode, or read, the words in the chart on p. 252 in the *Student Interactive*. Then have them complete the chart.

systems

foxes

brushes

feathers

eyelashes

herons

Then have students write three sentences that use plural nouns.



STUDENT INTERACTIVE, p. 252



WORD STUDY

### Plurals

A **plural** noun refers to two or more people, places, or things. Usually, a noun can be changed from singular to plural by adding **-s**. In plural nouns, the letter **s** usually spells the sound **z**, as in the word *homes*. Singular nouns that end in *ch*, *sh*, *s*, *ss*, or *x* can be made plural by adding **-es** to the end. Adding **-es** to a noun adds a syllable to the base word, as in the word *dishes*. Plural nouns formed by adding **-s** or **-es** are called regular plurals.

**My TURN** Read each regular plural noun. Then complete the chart.

Plural Noun	Add Ending -s or -es?	Singular Noun
systems	-s	system
brushes	-es	brush
eyelashes	-es	eyelash
herons	-s	heron
foxes	-es	fox
feathers	-s	feather

Write two sentences about *Feathers*, using a plural noun in each sentence. Underline the plural nouns.

Possible response: A bittern's feathers act like a scrub brush. The stiff bristle feathers around a bird's eyes act like eyelashes.

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

252



## LESSON 2

### Apply Plurals

## LESSON 1

Teach Plurals

FLEXIBLE OPTION  
**LESSON 3**

More Practice

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Prefixes *mis-*, *en-*, *em-*

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

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

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Remember that the authors of informational texts choose specific words to help readers understand the topic. Have students look back at *Feathers: Not Just for Flying* to find words the author used to describe the functions of feathers.

### ELL Targeted Support

Tell students that learning unfamiliar words in an informational text can increase their content area vocabulary. Remind students to use context clues to enhance their understanding of these words.

Provide cloze sentences for each vocabulary word: *bristle*, *brittle*, *contour*, and *system*. Work with students to complete the sentences orally. Guide students to use the process of elimination if any of the sentences are particularly difficult.

### EMERGING

Have pairs take turns orally rephrasing the sentences that contain the vocabulary words on pp. 244–245. Then have them use these words to discuss what they learned about feathers.

### DEVELOPING

Have pairs orally summarize or retell sections of the text. Prompt students to correctly use new vocabulary. **EXPANDING**

Expand the above activity by having pairs ask their partners questions about how reading the selection enhanced their understanding of the topic. **BRIDGING**



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

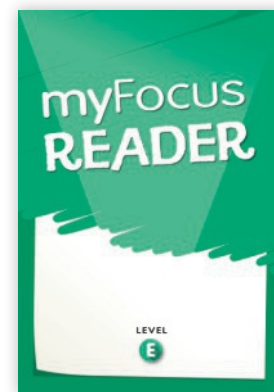
## Intervention Activity



### myFOCUS READER

Read pp. 18–19, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students about the advantages of different animal adaptations.

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



## Fluency

Assess 2-4 students



### PROSODY

Have students choose a passage of at least two paragraphs from the text. Tell pairs to take turns reading the passage, paying attention to the words they emphasize to help convey the author's meaning. Remind students that reading with fluency is about reading for meaning, not speed. If needed, model reading with expression.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to tell you about unfamiliar words they found in the text and how they used context clues to determine how the words relate to the topic.

### Possible Conference Prompts

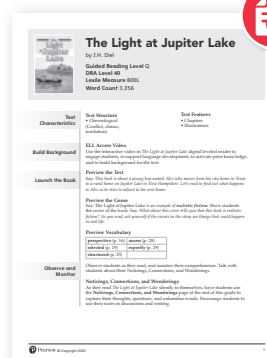
- What unfamiliar words did you find?
- How did you figure out their meanings?
- What helped you understand how the words related to the text’s main idea?

**Possible Teaching Point** Readers pause when they see an unfamiliar word and use context clues to figure out the word’s meaning and how it relates to the topic of the text.

## Leveled Readers

### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on using context clues to determine meanings of unfamiliar words, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share some new vocabulary they learned from their reading and to explain how the words relate to the topic of the text.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Feathers: Not Just for Flying* or the *myFocus Reader* text.
- read a self-selected trade book or their Book Club text.
- partner read a text, asking each other questions about the book.

### Centers



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

### Literacy Activities



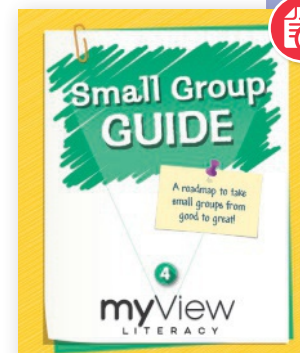
Students can

- complete the graphic organizer on p. 246.
- work with a partner to discuss and answer the questions on p. 247.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage with appropriate fluency.

### SUPPORT COLLABORATION

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

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



# Analyze Main Idea and Details



## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to talk about the main idea and details. Give students sentence starters such as

- Birds' feathers have different functions that help them survive, such as \_\_\_\_\_.
- Camouflage provides defense for potential prey because it \_\_\_\_\_.

## ELL Access

Discuss with students the reasons for understanding how the key details support the main idea of an informational text. To help them with this task, students may want to take notes in a concept web, writing “feathers have many functions” in the center and adding key details as they go.

## Minilesson

**FOCUS ON STRATEGIES** What the author wants to say about the topic is the main, or most important, idea. Readers practice identifying the main idea of the informational text and describing how the supporting evidence reinforces the main idea.

- Ask yourself what the text’s general topic is, and what the author wants to say about the topic.
- As you read, notice how the details support the main idea.
- Pay attention to how the text structure and text features help you understand the details.

**MODEL AND PRACTICE** Use the Close Read note on p. 228 of the *Student Interactive* to model how to identify the main idea of an informational text:

- Looking at the title, images, and text, what is the topic of this text? What point is the author making about this subject? This point is the main idea. I am going to underline it in the text.
- Have pairs find and underline the first detail that provides supporting evidence for the main idea.

**ELL Targeted Support Summarize Material** Tell students that summarizing what they have read, either verbally or in notes, is a good way to check their comprehension.

Help pairs read p. 228 to each other and paraphrase the information verbally. Provide sentence frames to help them summarize: The main idea is \_\_\_\_\_. The first supporting detail is \_\_\_\_\_. **EMERGING/DEVELOPING**

Have students read p. 228 and write a short paragraph to summarize it. Tell them to include the text’s main idea and a key detail **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for analyzing main ideas and key details.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Analyze Main Idea and Details and then use their annotations to complete the chart on p. 248.

**OPTION 2 Use Independent Text** Have students take notes on the text identifying the main idea and a few key details. Students should also note how they identified these elements.

**QUICK CHECK**

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

**Decide**

- **If students struggle**, revisit instruction on analyzing main idea and details in Small Group on p. T64.
- **If students show understanding**, extend instruction about analyzing main idea and details in Small Group on p. T65.

## STUDENT INTERACTIVE, p. 248



## CLOSE READ

**Analyze Main Idea and Details**

Authors include **details**, or facts and **supporting evidence**, to help develop the **main idea** in a text. You can analyze the evidence that Melissa Stewart includes to help you better understand the main idea.

1. **MyTURN** Go to the Close Read notes in *Feathers*. Underline text that relates to the main idea and supporting evidence.
2. **Text Evidence** Use the parts you underlined to complete the chart.

Possible responses:

Main Idea		
Feathers are different because they serve purposes besides flying.		
Detail or Supporting Evidence	Detail or Supporting Evidence	Detail or Supporting Evidence
A blue jay's feathers trap warm air against its skin to help keep it warm.	A junco distracts enemies by flashing the white feathers on its tail.	A male peacock's big, bright feathers attract females.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

# Read Like a Writer

## OBJECTIVE

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

## Analyze Print and Graphic Features

### Minilesson

**FOCUS ON STRATEGIES** Graphic features are visual tools authors use to help readers understand ideas in a text. They include graphs, charts, time lines, and diagrams.

- Look at graphic features before you read to predict what the selection will be about.
- Think about how a graphic feature helps you understand the text.
- Ask yourself how the graphic feature adds to what you've learned from a selection.

**MODEL AND PRACTICE** Model analyzing graphic features by directing students to the top of p. 253. Have students follow along as you complete the steps.

1. Restate the paragraph's main idea as "a blue jay stays warm by using its feathers."
2. Ask students how the illustration with paragraph 3 influences their understanding of this main idea. Encourage students to describe the illustration.
3. Help students analyze the author's use of graphic features. Have students discuss the connection between the picture and the text. Ask students to describe how the two features work together.

**ELL Targeted Support Graphic Features** Review the illustration on p. 228 and have students answer the following questions:

What part of the bird does the paragraph discuss? What part of the bird does the illustration show? (feathers) **EMERGING/DEVELOPING**

What setting is the bird in? How does that support the paragraph? (It's snowy. I can see what the bird looks like in the cold when it uses its feathers.) **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students look for graphic features in *Feathers: Not Just for Flying*. Then have them explore the different elements of graphic features by completing the activities on p. 253.

## STUDENT INTERACTIVE, p. 253



## ANALYZE AUTHOR'S CRAFT

## READING-WRITING BRIDGE

## Read Like a Writer

Authors use graphic features, such as illustrations and diagrams, to achieve specific purposes. Graphic features support the main idea and help readers understand complex information.

**Model !** Read this text from *Feathers*, and look at the illustration that goes with paragraph 3.

On cold, damp days a blue jay stays warm by fluffing up its feathers and trapping a layer of warm air next to its skin.

- 1. Identify** The main idea of the paragraph is that a blue jay uses its feathers to stay warm.
- 2. Question** How does the illustration with paragraph 3 help me understand the main idea?
- 3. Conclude** The illustration shows strands of yarn woven into a piece of fabric. This helps me understand that a jay's feathers act like a blanket to keep it warm in the cold.



Reread paragraph 5, and look at the illustration that goes with it.

**MyTURN** Follow the steps to analyze how the illustration connects with the author's purpose.

- 1. Identify** The main idea of the paragraph is that a heron uses its wings to help it spot fish and frogs.
- 2. Question** How does the illustration achieve the author's purpose?
- 3. Conclude** The illustration Possible response: shows what a heron's wings are like to help me understand the information.



# Word Study Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules including regular and irregular plurals.

---

FLEXIBLE OPTION 

## LESSON 3

### More Practice

**FOCUS ON STRATEGIES** Remind students that nouns can be changed from singular to plural by adding -s and -es.

**MODEL AND PRACTICE** To demonstrate how plurals are formed, use the words *bird* and *feather*. Point out that both words mean there is only one of those objects. Then write the words *birds* and *feathers*. Have students read the words aloud and discuss how rules or patterns for changing nouns from singular to plural changed the original words.



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

Name \_\_\_\_\_

**Word Study**

**Plurals**  
A noun is a person, place, or thing. A plural noun refers to two or more people, places, or things. Plural nouns formed by adding -s or -es are called regular plurals.

- Make singular nouns plural by adding -s to the end. In plural nouns, the letter s usually spells the sound z. (*bird, birds*)
- Make singular nouns ending in ch, sh, s, ss, or x plural by adding -es. Adding -es to a noun adds a syllable to the base word. (*marsh, marshes*)
- Make singular nouns ending in a consonant and -y plural by changing the -y to -i and adding -es. (*baby, babies*)
- Make singular nouns ending in a vowel and -y plural by adding -s. (*boy, boys*)

**WRITE** Complete each sentence with the plural form of the noun in parentheses. Then use what you learned about plurals to decode, or read, each new word.

1. My uncle has two cats (cat) that live in his barn.
2. I've been to three circuses (circus) in my life.
3. Some branches (branch) have colorful leaves.
4. My father always pays his taxes (tax) right before the deadline.
5. She tried on many dresses (dress) before she found one that fit.
6. Your dog was hiding in the bushes (bush), waiting to pounce.
7. I went to two birthday parties (party) in June.
8. It took us seven days (day) to drive to Colorado.

**TURN-AND-TALK** Write the plural forms of each of the following words: *story, patch, fox, bench, glass*. Then with a partner, take turns using each plural word in a sentence aloud.

Grade 4, Unit 2, Week 1  
© Pearson Education, Inc., or its affiliates. All rights reserved. 45

**Word Study, p. 45**



FLEXIBLE OPTION  
**LESSON 3**

**More Practice**

**LESSON 1**

Teach Plurals

**LESSON 2**

Apply Plurals

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Prefixes *mis-*, *en-*, *em-*

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

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

# Teacher-Led Options

## Strategy Group



### ANALYZE MAIN IDEA AND DETAILS

**Teaching Point** Readers can find the main idea by asking themselves how they would describe the text to a friend. If your friend asks, “What is that text about?” how would you answer?

### ELL Targeted Support

To help students connect details to main ideas, help them explain how the author’s comparisons relate to the functions of feathers.

Have students choose one bird mentioned in the text. Ask what item the author compares with the bird’s feathers. **EMERGING**

Have students choose one or two birds from the text and identify the item with which the author compares its feathers. Ask students to explain what the item does and how such an action is useful to the bird. **DEVELOPING**

Ask students questions about three birds in the text. Have students explain how the comparison the author uses for each helps support the main idea. **EXPANDING**

Ask students to explain how or why they chose the three details or pieces of text evidence that helped them identify the main idea of the text.

### BRIDGING



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

## Intervention Activity



### ANALYZE MAIN IDEA AND DETAILS

Use Lesson 31, pp. T203–T208, in the *myFocus Intervention Teacher’s Guide* for instruction on analyzing main idea and details.

LEVEL E • READ

**Lesson 31** Determine Main Idea and Details

**DIRECTIONS** Read the following passages. Look at how the author supports ideas in each passage.

**Fire, the Fish**

1 I have a pet fish named Fire. Fire is a goldfish, or an orange fish with a long tail. His big, round eyes stick out of the sides of his head.

2 I keep Fire in my room. He lives in a fish tank. I clean Fire’s tank every week. I feed Fire every day. He eats fish food, which are little flakes that I sprinkle into the water. When he sees the food in the tank, Fire swims to the top.

3 Fire likes to swim back and forth. Sometimes, if he feels scared and threatened, he hides behind the rocks. When he feels safe, he darts out of his hiding spot and swims happily around the tank.

4 Fire is a good pet. Maybe I will get another fish. Then Fire will have a friend!

**How I Make My Lunch**

I like to make my lunch every morning before school. First, I make a sandwich. I spread peanut butter on one slice of bread, then I spread honey on another slice of bread. Then I put the slices of bread together and put the sandwich in my lunch box. Next, I pack an apple or an orange. The last thing I do is fill up my water bottle. After I put my water bottle in my lunch box, I am ready to go to school.

**My Favorite Sandwich**

My favorite sandwich is peanut butter and honey. I eat a peanut butter and honey sandwich every day for lunch. I even have a peanut butter and honey sandwich as a snack after school. I like many types of sandwiches, but I love peanut butter and honey sandwiches the best!

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

Reading Informational and Argumentative Text T • 203

## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading the first three paragraphs of *Feathers: Not Just for Flying* smoothly and with expression.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### ANALYZE MAIN IDEA AND DETAILS

**Talk About Independent Reading** Have students look back at their notes and share what they concluded about the main idea and key details of their text.

### Possible Conference Prompts

- What words or phrases tell you the point the author wants to make about the topic?
- What is the first detail that supports the main idea?
- How does it support the main idea?

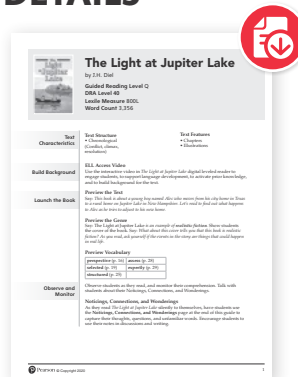
**Possible Teaching Point** Readers ask themselves: *What is this passage about? What does the author want me to think about the topic? What supporting evidence does the author provide?*

## Leveled Readers



### ANALYZE MAIN IDEA AND DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on identifying the main idea of a text, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share what they’ve learned by identifying the main idea and one or two key details of the text they are reading. Ask them to explain how they came to their conclusions.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Feathers: Not Just for Flying* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- summarize a passage they read in their book.

### Centers



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

### Literacy Activities



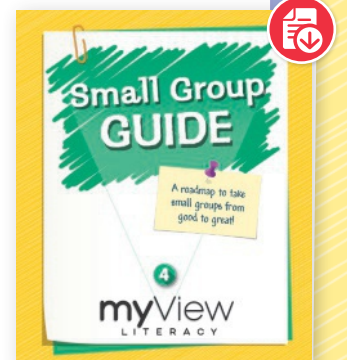
Students can

- complete the graphic organizer on p. 248.
- practice this week’s word study focus by creating a chart of related words.
- choose a passage from a text and with a partner take turns reading it with 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.



# Monitor Comprehension



## OBJECTIVES

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

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

## ADDITIONAL VOCABULARY

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

- How do animals acquire a particular adaptation?
- What adaptation helps baby sandgrouse get a sufficient amount of water?

Continue to revisit academic vocabulary words with students throughout the week.

## Minilesson

**FOCUS ON STRATEGY** Readers use background knowledge, examine visual cues, and reread difficult sections to ensure they comprehend an informational text.

- Think about what you already know about the subject you're reading about.
- Pause in your reading if you are having trouble understanding a particular point.
- Reread any difficult section and ask yourself questions about it.

**MODEL AND PRACTICE** Use the Close Read note on p. 233 of the *Student Interactive* to model how to use strategies to increase understanding of a text.

- *As I monitor my comprehension of the text, I notice that my understanding breaks down at a detail in paragraph 8, so I will make an adjustment to my reading strategy. It says the feathers crumble into powder that cleans the bird's feathers. To help me picture this and understand it better, I pause in my reading and look at the heading and images. They compare this feature to a scrub brush cleaning a floor. This helps me picture the bird using the powder to brush dirt and oil off of its feathers.*

**ELL Targeted Support Monitor Comprehension Verbally** Tell students that good readers notice and take action when they come across something they don't understand. Have them practice monitoring comprehension verbally.

Help pairs read aloud to each other from p. 244. Instruct the listeners to stop the readers when they hear something they don't understand. Guide them in using strategies: *Reread the confusing detail slowly. Look at the text features for clues. Discuss how you might rephrase the detail.* **EMERGING/DEVELOPING**

Have pairs read aloud to each other from pp. 244–245. Instruct the listeners to take notes on anything they don't understand. Have pairs then go through the notes, discuss why those details were difficult, and decide how they can use the text to better understand the difficult details. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for monitoring comprehension.

**OPTION 1 My TURN** Have students annotate the text using one of the other Close Read notes for Monitor Comprehension, and then use their annotations to complete p. 249.

**OPTION 2 Use Independent Text** Have students monitor their comprehension as they read independently, and use sticky notes to mark places where understanding breaks down. Students should pause each time they place a note and use their strategies to make adjustments, then paraphrase the difficult detail on the sticky note.

### QUICK CHECK

**Notice and Assess** Can students successfully monitor comprehension?

#### Decide

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group on p. T72.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on p. T73.

STUDENT INTERACTIVE, p. 249



### READING WORKSHOP

#### Monitor Comprehension

As you read, you **monitor comprehension**, or notice when you do not understand the text. Use strategies to increase your understanding. To reread, go back to the text and read a section again or a few times until you understand the ideas. To use background knowledge, connect the information from a text to information you learned before. To visualize, paint a picture in your mind based on the details in the text.

1. **My TURN** Go back to the Close Read notes and highlight details you did not understand.
2. **Text Evidence** Use your highlighted evidence to complete the chart.

Possible responses:

What I did not understand	The comprehension strategy I used	What I understand now
"Feathers can dig holes like a backhoe"	I used the reread strategy. I read the section again to understand the ideas.	Bank swallows use their feathers like construction tools to dig holes.
"Its feathers have brittle tips that crumble into a dusty powder"	I used the reread strategy.	The powder acts like the bristles of a scrub brush.

How did comprehension strategies help you understand the main idea?

Rereading helped me understand that feathers are different because they have different jobs.

# Write for a Reader

## OBJECTIVES

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

Compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## Use Print and Graphic Features

### Minilesson

**FOCUS ON STRATEGIES** When readers see a graphic feature, they understand that this is a subject the author wants to explore in more detail. Remind students that they analyzed graphic features in Melissa Stewart's *Feathers*.

- Point out that illustrations help authors explain key ideas.
- Explain that graphic features highlight information the author thinks is important.
- Tell them that graphic features can also summarize information.

**MODEL AND PRACTICE** Ask students how they would use graphic features in their own writing using p. 254 of the *Student Interactive*. Model an example.

1. Identify a topic that interests the class. **Let's say I am working on a story about what happens in your body when you eat food.**
2. Ask students to identify a main idea for this topic. Then ask students to describe the type of graphic feature that could help explain the main idea. **I want to use a diagram to show how different body parts work together to help humans process food. The diagram can follow a piece of food from the first bite until it ends up in the stomach. I can use captions to explain each step.**
3. Ask students how this graphic feature helps support the main idea. Encourage students to describe another type of graphic feature that would illustrate the main idea (such as a time line).

**ELL Targeted Support Graphic Features** Have students explore illustrations.

Tell students to point out the different parts of the illustrations used in *Feathers: Not Just for Flying*. **EMERGING/DEVELOPING**

Have students list features they would add to the illustrations used in *Feathers: Not Just for Flying*. **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Remind students that Melissa Stewart used graphic features in *Feathers: Not Just for Flying*. Then guide students to complete the activity on p. 254.

## Writing Workshop

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

## STUDENT INTERACTIVE, p. 254



## DEVELOP AUTHOR'S CRAFT

## Write for a Reader

Authors use graphic features to help readers understand ideas in a text. Illustrations, in particular, can show readers exactly what the author describes in other parts of a text.

**MyTURN** Think about how the illustrations Melissa Stewart included in *Feathers* helped you understand the main idea. Now, consider how you can use a graphic feature to support a main idea of your own.

1. If you were writing about an animal with a unique adaptation, what graphic feature would you include to help readers understand that adaptation?

**Possible response:** I would include a diagram if the adaptation is inside the animal's body. I would use a photograph if the adaption is on the outside.

2. Write your main idea about the animal adaptation. Tell what graphic feature you would include, and explain how it supports your main idea.

**Main idea:**

**Possible response:** The Alaskan wood frog stops breathing and its heart stops beating so it can safely survive the winter.

**Graphic feature:**

**Possible response:** I would use an illustration with labels to show which parts of the frog's body change so it can survive the winter. This would support my main idea because it would help readers understand what happens to the frog's body because of its adaptation.

Illustrations help an author show key aspects of a main idea.





# Word Study Spiral Review

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with prefixes.

FLEXIBLE OPTION 

## LESSON 4



### Spiral Review: Prefixes *mis-*, *en-*, *em-*

**FOCUS ON STRATEGIES** Remind students that prefixes are a letter or a group of letters that are added to the beginning of root words to change their meanings. Review the strategies from the previous week about the prefixes *mis-*, *en-*, and *em-*.

**MODEL AND PRACTICE** Ask students to define the prefix *mis-*. Explain to students how knowing the meaning of a prefix can help them decode new words. Discuss the words they already know that start with the prefix and how those words follow the rules.

**APPLY** Split the class into three groups, one for each prefix. Have each group write as many words as they can that start with its assigned prefix. Then have students share a few of those words, and discuss as a class how the prefixes changed the meaning of the root word.





### ELL Targeted Support

**Understand Prefixes** Tell students that knowing the meaning of prefixes in English words will help improve their language skills.

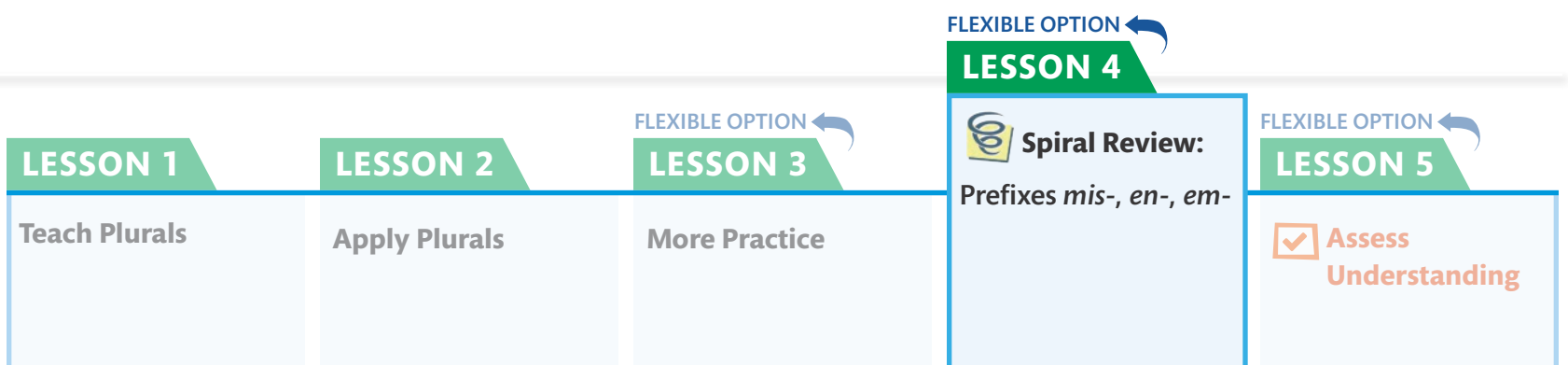
Help students use a dictionary to find words that begin with *em-* **EMERGING/DEVELOPING**

Ask students to find the definition of a base word that uses *em-* as a prefix and compare the definitions of the word with and without the prefix.

**EXPANDING**

Ask students to repeat the above activity with *en-* and identify a pattern.

**BRIDGING**



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

# Teacher-Led Options

## Strategy Group

### MONITOR COMPREHENSION

**Teaching Point** Active readers stay focused and notice when they don't understand something. Then it is time to pause and use your strategies to monitor and adjust comprehension. Guide students in reviewing the monitoring comprehension strategies.

### ELL Targeted Support


Provide linguistic accommodations while students use strategies to monitor their reading comprehension of paragraph 9 on p. 234 of the *Student Interactive*. Read the page aloud to students, and then have them read the text silently.

Have students work in a small group. Ask: **Do you understand all the words in the text features? How can a dictionary or a map add to your understanding of the text?** **EMERGING**

Ask: **What is shown in each of the illustrations?** Support students by providing synonyms or English words as needed. **DEVELOPING**

Have students describe in their own words how the illustrations demonstrate the dark-eyed junco escaping from a predator. **EXPANDING**

Ask students to explain how they adjust reading or use supports to enhance comprehension, such as using a glossary or connecting details in the text to details in the features. **BRIDGING**

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

## Intervention Activity

### MONITOR COMPREHENSION

Use Lesson 19, pp. T123–T128, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL E • READ

**Lesson 19** Use Reading Strategies

**DIRECTIONS** Read the following texts. Think about what helps you to understand each text. Consider what you can say about the end of each text.

**The Math Test**

1 The lunch bell rang and students poured into the lunchroom. Ami dropped into her seat with a sigh. Her friend Lynne sat down.

2 "What's wrong?" Lynne asked.

3 "I forgot all about the math test tomorrow. Ms. Thomas just reminded us," Ami said. "I should have been studying all week."

4 Ami dropped her head into her hands. She had so much homework. How was she supposed to study for this test?

5 Lynne slid a pudding cup across the table to her. It was chocolate and vanilla swirl. That was Ami's favorite. Ami looked up and smiled at her friend.

6 "Ask your mom if you can come over after school today," Lynne said. "We can finish our homework and study together."

7 Ami took a deep breath. Lynne had a hard time in math sometimes too. She could always explain things to Ami, though.

8 "That sounds great," Ami said.

9 That evening, the girls finished their other homework in record time. Then they challenged each other with different math problems. They kept at it, even at the dinner table.

10 The test the next day felt like the easiest math test Ami had ever taken. She didn't get everything right, but she still did well. Ms. Thomas even wrote "Great Work!" at the top of her test. Ami smiled the rest of the day.

**The Mystery on Culver Lane**

1 Marcus and his little brother, Max, watched the house across the street. Something strange was going on. The house had been empty for weeks after Mr. Pulver moved. Now, there were lights on in different rooms. Every now and then, shadows passed by the windows. There were no cars in the driveway, though. And neither brother had seen anyone go in the house.

2 They whispered about what they thought it was. Max said aliens. Marcus was old enough to know it probably wasn't aliens. Still, it was strange.

3 Their mom came in and saw that they were still awake. She stood by the window with them as they told her their theories.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 123

## Fluency

Assess 2–4 students

### PROSODY

Have students practice reading with appropriate rhythm and intonation.

### ORAL READING RATE AND ACCURACY

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

## Conferring

3 students / 3–4 minutes per conference

### MONITOR COMPREHENSION

**Talk About Independent Reading** Ask students to describe their independent reading experience.

### Possible Conference Prompts

- What was difficult to understand?
- How did rereading nearby paragraphs help you?
- How did any text features contribute to your understanding?
- How did figuring out this detail help you better understand the whole text?

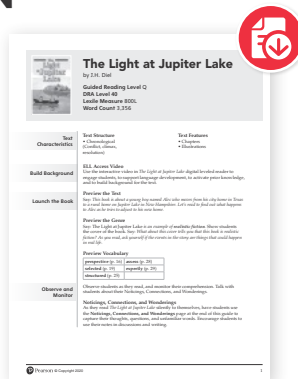
**Possible Teaching Point** Using the monitoring comprehension strategies will help you better understand the text, but it will also help you enjoy what you read.

## Leveled Readers



### MONITOR COMPREHENSION

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



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share and celebrate what they learned about monitoring comprehension while reading informational texts.

## 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 the narrator of a nature documentary.

### Centers



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

### Literacy Activities

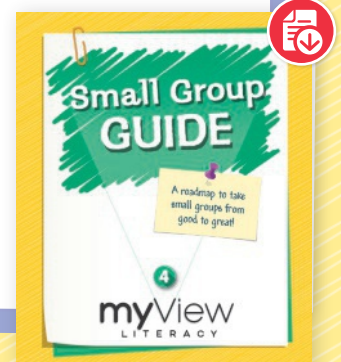


Students can

- complete the graphic organizer on p. 249.
- practice monitoring comprehension with a partner by reading a passage from a text aloud and discussing it.
- play the *myView* games.
- write about their book in their reader’s notebook.

### 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



*Feathers: Not Just for Flying*

## OBJECTIVES

Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively.

Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

## ACADEMIC VOCABULARY

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

- Beside feathers, other features of birds that scientists might have classified include \_\_\_\_\_.
- Like animals, plants survive in their environments with adaptations, such as \_\_\_\_\_.

Continue to revisit Academic Vocabulary words with students throughout the week.

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Tell students that when they express an opinion to another person or group, they should express ideas clearly so that their listeners can understand their point of view.

- Making eye contact shows confidence and encourages others to keep listening.
- Some speakers get nervous and speak more quickly or softly in front of a group. Take a deep breath before you start, and pay attention to your rate and volume as you speak.
- You should use specific facts and details from the text when you respond to questions from your audience about your opinion. This shows that your opinion is strong and that you have paid attention to your partners' opinions.

**MODEL AND PRACTICE** Model expressing an opinion using the Talk About It prompt on p. 250 in the *Student Interactive*.

*I think adaptations are important because without them, animals would not be suited to live in their environments. One detail in *Feathers* that supports my opinion is about the female cardinal being camouflaged. If the female were bright red like the male, it would be like a spotlight was shining on the nest for predators to attack.*

**ELL Targeted Support Express an Opinion** Tell students to flip through the *Feathers* text and decide which adaptation they find the most interesting.

In pairs or small groups, have students show the illustration of the adaptation they find the most interesting. Provide students with sentence frames for expressing their opinions: *In my opinion, \_\_\_\_\_ is the most interesting adaptation in the text. I think this because \_\_\_\_\_.* Have students share their opinions with the group. **EMERGING**

Provide students with a written model of a short opinion presentation. Have them use the model to write their own presentation about their favorite adaptation from *Feathers*. Tell them to include the reason they find it interesting. **DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for making connections between texts.

**OPTION 1 Use the Shared Read** Have students use evidence from this week's text to discuss their opinions about the different purposes that animal adaptations serve.

**OPTION 2 Use Independent Text** Students should use their independent reading texts to form and express an opinion that is supported by evidence from the text and presented with appropriate fluency skills.

**QUICK CHECK**

**Notice and Assess** Can students effectively express an opinion?

**Decide**

- **If students struggle**, revisit instruction for expressing an opinion in Small Group on p. T78.
- **If students show understanding**, extend instruction for expressing an opinion in Small Group on p. T79.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write the response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 250



## RESPOND TO TEXT

**Reflect and Share**

**Talk About It** In *Feathers*, Melissa Stewart describes the many ways birds use their feathers. Think about all the texts you have read this week. What other living things have you read about? What characteristics help them survive? Use these questions to help you express an opinion about why animals must adapt.



**Express an Opinion** When giving your opinion, express your ideas clearly so that others can understand.

- Make eye contact with other people in your group.
- Speak at a natural rate and volume.
- Use details from the text to clarify your points and respond to questions your partners ask.

Use these sentence starters to guide your responses:

I think it is important for animals to adapt because . . .

The part in *Feathers* that best supports my opinion is . . .

Based on information in \_\_\_\_\_, I think . . .

**Weekly Question**

What different purposes do animal adaptations serve?

# Word Study Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules including regular and irregular plurals.

## 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 plurals, offer the following sample sentences.

I blew out the candle  
and made a wish.

Put the drawing of  
the bird into the box.

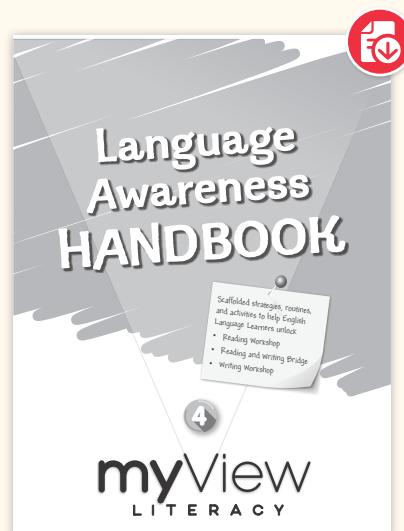
Have students use their knowledge of plurals to change the singular nouns in each sentence into plural nouns. (Answers: candles, wishes, drawings, birds, boxes)





## Develop Language Awareness

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



				FLEXIBLE OPTION
<b>LESSON 1</b>	<b>LESSON 2</b>	FLEXIBLE OPTION	FLEXIBLE OPTION	<b>LESSON 5</b>
Teach Plurals	Apply Plurals	More Practice	<b>Spiral Review:</b> Prefixes <i>mis-</i> , <i>en-</i> , <i>em-</i>	<input checked="" type="checkbox"/> <b>Assess Understanding</b>



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

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** As you read informational texts, you will form opinions about what you read. It is important to be able to express those opinions in a way that others understand. Have students compare and contrast the way the information is presented in *Feathers* with the information in the infographic on pp. 222–223.

### ELL Targeted Support

Have students form and express an opinion about which text is more effective in answering the Weekly Question: *What different purposes do animal adaptations serve?*

Display the following sentence and have students respond aloud: *In my opinion, \_\_\_\_\_ is more effective, because \_\_\_\_\_.* **EMERGING**

Ask students: *Which text is more effective, and why?* Have them respond in their notebooks.

### DEVELOPING

Have students work in pairs to compare and contrast the two texts and give their opinion about which provides a better answer to the Weekly Question. **EXPANDING**

Assign pairs of students opposing points of view about which text is more effective. Have each student try to convince the other of his or her assigned point of view. **BRIDGING**



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

## Intervention Activity



### myFOCUS READER

Reread pp. T18–T19, with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation about how they can form and express opinions about the informational texts they have read this week. Encourage students to use the academic vocabulary words.



## Intervention Activity



### WORD STUDY

For those students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, lessons 1–12.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Students should organize their findings about animal adaptations into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Have students share what they learned about making connections between texts.

### Possible Conference Prompts

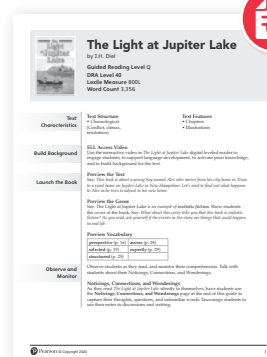
- What similarities and differences did you notice across the texts you read?
- How did the text features contribute to your understanding of the text?
- Which text was the most effective, in your opinion?

**Possible Teaching Point** Comparing and contrasting an informational text to others you have read, and forming and expressing your opinion about the texts, can help you become a more active reader.

## Leveled Readers

### COMPARE TEXTS

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



## Whole Group

**Share** With the whole group, invite one or two students to share the connections they made between texts as they formed and expressed their opinions about them.

## Independent/Collaborative

### Independent Reading

Students can

- reread or listen to the infographic “Why Animals Adapt” with a partner.
- read a self-selected text.
- reread and/or listen to their leveled reader.

### Centers

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

### Literacy Activities

Students can

- research adaptations of their favorite animals.
- write in their reader’s notebook in response to the Weekly Question.
- play the *myView* games.

### BOOK CLUB

See Book Club, pp. T482–T483, for

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

# UNIT 2 WEEK 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 about informational text by analyzing cause-and-effect text structure.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational text to write an article.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options

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

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

### Materials

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

#### LESSON 1

##### READING WORKSHOP

###### GENRE & THEME

- Interact with Sources: Explore the Media
- Weekly Question T84–T85
- Listening Comprehension: Read Aloud “Moths in Hiding” T86–T87
- Informational Text T88–T89
- Quick Check** T89

##### READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T90–T91
- Word Study: Teach Vowel Diphthongs T92–T93

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

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

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T97
- Literacy Activities T97

**BOOK CLUB** T97 **SEL**

##### WRITING WORKSHOP

###### MINILESSON

- Travel Article T364–365
  - » Develop an Introduction
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T365
- Conferences T362

##### WRITING BRIDGE

- Spelling: Spell Vowel Diphthongs T366
  - Assess Prior Knowledge** T366
- FLEXIBLE OPTION**
  - Language and Conventions: Spiral Review: Compound Sentences T367

#### LESSON 2

##### READING WORKSHOP

###### SHARED READ

- Introduce the Text T98–T119
  - » Preview Vocabulary
  - » Read: *Animal Mimics*
- Respond and Analyze T120–T121
  - » My View
  - » Develop Vocabulary
- Quick Check** T121
  - » Check for Understanding

##### READING BRIDGE

- Word Study Apply Vowel Diphthongs T122–T123
- High-Frequency Words T123

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T124–T125
- Strategy and Intervention Activities T124
- Fluency T124
- ELL Targeted Support T124
- Conferring T125

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T125
- Literacy Activities T125
- Collaboration T125

##### WRITING WORKSHOP

###### MINILESSON

- Travel Article T368–T369
  - » Develop Relevant Details
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T369
- Conferences T362

##### WRITING BRIDGE

- Spelling: Teach Spell Vowel Diphthongs T370
- FLEXIBLE OPTION**
  - Language and Conventions: Oral Language: Complex Sentences T371


## LESSON 3

### READING WORKSHOP

#### CLOSE READ

- Analyze Text Structure T126–T127
  - » Close Read: *Animal Mimics*
    - Quick Check** T127

### READING BRIDGE

- Read Like a Writer: Analyze Print Text Features T128–T129
  - Word Study: More Practice: Vowel Diphthongs T130–T131
- FLEXIBLE OPTION** 

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T132–T133
- Strategy and Intervention Activities T132
- Fluency T132
- ELL Targeted Support T132
- Conferring T133

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133
- Partner Reading T133

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T372–T373
  - » Develop Different Types of Details
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T373
- Conferences T362

### WRITING BRIDGE

- Spelling: More Practice: Spell Vowel Diphthongs T374
  - Language and Conventions: Teach Complex Sentences T375
- FLEXIBLE OPTION** 


## LESSON 4

### READING WORKSHOP

#### CLOSE READ

- Confirm or Correct Predictions T134–T135
  - » Close Read: *Animal Mimics*
    - Quick Check** T135

### READING BRIDGE

- Write for a Reader: Use Print Text Features T136–T137
  - Word Study: Spiral Review: Plurals T138–T139
- FLEXIBLE OPTION** 

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T140–T141
- Strategy and Intervention Activities T140
- Fluency T140
- ELL Targeted Support T140
- Conferring T141

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T141
- Literacy Activities T141

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T376–T377
  - » Compose Captions for Visuals
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T377
- Conferences T362

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Plurals T378
  - Language and Conventions: Practice Complex Sentences T379
- FLEXIBLE OPTION** 


## LESSON 5

### READING WORKSHOP

#### COMPARE TEXTS

- Reflect and Share T142–T143
  - » Write to Sources
    - Quick Check** T143
  - » Weekly Question

### READING BRIDGE

- Word Study: Vowel Diphthongs T144–T145
- FLEXIBLE OPTION** 
- Word Study: Vowel Diphthongs T144–T145
    - Assess Understanding** T144

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T146–T147
- Strategy, Intervention, and On-Level/Advanced Activities T146
- ELL Targeted Support T146
- Conferring T147

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T147
- Literacy Activities T147


**BOOK CLUB** T147 **SEL** 

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T380
  - » Develop a Conclusion
  - » Share Back

#### INDEPENDENT WRITING

- WRITING CLUB** T380–T381 **SEL** 
- Conferences T362

### WRITING BRIDGE

- Spelling: Spell Vowel Diphthongs T382
    - Assess Understanding** T382
  - Language and Conventions: Standards Practice T383
- FLEXIBLE OPTION** 

# UNIT 2 WEEK 2 WEEK AT A GLANCE: RESOURCE OVERVIEW

## Materials

**WEEKLY LAUNCH: MEDIA**

### SURVIVAL Adaptations

Camouflage is an adaptation that allows animals to blend into their environment. This adaptation can increase an animal's chances for survival. Many species have developed different ways to camouflage themselves. For example, the porpoise patches that have same coloring and markings as the coral that live in the western Pacific Ocean. The porpoise patches use its appearance to hide in the coral and away from its predators.

Watch this video to find the hidden animals! Notice how the movement, sound, and smell in the video help you understand how animals use camouflage. Then look at the images and read the captions.

**Weekly Questions**

**How do adaptations help animals survive?**

**Write a Paragraph** How are the text and media related? Recognize characteristics of this text that help you understand how animals use camouflage. Then use details from the text to explain how camouflage helps animals survive.

The infographic also includes a 'Write a Paragraph' section and a 'Look closely' section with images of animals and their camouflage.

**INFOGRAPHIC**  
Survival Adaptations

**READING WORKSHOP**

### INFORMATIONAL TEXT: TEXT STRUCTURE ANCHOR CHART

TEXT STRUCTURE	SIGNAL WORDS	GRAPHIC ORGANIZER
Cause and Effect	Because Since After As a result	Cause and Effect
Chronological Order	First Next Finally Then	Timeline
Problem and Solution	Problem Solution	Problem and Solution
Compare and Contrast	But However While Yet	Compare and Contrast
Description or Classification	For example For instance Such as	Description or Classification

**READING ANCHOR CHART**  
Informational Text

**INFORMATIONAL TEXT: TEXT STRUCTURE ANCHOR CHART**

TEXT STRUCTURE	SIGNAL WORDS	GRAPHIC ORGANIZER
Cause and Effect		
Chronological Order		
Problem and Solution		
Compare and Contrast		
Description or Classification		

**EDITABLE ANCHOR CHART**  
Informational Text

**Language and Conventions**

**Word Study**

**Use Onomatopoeia**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Leveled Readers**

**The Light at Jupiter Lake**  
by J.H. Diaz

Guided Reading Level: Q  
ORA Level: 40  
Lexile Measure: 920L  
Word Count: 3,356

Text Structure	Signal Words	Graphic Organizer

**Build Background**

**Launch the Book**

**Observe and Monitor**

**LEVELLED READERS TEACHER'S GUIDE**

## Words of the Week

### Develop Vocabulary

mimicry  
species  
environment  
arranged  
habitat

### Spelling Words

coward  
boundary  
foundation  
announce  
boycott  
voyage  
exploit  
poison  
toil  
decoy  
scrounge  
moist  
choice  
boil

ouch  
scout  
allow  
sour  
browser  
outline

### Challenge Spelling Words

corduroy  
annoyance  
trapezoid

### Unit Academic Vocabulary

survive  
classified  
sufficient  
defense  
acquire

**WEEK 1 LESSON 1**  
READING WORKSHOP

**Genre & Theme**

### Listening Comprehension

**OBJECTIVES**  
Listen actively, use evidence to identify information, and use text to compare. Use appropriate fluency skills, accuracy, and prosody when reading grade-level text. Analyze organizational structure and features of informational text.

**Informational Text**  
Tell students you are going to read an informational text aloud. Have students listen as you read "Moths in Hiding." Explain that they should listen actively as you read, paying careful attention to the text structure and the way information is organized. Prompt them to ask questions to clarify information and to follow important organizational features.

**START-UP**  
**READ-ALOUD ROUTINE**  
Purpose: Have students actively listen for elements of informational text.  
Read the entire text aloud without stopping for Think Alouds or annotations.  
REREAD the text aloud, pausing to model Think Aloud strategies related to the genre and text structure.

**Moths in Hiding**  
Many animals have camouflage that helps them hide from enemies. By blending in with the environment, animals can become invisible to their predators. But what happens if the environment changes?

**The English Peppercorn Moth**  
The case of the English peppered moth is a great example of how animals develop adaptations that fit their surroundings—even if those surroundings change. There are two kinds of peppered moths, one with cream-colored wings and black spots and another with black or dark gray wings. Until the nineteenth century, most peppered moths in England were cream-colored with black spots. Dark-winged peppered moths were rare.

**The Industrial Revolution**  
In the nineteenth century, however, the peppered moth population changed. The Industrial Revolution was underway in England, which meant that several factories were opening in London and other cities to make products like iron and steel. Factories sent a lot of soot that ran on coal, and the burning coal caused heavy air pollution. England's air became thick with soot and sootier trees grew up all over the country.



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Alouds:  
• engage students to learn about their independent reading level.  
• support students' comprehension.  
• enhance students' overall language development.  
• provide an opportunity to teach fluency and expression reading.  
• foster a love and enjoyment of reading.

**PLANNING**  
Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
• Identify the key idea of the text.  
• Determine the Teaching Point.  
• Write open-ended questions related to the text and the key idea. Write and place in the book at the points where you plan to stop to interact with students.  
• Prepare any materials necessary for understanding.

**BEFORE READING**  
• Show the cover of the book to introduce the title, author, illustrator, and genre.  
• Ask the big idea or theme of the story.  
• Point out interesting artwork or photos.  
• Gather prior knowledge and use that background knowledge for understanding.

**DURING READING**  
• You can choose to do a read-aloud to students or get to the end and reread. Think Aloud and open-ended questioning for a longer story into the text.  
• Read with expression to draw in listeners.  
• Ask questions to guide the discussion and draw attention to the teaching point.  
• Use Think Aloud to model strategies and make sure use to monitor comprehension and correct reading that day.  
• Help students draw connections to their own experiences. Ask them how they would respond to the text, if the words.

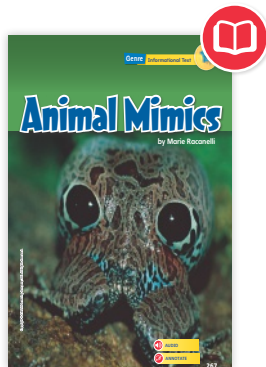
**AFTER READING**  
• Summarize and ask students to share thoughts about the story.  
• Engage in a conversation by reading the text or the key idea of the story.  
• Choose one assign a Student Response Form available on ReadAloud.com.

**Finals Teaching Points**  
• Summarize the story.  
• Identify the main idea.  
• Describe the Teaching Point.  
• Answer the questions.  
• Describe the text.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD  
"Moths in Hiding"



SHARED READ  
Animal Mimics

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T484-T485

**Mentor STACK**

Writing Workshop T337



LITERACY STATIONS



SCOUT

## Assessment Options for the Week

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

**Assessment GUIDE**

A comprehensive guide to literacy assessment including:  
• Support for using data to inform instruction  
• Links to our strategies and tools for all types of literacy assessments  
• Resources for building student literacy portfolios

4

**myView LITERACY**

ASSESSMENT GUIDE



# Interact with Sources

## OBJECTIVES

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

Recognize characteristics and structures of digital texts.

Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific evidence of those scientific explanations, so as to encourage critical thinking by the student.

## ACADEMIC VOCABULARY


**Language of Ideas** Academic language helps students access ideas. After you discuss media, ask: [Why is camouflage classified as an adaptation?](#) [How do animals use camouflage as a defense?](#)

- survive
- classified
- defense
- acquire
- sufficient

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

## Explore Media

Remind students of the Essential Question for Unit 2: *How do living things adapt to the world around them?* Point out the Week 2 Question: *How do adaptations help animals survive?*

Direct attention to the media on pp. 262–263 in the *Student Interactive*. Explain that media like photos and videos can combine with written words to create a text like this. Have students read pp. 262–263, taking time to examine the photographs, read the captions, and watch the video. Ask them to discuss how camouflage helps animals survive. 

Use the following questions to guide discussion:

- What did you find interesting about the ways that animals use camouflage?
- Which facts about animals and camouflage surprised you?
- How does camouflage help animals survive?

**WEEKLY QUESTION** Reread the Week 2 Question: *How do adaptations help animals survive?* Tell students they just learned about a few animals that developed the same adaptation: camouflage. Explain that they will read more about animals and adaptations this week.

**TURN, TALK, AND SHARE** Have students use characteristics of digital texts to answer the Turn and Talk question on p. 263 and then share their responses.



### EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“As you are planning instruction, it’s important to make sure that there is time for students to hear one another. Kids have a lot that they want to share. So much high-stakes communication is verbal rather than written. Kids need to get up and speak. They need to know how to speak in a large group or a small group. They need to do book talks. They need to engage in arguments and discussion. They need to share and develop their voices. They need to use their voices and their ideas to shape the conversation.”

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



**ELL Targeted Support Visual Support** Tell students to listen closely as you read aloud the captions accompanying the visuals in "Survival Adaptations."

Preview the visuals. Talk about how each visual relates to the topic. Echo read key vocabulary: *camouflage*, *pygmy seahorse*, *flounder*, *natterjack toad*, *leopard*. Ask: **What is one animal that uses camouflage?** **EMERGING**

Preview the visuals. Talk about how each visual relates to the topic. Preview vocabulary: *coral*, *predators*, *environment*. Ask: **What is one way that animals use camouflage?** Encourage students to reference visuals and background knowledge. **DEVELOPING**

Preview the visuals. Talk about how each visual relates to the topic. Preview key vocabulary: *survival*, *adaptation*, *species*. Ask: **How does camouflage help animals?** Encourage students to reference visuals and background knowledge. **EXPANDING**

In addition to the activity above, have student pairs discuss what they already know about camouflage and what questions they have after viewing the media. **BRIDGING**

STUDENT INTERACTIVE, pp. 262–263



WEEKLY LAUNCH: MEDIA

INTERACTIVITY

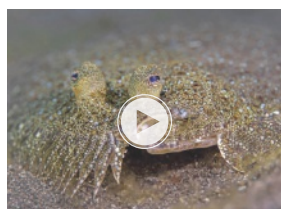
# SURVIVAL Adaptations

Camouflage is an adaptation that allows animals to blend into their environment. This adaptation can increase an animal's chances for survival. Many species have developed different ways to camouflage themselves.

For example, the pygmy seahorse has the same coloring and markings as the coral that lives in the western Pacific Ocean. The pygmy seahorse uses its appearance to hide in the coral and away from its predators.

Watch the video to find the hidden animal. Notice how the movement, sound, and visuals in the video help you understand how animals use camouflage. Then look at the images and read the captions.

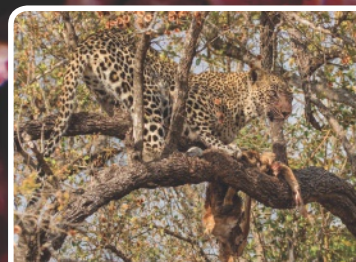
Watch



A flounder's flat body disappears into the seafloor. Its adaptation allows it to hunt for food as well as hide from predators.



The natterjack toad uses its coloring to blend into the environment.



Look closely. Do you see the leopard hiding? Animals that have spots or stripes use their patterns to blend into the background.

WEEK 2

## Weekly Question

**How do adaptations help animals survive?**

**TURN and TALK** How are the text and media related? Recognize characteristics of this text that help you understand how animals use camouflage.

Then use details from the text to explain how camouflage helps animals survive.



# 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.

Recognize characteristics and structures of informational text.

## ELL Language Transfer

**Consonant Digraphs** Help students spell and pronounce words with the consonant digraphs *sh* and *th*: *moth*, *their*, *with*, *the*, *another*, *English*

## FLUENCY

After completing the Read-Aloud Routine, display "Moths in Hiding." Model reading aloud a short section of the text, asking students to pay attention to your rate. Explain that fluency is about reading for meaning, not speed, but it is important to keep a smooth pace. Invite partners to practice an appropriate reading rate using their favorite sentences.

## THINK ALOUD

**Analyze Informational Text** I see that there is a heading introducing the first section of the text. When I see text features like headings, I know that I'm probably reading an informational text. Authors of informational texts use headings to organize and clarify information. I'm going to use this heading and what we've read so far this week to make a prediction about the text: I predict that this text will talk about a moth with camouflage. I'm going to keep reading to see whether my prediction is correct.

## Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read "Moths in Hiding." Explain that they should listen actively as you read, paying careful attention to the text structure and the way information is organized. Prompt them to ask questions to clarify information and to follow agreed-upon discussion rules.

### START-UP

#### READ-ALOUD ROUTINE

**Purpose** Have students actively listen for elements of informational text.

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

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

## Moths in Hiding

Many animals have camouflage that helps them hide from enemies. By blending in with the environment, animals can become invisible to their predators. But what happens if the environment changes?

### The English Peppered Moth

The case of the English peppered moth is a great example of how animals develop adaptations that fit their surroundings—even if those surroundings change. There are two kinds of peppered moths, one with cream-colored wings and black spots and another with black or dark gray wings. Until the nineteenth century, most peppered moths in England were cream-colored with black spots. Dark-winged peppered moths were rare.

### The Industrial Revolution

In the nineteenth century, however, the peppered moth population changed. The Industrial Revolution was underway in England, which meant that several factories were opening in London and other cities to make products like iron and wool. Factories used a lot of machines that ran on coal, and the burning coal caused heavy air pollution. England's air became black with soot and smoky fog from all of the burning coal.

“Moths in Hiding,” continued

This was bad news for the cream-colored peppered moths. Before the Industrial Revolution, they had not been easy to see. But during the Industrial Revolution, their light wings stood out against the dark, sooty tree bark. As a result, birds could find the moths more easily. Meanwhile, the dark peppered moths were able to hide from birds because they blended in with the environment.

### Adaptation Time!

So what did the cream-colored peppered moths do? There was nothing they could do. Birds ate more of them, because the moths were easier to see. The dark moths that used to be rare became more common because they were able to live longer than the cream-colored moths. Over time, the number of dark peppered moths surpassed the number of cream-colored moths.

### The Comeback

The story does not end there. In the twentieth century, England's air pollution became so bad that the government took action. It passed laws to limit air pollution. Eventually, the air became clean and less soot gathered on the bark of trees. During that time, the dark peppered moths became easier for birds to see and catch, and cream-colored moths became more common. In fact, the cream-colored peppered moths once again became the most common kind of peppered moth in England.

### THINK ALOUD

#### Analyze an Informational Text

As I continue to read the text, I notice that the author uses more headings on this page to organize the information. I also notice key words that tell me about the structure of the text. The word *because* in paragraph 4 tells me that this paragraph explains the reason for something. This suggests that the text uses a cause-and-effect structure. Authors use this structure to explain effects and possible causes for those effects. In paragraph 4, the effect is that “the dark peppered moths were able to hide from birds.” The cause of this effect is that the dark moths “blended in with the environment” of “dark, sooty tree bark.”

## WRAP-UP

### MOTHS IN HIDING

Causes

Effects

Use a two-box sequence chart to help students list causes and effects from the text.

### FLEXIBLE OPTION

## INTERACTIVE

### Trade Book Read Aloud

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

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





SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can learn more about informational text by analyzing cause-and-effect text structure.

## OBJECTIVES

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

Read text with purpose and understanding.

Recognize characteristics and structures of informational text.

## LANGUAGE OF THE GENRE

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

- structure
- description
- chronological
- classification
- cause-and-effect
- problem-and-solution
- compare-and-contrast

## FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students suggest headings and graphics.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to text structure:

- structure : *estructura*
- chronological : *cronológico*
- description : *descripción*
- classification : *clasificación*

## Minilesson

**FOCUS ON STRATEGIES** Authors of informational texts use text structures to organize information. The text structures used most often in informational texts include cause and effect, chronological order, problem and solution, compare and contrast, and description or classification. Each structure organizes information to relate ideas and details.

- Ask yourself how the information in a text is organized or structured. How does the organization show the relationships among ideas and details?
- Look for signal words that help you determine the text structure. Also think about why the author might have decided to organize information this way.
- Think about how structure affects your understanding of the text.

**MODEL AND PRACTICE** Model analyzing text structure: *As I read "Moths in Hiding," I notice that the author organized the text into sections with headings. The headings guide me as I read and tell me what each section is about. Then I look for key words and details that are clues to the text's structure. I see the words *As a result* and *because*, which signal that the text uses cause-and-effect structure. I ask myself, "How does this structure help me understand the text?" The cause-and-effect structure allows me to learn about events and changes that happened (effects) and the reasons behind those events and changes (causes).*

Remind students that one purpose for reading informational texts is to learn more about a topic. Have them establish another purpose for reading to help them concentrate on the text and keep track of how well they understand what they are reading.

**ELL Targeted Support** Enhance students' comprehension of an informational text by asking them to identify the topic and supporting facts.

Ask: *What is one topic in the text? What is one fact in the text? What did you learn about peppered moths?* **EMERGING/DEVELOPING**

Ask: *What are two or three topics in the text? What are two facts in the text? What did you learn about peppered moths?* **EXPANDING/BRIDGING**

## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies to recognize structures of informational text.

**OPTION 1 Use the Anchor Chart** Have students work with a partner to discuss the characteristics of informational text. Circulate to determine if students show understanding.

**OPTION 2 Use Independent Text** Have students underline or highlight places in the text where they recognize structures of informational text. Direct them to write in their notebooks how the structure affected their understanding of the text.

### QUICK CHECK

**Notice and Assess** Can students explain structures of informational text?

#### Decide

- **If students struggle**, revisit instruction about informational text in Small Group on p. T96.
- **If students show understanding**, have them continue practicing strategies for reading informational text using the Independent Reading and Literacy Activities in Small Group on p. T97.

**TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 264. Remind students to make pertinent comments. Share purposes as a class.

STUDENT INTERACTIVE, pp. 264–265



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

#### Learning Goal

I can learn more about informational text by analyzing cause-and-effect text structure.

#### Spotlight on Genre

### Informational Text

Authors organize **informational texts** to demonstrate the relationships between ideas and details. Some common text structures, or organizational patterns, are

- **Cause and Effect:** effects and possible causes for each effect
- **Chronological Order:** events in the order they happened
- **Problem and Solution:** a problem and one or more solutions
- **Compare and Contrast:** similarities and differences between two or more events, people, or ideas
- **Description or Classification:** describes or explains different aspects of a topic

**Establish Purpose** One purpose for reading informational text is to learn more about a topic. Setting a purpose for reading can help you focus and monitor your comprehension as you read.

#### My PURPOSE

**TURN and TALK** Share your purpose for reading *Animal Mimics* with a partner. Explain why you chose your purpose, supporting your ideas with examples and details. Then listen actively and make thoughtful comments when your partner shares.

How does a text show relationships? Answering this will help you determine the text structure.



### \* INFORMATIONAL TEXT: TEXT STRUCTURE ANCHOR CHART \*

TEXT STRUCTURE	SIGNAL WORDS	GRAPHIC ORGANIZER
Cause and Effect	Because Since Therefore If...then As a result	Causes Effects Why did it happen? What happened?
Chronological Order	First Next Finally Then	event 1 event 2 event 3
Problem and Solution	Solve In order to So that Since Therefore	
Compare and Contrast	Also But However Both Yet	
Description or Classification	For example For instance Such as	

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

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

Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

## ELL Language Transfer

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

- synonym : *sinónimo*
- antonym : *antónimo*

## WEEKLY STANDARDS PRACTICE



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

## Synonyms and Antonyms

### Minilesson

Mentor STACK



**FOCUS ON STRATEGIES** Synonyms are words that have the same or similar meanings. Antonyms are words that have the opposite meaning. Knowing a word's synonyms or antonyms can help readers better understand the word's meaning.

- Tell students they can use a print or online thesaurus to find a word's synonyms and antonyms. They can clarify the meaning of each word in a print or online dictionary or glossary.
- Think about the word's synonym and how it can help you understand the new word.

**MODEL AND PRACTICE** Model this strategy using the Academic Vocabulary word *acquire* in the chart on p. 293 in the *Student Interactive*.

- I start by writing the definition of the word, "to gain over time." With the definition in mind, I generate two words that mean something similar, *develop* and *earn*. Finally, I think of at least one word with an opposite meaning, or antonym.
- Have students apply this strategy to another word in the chart. Discuss their responses and correct any misunderstandings.

**ELL Targeted Support Academic Vocabulary** Have students use the following techniques to demonstrate their familiarity with grade-level academic vocabulary.

Ask them to fill in sentence frames with the correct Academic Vocabulary words. For example, *Fish can \_\_\_\_\_ underwater.* (survive) **EMERGING**

Expand the above activity by asking students to define the Academic Vocabulary words as you write them in the blanks. **DEVELOPING**

Have students create their own sentences using the Academic Vocabulary words. Encourage them to use a dictionary if necessary. **EXPANDING**

Complete the above activity. Then have students use a thesaurus to look up synonyms of the Academic Vocabulary words. Guide students as they write new sentences using the synonyms. **BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students use the same strategy as they complete the activity on p. 293.

STUDENT INTERACTIVE, p. 293



## VOCABULARY

## READING-WRITING BRIDGE

## Academic Vocabulary

**Synonyms and antonyms** have meanings that are related. Synonyms are words that have similar meanings. Antonyms are words with opposite meanings. Thinking about the relationships between words can help readers better understand their specific meanings.

## Learning Goal

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

**My TURN** For each word in the center column,

1. **Write** a short definition, using a glossary or dictionary if needed.
2. **Write** two synonyms. Write one antonym.
3. **Confirm** your responses using a thesaurus.

Possible responses:

Synonyms	Words	Antonyms
develop earn	acquire to gain over time	lose
categorized organized	classified to be arranged or to be put in order	mixed up
guarding shielding	defense the act of protecting against an attack	offense
adequate fine	sufficient enough for a particular purpose	lacking
remain live	survive to stay alive; to live through a dangerous event	fail

# Word Study Vowel Diphthongs

## OBJECTIVES

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

---

## LESSON 1

### Teach Vowel Diphthongs

**FOCUS ON STRATEGIES** Diphthongs are vowel teams that work together to spell a different sound. Some diphthongs include the vowel teams *ou*, *ow*, *oi*, and *oy*. The vowel sound you hear in *house* and *cow* can be spelled *ou* and *ow*. The vowel sound you hear in *boil* and *toy* can be spelled *oi* or *oy*. Explain that students can use a print or online dictionary to confirm the pronunciation of a word. Knowing these different sound-spelling patterns can help you decode, or read, words with diphthongs.

**MODEL AND PRACTICE** Write *Can you point to the cloud?* The words *point* and *cloud* have vowel diphthongs. Have students decode the words and explain what sounds *oi* and *ou* make when the vowels in the diphthong are put together. Model using a print or online dictionary to confirm the spellings and pronunciations of other words with *oi* and *ou* diphthongs.

Then have students work in pairs to create new sentences that use vowel diphthongs. Ask them to read their sentences aloud to the class.



### ELL Targeted Support

**Language Structures** With support from you and their peers, help students develop grasp of vowel diphthongs.

Have students repeat the *ou* and *oi* sounds after you. **EMERGING**

Provide students with words that have the *ou* and *oi* sounds and are spelled with those diphthongs. In small groups, have students sound those words out. **DEVELOPING**

Tell students the *ou* and *oi* sounds can also be heard in *ow* and *oy*. Have students work in pairs to create a list of words featuring those diphthongs. **EXPANDING/BRIDGING**



## LESSON 1

Teach Vowel Diphthongs

## LESSON 2

Apply Vowel Diphthongs


FLEXIBLE OPTION   

## LESSON 3

More Practice

FLEXIBLE OPTION   

## LESSON 4

 **Spiral Review:**  
Plurals

FLEXIBLE OPTION   

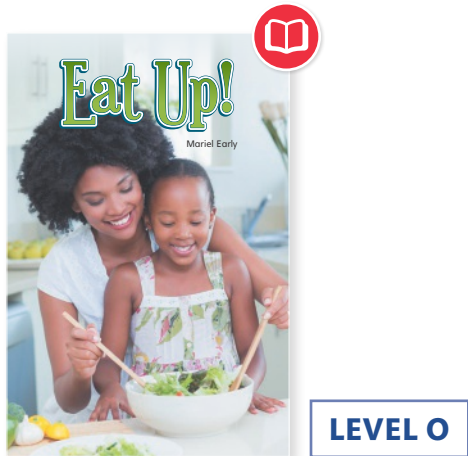
## LESSON 5

**Assess Understanding**



# Matching Texts to Learning

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



**Genre** Expository Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**Genre** Informational Text

**Text Elements**

- Topics beyond readers' experience
- Complex content-specific words

**Text Structure**

- Description



**Genre** Fantasy

**Text Elements**

- Dense Text Layout
- Building of suspense through plot events

**Text Structure**

- Chronological

## Guided Reading Instruction Prompts

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

### Identify Informational Text

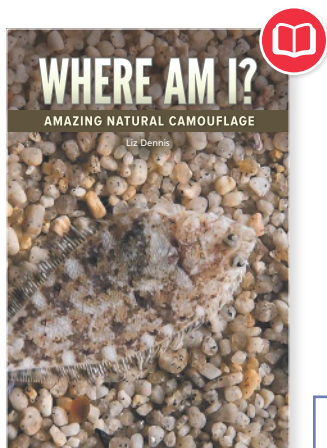
- How can you tell that this book is an informational text?
- What is the topic of the book?
- What is the text structure of the book?

### 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 how adaptations help animals survive?
- What new or interesting words did the author use?

### Analyze Text Structure

- How is the information in the book organized?
- What signal words did you find that revealed the text structure?
- How did the text structure help you understand the book?



LEVEL Q

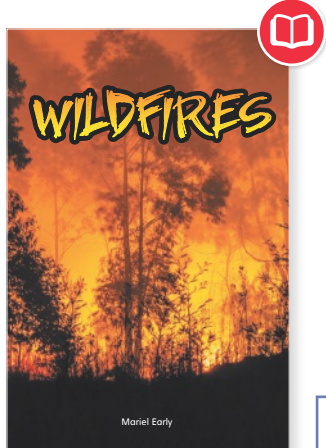
**Genre** Informational Text

**Text Elements**

- New vocabulary depends on glossary
- Word seldom used in oral language

**Text Structure**

- Description



LEVEL R

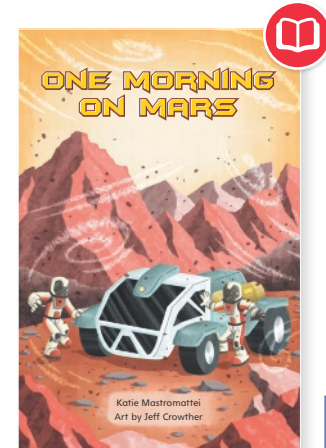
**Genre** Informational Text

**Text Elements**

- Words with complex spelling patterns
- Many new vocabulary words

**Text Structure**

- Description



LEVEL S

**Genre** Science Fiction

**Text Elements**

- Minimal illustrations
- Long stretches of descriptive language

**Text Structure**

- Chronological

**Confirm or Correct Predictions**

- What is a prediction you made about the book?
- What details from the book did you use to confirm a prediction you made?
- How did you correct one of the predictions you made about the book?

**Compare Texts**

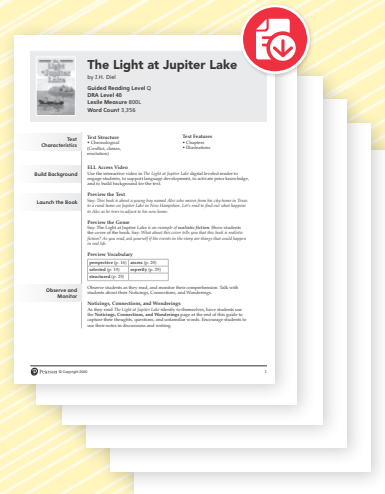
- How is this text different from other texts you read this week?
- How can you connect this text to another text you read this week?

**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](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T89 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** Today I want to remind you that when you read informational text, it helps to look at how the text is organized. Authors use text structure to present information in different ways. Review the anchor chart on p. 265 of the *Student Interactive*. Ask students to identify the structure of “Moths in Hiding” and explain what the structure contributed to the text.

### ELL Targeted Support

Tell students that informational texts aim to inform readers about a topic by sharing ideas. Text structure helps organize and clarify these ideas.


Use a T-chart to list structures of informational text on one side. Provide slips of paper with definitions and have students place the definitions next to the appropriate structures. Echo-read the chart with students. **EMERGING**

Give students sentence starters to help them discuss “Moths in Hiding.” *One topic in the text is \_\_\_\_\_. The structure of the text is \_\_\_\_\_. My purpose for reading the text is \_\_\_\_\_.*

### DEVELOPING

Ask students questions about “Moths in Hiding”: *What is one topic the text explains? What is the structure of the text? What is your purpose for reading the text?* **EXPANDING**

Have students describe the topics and structure of “Moths in Hiding.” **BRIDGING**

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

## Intervention Activity



### READING INFORMATIONAL TEXT

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher’s Guide* for instruction on informational text structures.

LEVEL E • READ

**Lesson 29** Genre: Informational and Procedural Texts

**DIRECTIONS** Read the following passages. Look at how the author organizes the texts.

**The Discovery of Tutankhamen’s Tomb**

- 1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE “boy king” of Egypt. The discovery of Tut’s tomb changed people’s understanding of ancient Egypt.
- 2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.
- 3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh’s tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.
- 4 One day Carter dug near the corner of another pharaoh’s tomb. He discovered steps leading down. The steps led to Tutankhamen’s tomb. It took Carter and others ten years to explore it.
- 5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut’s body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king’s body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people’s knowledge of ancient times.

**Conducting an Archaeological Dig**

- 1 If you’ve ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you’re interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Informational and Argumentative Text T • 189

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the media on *Student Interactive* pp. 262–263 to generate questions about animal adaptations and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes  
per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk About Independent Reading** Ask students to share what they have learned about the ideas and topics in the book they are reading and how learning about informational text structures helped them understand the book.

#### Possible Conference Prompts

- What is the main topic or idea of the text?
- What is the text structure?
- How did you use what you learned about informational text structures to understand what you read?

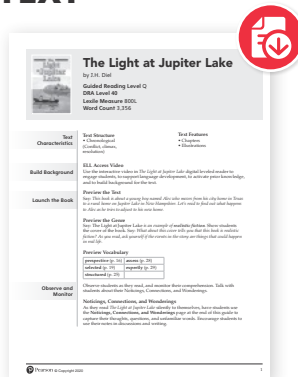
**Possible Teaching Point** Remember that authors of informational texts use structure to organize information. Such organization helps show the relationships among ideas and details.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on identifying the text structure of informational texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one student to share observations from the Turn and Talk discussion. Reinforce the strategies the student used.

## Independent/Collaborative

## Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

## Centers



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

## Literacy Activities



Students can

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

## BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Animal Camouflage*.
- 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



Animal Mimics

## 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.

Read text with purpose and understanding.

## Preview Vocabulary

- Introduce the vocabulary words on p. 266 in the *Student Interactive* and define them as needed.

**mimicry:** looking or acting like something else

**species:** categories of living things

**environment:** all the living things and conditions of a place

**arranged:** organized

**habitat:** the place where a living thing lives or grows

- These words will help you understand what you read and see in *Animal Mimics*. What do you already know about these words? What can you predict, or guess, about *Animal Mimics* based on what you know about these words? As you read, highlight the words when you see them in the text. Ask yourself how they help you understand the information in the text.

### Shared Read Plan

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

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

## Read

Discuss the First Read Strategies. Review nonfiction text structures, including compare and contrast, problem and solution, and cause and effect. Then prompt students to scan the selection and notice the structure. Model making a prediction using text structure. **I predict that the text following each heading will support a main idea about the topic in the heading.** Have students use the text structure to make and record one or more predictions about the selection.

### FIRST READ STRATEGIES

**NOTICE** Tell students to focus on the text structure, or how information is organized.

**GENERATE QUESTIONS** Encourage students to ask questions after previewing or skimming the text.

**CONNECT** Ask students to connect key words and phrases they encounter to their predictions.

**RESPOND** Have students take notes on their thoughts as they read.

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

**ELL Targeted Support Concept Mapping** Tell students that concept mapping can help them learn relationships between words and meanings.

Draw a web on the board with the five vocabulary words circling the word *Adaptations* at the center. Read each word aloud and have students repeat it. Point out that all of these words can be used to describe animal adaptations. Call on volunteers to repeat a word and suggest a definition or synonym. **EMERGING/DEVELOPING**

Direct students to draw a web with the five vocabulary words circling a blank center. Have pairs discuss what all of the words tell about and write it at the center (*Adaptations, Animals, Life*). Have partners add definitions or synonyms to the web and then share with the group. **EXPANDING/BRIDGING**

**ELL Access**

**Background Knowledge** Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about animals and adaptations.

STUDENT INTERACTIVE, pp. 266-267



Meet the Author

**Marie Racanelli** is the author of several other books about animals, including *Underground Animals* and *Camouflaged Creatures*.

**Animal Mimics**

**Preview Vocabulary**

As you read *Animal Mimics*, pay attention to these vocabulary words. Notice how they help you understand the text.

mimicry	species
environment	arranged habitat

**Read**

Before you read *Animal Mimics*, scan the text to look at its structure, or how it is organized. Based on what you notice, make a prediction about what the text will be about. Record your prediction and keep it in mind as you read.

<p><b>Notice</b> the text structure, or how information is organized.</p>	<p><b>Generate Questions</b> after previewing or skimming the text.</p>
<p><b>Connect</b> key words and phrases to your predictions.</p>	<p><b>Respond</b> by taking notes on your thoughts as you read.</p>

**First Read**

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Genre Informational Text



**Animal Mimics**

by Marie Racanelli




AUDIO

ANNOTATE

## First Read

### Connect

 **THINK ALOUD** Skilled readers look for key words and phrases that tell them about the text. I see that the title of the text is *Animal Mimics*, and the first section is called "What Is Mimicry?" I think the words *mimics* and *mimicry* are key words that connect to the central idea of the text: animals can look like something else.

## Close Read

### Analyze Text Structure

Tell students that readers of informational texts analyze the relationships between ideas. Direct students to **paragraph 1** and have them identify causes and an effect of animal mimicry. **See student page for possible responses.**

Have students explain how identifying text structure helps readers understand topics.

**Possible response:** Recognizing a cause-and-effect structure helps me organize my thinking about the ideas and events explained in the text.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Underline two sentences that describe causes. Then underline a sentence that describes the effect.

**mimicry** the ability to look or act like something else

**species** categories of living things

#### Confirm or Correct Predictions

Based on the visuals and the heading, what do you predict this section will be about? **Highlight** text evidence that helps you confirm or correct a prediction about the main idea in the section "What Is Mimicry?"

### What Is Mimicry?

- 1 There are thousands of animals in our world. Some of these animals are predators, and some of them will end up as prey. They all need to eat. They all need to keep themselves safe. Some animals, over time, have adapted certain features that match those of other species. These features fool their predators and help the animals live longer. These animals are called mimics.
- 2 Mimics copy the appearance, action, or sound of another animal that predators fear or do not like to eat. The animals they copy are called models. Let's learn more about these copycats in nature.

The caterpillar of the spicebush swallowtail butterfly looks like a snake or lizard because of the shape of its back and the eyespots.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### CROSS-CURRICULAR PERSPECTIVES

#### Science



Ask students to think about how mimicry helps animals. Then have them connect this information to what they learned about camouflage in the "Survival Adaptations" media on pp. 262–263 of the *Student Interactive*. Ask them to compare and contrast the two forms of adaptation and how they enable animals to survive.



Copyright © SAVVAS Learning Company LLC. All rights reserved.

269

## First Read

### Generate Questions

**THINK ALOUD** As an active reader, I'm going to ask questions as I preview the text. On this page, I see a photo of an insect I've never seen before. I wonder, "What kind of insect could it be? How does this insect relate to the topic of animal mimics?" I see there is a caption with the photo. Informational texts often include captions to explain photos. This caption tells me that the photo shows the caterpillar of the spicebush swallowtail butterfly. Its back and eyespots mimic the appearance of a snake or lizard. Together, the caption and the photo help me understand how the spicebush swallowtail butterfly relates to mimicry.

## Close Read

### Confirm or Correct Predictions

Explain that skilled readers often make predictions about a text before they start reading. Then they look for details in the text that either support or counter their predictions. Ask: **Based on the visuals and the heading, what did you predict about this section before you started reading?**

Have students highlight text evidence that helps them confirm or correct a prediction they made about the section. **See student page for possible responses.**

Ask students to explain how the details they highlighted confirm or correct the prediction they made.

**Possible response:** The detail "These features fool their predators and help the animals live longer" confirms my prediction that mimicry helps animals.

DOK 2

### OBJECTIVE

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

**ELL Targeted Support Visual and Contextual Support** Reread p. 268 of *Animal Mimics* aloud. Tell students to listen closely to descriptive details. Have students look at the photograph on p. 269 as you read.


Ask: **What is one detail in the text that the photograph helps you understand?** Help students find relevant text details as needed. **EMERGING/DEVELOPING**

Ask: **What is the author describing in the text? How does the photograph help you understand that description?** **EXPANDING**



## First Read

### Notice

 **THINK ALOUD** One interesting element of informational text is how the text is organized. As an active reader, I'm going to look for clues that tell me about text structure. I notice some effects described in the text and possible causes for those effects. This tells me that the information on this page is organized in a cause-and-effect structure.

## Close Read

### Analyze Text Structure

Remind students that authors of informational text organize information in a way that helps clarify relationships among ideas. Ask: **How can text structure reveal an effect?**

Have students scan **paragraphs 3 and 4** to underline one effect of animals looking like other animals. **See student page for possible responses.**

Ask students what the effect they underlined tells them about text structure.

**Possible response:** The word *so* in front of this effect tells me I can look nearby for a cause. That means this paragraph has a cause-and-effect structure.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Some animals look like other animals. Underline one effect of their appearance.

**environment** all the living things and conditions of a place

#### Confirm or Correct Predictions

**Highlight** text evidence that helps you confirm or correct a prediction about the hoverfly's appearance.

### Copycat!

- 3 There are different kinds of mimicry. One kind is called Batesian mimicry. It is named after Henry Walter Bates, a naturalist. He discovered that some weaker animals adapted to their environment by copying or looking like dangerous animals. These weaker animals often have no defenses, such as stingers or poisons. Instead, they look very much like other animals that do, and so their enemies leave them alone.
- 4 One example of Batesian mimicry is the hoverfly. Over time this fly has adapted to have yellow and black stripes like a bee. Animals know that a bee will sting them, so they leave this kind of fly alone.

The hoverfly, or flower fly, not only looks like a bee or wasp, but it also drinks nectar, as bees do. These flies cannot sting, as bees do, though.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

270

### CROSS-CURRICULAR PERSPECTIVES

#### Science



You may wish to clarify for students that a physical adaptation is not something an animal learns; it is something an animal inherits. Physical adaptations pass from generation to generation as animals survive and have offspring. If one kind of animal, such as a light-colored moth, is eaten more often than another kind, such as a dark-colored moth, more dark-colored moths will survive and have offspring. The physical adaptation of having a dark color helps the dark moths survive.



Copyright © Savvas Learning Company LLC. All rights reserved.

271

## First Read

### Notice

**THINK ALOUD** On this page, I see an insect that the caption compares to a bee or wasp. The caption tells me two ways that these insects are similar and one way that they are different. That lets me know that the caption uses a compare-and-contrast structure to describe how hoverflies mimic bees or wasps.

## Close Read

### Confirm or Correct Predictions

Read aloud the first sentence of paragraph 4. Ask students to highlight text on p. 270 they can use to confirm or correct a prediction about the hoverfly. **See student page for possible responses.**

Ask how confirming or correcting a prediction about hoverflies helps the reader understand the topic "animal mimicry."

**Possible response:** I predicted that an animal using Batesian mimicry would not be dangerous. The caption confirms that these "flies cannot sting." I know now why animals without defenses copy dangerous animals.

DOK 2

### OBJECTIVE

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

### Possible Teaching Point



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

**Print Text Features** Use the Read Like a Writer lesson on pp. T128–T129 in the Reading-Writing Workshop Bridge to teach students how to analyze print text features. Ask them to examine the heading, image, and caption on pp. 270–271. Discuss how the caption connects the image to the heading and the text. Ask how the reader's experience would be different without the caption.

## First Read

### Respond

**THINK ALOUD** Remember that active readers take notes as they read to keep track of their thoughts, feelings, and questions about the text. As I read paragraphs 5 and 6, I'm going to take notes about my thoughts on this section. One note I'll write is, *I find it interesting that the order of the colored stripes on a snake can tell you whether or not it's poisonous.*

## Close Read

### Analyze Text Structure

Briefly review signal words that indicate cause-and-effect structure. Have students scan **paragraphs 5 and 6**, then underline a reason, or cause. See student page for possible responses.

Ask students to use their underlined text evidence to explain how animal mimicry benefits prey animals.

**Possible response:** When predators think a snake is poisonous, they leave it alone and it survives.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Underline a reason why predators rarely attack king and milk snakes.

**arranged** organized or designed

#### Confirm or Correct Predictions

**Highlight** text evidence that helps you confirm or correct a prediction about how mimicry helps king and milk snakes.

### A Closer Look at Batesian Mimicry

- 5 Coral, king, and milk snakes are excellent examples of Batesian mimicry. Coral snakes are poisonous. King and milk snakes are not. Coral snakes have colorful scales in bands of black, red, and yellow. The yellow bands always touch the red ones. These colors announce the snakes' deadly poison. Some king and milk snakes also have bands of red, black, and yellow, but they are arranged in a different order.
- 6 It is not always easy to tell these snakes apart. A predator will often leave king or milk snakes alone because it sees their colors and believes that they are poisonous, too.

This king snake (above) has adapted its coloring as a defense. Predators see bands like those of the coral snake (below) and leave the snake alone.

Copyright © Savvas Learning Company LLC. All Rights Reserved.



**ELL Targeted Support Visual and Contextual Support** Reread p. 272 aloud. Tell students to listen closely to the details and look at the photograph on p. 273.

Have students draw, gesture, or use words to tell you what stripes are. Then ask what word the author uses instead of stripes. (*bands*)

**EMERGING/DEVELOPING**

Ask: **What is one detail in the text that the photograph helps you understand?**

**EXPANDING/BRIDGING**

## First Read

### Generate Questions

**THINK ALOUD** The photos on this page surprise me because I don't think the two snakes look similar enough for one to be a mimic of the other. Their colors are different, and the size of their stripes is different. The caption tells me that the king snake's appearance fools predators into thinking it is like a coral snake, which is poisonous. Do predators mistake a king snake for a coral snake? Are the king snake's predators colorblind? Do they think all striped snakes are poisonous? I'm going to take a closer look at the text to see whether I can find answers to my questions.

## Close Read

### Confirm or Correct Predictions

Reread the first three sentences of paragraph 5. Ask: **Based on these sentences and what we have read so far, what prediction can we make about king and milk snakes?**

**Possible response:** King and milk snakes mimic coral snakes.

Ask: **How can we use text evidence to confirm a prediction?**

Have students scan **paragraphs 5 and 6** to highlight evidence that helps them confirm their prediction. **See student page for possible responses.**


**DOK 2**

### OBJECTIVE

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

## First Read

### Notice

 **THINK ALOUD** I'm going to think about how the information on this page is organized. How does the author introduce the idea of Müllerian mimicry? I notice that she says who it is named for. I wonder why she does that. I'm going to read on to see how this kind of mimicry is different from others.

## Close Read

### Analyze Text Structure

Have students scan **paragraphs 7 and 8** to underline details about what causes birds to stay away from both monarch and viceroy butterflies. **See student page for possible responses.**

Ask students to propose an effect sentence they could use to make the cause-and-effect structure of paragraph 8 crystal clear.

**Possible response:** Therefore, mimicry benefits both kinds of butterflies by helping them live longer.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Underline details about what causes birds to stay away from both monarch and viceroy butterflies.

### Eat at Your Own Risk!

- 7 Another type of mimicry is called Müllerian mimicry. It is named after Fritz Müller, a German zoologist. Müllerian mimicry occurs when animals from different species look alike and are either poisonous or bad tasting. Generally these animals are brightly colored. The colors are a warning sign to predators that the animals should be left alone.
- 8 Monarch and viceroy butterflies are good examples of Müllerian mimicry. Their colors and the markings on their wings look alike. The monarch is poisonous and the viceroy tastes very bad. A bird that has tried either one will likely stay away from both.

#### Confirm or Correct Predictions

**Highlight** text evidence that helps you confirm or correct a prediction about mimicry.

The bad-tasting viceroy, shown here, mimics the poisonous monarch. Birds that have tasted one butterfly with this coloring are unlikely to try another one.

Copyright © SAVAS Learning Company LLC. All Rights Reserved.

274

### Possible Teaching Point



#### Word Study | Vowel Diphthongs

Use the Vowel Diphthongs lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge to teach students how to decode vowel diphthongs. Diphthongs are vowel teams that work together to spell a different sound. Ask them to scan paragraphs 7 and 8 and identify words with the vowel diphthong *oi*, spelled both *oi* and *oy* (*poisonous*, *viceroy*).



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

275

### Possible Teaching Point



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

**Analyze Print Features** Help students see how the heading, photograph, and caption support one another on pp. 274–275.

The caption helps explain the heading “Eat at Your Own Risk.” The text explains that this kind of mimicry occurs in animals that look like poisonous ones. Make sure students understand how eating poisonous food constitutes a risk.

## First Read

### Respond

**THINK ALOUD** One thought I have when I look at this photograph is how much a viceroy looks like a monarch butterfly. I'm glad the author included a photograph here because I didn't know how similar viceroy and monarch butterflies were. I'm going to take notes about this photo to keep track of my thoughts: *This photo shows me that a viceroy looks almost exactly like a monarch butterfly. This is the best example of animal mimicry I've seen in the text so far.*

## Close Read

### Confirm or Correct Predictions

Have students review the predictions they made before reading and ask a volunteer to read aloud a prediction about Müllerian mimicry. Ask students to highlight text on **p. 274** they can use to confirm or correct that prediction. **See student page for possible responses.**

Ask: *How can you combine information from text features to confirm or correct a prediction?*

**Possible response:** I based a prediction on what I saw in the photograph. I thought the butterfly shown would be “risky” to eat. I can use the heading and the caption to correct my prediction. This butterfly tastes bad but is not dangerous. Birds do not know that, though, because it mimics a dangerous one.


DOK 2

#### OBJECTIVE

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

## First Read

### Connect

 **THINK ALOUD** I see the phrase "bright colors" on this page a few times, and I remember seeing the words *bright* and *color* in other parts of the text. They stand out as key words that tell me bright colors are connected to the main idea of the text: animal mimicry. Brightly colored animals are usually poisonous.

## Close Read

### Analyze Text Structure

Tell students that more than one text structure may be present within longer or more complicated texts. Ask students to underline a signal word or phrase in **paragraph 9**. See student page for possible responses.

Ask: *Why does the author include description and example in a cause-and-effect text?*

**Possible response:** Because the author's purpose is to inform about animal mimicry, she uses examples to help readers understand the effects of animal mimicry. Predators "stay far away" from these mimics.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

**Underline** a signal word or phrase that helps you find important information about Müllerian mimicry.

### A Closer Look at Müllerian Mimicry

- 9 Another good example of Müllerian mimicry is the poison dart frog, in South America and Central America, and the Mantella frog, from Madagascar. The bright colors of both species warn predators of their toxic, or poisonous, skin. The frogs are small but highly poisonous. Their enemies generally stay far away from them and any other frogs with bright colors.
- 10 The indigenous people who live in the rain forest sometimes use the frog's toxin when they go hunting. They rub the tips of their arrows or darts on the skin of one or two frogs. This is why the frogs are known as poison dart or poison arrow frogs.

#### Confirm or Correct Predictions

**Highlight** text evidence that helps you confirm or correct a prediction about Müllerian mimicry.

Though not all poison dart frogs look alike, they all have brightly colored skin. These bright colors let predators know the animal is poisonous.

Copyright © Savvas Learning Company LLC. All Rights Reserved.



## First Read

### Respond

**THINK ALOUD** I've never seen a frog like this. I thought all frogs were green, and I didn't know that some frogs were poisonous. I will take notes on what I think about this photo and what I learned from it: *I find it interesting that some frogs are brightly colored instead of green. It seems like a lot of animals with brightly colored skin are poisonous.*

## Close Read

### Confirm or Correct Predictions

Guide students to continue confirming or correcting their predictions. Ask: *What is a prediction someone could make about this type of mimicry?*

**Possible response:** This type of mimicry explains why predators avoid brightly colored frogs.

Have students scan **paragraphs 9 and 10** to highlight evidence that helps them confirm or correct a prediction they made about Müllerian mimicry. **See student page for possible responses.**

DOK 2

### OBJECTIVE

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

### CROSS-CURRICULAR PERSPECTIVES

Science



Have students connect what they learn about the poison dart frog to the information about the natterjack toad in the "Survival Adaptations" media on pp. 262–263 of the *Student Interactive*. Ask them to compare and contrast the two animals and how their adaptations enable them to survive.



## First Read

### Generate Questions

I wonder why the author chose to include this photo. I'll think of questions I can ask: What does the photo show? How does it relate to the text? What purpose is the author trying to achieve, and how does the photo help her achieve it?

**Possible response:** Students should make the connection between the photo and the hawk-moth caterpillar described on p. 279. The author likely included the photo to show the reader how the caterpillar can mimic a snake.



### CROSS-CURRICULAR PERSPECTIVES

Science



This photograph is of an elephant hawk moth caterpillar. Remind students that caterpillars are the young forms of butterflies and moths. There are a number of species of hawk moths, and most hawk moth caterpillars are able to move in a way that makes them look snakelike. Although predators love to eat caterpillars, most do not like to eat snakes.



## Crazy Copycat Facts!

1. Mimicry happens in both plants and animals.
2. Certain ant-eating spiders mimic ants and this makes it easier for them to enter an ant colony.
3. Some birds, such as parrots and mockingbirds, mimic other birds' songs and sometimes other sounds, such as car alarms or voices.
4. Most mimics are insects, such as butterflies and moths, but mimicry also appears in spiders, snakes, frogs, fish, and other animals.
5. Chances of staying safe from predators increase when there are more models than mimics in a group.
6. Hoverflies, which look like honeybees, even make a sound like a bee makes when predators are near.
7. A few rhymes have been made up to help people tell the difference between coral snakes and their mimics. One example is, "If red touches yellow, avoid this fellow."
8. Hawk-moth caterpillars tuck in their heads, bend their bodies, show off their eyespots, and mimic snakes. They even wiggle from side to side to look more like a snake!

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### CLOSE READ

#### Analyze Text Structure

Underline information that tells you something new about mimicry.

## First Read

### Notice

**THINK ALOUD** I see that the "Crazy Copycat Facts!" section on page 279 is organized a bit differently from the rest of the text. On this page, the information appears in a numbered list of facts.

## Close Read

### Analyze Text Structure

Have students scan the list to underline details that tell them something new about mimicry. **See student page for possible responses.**

Ask students to explain why an author might place new information in this type of list structure.

**Possible response:** The author wants it to be easy for me to find new examples of mimicry. The title of the list, "Crazy Copycat Facts!" makes me want to look there for new information.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

279

### Possible Teaching Point



#### Word Study | High-Frequency Words

Use the High-Frequency Words lesson on pp. T122–T123 in the Reading-Writing Workshop Bridge to remind students to look for words that frequently show up in texts. Ask them to scan the list of Crazy Copycat Facts on p. 279 and identify one of the high-frequency words (*appears*).

## First Read

### Respond

**THINK ALOUD** Predators use mimicry, too. It makes sense that if prey use mimicry to look like poisonous animals so that predators leave them alone, then predators would use mimicry to disguise themselves so that they can get closer to their prey. I'm going to write down my thoughts about this: *Mimicry makes prey look dangerous to predators, while it makes predators look safe to prey.*

## Close Read

### Analyze Text Structure

Remind students that they know how to analyze a text for its main idea and supporting details. Ask: *What is the author's purpose in writing *Animal Mimics*?*

Have students underline information in **paragraphs 11 and 12** that supports the author's purpose. **See student page for possible responses.**

Have students summarize this information in one or two sentences.

**Possible response:** Self-mimicry, a body part that seems to be a different body part, is used by both predators and prey.

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Underline information that supports the author's purpose.

### What Is Self-Mimicry?

- 11 Have you ever looked at a caterpillar and wondered which end was its head? Some animals have a type of defense called self-mimicry. These creatures often have body parts that mimic other parts of their own bodies. Some of these animals have markings called eyespots.
- 12 Self-mimicry is not used only by prey. Sometimes predators, such as frogmouth catfish, use self-mimicry, too. A frogmouth catfish has something on its tongue that looks like food other fish like to eat. The catfish lies very still, sticking out its long tongue. When a small fish approaches the "food," the catfish quickly eats the fish!

#### Confirm or Correct Predictions

Highlight text evidence that helps you confirm or correct a prediction about the way animals use mimicry.

The longlure frogfish hides itself among sponges and moves a body part that looks like food. When a fish swims over for lunch, it gets eaten instead!

Copyright © Savvas Learning Company LLC. All Rights Reserved.

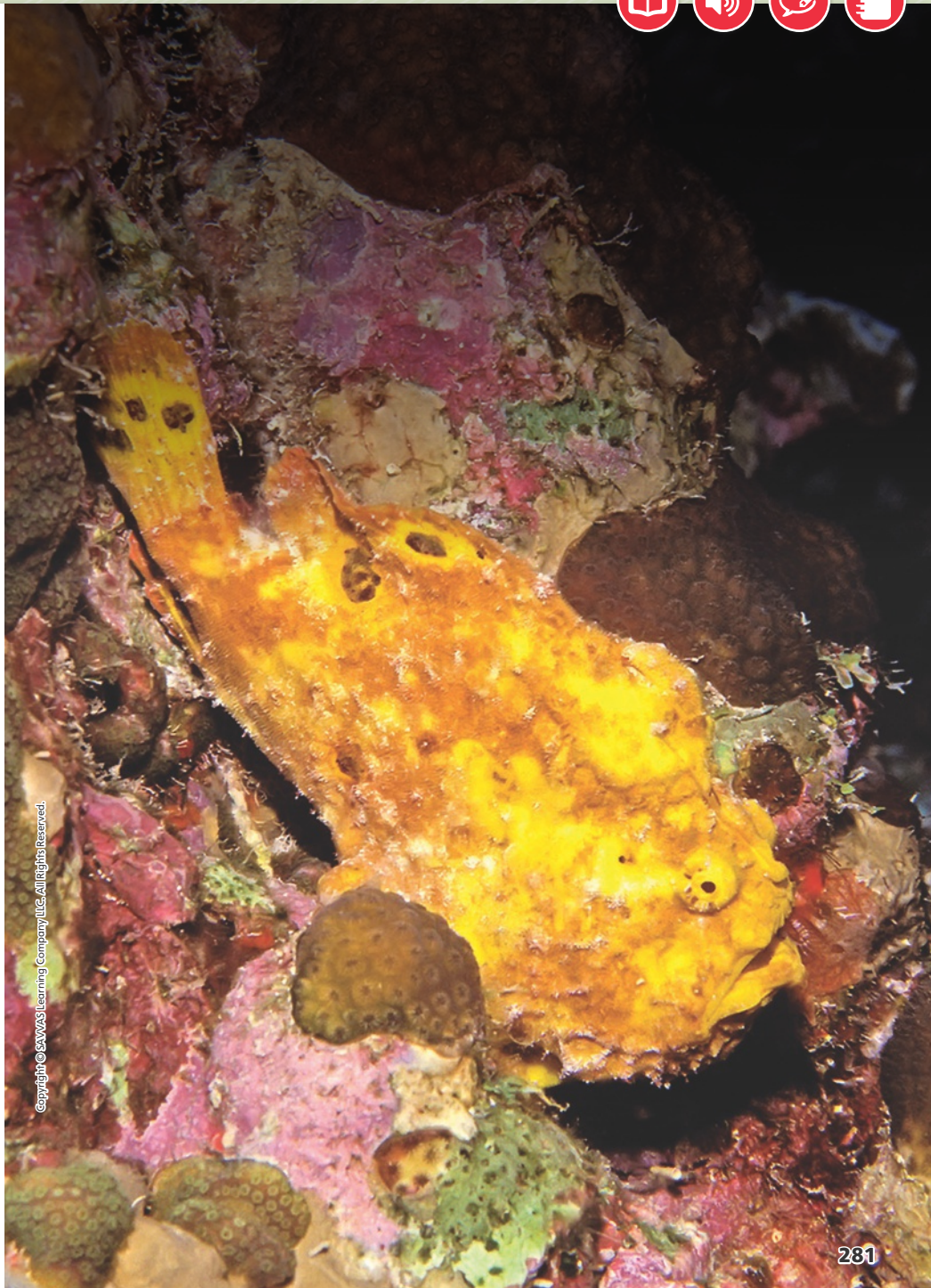
280

**ELL Targeted Support Compound Words** Write *eyespot*, *frogmouth*, *catfish*. Point out that they are compound words. Ask students to give examples of compound words from their own languages.

Help students identify the parts of each compound word. Then have them draw, gesture, or use words to tell you what each part means. Next, challenge them to define each compound word using drawings, pantomime, or words.

#### EMERGING/DEVELOPING

Have students identify each part of each compound word. Then have them collaborate to draw each word. Challenge them to write a caption that describes what each drawing shows. **EXPANDING/BRIDGING**



Copyright © Savvas Learning Company LLC. All Rights Reserved.

281

## CROSS-CURRICULAR PERSPECTIVES

Science



Have students connect what they learn about the longlure frogfish to the information about the pygmy seahorse in the "Survival Adaptations" media on pp. 262–263 of the *Student Interactive*. Ask them to compare and contrast the two animals and how their adaptations enable them to survive.

## First Read

## Notice

**THINK ALOUD** I really enjoy the photo on this page because it's hard to see the camouflaged animal in it right away. The caption says the photo shows a longlure frogfish hiding among sponges. When I look closely, I can see the eye and mouth of the longlure frogfish, but it took me awhile to find it! I think the longlure frogfish looks almost exactly like a sponge. This photo is a good example of why authors of informational texts often include graphic features like photographs: to show readers what they're describing. Sometimes, a photo can do more than text to help readers understand an idea—just like this photograph showed me how much the longlure frogfish looks like a sponge. Without seeing the photograph, I wouldn't have known that.

## Close Read

## Confirm or Correct Predictions

Ask students to state a simple prediction about mimicry they can make based on what they have read. Guide them to say something like *Mimicry helps animals survive*.

Then have students scan **paragraphs 11 and 12** to highlight evidence that helps them confirm the prediction. **See student page for possible responses.**

Ask: *How is this example different from other evidence we have read about mimicry?*

**Possible response:** It shows that mimicry can help predators survive just as it helps prey survive.


DOK 2

## OBJECTIVE

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

## First Read

### Connect

 **THINK ALOUD** *Eyespot* is a key word I've noticed a lot throughout the text. Many animals have eyespots. Seeing the word multiple times, including in this heading, tells me that eyespots are related to the main idea of animal mimicry.

## Close Read

### Analyze Text Structure

Tell students that in informational texts with headings, paragraphs usually have main ideas related to the heading. Have students scan **paragraphs 13–15** to underline key details about eyespots in each one. **See student page for possible responses.**

DOK 2

#### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

#### CLOSE READ

#### Analyze Text Structure

Underline the most important details about eyespots.

### More About Eyespots

- 13 Some species of butterflies, moths, fish, frogs, and caterpillars have large circles on their bodies. These circles are called eyespots because they look like eyes.
- 14 Predators generally like to approach their prey without being seen. Eyespots confuse predators and they come toward their prey from the wrong side.  
The prey sees them coming and has time to escape.
- 15 Eyespots can keep animals safe in another way, too. Some animals, such as lo moths, hawk-moth caterpillars, and false-eyed frogs, have markings that look like the eyes of a big animal. These “eyes” scare away predators.

#### Confirm or Correct Predictions

Highlight text evidence that helps you confirm or correct a prediction about how animals use eyespots.

The owl butterfly gets its name from the large eyespots on its wings, which look like the eyes of an owl.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

### Possible Teaching Point



#### Word Study | Vowel Diphthongs

Use the Vowel Diphthongs lesson on pp. T92–T93 in the Reading-Writing Workshop Bridge to help students decode vowel diphthongs. Diphthongs are vowel teams that work together to spell a different sound. Ask students to scan paragraphs 13–15 and identify words with the vowel diphthong *ou*, spelled both *ou* and *ow* (*about*, *without*, *owl*).



Copyright © Savvas Learning Company LLC. All rights reserved.

283

## CROSS-CURRICULAR PERSPECTIVES

Science



Have students connect what they learn about the owl butterfly to information about the leopard in the "Survival Adaptations" media on pp. 262–263 of the *Student Interactive*. Ask them to compare and contrast how the animals' spots help them survive in their respective environments.

## First Read

## Connect

**THINK ALOUD** I notice one large spot and several smaller spots on this moth. Most of the spots look like eyes. One phrase I've seen over and over again in the text is "look like" or "looks like." The repetition of this phrase tells me that it must be related to a central idea in the text.

## Close Read

## Confirm or Correct Predictions

Ask: **Before reading, what did you know about eyespots?** Ask a volunteer to share background knowledge and a prediction he or she made before reading this section of the text. Direct students to highlight sentences in **paragraphs 13 to 15** that confirm or correct the prediction. See student page for possible responses.

Ask: **How has your knowledge about eyespots changed after reading this section of text?**

**Possible response:** I predicted that eyespots are spots on an animal's body that look like, but are not, eyes. Now I know that these spots have the effect of giving an animal time to escape a predator.

DOK 2

## OBJECTIVE

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

## First Read

### Generate Questions

**THINK ALOUD** As I read paragraph 16, some of the information seems familiar. The text says that in body-part mimicry, one part of an animal's body looks like another part. Where have I read that before? On page 280, we read about self-mimicry. When I reread that page, I understand that self-mimicry is the same as body-part mimicry.

## Close Read

### Analyze Text Structure

Direct students to underline key details in paragraphs 16 and 17. See student page for possible responses.

Ask: *What is an important effect of body-part mimicry? What can cause predators to do less harm to animals they bite? Guide students to use text evidence in their answers.*

**Possible response:** An effect is that a predator is distracted or confused and does not target "important body parts." Body-part mimicry can cause predators to "not hurt the prey as much."

DOK 2

### OBJECTIVE

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

### CLOSE READ

#### Analyze Text Structure

Underline the most important details about body-part mimics.

#### Confirm or Correct Predictions

Highlight text evidence that helps you confirm or correct a prediction about how animals use body-part mimicry.

### More About Body-Part Mimics

- 16 Let's take a closer look at the animals that mimic another body part. This form of mimicry helps animals draw attention away from important body parts, such as the head. Predators will likely bite a part of the body that will not hurt the prey as much.
- 17 There are some snakes that have tails that look like their heads or heads that look like their tails. This mimicry saves the snake because a bird trying to eat the snake might not bite the head. The bird could also miss catching the snake if it starts moving in the opposite direction from what the bird expected.

Can you tell which end is the head on this caterpillar? With luck, a bird will not be able to spot the head easily either!

Copyright © Savvas Learning Company LLC. All rights reserved.



Copyright © Savvas Learning Company LLC. All rights reserved.

285

## First Read

### Notice

**THINK ALOUD** This photograph shows a great example of body-part mimicry—I can't tell one end of the caterpillar from the other. Both ends seem to have antennae, for example. I can see why a bird would be confused, too!

## Close Read

### Confirm or Correct Predictions

Remind students that they have already read some information about body-part mimicry. Ask: *What do you predict about how this kind of mimicry helps a snake?* Accept reasonable responses. Then have students scan **paragraphs 16 and 17** to highlight evidence that helps them confirm or correct the prediction. **See student page for possible responses.**

Ask students to explain how the details they highlighted confirm or correct the prediction they made.

**Possible response:** The detail “This mimicry saves the snake because a bird trying to eat the snake might not bite the head” confirms my prediction that snakes protect their heads through body-part mimicry.

DOK 2

### OBJECTIVE

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

## CROSS-CURRICULAR PERSPECTIVES

Science



Tell students studies show that birds are not always the biggest caterpillar predators. Near the equator, insects are more likely to eat caterpillars than birds are. Scientists learned this through international collaboration. More than forty researchers placed fake caterpillars in sites from the Arctic Circle to southern Australia. By analyzing bite marks from predators that tried to eat the fakes, scientists learned that insects like ants attacked caterpillars in the tropics far more than birds did. Ask students if they think mimicry would fool an ant the way it does a bird.



## First Read

### Notice

**THINK ALOUD** I notice that paragraph 18 restates a familiar effect of mimicry. Having special colors and markings results in some animals staying alive longer.

## Close Read

### Vocabulary in Context

Remind students that they can use context clues within a sentence or paragraph to determine the meaning of unfamiliar or multiple-meaning words.

Have students determine the meaning of *survival* in **paragraph 19**. Ask: *What context clues can help you define survival? Underline the clues. See student page for possible responses.*

DOK 2

#### OBJECTIVE

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

#### CLOSE READ

#### Vocabulary in Context

**Context clues** are words and phrases that help readers define unfamiliar words.

Underline context clues that help you define *survival*.

**habitat** the place where a living thing lives or grows

### Why Is Mimicry Important?

18 Mimicry helps an animal live longer in its habitat, which is the goal of most animals. Over time, animals that looked like something that scared off or confused predators lived. The animals that did not have these special colors or markings did not.

19 At the same time, the predators have adapted, too. They have learned which animals might hurt them and they stay away from those animals. Changing when the environment changes is key to a species' survival over time. Mimicry is just one of the many tools animals have adapted to live in our ever-changing natural world!



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

286

### Possible Teaching Point



#### Academic Vocabulary | Synonyms and Antonyms

Use the Academic Vocabulary lesson on pp. T90–T91 in the Reading-Writing Workshop Bridge to introduce students to synonyms and antonyms. Direct students to reread paragraph 19 and call attention to the word *survival*. Discuss the meaning of the word, and then have students suggest possible synonyms and antonyms.



## Glossary

**adapted** (uh-DAPT-ed) Changed to fit requirements.

**dangerous** (DAYN-jeh-rus) Might cause hurt.

**defenses** (dih-FENS-uhz) Things a living thing has or does that help keep it safe.

**environment** (en-VY-ern-ment) All the living things and conditions of a place.

**indigenous** (in-DIH-jeh-nus) Having started in and coming naturally from a certain place.

**mimics** (MIH-miks) Things that copy something else closely.

**poisons** (POY-zunz) Things that cause pain or death.

**predators** (PREH-duh-terz) Animals that kill other animals for food.

**prey** (PRAY) An animal that is hunted by another animal for food.


**scales** (SKAYLZ) The thin, dry pieces of skin that form the outer covering of snakes, lizards, and other reptiles.

**species** (SPEE-sheez) One kind of living thing. All people are one species.

**toxin** (TOK-sun) A type of poison.

## First Read

### Notice

 **THINK ALOUD** The last page of this text looks different from the other pages. It's similar to the numbered list of facts, but this list isn't numbered, and it has alphabetized words, pronunciations, and definitions. This list is called a *glossary*. A glossary works like a dictionary at the back of a text. Authors of informational texts often include glossaries to help readers learn new words related to the topic of the text. Glossaries are a great reference tool.

### Possible Teaching Point



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

**Analyze Print Features** Ask students to examine the glossary on p. 287. Have volunteers describe its parts (bold word, pronunciation, definition). Discuss what specific purpose the author might have had for including the glossary (for example, to help readers understand details, to help readers talk about the text, to define unfamiliar words). For more instruction on Author's Craft, see pp. T128–T129.

# Respond and Analyze



*Animal Mimics*

## OBJECTIVES

Evaluate details read to determine key ideas.

Use text evidence to support an appropriate response.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of informational text.

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

## My View

Begin by asking students “What did you think of the text?” or “What part surprised you or interested you the most?”

- **Brainstorm** What are some animal adaptations you read about?
- **Discuss** How did reading *Animal Mimics* help you understand how adaptations help animals survive?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors of informational text use precise words to describe a topic, explain ideas, and connect ideas. The vocabulary words *mimicry*, *species*, *environment*, *arranged*, and *habitat* tell us how and why animals adapt.

- Use a print or online glossary to clarify each word's meaning and pronunciation.
- Ask yourself what the author is trying to tell you about animal adaptations.

**MODEL AND PRACTICE** Model filling out the chart on p. 288 using the words *habitat* and *environment*:

- In the text, the author uses the words *habitat* and *environment* to describe where animals live.
- I checked the glossary. A habitat is the place a living thing lives, while an environment includes all of the living things and conditions of a place. *Each living thing has a habitat, and there are many living things in an environment.*

**ELL Targeted Support Vocabulary** Display the five weekly vocabulary words.

Read aloud a definition, then have students indicate which word matches the definition they heard. **EMERGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students respond using newly acquired vocabulary as they complete p. 288 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students list and look up unfamiliar words from their independent reading texts. Then have them use those words to explain ideas in the text or clarify relationships among ideas.

**QUICK CHECK**

**Notice and Assess** Can students use vocabulary words to explain ideas in *Animal Mimics*?

**Decide**

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T124.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T125.

**Check for Understanding MyTURN** Have students complete p. 289 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 288–289



## VOCABULARY

**Develop Vocabulary**

In informational texts, authors use specific words that are related to the topic they are writing about. They use these words to explain ideas and clarify relationships between ideas.

**MyTURN** Make connections between the pairs of vocabulary words by answering the questions.

**environment** and **habitat**

1. Why can there be more than one **habitat** in a single **environment**?

**Possible response: Each living thing has a habitat, and there are many living things in an environment.**

**mimicry** and **species**

2. In what way can **mimicry** be good for a **species**?

**Possible response: Mimicry can help a species escape predators.**

**species** and **arranged**

3. How does the way their scale colors are **arranged** help king and milk snake **species**?

**Possible response: The colors are arranged almost like colors in the coral snake species, which is poisonous, so predators do not eat the king and milk snakes.**

288

## COMPREHENSION

**Check for Understanding**

**MyTURN** Look back at the text to answer the questions.

1. What examples from *Animal Mimics* tell you that it is an informational text?

**DOK 2**

**Possible response: Marie Racanelli includes facts and pictures of animals to explain the topic of mimicry.**

2. Why does Marie Racanelli choose to explain mimicry and self-mimicry in the same text? What is similar about the two topics? Cite text evidence.

**DOK 2**

**Possible response: Marie Racanelli describes both mimicry and self-mimicry to explain how animals stay away from predators. For example, mimicry allows animals to “copy the appearance, action, or sound of another animal.” Self-mimicry is similar, except that the animal copies itself.**

3. What do all the ideas about mimicry in Marie Racanelli’s text have in common?

**DOK 2**

**Possible response: All of the ideas show how animals can use the appearance of their body parts to avoid being eaten.**

4. Which animal’s mimicry do you think is the most effective? Choose one animal and write a brief argument explaining your opinion.

**DOK 3**

**Responses will vary, but students should support their opinions with strong reasons and relevant details from the text.**

289

# Word Study Vowel Diphthongs

## OBJECTIVES

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

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

---

## LESSON 2

### Apply Vowel Diphthongs

**APPLY MyTURN** Have students complete the activities on p. 294 in the *Student Interactive*.

Then have students write a paragraph using words with vowel diphthongs. Have students read their paragraphs to a partner.

### High Frequency Words

Explain to students that high-frequency words often do not follow regular word study patterns. Tell them that they will need to practice identifying and reading them.



STUDENT INTERACTIVE, p. 294



WORD STUDY

### Vowel Diphthongs

**Diphthongs** are vowel teams that work together to spell a different sound. The vowel teams *ou*, *ow*, *oi*, *oy* are diphthongs.

The vowel sound you hear in the word *out* can be spelled *ou* or *ow*. The vowel sound you hear in the word *joy* can be spelled *oi* or *oy*. Learning these sound-spelling patterns can help you read words with diphthongs.

**My TURN** Use these activities to apply your knowledge of vowel diphthongs.

1. Read these words with diphthongs: *account*, *choicest*, *boyhood*, *browser*, *outline*, *coward*, *decoy*, *poison*.
2. Write 3 sentences that include at least one word with a vowel diphthong.

**Possible responses:** I put another \$50 in my savings account; In his boyhood years, he spent a lot of time reading; My family enjoys going bowling together.

### High-Frequency Words

**High-frequency words** are words that writers use a lot. Sometimes they do not use regular spelling patterns. Read these high-frequency words: *metal*, *instruments*, *paragraphs*, *clothes*, *design*, *appear*. Try to identify them in your independent reading.

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

294



LESSON 2

Apply Vowel Diphthongs

LESSON 1

Teach Vowel Diphthongs

FLEXIBLE OPTION  
LESSON 3

More Practice

FLEXIBLE OPTION  
LESSON 4

Spiral Review:  
Plurals

FLEXIBLE OPTION  
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T121 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Skilled readers pay attention to the words that authors use to explain and connect ideas. Have students look back at *Animal Mimics* for some words the author used to explain how adaptations help animals survive.

### ELL Targeted Support

Have students use shared reading and other partner activities to enhance their understanding of the vocabulary.

Help students take turns reading the sentences in the text that contain the vocabulary words *mimicry*, *species*, *environment*, *arranged*, and *habitat*. **EMERGING**

Tell students to take turns explaining the meanings of the vocabulary words *mimicry*, *species*, *environment*, *arranged*, and *habitat* in their own words. **DEVELOPING**

Ask students to work with a partner to ask each other questions about the vocabulary words *mimicry*, *species*, *environment*, *arranged*, and *habitat*. **EXPANDING**

Have students look up one of the vocabulary words in a dictionary and write the word and definition in their notebooks. Then have them work with a partner and ask what other words mean the same thing as the words they looked up. **BRIDGING**



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

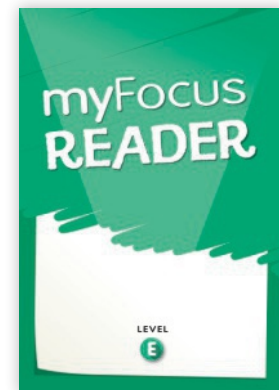
## Intervention Activity



### myFOCUS READER

Read pp. 20–21, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on how animal adaptations help them survive.

Provide instructional support for comprehension and word study—Vowel Diphthongs and Academic Vocabulary.



## Fluency

Assess 2–4 students



### RATE

Have students choose a short passage from the text or a leveled reader. Have pairs take turns reading the passage aloud at an appropriate rate. If students are reading too fast, tell them that slowing down will help them read more accurately and understand everything that they're reading. If students are reading too slowly, have them work through any words or phrases that they're struggling with and then reread the passage. If needed, model reading at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3-4 minutes per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to tell you about some of the words the author used to explain ideas and how they figured out unfamiliar words as they read.

### Possible Conference Prompts

- What words did the author use to explain ideas?
- Why do you think the author chose that word?
- What helped you understand the word?

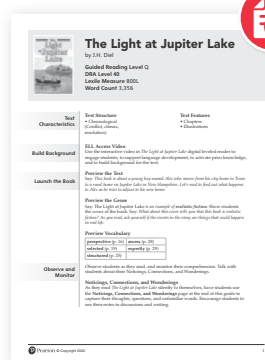
**Possible Teaching Point** Skilled readers pay attention to the words that authors use in order to better understand important ideas in the text. They might ask questions like, “Why did the author choose this word?”

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on deciphering unfamiliar words, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share some new vocabulary they learned from their reading, what the words mean, and why the author may have chosen those words.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



Students can

- complete the activity on *Student Interactive* p. 288.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 289.
- play the *myView* games.
- partner-read a text at an appropriate rate.

### SUPPORT INDEPENDENT READING

Students should focus on building vocabulary through independent reading. Challenge readers to enter new domain-specific terms in their reader’s notebooks.

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





# Analyze Text Structure



Animal Mimics

## OBJECTIVES

Recognize characteristics and structures of informational text, including organizational patterns such as compare and contrast.

Explain how the use of text structure contributes to the author's purpose.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary to talk about ideas in the text. Give them sentence starters, such as

- Eyespots give animals sufficient time to escape their predators by \_\_\_\_.
- One animal with coloring that serves as a defense is \_\_\_\_.

## ELL Access

Students may benefit from using a graphic organizer to list causes and effects they identified in the text. Guide students by asking them questions like “What is the effect on predators when weak animals look like dangerous animals?” or “What causes predators to stay away from king snakes and milk snakes?”

## Minilesson

**FOCUS ON STRATEGIES** Authors of informational text organize information in a way that helps them achieve their purpose. The way they organize the text is called text structure. One common informational text structure is cause and effect. Authors use cause-and-effect text structure to explain why something happens (the cause) and what happens as a result (the effect). By analyzing text structure, readers can better understand how authors achieve their purpose.

- Pay attention to how the information in the text is organized.
- Analyze the text structure and how it helps you understand the text.
- Ask yourself what purpose the author was trying to achieve by using that text structure.

**MODEL AND PRACTICE** Use the Close Read note on p. 268 of the *Student Interactive* to model how to annotate the text to analyze text structure:

- I will look for details that tell me the structure of *Animal Mimics*. On page 268, I see some details that describe causes. I'm going to underline the sentence “They all need to keep themselves safe” and write it in the chart under “Cause.”
- Next, I look for details that explain an effect of the cause I found. I'm going to underline the sentence “These features fool their predators and help the animals live longer” because it explains the effect of the features. Then I'm going to write the sentence in the chart under “Effect.”
- Have students use characteristics and structures of informational text to continue finding details in the text that help them understand how the author uses a cause-and-effect organizational pattern to achieve her purpose. Then have them write those details and the author's purpose in the chart.

**ELL Targeted Support Retell or Summarize** Tell students that retelling or summarizing the main ideas of a text in their own words is a good way to check that they fully understood the text.

Ask students to retell one cause from the text and the effect of that cause. Provide help and support as needed. **EMERGING/DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for analyzing text structure.

**OPTION 1 MyTURN** Have students annotate the text using the Close Read notes for Analyze Text Structure and then use their annotations to complete the chart on p. 290.

**OPTION 2 Use Independent Text** Have students mark places in the text where they notice words and details that reveal the structure of the text. Direct them to write in their notebooks how the structure of the text helps the author achieve his or her purpose.

## QUICK CHECK

**Notice and Assess** Can students analyze text structure?

**Decide**

- **If students struggle**, revisit instruction about analyzing text structure in Small Group on p. T132.
- **If students show understanding**, extend instruction about analyzing text structure in Small Group on p. T133.

## STUDENT INTERACTIVE, p. 290



## CLOSE READ

## Analyze Text Structure

**Text structure** is the organizational pattern an author uses to arrange information in a text. Recognizing a text's structure can help you find the main idea. An author uses **cause-and-effect** text structure to explain reasons why something happens (the cause) and what happens as a result (the effect).

1. **MyTURN** Go to the Close Read notes in *Animal Mimics*. Underline parts that help you understand how Marie Racanelli uses a cause-and-effect text structure to achieve her purpose.
2. **Text Evidence** Use the parts you underlined to complete the graphic organizer. **Possible responses:**

Cause	Effect
"They all need to keep themselves safe."	"These features fool their predators and help the animals live longer."
+	
Cause	Effect
"it sees their colors and believes that they are poisonous, too"	"A predator will often leave king or milk snakes alone"
+	
Cause	Effect
"The monarch is poisonous and the viceroy tastes very bad."	"A bird that has tried either one will likely stay away from both."
=	
Marie Racanelli uses a cause-and-effect text structure to inform readers how mimicry works and the different ways animals mimic other animals.	

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

# Read Like a Writer

## OBJECTIVE

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

## Analyze Print Text Features

### Minilesson

**FOCUS ON STRATEGIES** Captions, tables of content, headings, and subheads are known as print text features. They help organize informational texts.

- Ask yourself why the author chose to use text features.
- Think about how headings capture your attention, help you find information, or connect one section to another.
- Ask yourself how captions help you understand photographs.

**MODEL AND PRACTICE** Model analyzing text features by directing students to the top of p. 295 of the *Student Interactive*. Have students follow along as you complete the steps to analyze text features on p. 270.

1. Identify the section's key information, which is that some animals copy the appearance of other animals to seem more dangerous to predators.
2. Have students reread the caption. Ask students to discuss how the caption and the header support the section's main idea.
3. Model how to analyze how text features function in the section. **The caption explains that the photograph is of a hoverfly, a harmless insect that looks like a more dangerous insect. Both the caption and the header help explain how copying can protect animals from predators.**

**ELL Targeted Support Text Features** To help students complete the model:

Read the caption aloud. Then, work with students to read and complete the sentence frame. *Hoverflies look like \_\_\_\_\_. Because \_\_\_\_\_, predators stay away.* **EMERGING/DEVELOPING**

Ask students why a harmless insect would want to appear like a more dangerous insect. Have pairs identify the text and print text features that support their answers. **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Tell students to review and annotate headers and captions used in *Animal Mimics*. Then have them analyze text features by completing the activities on p. 295.

## STUDENT INTERACTIVE, p. 295



## ANALYZE AUTHOR'S CRAFT

## READING-WRITING BRIDGE

## Read Like a Writer

Text features, such as headings and captions, organize ideas and help readers locate information. Headings locate and identify important ideas. Captions often add interesting and important information about an image in a text.

**Model !** Reread the section "Copycat!" Look at the related image and caption.

- 1. Identify** The key information in this section is that some animals copy the appearance of other animals. A hoverfly is one example of this copying.
- 2. Question** Why does Marie Racanelli include a heading and a caption about the hoverfly?
- 3. Conclude** She includes the heading to tell readers that the section is about animals that copy. She includes the caption to explain how the hoverfly is an example of a copycat.

Reread the section "Eat at Your Own Risk!" Look at the related image and caption.

**My TURN** Follow the steps to connect the heading and caption with the passage.

- 1. Identify** The key information is that some animals look alike and taste alike.
- 2. Question** Why does Marie Racanelli include a heading and a caption about the viceroy?
- 3. Conclude** She includes the heading to tell readers that the section will be about bad-tasting animals.

She includes the caption to explain that viceroys are an example of bad-tasting animals that predators avoid.



# Word Study Vowel Diphthongs

## OBJECTIVES

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

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

---

FLEXIBLE OPTION 

## LESSON 3


### More Practice

**FOCUS ON STRATEGIES** Remind students that two vowels put together can form one different sound.

**MODEL AND PRACTICE** When you know the sound a vowel diphthong makes, it can be easier to sound out words. Write or display different words featuring vowel diphthongs and have students decode and then pronounce the words individually. Instruct students to use a print or online resource to check their pronunciation.



**APPLY** Have students complete *Word Study* p. 46 from the *Resource Download Center*.



Name \_\_\_\_\_

### Word Study

**Vowel Diphthongs**  
Vowel diphthongs are vowel teams that work together to spell a single sound.

- Examples of words with diphthongs include *cow*, in which the *ou* sound is spelled *ow*, and *boy*, in which the *oi* sound is spelled *oy*.
- Knowing vowel diphthongs helps you correctly decode and spell words with these vowel pairs.

**TURN** Circle the two letters in each word that represent two vowel sounds blending together.

1. m <u>ou</u> nd	6. j <u>oi</u> ful
2. b <u>oy</u>	7. j <u>oi</u> nt
3. f <u>oi</u> nd	8. m <u>ou</u> nt
4. n <u>oy</u>	9. en <u>oy</u>
5. c <u>oi</u> n	10. cl <u>oi</u> n

**TURN** Read each of the words below. Write whether the vowel sound in each diphthong is either *ou* or *oi*.

1. bow <u>ou</u>	4. tomboy <u>oi</u>
2. enjoy <u>oi</u>	5. growl <u>ou</u>
3. howl <u>ou</u>	

### High-Frequency Words

High-frequency words are words that you see over and over again in texts.

**TURN and TALK** With a partner, read these high-frequency words aloud: *metal*, *instruments*, *paragraphs*, *clothes*, *design*, *appear*. Then take turns using each word in a sentence. Have the listening partner identify each high-frequency word.

Grade 4, Unit 2, Week 2  
© Pearson Education, Inc., or its affiliates. All rights reserved.

**Word Study, p. 46**



FLEXIBLE OPTION ←  
**LESSON 3**

**More Practice**


**LESSON 1**

Teach Vowel Diphthongs

**LESSON 2**

Apply Vowel Diphthongs

FLEXIBLE OPTION ←  
**LESSON 4**

 **Spiral Review:**  
Plurals

FLEXIBLE OPTION ←  
**LESSON 5**

**Assess Understanding**

Use the  **QUICK CHECK** on p. T127 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### ANALYZE TEXT STRUCTURE

**Teaching Point** The pattern an author chooses to organize or structure the information in a text can tell us a lot about what he or she is trying to achieve. By paying attention to the structure of a text, readers can learn about the author’s purpose for writing the text.

### ELL Targeted Support

Help students use English to analyze the structure of *Animal Mimics*.

Have students choose one page of the text. Ask leading questions that focus on the structure of that section, such as: *Does the section mention any causes or effects? Where? Do you see any words that signal cause-and-effect text structure, such as because, therefore, or as a result? Where?* **EMERGING**

Have students describe the structure of one section of the text to a partner. **DEVELOPING**

Ask students to write sentences about the structure of one section of the text, explaining how the structure helps the author achieve her purpose. Have students read their sentences to the group. **EXPANDING**

Have students orally compare the structure of two text sections. Ask them questions about their comparison, such as *What do the structures of the two sections have in common? How are the structures of the two sections different?*

### BRIDGING



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

## Intervention Activity

### ANALYZE TEXT STRUCTURE

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher’s Guide* for instruction on analyzing text features.

LEVEL E • READ

**Lesson 29** Genre: Informational and Procedural Texts

**DIRECTIONS** Read the following passages. Look at how the author organizes the texts.

**The Discovery of Tutankhamen’s Tomb**

- 1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE “boy king” of Egypt. The discovery of Tut’s tomb changed people’s understanding of ancient Egypt.
- 2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.
- 3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh’s tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.
- 4 One day Carter dug near the corner of another pharaoh’s tomb. He discovered steps leading down. The steps led to Tutankhamen’s tomb. It took Carter and others ten years to explore it.
- 5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut’s body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king’s body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people’s knowledge of ancient times.

**Conducting an Archaeological Dig**

- 1 If you’ve ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you’re interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.  
Reading Informational and Argumentative Text T • 189

## Fluency

Assess 2-4 students

### RATE

Have students work with a partner to practice reading a short passage at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 37-42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### ANALYZE TEXT STRUCTURE

**Talk About Independent Reading** Ask students to look back on the words and details related to structure that they noted in their books and to share what they learned from them.

### Possible Conference Prompts

- What kinds of signal words did you find, and what text structure did they reveal?
- Why did the author choose that text structure?

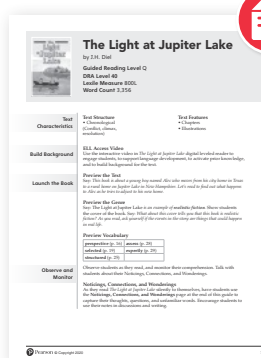
**Possible Teaching Point** *Today I want to remind you that skilled readers pay attention to how authors structure their texts and why. Analyzing an author’s use of structure can tell you a lot about the author’s purpose for writing the text.*

## Leveled Readers



### ANALYZE TEXT STRUCTURE

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on analyzing text structure, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

### Share

Bring the class back together in whole group. Invite one or two students to tell what they learned from analyzing text structure.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Animal Mimics* 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. 290.
- practice the week’s word study focus by creating a chart of vowel diphthongs.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage at an appropriate rate.

### SUPPORT PARTNER READING

Keep partners on track by giving them a list of discussion questions to keep their book discussions going.

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





# Confirm or Correct Predictions



Animal Mimics

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to correct or confirm predictions. Ask:

- What did you predict about the way animals acquire adaptations?
- Were you able to predict how Batesian mimicry helps snakes survive?

## Minilesson

**FOCUS ON STRATEGIES** Readers use what they know about characteristics of a text's genre to make predictions about what they will read. In an informational text, readers often use text structure and text features to make predictions. Then they look for details in the text to either confirm or correct those predictions as they read.

- Review the predictions you made before reading.
- Before you read the text again, review the structure and text features in *Animal Mimics*.
- As you read, look for text structures or characteristics that confirm or counter the predictions you made using text features and structure. Then correct your predictions as needed.

**MODEL AND PRACTICE** Use the Close Read note on p. 268 of the *Student Interactive* to model how to make, correct, and confirm predictions.

- Before I started reading *Animal Mimics*, I skimmed the text and viewed the text features. I saw a lot of headings that gave me an idea of what the text is about. I predicted that the section "What Is Mimicry?" would give me a definition of the word *mimicry*. I wrote that in the Prediction box of the chart.
- Now, while I read, I will look for details that confirm or counter my predictions. I highlighted a sentence that tells me what mimics are, but the text does not give a definition of the word *mimicry*. I will write that I corrected my prediction, and explain how.

**ELL Targeted Support Text to Self** Provide a word bank of connecting words and review their meanings. Read aloud a paragraph from *Animal Mimics*. After reading:

Ask leading questions to help students form a text-to-self connection, such as: *Have you ever seen \_\_\_\_\_? When? What did you learn? Based on that, what can you predict you will read in this text?* Guide students to accurately use connecting words in their responses. **EMERGING**

Have students work in pairs to share their text-to-self connections. If needed, prompt them to use connecting words correctly in their responses.

**DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for confirming and correcting predictions.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Confirm or Correct Predictions and then use the text evidence from their annotations to complete p. 291.

**OPTION 2 Use Independent Text** Have students mark details in the text that confirm or counter the predictions they made before reading. Then have them correct their predictions as needed.

## QUICK CHECK

**Notice and Assess** Can students confirm and correct predictions?

**Decide**

- **If students struggle**, revisit instruction for confirming and correcting predictions in Small Group on p. T140.
- **If students show understanding**, extend instruction for confirming and correcting predictions in Small Group on p. T141.

## STUDENT INTERACTIVE, p. 291



## READING WORKSHOP

## Confirm or Correct Predictions

To make predictions about a text use what you know about the genre and its structure and features. In nonfiction, genre features like headings and visuals can help you make and confirm or correct predictions. As you read, confirm or correct your predictions by using the structure and features of the text. Find facts and details that help you correct or confirm your predictions.

1. **MyTURN** Think about the predictions you made before reading *Animal Mimics*. Then go back to the Close Read notes and highlight details that helped you confirm or correct your predictions.
2. **Text Evidence** Write your predictions and details in the chart.

Possible responses:

<b>Prediction</b>
From the heading, I predict that the section "What Is Mimicry?" will give me a definition of the term.
<b>Confirmed or Corrected?</b>
Corrected. The text defines <i>mimics</i> , so I have to infer the definition of mimicry from the definition of <i>mimics</i> .
<b>Prediction</b>
From the photos, I predict that body-part mimics have body parts that confuse predators.
<b>Confirmed or Corrected?</b>
Confirmed from text and photo. Some snakes and caterpillars "have tails that look like their heads or heads that look like their tails."

# Write for a Reader

## OBJECTIVES

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

Compose informational texts including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

## Use Print Text Features

### Minilesson

**FOCUS ON STRATEGIES** When writers want to help readers understand the focus of a passage or identify essential facts, they use text features. Text features help guide readers through informational texts.

- Tell students that print features like captions work together with graphic features like illustrations and photographs to explain a point.
- Explain that text features such as table of contents, headings, and subheads can work like a road map, guiding readers from main idea to main idea.

**MODEL AND PRACTICE** Discuss how students might use print text features in their own writing using p. 296 of the *Student Interactive*. Model an example.

1. Have students create a new heading for *Animal Mimicry*'s section on copycats. Ask them what main idea they'd like to highlight.
2. Discuss which text features they can use to support the main idea.
3. List the text features students suggest and compare them with the original text features to see how both choices support the author's work.

**ELL Targeted Support Text Features** Help students explore text features.

Have students pronounce and write the headings in *Animal Mimics*. Explain how these features organize the text. **EMERGING**

Review images in *Animal Mimics* with students. Call on students to describe the visuals. Explain how these features support information in the text. **DEVELOPING**

Have students choose an image in *Animal Mimics* and discuss how it helped them understand an idea in the text. **EXPANDING**

Have students select a heading and discuss how it relates to an idea in the text. **BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Remind students that Marie Racanelli used headings and captions in *Animal Mimics*. Then guide students to complete the activity on p. 296.

## Writing Workshop

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

## STUDENT INTERACTIVE, p. 296



## DEVELOP AUTHOR'S CRAFT

## Write for a Reader

Authors use text features, such as headings and captions, to add extra information related to the topic.

**My TURN** Think about how the captions and images in *Animal Mimics* add information about the topic. Now, think about how you can use captions and images to develop your own topic.

## Possible responses:

- Select a factual topic that you know a lot about. Write a main idea about this topic.  
**Birds use feathers for more than just flying.**
- Write a body paragraph that provides more information about the topic.  
**Responses should include the main idea students wrote and supporting evidence related to the main idea.**
- How could you use text features to organize and add to your topic? Write a few caption and image ideas that could help develop your topic.

Captions and images help an author add interesting information about a topic.



Caption Ideas	Image Ideas
a caption for each feather image that explains the name and function of the feather	images of a wood duck's feather, a blue jay's feather, and a red-tailed hawk's feather

# Word Study Spiral Review

## OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

FLEXIBLE OPTION 

## LESSON 4



### Spiral Review: Plurals

**FOCUS ON STRATEGIES** Review the strategies from the previous week about using -s and -es to create plurals.

**MODEL AND PRACTICE** Ask students to explain how to turn singular nouns into plurals. Discuss with students how a word's ending can affect the way the word is made a plural, such as turning the y in *company* into an i to form the plural *companies*.

**APPLY** Have students identify five plural nouns in their independent reading. Ask them to share these plurals with a partner, who should explain how the plural was formed.





### ELL Targeted Support

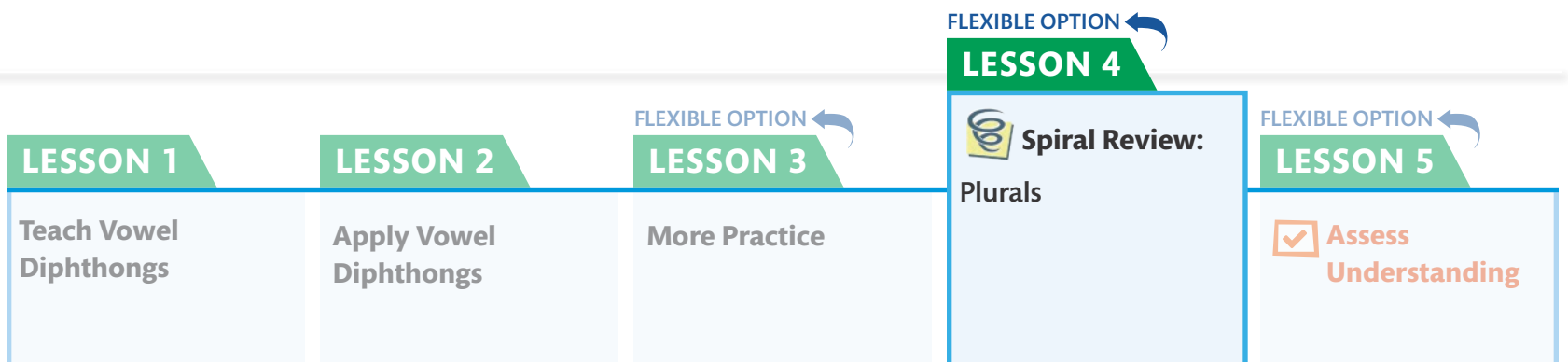
**Plurals** Students can improve their language skills by learning English spelling rules.

Display the words *metal* and *dish*. Have students determine how to make the words into plural nouns. **EMERGING**

Display the following singular nouns: *character, sandwich, basket, reason, hobby*. Have students use spelling rules to write the singular and plural forms in their notebooks. **DEVELOPING**

Ask students to use spelling rules to generate five more words that become plural when -s is added and five words that become plural nouns when -es is added. **EXPANDING**

Complete the activity above. Then have students write five sentences using the plural nouns from the previous activity. Encourage students to use a dictionary to check their spelling. **BRIDGING**



Use the  **QUICK CHECK** on p. T135 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### CONFIRM OR CORRECT PREDICTIONS

**Teaching Point** When readers know genre characteristics, they look for those characteristics as they read. For example, informational texts often contain headings and images. Readers look for headings and images as they scan a text and make predictions about what they will read.

### ELL Targeted Support

Encourage students to express their thoughts on the section headings in *Animal Mimics* and how those headings help them make predictions about the text. Begin by asking students to choose one section from the text and confirm or correct a prediction about that section.

Have students tell you how the section heading helped them make the prediction. **EMERGING**

Have partners use complete sentences to describe to each other how the section heading helped them make a prediction. **DEVELOPING**

Encourage students to have an extended discussion about two or three sections from the text. Ask them to use the section headings to refine predictions about those sections.

### BRIDGING



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

## Intervention Activity



### CONFIRM OR CORRECT PREDICTIONS

Use Lesson 19, pp. T123–T128 in the *myFocus Intervention Teacher's Guide* for instruction on confirming or correcting predictions.

LEVEL E • READ

**Lesson 19** Use Reading Strategies

**DIRECTIONS** Read the following texts. Think about what helps you to understand each text. Consider what you can say about the end of each text.

**The Math Test**

1 The lunch bell rang and students poured into the lunchroom. Ami dropped into her seat with a sigh. Her friend Lynne sat down.

2 "What's wrong?" Lynne asked.

3 "I forgot all about the math test tomorrow. Ms. Thomas just reminded us," Ami said. "I should have been studying all week."

4 Ami dropped her head into her hands. She had so much homework. How was she supposed to study for this test?

5 Lynne slid a pudding cup across the table to her. It was chocolate and vanilla swirl. That was Ami's favorite. Ami looked up and smiled at her friend.

6 "Ask your mom if you can come over after school today," Lynne said. "We can finish our homework and study together."

7 Ami took a deep breath. Lynne had a hard time in math sometimes too. She could always explain things to Ami, though.

8 "That sounds great," Ami said.

9 That evening, the girls finished their other homework in record time. Then they challenged each other with different math problems. They kept at it, even at the dinner table.

10 The test the next day felt like the easiest math test Ami had ever taken. She didn't get everything right, but she still did well. Ms. Thomas even wrote "Great Work!" at the top of her test. Ami smiled the rest of the day.

**The Mystery on Culver Lane**

1 Marcus and his little brother, Max, watched the house across the street. Something strange was going on. The house had been empty for weeks after Mr. Pulver moved. Now, there were lights on in different rooms. Every now and then, shadows passed by the windows. There were no cars in the driveway, though. And neither brother had seen anyone go in the house.

2 They whispered about what they thought it was. Max said aliens. Marcus was old enough to know it probably wasn't aliens. Still, it was strange.

3 Their mom came in and saw that they were still awake. She stood by the window with them as they told her their theories.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 123

## Fluency

Assess 2-4 students



### RATE

Have student pairs practice reading a short passage at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 37–42 in Unit 2 Week 2 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3-4 minutes per conference

### CONFIRM OR CORRECT PREDICTIONS

**Talk About Independent Reading** Ask students to review the predictions they made about the text. Have them talk with a partner about one of their predictions and whether they confirmed or corrected it with details from the text.

### Possible Conference Prompts

- What predictions did you make about the text after scanning it?
- Which predictions did you correct, and how?

**Possible Teaching Point** Scanning a text before reading can help you make predictions. While you read, use details in the text to help you either confirm or correct those predictions.

## Leveled Readers



### CONFIRM OR CORRECT PREDICTIONS

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on confirming or correcting predictions, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share what they learned today about confirming and correcting predictions.

## 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



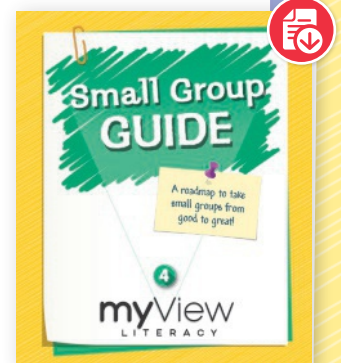
Students can

- complete the graphic organizer on *Student Interactive* p. 291.
- write about their book in their reader’s notebook.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should keep track of the progress they make toward their goals.

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





# Reflect and Share



Animal Mimics

## OBJECTIVES

Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.

Use text evidence to support an appropriate response.

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

## ACADEMIC VOCABULARY

**Synthesize** Have students start incorporating the unit academic vocabulary words into their discussions and their own writing. Ask:

- How does *Animal Mimics* explain why body-part mimicry is classified as a form of self-mimicry?
- How did the dark-colored peppered moths in “Moths in Hiding” survive during the Industrial Revolution?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain that writers often compare and contrast information from different sources. This allows them to study ideas and make their own judgments about them. A good way to compare and contrast ideas from different sources is by taking notes.

**MODEL AND PRACTICE** Model taking notes about texts using the Write to Sources prompt on p. 292 of the *Student Interactive*:

- First, I choose a method to organize my notes. I will write the name of each animal I read about.
- I will include information about how each animal avoids predators.
- I can review my notes and look for similarities and differences.

Have students take notes on the texts they read this week. Then ask them to use their notes to write a response to the writing prompt that incorporates text evidence. Remind students that they should use information from several texts to support their ideas.

**ELL Targeted Support** Have students practice comparing and contrasting using the “Survival Adaptations” media on pp. 262–263 of the *Student Interactive*. Encourage them to use the new vocabulary they learned this week.

Ask students to select one of the animals shown in the photos or video and describe it, using at least one new vocabulary word. **EMERGING**

Ask students to compare and contrast two of the animals shown in the photos or video, using at least one new vocabulary word. **DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for making connections across texts.

**OPTION 1 Use the Shared Read** Have students use text evidence from multiple sources to write about animal behavior.

**OPTION 2 Use Independent Text** Students should use their self-selected independent reading texts and at least one other source to compare and contrast ideas about animal behavior they read this week.

**QUICK CHECK**

**Notice and Assess** Can students compare and contrast ideas across texts?

**Decide**

- **If students struggle**, revisit instruction for comparing texts in Small Group on p. T146.
- **If students show understanding**, extend instruction for comparing texts in Small Group on p. T147.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write the response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 292



## RESPOND TO TEXT

**Reflect and Share**

**Write to Sources** Animals use adaptations such as mimicry to stay safe from predators. How has learning about animal survival helped you understand how wild animals behave? Use examples from the texts you read this week to write and support a response. Use the following writing process to compare and contrast information.



**Compare and Contrast Ideas** Comparing and contrasting ideas from different sources allows writers to evaluate ideas from various texts and draw their own conclusions.

Before you write your response, take notes about texts you have read. For each text, answer the following questions in your notes.

- What animals have I learned about?
- How do these animals avoid predators?
- How are these survival strategies similar to or different from those used by other animals I have read about?

Now use the information to write a response. Remember to cite evidence from the different sources by using direct quotations or paraphrasing information.

**Weekly Question**

How do adaptations help animals survive?

**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.

Marie Racanelli states in paragraph 1 that some animals have adapted features that make them look like other species. This fools some predators and helps the animals live longer. Identify examples and evidence that the author provides throughout the text. Did she effectively support this main idea? Why or why not? Use text evidence to support your opinion.

# Word Study Vowel Diphthongs

## OBJECTIVES

Decode 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 at [SavvasRealize.com](https://www.savvasrealize.com).

## FLEXIBLE OPTION

### LESSON 5

#### Assess Understanding

To assess students' understanding of vowel diphthongs, offer the following sample sentences.

I heard a scary sound coming from the basement last night.

Mount Everest is the highest point in the world.

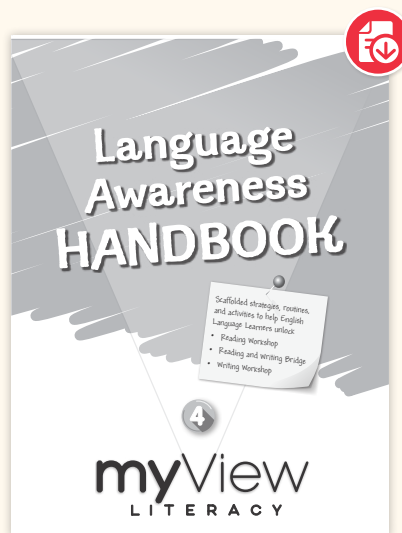
Have students use their knowledge to identify the vowel diphthongs in each sentence.





## Develop Language Awareness

For additional practice with vowel diphthongs, complete the activity on p. 22 of the *Language Awareness Handbook*. In this practice activity, students will recognize relationships between sounds and letters in vowel diphthongs.



				FLEXIBLE OPTION
<b>LESSON 1</b>	<b>LESSON 2</b>	FLEXIBLE OPTION <b>LESSON 3</b>	FLEXIBLE OPTION <b>LESSON 4</b>	<b>LESSON 5</b>
Teach Vowel Diphthongs	Apply Vowel Diphthongs	More Practice	Spiral Review: Plurals	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T143 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Active readers think about the ways different sources present ideas about the same topic. They notice the details sources have in common and the details that make them different. Create a Venn diagram with students to compare and contrast the ideas in “Survival Adaptations” with those in *Animal Mimics*.

### ELL Targeted Support

To help students become more comfortable with using a variety of sentence lengths and types when they speak, guide them in building on their ideas to create longer and more diverse sentences. During the class discussion of “Survival Adaptations” and *Animal Mimics*:

Ask students to combine two ideas with connecting words such as *and*, *but*, or *or*.

#### EMERGING

Ask students to combine three ideas with connecting words such as *and*, *but*, or *or*. **DEVELOPING**

Ask students to combine two ideas with a connecting word such as *because*, *since*, or *although*. **EXPANDING**

Ask students to combine three ideas with any appropriate connecting words. **BRIDGING**



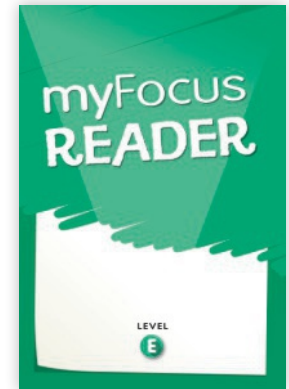
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 20–21 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of animal adaptations 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 Interventions Teacher’s Guide*, lessons 1–12.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Students should organize their findings on animal adaptations into a effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they learned about comparing and contrasting texts.

### Possible Conference Prompts

- How is the information in *Animal Mimics* different from other information you read about animals this week?
- How does the information in *Animal Mimics* connect to other information you read about animals this week?

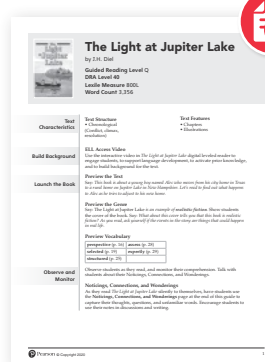
**Possible Teaching Point** Comparing and contrasting texts helps readers gain a deeper understanding of the topics they read about.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T94–T95.
- For instructional support on comparing texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share a few comparisons they made across texts.

## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to “Survival Adaptations” 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 facts about camouflage based on “Survival Adaptations.”
- play the *myView* games.

## BOOK CLUB



See Book Club, pp. T484–T485, for

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

# UNIT 2 WEEK 3

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

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

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options

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

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


### Materials

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

## LESSON 1

### READING WORKSHOP

#### GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T152–T153
- Listening Comprehension: Read Aloud “Encounter” T154–T155
- Fiction T156–T157
-  **Quick Check** T157

### READING BRIDGE

- Academic Vocabulary: Context Clues T158–T159
- Word Study: Teach Irregular Plurals T160–T161

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T164–T165
- Strategy, Intervention, and On-Level/Advanced Activities T164
- ELL Targeted Support T164
- Conferring T165

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T165
- Literacy Activities T165

 T165 

### WRITING WORKSHOP




#### MINILESSON

- Travel Article T388–T389
  - » Compose a Headline
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T389
- Conferences T386


### WRITING BRIDGE

- FLEXIBLE OPTION** 
  - Spelling: Spell Words with Irregular Plurals T390
  -  **Assess Prior Knowledge** T390
- FLEXIBLE OPTION** 
  - Language and Conventions: Spiral Review: Complex Sentences T391

## LESSON 2

### READING WORKSHOP

#### GENRE & THEME

- Introduce the Text T166–T177
  - » Preview Vocabulary
  - » Read: from *Minn of the Mississippi*
- Respond and Analyze T178–T179
  - » My View
  - » Develop Vocabulary
-  **Quick Check** T179
- Check for Understanding

### READING BRIDGE

- Word Study: Apply Irregular Plurals T180–T181

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T182–T183
- Strategy and Intervention Activities T182
- Fluency T182
- ELL Targeted Support T182
- Conferring T183

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T183
- Literacy Activities T183
- Collaboration T183

### WRITING WORKSHOP


#### MINILESSON

- Travel Article T392–T393
  - » Compose Body Paragraphs
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T393
- Conferences T386

### WRITING BRIDGE

- Spelling: Teach Spell Words with Irregular Plurals T394
- FLEXIBLE OPTION** 
  - Language and Conventions: Oral Language: Common and Proper Nouns T395

## LESSON 3

### READING WORKSHOP

#### GENRE & THEME

- Analyze Plot and Setting T184–T185
- Close Read: from *Minn of the Mississippi*  
 **Quick Check** T185

### READING BRIDGE

- Read Like a Writer: Analyze Figurative Language T186–T187
- Word Study: More Practice: Irregular Plurals T188–T189 **FLEXIBLE OPTION** ←

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T190–T191
- Strategy and Intervention Activities T190
- Fluency T190
- ELL Targeted Support T190
- Conferring T191

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T191
- Literacy Activities T191
- Partner Reading T191

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T396–T397
  - » Group Paragraphs into Sections
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T397
- Conferences T386

### WRITING BRIDGE

- Spelling: More Practice: Spell Words with Irregular Plurals T398 **FLEXIBLE OPTION** ←
- Language and Conventions: Teach Common and Proper Nouns T399

## LESSON 4

### READING WORKSHOP

#### GENRE & THEME

- Use Text Evidence T192–T193
- Close Read: from *Minn of the Mississippi*  
 **Quick Check** T193

### READING BRIDGE

- Write for a Reader: Use Figurative Language T194–T195
- Word Study: Spiral Review: Vowel Diphthongs T196–T197 **FLEXIBLE OPTION** ←

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T198–T199
- Strategy and Intervention Activities T198
- Fluency T198
- ELL Targeted Support T198
- Conferring T199

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T199
- Literacy Activities T199

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T400–T401
  - » Develop Transitions
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T401
- Conferences T386

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Vowel Diphthongs T402 **FLEXIBLE OPTION** ←
- Language and Conventions: Practice Common and Proper Nouns T403

## LESSON 5

### READING WORKSHOP

#### GENRE & THEME

- Reflect and Share T200–T201
  - » Write to Sources
- Quick Check** T201
- » Weekly Question

### READING BRIDGE

- Word Study: Irregular Plurals T202–T203 **FLEXIBLE OPTION** ←  
 **Assess Understanding** T202

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T204–T205
- Strategy, Intervention, and On-Level/Advanced
- Activities T204
- ELL Targeted Support T204
- Conferring T205

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T205
- Literacy Activities T205

**BOOK CLUB** T205 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T404
  - » Compose with Multimedia
  - » Share Back

#### INDEPENDENT WRITING

- Select a Genre T405
- Conferences T386

### WRITING BRIDGE

- Spelling: Spell Words with Irregular Plurals T406  
 **Assess Understanding** T406 **FLEXIBLE OPTION** ←
- Language and Conventions: Standards Practice T407



# UNIT 2 WEEK 3 WEEK AT A GLANCE: RESOURCE OVERVIEW

## Materials

**WEEKLY LAUNCH: PRIMARY SOURCE**

**SAVING Elephants**

African elephants use their long trunks to grip food items and suck up water. Their sharp tusks are useful for digging and moving objects.

Elephant tusks are made of ivory, which is considered very valuable. Ivory has been carved into art work and traded for money. Because of ivory's value, elephants are illegally hunted for their tusks.

Conservation organizations work with governments to pass laws that help protect elephants. Although elephants are still endangered, people are working hard to save them.

**Weekly Question:** What challenges do animals face in their environments? What organizations do you know about that help threatened animals?

**Vocabulary:** What animals, besides elephants, are in danger or threatened in their environments? What organizations do you know about that help threatened animals?

**From African Elephant Conservation Act of 1989:** Statement of purpose: The purpose of this title is to preserve healthy populations of African elephants.

**2.201.** Congressional The Congress finds the following:

1. Elephant populations in Africa have declined at an alarming rate since the mid-1970s.
2. The large illegal trade in African elephant ivory is the major cause of this decline and threatens the continued existence of the African elephant.
3. The African elephant is listed as threatened under the Endangered Species Act of 1972 and its continued existence will be further jeopardized if this decline is not reversed.

**INFOGRAPHIC**  
Saving Elephants

**READING WORKSHOP**

**TYPES OF FICTION ANCHOR CHART**

	Setting	Events	Characters
<b>Realistic</b>	Setting is or could be a real place.	Events could actually happen.	Characters seem real.
<b>Historical</b>	Based on a real place and time in the past.	Deal or make-up events that make sense in the setting.	Made up or based on historical figures.
<b>Fantasy</b>	Can be with realistic and supernatural or unreal.	Imaginative elements often central to the plot.	May be unrealistic or imaginary.
<b>Science Fiction</b>	Often set in the present or future.	Technology often key to the plot.	Can include realistic people and imaginary characters or machines.
<b>Mystery</b>	Based on a place or real life, but not historical.	Events answer a question or solve a mystery.	Unlikely but can also be realistic or historical.

**READING ANCHOR CHART**  
Fiction Text

**TYPES OF FICTION ANCHOR CHART**

	Setting	Events	Characters
Realistic			
Historical			
Fantasy			
Science Fiction			
Mystery			

**EDITABLE ANCHOR CHART**  
Fiction Text

**Language and Conventions**

**Word Study**

**Use Onomatopoeia**

**RESOURCE DOWNLOAD CENTER**  
Additional Practice

**Leveled Readers**

**The Light at Jupiter Lake**  
by J.H. Diaz

Guided Reading Level Q  
ORA Level 4  
Lexile Measure 370L  
Word Count 1,336

Text	Text Structure	Text Features
Characteristics	A Characteristic A Characteristic A Characteristic	A Characteristic A Characteristic

**Build Background**

**Launch the Book**

**Preview Vocabulary**

**Observe and Monitor**

**LEVELED READERS**  
TEACHER'S GUIDE

## Words of the Week

### Develop Vocabulary

rapids  
shimmering  
desire  
shallow  
deserted

### Spelling Words

tooth  
teeth  
shelf  
shelves  
halves  
leaf  
leaves  
scissors  
veto  
vetoes  
antenna  
antennae  
ox  
oxen

species  
life  
lives  
moose  
echo  
echoes

### Challenge Spelling Words

embargoes  
nebulae  
phenomena

### Unit Academic Vocabulary

survive  
classified  
sufficient  
defense  
acquire

**WEEK 3 LESSON 1**  
**READING WORKSHOP** GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively, ask relevant questions to clarify information, and use context to determine meaning.  
Use appropriate framing, paraphrasing, and summarizing when making a claim or conclusion.  
Analyze and evaluate literary elements to compare, contrast, and synthesize information.

**ELL Language Transfer**  
English: Find the key information in "Encounter."  
Spanish: *Encuentro*  
- meet  
- see

**FLUENCY**  
Also listening to Read Aloud: *Encounter*. Use context to determine meaning. The author's use of context to determine meaning is a key strategy in this text.

**Interactive Read Aloud**  
Answer questions for the text. The author's use of context to determine meaning is a key strategy in this text.

**Encounter**  
Richard walked slowly on the side streets and climbed to the other side of the stream, selecting the ground for tracks. He breathed a sigh of relief. The cat's tracks were clearly visible in the mud. The cat must have crossed the stream only a few minutes ago.  
Just ahead, the jagged peaks of the Sawtooth mountain range stretched toward the sky. Richard took a deep breath, filling his lungs with the crisp air.  
Slate in the fall was gorgeous. The leaves were just beginning to turn, painting the forest in oranges, yellows, and reds. The sound of the building stream filled Richard's ears and made him smile. It was so quiet and peaceful.  
However, Richard had a job to do. One of the calves had escaped from the ranch and wandered into the forest. Richard had to bring the calf back before nightfall.  
Richard followed the tracks deeper into the forest. He heard the trampling of hooves on the ground. In the distance, a herd of deer was feeding. The woods did not seem so peaceful. The call of a crow cawed overhead. The woods had suddenly taken on a different feel. Richard placed a rope around the calf's neck.

READ ALOUD  
"Encounter"



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud**

### Fiction Lesson Plan

**WHY**  
Interactive Read Aloud:  
- enables students to work about their independent reading levels.  
- allows students to compare and contrast their reading levels.  
- provides an opportunity to build fluency and improve reading.  
- fosters a love and enjoyment of reading.

**PLANNING**  
- Select a text from the Read Aloud Trade Book Library or the school or classroom library.  
- Read the text aloud to the students.  
- Determine the teaching point.  
- Write your independent reading level. Record the Read Aloud on sticky notes and place in the book at the points where you plan to stop to interact with students.  
- Discuss key vocabulary essential for understanding.

**BEFORE READING**  
- Show the cover of the book to introduce the title, author, and genre.  
- Ask the students to share their thoughts on the cover.  
- Point out interesting artwork or photos.  
- Gather prior knowledge and build essential background necessary for understanding.  
- Discuss key vocabulary essential for understanding.

**DURING READING**  
- You can choose to stop and read aloud to students for the first and last pages. Read Aloud and cover while questioning for a deeper dive into the text.  
- Read with expression to bring the text to life.  
- Ask questions to guide the discussion and draw attention to the teaching point.  
- Use Think Aloud to model strategies and make use of student comprehension and connect reading to real life.  
- Help students draw connections to their own experiences, beliefs they have read or learned in the past, or the world.

**AFTER READING**  
- Summarize and allow students to share thoughts about the story.  
- Engage in a discussion by reading the text to the end of the story.  
- Choose and assign a Student Response form available on ReadAloud.com.

**Finals Teaching Points**  
- Record the story.  
- Record the teaching point.  
- Determine the teaching point.  
- Determine the teaching point.  
- Determine the teaching point.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE

**SHARED READ**  
*Minn of the Mississippi*  
by HOLLING CLANCY HOLLING

**BACKGROUND**  
This excerpt from a novel follows the adventures of Minn, a young boy who lives on the banks of the Mississippi River in Minnesota and continues south.

SHARED READ  
*Minn of the Mississippi*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T486-T487

**Mentor STACK**  
Writing Workshop T337

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**ASSESSMENT GUIDE**

myView LITERACY

# Interact with Sources

## OBJECTIVES

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

Represent the natural world using models such as rivers, stream tables, or fossils and identify their limitations, including accuracy and size.

Differentiate between, locate, and use valid primary and secondary sources such as computer software; interviews; biographies; oral, print, and visual material; documents; and artifacts to acquire information about the United States and Texas.

## ACADEMIC VOCABULARY


**Language of Ideas** Academic language helps students access ideas. After you discuss the primary source, ask: [How do an elephant's trunk and tusks help it survive?](#) [How have people come to the defense of elephants?](#)

- survive
- defense
- classified
- acquire
- sufficient

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

## Explore the Primary Source

Remind students of the Essential Question for Unit 2: *How do living things adapt to the world around them?* Point out the Week 3 Question: *What challenges do animals face in their environments?*

Direct students' attention to the primary source on pp. 304–305 in the *Student Interactive*. Explain that a primary source documents past events as they were happening. Primary sources can include historical and legal documents, eyewitness accounts, newspapers, and diaries. Have students read the text and the excerpt from the primary source *African Elephant: Conservation Act of 1989*. 

Use the following questions to guide discussion:

- What new information did you learn about African elephants?
- Why do you think people want to help protect the African elephant?
- How does the African Elephant Conservation Act of 1989 help protect elephants?

**WEEKLY QUESTION** Reread the Week 3 Question: *What challenges do animals face in their environments?* Tell students they just learned about some of the challenges that elephants face in the wild. Explain that they will read about another animal that faces challenges in its environment this week.

**TURN, TALK, AND SHARE** Have students turn and talk to a partner to answer the Weekly Question on p. 305. Remind them to listen actively, ask relevant questions to clarify information, and make pertinent comments.



### EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“Having a strong conceptual foundation in the first language creates a solid foundation for learning academic language in English. It is good to encourage kids to continue to learn and read in their first language. Knowledge transfers from one language to another. If students have the concept in their first language, it is an easier lift because they only have to learn the English vocabulary.”

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



**ELL Targeted Support Contextual Support** Tell students to listen closely as you read aloud the primary source about elephants and some of the challenges they face in their environment.

Point out the photographs on pp. 304–305. Preview key vocabulary such as *elephant*, *tusks*, *ivory*, and *conservation*. Say each word, and have students repeat it after you. Then ask questions using the vocabulary words, such as “What are the elephant’s tusks made of?” **EMERGING/DEVELOPING**

Point out the photographs on pp. 304–305. Preview key vocabulary such as *elephant*, *tusks*, *valuable*, *ivory*, *conservation*, *population*, *illegal*, and *threatened*. Say each word, and have students repeat it after you. Then ask questions using the vocabulary words, such as “Why are elephants’ tusks so valuable?” **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 304–305

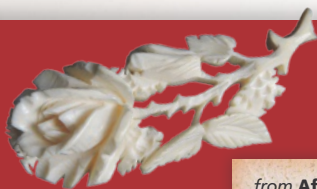
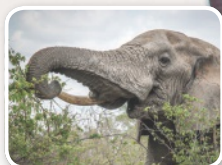


WEEKLY LAUNCH: PRIMARY SOURCE

INTERACTIVITY

## SAVING Elephants

African elephants use their long trunks to grip food items and suck up water. Their sharp tusks are useful for digging and moving objects.



Elephant tusks are made of ivory, which is considered very valuable. Ivory has been carved into artwork and traded like money. Because of ivory's value, elephants are illegally hunted for their tusks.

Conservation organizations work with governments to pass laws that help protect elephants. Although elephants are still endangered, people are working hard to save them.

304

from **African Elephant Conservation Act of 1989**

4201. *Statement of purpose* The purpose of this title is to perpetuate healthy populations of African elephants.

4202. *Congressional* The Congress finds the following:

1. Elephant populations in Africa have declined at an alarming rate since the mid-1970's.
2. The large illegal trade in African elephant ivory is the major cause of this decline and threatens the continued existence of the African elephant.
3. The African elephant is listed as threatened under the Endangered Species Act of 1973 . . . and its continued existence will be further jeopardized if this decline is not reversed.

Copyright © Savvas Learning Company LLC. All rights reserved.

Copyright © Savvas Learning Company LLC. All rights reserved.

WEEK  
3

### Weekly Question

**What challenges do animals face in their environments?**

**TURN and TALK** What animals, besides elephants, are in danger or threatened in their environments? What organizations do you know about that help threatened animals?

305

# 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.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “Encounter.”

- mountain : *montaña*
- rock : *roca*
- river : *río*

## FLUENCY

After completing the Read-Aloud Routine, display “Encounter.” Model reading aloud a short section of the story. Have students pay attention to how you accent important words and phrases as you read with emphasis. Invite partners to practice expressive reading using their favorite sentences from the story.

## THINK ALOUD

**Analyze Fiction** I see that this story is about a young man named Richard. The conflict, or problem, in the story is that Richard is looking for a lost calf. According to the text, the setting is a stream near the Sawtooth mountain range. The author writes about the white peaks and chilly air, so the story must take place in the fall or winter. I will continue reading to find out what happens in the story and if the setting changes.

## Fiction

Tell students you are going to read a fictional story aloud. Have students listen as you read “Encounter.” Explain that they should listen actively, paying careful attention to the characters, setting, and plot as you read. Prompt students to ask questions to clarify information and follow agreed-upon discussion rules.

### START-UP

#### READ-ALoud ROUTINE

**Purpose** Have students actively listen for elements of fiction.

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

**REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre, plot, and setting.

## Encounter

Richard walked gingerly on the slick stones and climbed to the other side of the stream, searching the ground for tracks. He breathed a sigh of relief. The calf’s tracks were clearly visible in the mud. The calf must have crossed the stream only a few minutes ago.

Just ahead, the jagged white and gray peaks of the Sawtooth mountain range stretched toward the sky. Richard took a deep breath, filling his lungs with the chilly air.

Idaho in the fall was gorgeous. The leaves were just beginning to turn, painting the forest in oranges, reds, and yellows. The sound of the bubbling stream filled Richard’s ears and made him smile. It was so quiet and peaceful.

However, Richard had a job to do. One of the calves had escaped from the ranch and wandered into the forest. Richard had to bring the calf back before nightfall.

Richard followed the tracks deeper into the forest. He heard the bleating calf before he saw it. As he rounded a bend in the river, he spotted the calf in a small meadow. The calf looked at Richard indifferently. The ranch hand walked slowly across the meadow and placed a rope around the calf’s neck.

“Encounter,” continued

Suddenly, the calf became jittery and tugged on the rope to get away. At the same time, Richard felt the hairs on the back of his neck rise. He turned around quickly.

Standing on a rock about thirty feet away was a wolf. The wolf was large and covered in thick gray fur. The wolf studied Richard and the calf closely, curious about the two strangers.

Richard froze and placed his hand on the calf’s neck to steady it. There was no one to call for help. His eyes quickly scanned the ground, searching for a rock or a heavy stick to defend himself with.

To Richard’s relief, the wolf turned around and trotted away into the forest, vanishing as quickly as it had appeared.

Richard tipped back his hat and looked up. Overhead, the moon was rising. It would be dark soon.

“Come on, girl,” Richard said, patting the calf’s neck. “Let’s go home.”

### THINK ALOUD

**Analyze Fiction** As I keep reading, I see that it is fall, and the leaves are turning color. This tells me more about the setting. I also see that the setting has changed, and that Richard has traveled from a stream and deeper into the woods to a meadow. Richard found the calf, but now he has a new problem. There’s a wolf watching him! Let me keep reading to find out what happens!

### ELL Access

To help prepare students for the oral reading of “Encounter,” read aloud this short summary:

Richard searches the woods for a calf that has escaped. He finds the calf in a meadow. However, Richard also finds that a wolf is watching him. The wolf leaves, and Richard and the calf go back to the ranch.

### WRAP-UP

#### Encounter

Use a sequence chart to help students describe what happens at the beginning, middle, and end 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.



# Fiction

## LEARNING GOAL

I can learn about fiction and read a text that helps me analyze the significance of plot and setting.

## OBJECTIVES

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

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

## LANGUAGE OF THE GENRE

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

- realistic fiction
- historical fiction
- science fiction
- characters
- mystery
- fantasy
- plot
- setting

## 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 fiction:

- realistic : *realista*
- historical : *histórico*
- mystery : *misterio*
- fantasy : *fantasía*

## Minilesson

**FOCUS ON STRATEGIES** The plot introduces characters, presents a problem or conflict, and follows the characters as they attempt to solve the problem or conflict. The setting is the time and place in which the events occur. Understanding the plot and setting will help you determine which type of fiction you are reading.

- Ask yourself questions about the series of events. Can the events actually happen? Do the events take place in a historical setting? Does the story include fantastic elements or science and technology? Does the story include a mystery that the characters must try to solve?
- Identify the main problem or conflict in the story, and look for how the characters try to solve the problem.
- Look for details that tell when and where the story takes place. Also determine if the setting is realistic, a mix of realistic and supernatural, and set in the past, present, or future.

**MODEL AND PRACTICE** Model determining the plot and setting and the type of fiction. The plot of “Encounter” involves a man named Richard who searches the woods for a lost calf. He finds the calf, but he finds that a wolf is watching him, too. The wolf leaves Richard alone, and Richard and the calf return to the ranch. The setting of the story is the woods near the Sawtooth mountain range in Idaho in the fall. The setting, plot, and characters seem real, so I think “Encounter” is an example of realistic fiction.

Discuss the plots and settings of familiar texts and how they help determine the type of fiction.

**FLUENCY** Vivid imagery and precise word choice in fictional texts provide an opportunity to practice fluent reading. Have students read aloud a passage from a fictional text with prosody, or expression. Before they read, offer the following supports: Imagine you are reading to an audience that you are trying to entertain with a story. Read with prosody to emphasize important words or phrases. Increase and decrease volume to match the tone and mood of events in the text. Similarly, you should vary the pitch of your voice to express a range of emotions.



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to identify fiction.

**OPTION 1 TURN, TALK, AND SHARE** Have students work with a partner to complete the Turn and Talk activity on p. 306 of the *Student Interactive*. Circulate to discover if students can determine how the elements of a fictional story are similar to and different from the elements of an informational text.

**OPTION 2 Use Independent Text** Have students underline or highlight places in the text that help them determine which type of fiction they are reading. Encourage students to describe the setting and plot of the fiction they are reading, if necessary.

**Be a Fluent Reader** Have students work with a partner to complete the fluency activity on p. 306 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 306–307



GENRE: FICTION

READING WORKSHOP

## Learning Goal

I can learn about fiction by analyzing the significance of plot and setting.

## Fiction

Authors write **fiction** to tell an imagined story. Every story has these important parts, or elements:

- **Characters**, or the animals or people in the story
- **Setting**, or where and when the story takes place
- **Plot**, or the series of events, conflicts, or obstacles in the story

Authors may make up every aspect of a story. Other times, authors base a story on a real person or place.

**TURN and TALK** Talk to a partner about how the elements of a fictional story are similar to and different from the elements of an informational text. Take notes on your discussion.

**Be a Fluent Reader** Reading with fluency requires practice. Fluent readers read with expression. Fiction often contains vivid imagery and precise word choice, which is perfect for practicing expression.

When you read fiction aloud:

- Accent important words and phrases by reading with emphasis.
- Express emotion by making your voice higher- or lower-pitched.
- Change the volume of your voice to match the tone and mood of the story.



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

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

TYPES OF FICTION  
ANCHOR CHART

	Setting	Events	Characters
Realistic	Is or could be a real place	Events could actually happen	Seem real
Historical	Based on a real place and time in the past	Real or made-up events that make sense in the setting	Made up or based on historical figures
Fantasy	Can be a mix of realistic and supernatural or unreal	Fantastic elements often central to the plot	May be unrealistic or imaginary
Science Fiction	Often set in the present or future	Technology often key to the plot	Can include realistic people and imaginary creatures or machines
Mystery	Based on a place in real life, can be historical	Events answer a question or solve a mystery	Realistic but can also be made up or historical



# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

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

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their native language to interpret and define academic vocabulary words. Point out the following cognates.

- acquire : *adquirir*
- sufficient : *suficiente*

## WEEKLY STANDARDS PRACTICE



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

## Context Clues

### Minilesson

**FOCUS ON STRATEGIES** Context clues help readers infer the meanings of unfamiliar words in a text.

- To guess the meaning of an unfamiliar word, first look for nearby clues. Does the author provide a synonym for the word? Is the word defined within the sentence?
- Pay attention to how the word is used in context. For example, in this sentence, *Jeb can acquire knowledge by studying*, you can see that *acquire* is a verb that somehow links to knowledge and studying. Meanings of *acquire* might include “make,” “develop,” or “obtain.”
- Decide on your best definition for the word. Use it in the sentence. If your best guess seems to make sense, it is probably correct. For example, *Jeb can get knowledge by studying*. *Get* makes sense within the sentence so it is likely to be a good rough definition for *acquire*.

**MODEL AND PRACTICE** Model this strategy using the academic vocabulary word *survived* in the chart on p. 325 of the *Student Interactive*.

- When a word is unfamiliar, I look for signal words that give me a synonym or a definition. In the sentence “*It took a few months, but the family survived, or lived through, training their first puppy,*” the author gives a definition right after the word *survived*.
- Ask students to apply the same strategy to find the meaning of a different word.

**ELL Targeted Support Academic Vocabulary** As students read a text, point out examples of context clues.

Guide students by asking: How is the word used in the sentence? Is it a noun? A verb? Something else? **EMERGING/DEVELOPING**

Guide students by asking: What kind of guess can I make to define this word? How can I test whether my definition is reasonable? **BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students try out the strategy shown on p. 325 to find possible definitions for *classified*, *acquire*, and *sufficient*.

STUDENT INTERACTIVE, p. 325



## VOCABULARY

## READING-WRITING BRIDGE

## Academic Vocabulary

**Context clues** are words and phrases that help readers determine the meanings of unfamiliar words. Authors sometimes define an unfamiliar word in or near the sentence that uses the word. They use signal words and punctuation to draw attention to the definition.

## Learning Goal

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

**MyTURN** For each sentence,

1. **Read** the sentence.
2. **Identify** the context clue for the boldfaced academic vocabulary word.
3. **Write** a definition of the word.

Sentence	Type of Context Clue	Definition
It took a few months, but the family <b>survived</b> , or lived through, training their first puppy.	comma with a definition after it	Survived means "lived through."
She <b>classified</b> her music by genre first and then by artist name.	phrases with the examples "by genre first" and "by artist name"	Classified means "organized."
As they <b>acquire</b> new skills, players get to be experts in the sport.	clue word "get"	Acquire means "to get"
The family's food supply was <b>sufficient</b> to last for the whole trip.	clue words "to last for the whole trip"	Sufficient means "enough."

# Word Study Irregular Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

---

## LESSON 1

### Teach Irregular Plurals

**FOCUS ON STRATEGIES** Most plural nouns end in *-s*, *-es*, or *-ies*. However, irregular plurals do not have these endings. These irregular plurals have no consistent pattern, so they need to be practiced.

**MODEL AND PRACTICE** Write the following words. Model decoding, or reading, the word mouse and write the irregular plural form. Then have students read and identify the plural form of each.

1. mouse
2. potato
3. leaf
4. man
5. knife



### ELL Targeted Support

**Irregular Plurals** Work on regular plurals to make sure students have a good grasp of spelling rules. Write *skate, finger, day, gas*. Then ask students to write the plural form of each word and pronounce it out loud. **EMERGING**

In addition to the words above, ask students to write and pronounce the plurals of *face, beach, box*. Explain how to use spelling rules to determine which words end in -s and which words end in -es. **DEVELOPING**

In addition to the words above, ask students to use their knowledge of spelling rules to write and pronounce the plurals of *berry, penny, flurry, ability*. **EXPANDING**

In addition to the words above, ask students to consult a print or digital resource and then to write and pronounce the plurals of *leaf, wolf, ox, woman*. **BRIDGING**



## LESSON 1

Teach Irregular Plurals


### LESSON 2

Apply Irregular Plurals

FLEXIBLE OPTION  
**LESSON 3**

More Practice

FLEXIBLE OPTION  
**LESSON 4**

 **Spiral Review:**  
Vowel Diphthongs

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

# Matching Texts to Learning

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



**LEVEL O**

**Genre** Informational Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**LEVEL P**

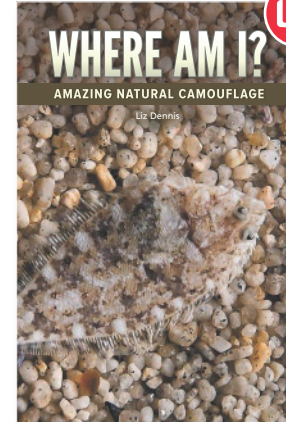
**Genre** Fantasy

**Text Elements**

- Dense text layout
- Building of suspense through plot events

**Text Structure**

- Chronological



**LEVEL Q**

**Genre** Informational Text

**Text Elements**

- New vocabulary depends on glossary
- Words seldom used in oral language

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Fiction

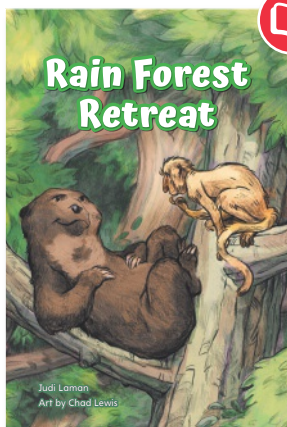
- How can you tell this book is fiction?
- How does the plot help determine the kind of fiction?
- How does the setting help determine the kind of fiction?

### 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 challenges animals face in their environments?
- What new or interesting words did the author use?

### Analyze Plot and Setting

- What happens at the beginning, middle, and end of the story?
- What are the story's rising action, climax, falling action, and resolution?
- When and where does the story take place?
- How do the plot and settings change during the story?



LEVEL R

**Genre** Fantasy

**Text Elements**

- Figurative language
- Setting distant from readers' experience

**Text Structure**

- Chronological



LEVEL R

**Genre** Expository Text

**Text Elements**

- Settings distant from some students' experience
- Words with complex spelling patterns

**Text Structure**

- Compare and Contrast



LEVEL S

**Genre** Science Fiction

**Text Elements**

- Minimal illustrations
- Long stretches of descriptive language

**Text Structure**

- Chronological

## Use Text Evidence

- What details does the author use to show changes in the plot?
- What details does the author use to show changes in the setting?
- What details does the author use to show how the setting affects the plot?

## Compare Texts

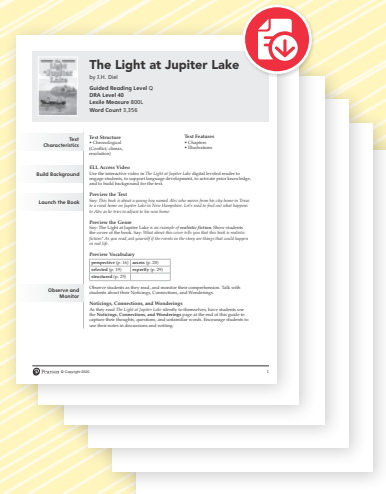
- What connections can you make to other books?
- How are the plot and setting similar to and different from those in other books?

## 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](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T157 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY FICTION

**Teaching Point** Today I want to remind you that when you are reading fiction, use the plot and setting to determine the type of fiction you are reading. Review the anchor chart on p. 307. Ask students to think about the plot and setting of “Encounter.” Then have them determine the type of fiction based on the elements of the story.

### ELL Targeted Support

Remind students that fiction includes a plot that introduces characters, presents a problem or conflict, and follows the characters as they solve the problem or conflict. Fiction also includes a setting, or the time and place in which things happen.

Help students describe the elements of fiction in “Encounter.” Provide sentence frames: *The main character is \_\_\_\_\_.* *The story is about \_\_\_\_\_.* *The problem is \_\_\_\_\_.* *The setting is \_\_\_\_\_.*

### EMERGING/DEVELOPING

Ask students to describe the elements of fiction in “Encounter” by answering the following questions: **Who are the characters? What is the story about? What is the problem? What is the setting?** **EXPANDING**

In addition to the activity above, ask: **Based on what you know about the events in the story, why do you think it is titled “Encounter?”**

### BRIDGING



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

## Intervention Activity

### READING FICTION

Use Lesson 17, pp. T109–T114, in the *myFocus Intervention Teacher’s Guide* for instruction on the elements of fiction.

LEVEL E • READ

**Lesson 17** Genre: Fiction

**DIRECTIONS** Read each story. Notice how the events are organized. Think about the characters and the setting.

**The Right Club**

1 Thursday was club day at Elmwood School. Each club had posted signs and banners in the hallway. They had set up tables with colorful flyers to welcome new members. Hadley and her friend Maggie were checking out the clubs. Hadley was really interested in joining a club, but she was unsure which would be best. She had never belonged to a club before. She wanted to make sure she joined the right one.

2 “Look, Hadley! Here’s a club for playing chess,” exclaimed Maggie. “Let’s join this one.” Maggie played chess with her older brother Ken and she was very good. She had tried to teach Hadley some basics, but Hadley was not inspired to learn the strategies.

3 Hadley said, “That’s a great club for you, Maggie, but I’m going to keep looking.”

4 Hadley continued to visit the club tables. The Ski Club looked tempting, but Hadley didn’t enjoy being outdoors in the cold. She noticed the Math Club, but studying numbers was not exactly her idea of fun.

5 Then, Hadley saw a banner for the Bird Watching Club. *That might be just the right club*, she thought. *There are so many birds around here I would learn to identify them all.* Hadley asked the club president lots of questions. It did sound exciting. Before Hadley signed up, though, she had one last question. “What time are the club meetings?”

6 “We meet in Sherman Park at sunrise, about 5:30,” the club president answered.

7 “In the morning?” asked Hadley.

8 “That’s when the sun rises,” replied the president with a huge grin. “And it’s the best time to spot birds.”

9 “Thanks. I don’t think the Bird Watching Club is the right one for me, though. I’m going to keep looking,” said Hadley as she walked away. She was not a morning person. Not 5:30 in the morning, anyway.

10 As Hadley headed down the hall, her eyes fell on the banner for the Stargazing Club. It showed an amazing photograph of the Milky Way. There was a star chart pinned on the wall. There was a telescope set up on the table.

11 *That club must meet at night*, Hadley thought. And she marched right up and joined the Stargazing Club.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 109

## On-Level and Advanced

### INQUIRY

**Question and Investigate** Have students use the Primary Source on *Student Interactive* pp. 304–305 to generate questions about some of the challenges animals face in their environments and then choose a question to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY FICTION

**TALK ABOUT INDEPENDENT READING** Ask students to share how they used information about the plot and setting to determine genre.

### Possible Conference Prompts

- What was the plot of the story?
- When and where did the story take place?
- How did you use the plot and setting to determine the kind of fiction you read?

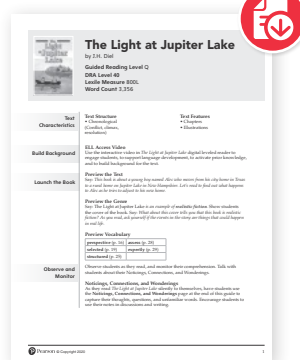
**Possible Teaching Point** The setting, or when and where a story takes place, will help you determine the type of fiction you are reading. For example, if the story takes place in the past, it may be historical fiction.

## Leveled Readers



### IDENTIFY FICTION

- For suggested titles, see “Matching Texts to Learning,” pp. T162–T163.
- For instructional support on identifying the characteristics of fiction, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one student to share some observations about how to determine the type of fiction a story represents. Reinforce the reading strategies the student used.

## 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 p. T479.

### Centers



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

### Literacy Activities



Students can

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

## BOOK CLUB

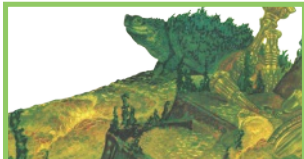


See Book Club, pp. T486–T487, for

- teacher's summary of chapters in *Animal Camouflage*.
- 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



from *Minn of the Mississippi*

## 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 the larger 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. 308 in the *Student Interactive* and define them as needed.

**rapids:** very fast-moving parts of a river

**shimmering:** shining with a soft, flickering light

**desire:** a powerful wish or longing for something

**shallow:** not very deep

**deserted:** left someone or something alone

- These words will help you understand the plot and setting of *Minn of the Mississippi*. As you read, highlight the words when you see them in the text. Ask yourself what they convey about the plot and setting.

## Read

Discuss the First Read Strategies with students. For this First Read, encourage students to read for understanding and enjoyment.

### FIRST READ STRATEGIES

**NOTICE** During the first read, students should work to understand facts related to major events.

**GENERATE QUESTIONS** Have students generate, or ask, questions about the text to deepen their understanding.

**CONNECT** Have students make connections between the ideas in this text and in other texts they have read.

**RESPOND** Guide students to talk to a partner about 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.



**ELL Targeted Support Concept Mapping** Tell students that concept mapping can help them with vocabulary development. Display a word map with the five vocabulary words: *rapids*, *shimmering*, *desire*, *shallow*, and *deserted*.

Say each word and its definition, and have students repeat after you. Then, with students, add words to the map that are related to each vocabulary word. **EMERGING/DEVELOPING**

Have partners work together to define each word and add words to the map that are related to it. **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 texts they have read about animals that face challenges in their environment.

STUDENT INTERACTIVE, pp. 308-309



Meet the Author

**Holling Clancy Holling** was born on a Michigan farm in 1900. As a child, he loved raising animals, camping, and drawing. He created remarkable illustrations as early as age 3. As he grew older, he set out to write and illustrate children's books. His unique, detailed drawings help readers dive deeper into his tales of nature and history.

from  
**Minn of the Mississippi**

**Preview Vocabulary**

As you read *Minn of the Mississippi*, pay attention to these vocabulary words. Notice how they add detail to the story.

**rapids shimmering**  
**desire shallow deserted**

**Read**

Before you begin, establish a purpose for reading. Active readers of fiction follow these strategies when they read a text the first time.

<p><b>Notice</b> where and when the events of the story take place.</p>	<p><b>Generate Questions</b> about characters or events in the text.</p>
<p><b>Connect</b> to other fiction or informational texts you have read.</p>	<p><b>Respond</b> by noting surprising or exciting events or scenes.</p>

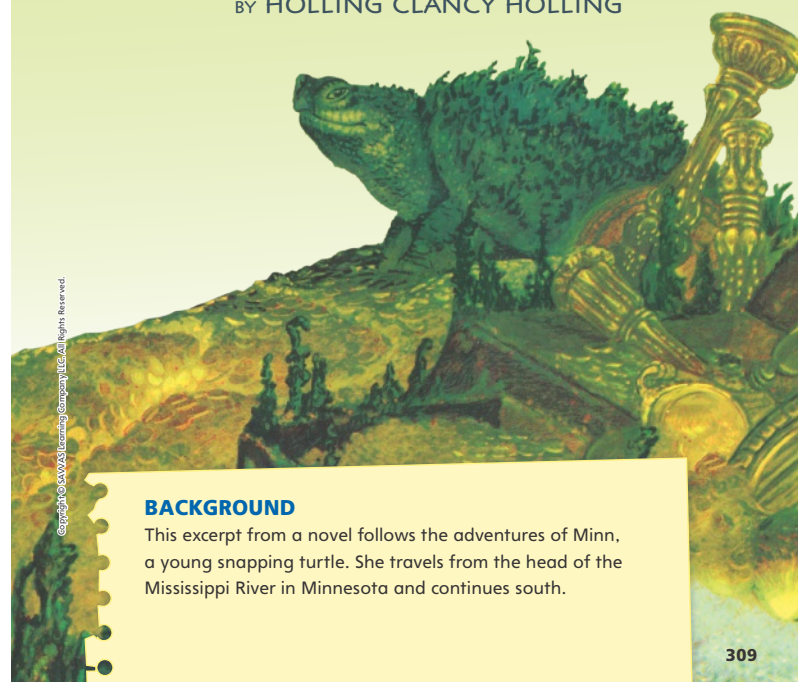
**First Read**

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Genre Fiction

from **MINN**  
of the  
**MISSISSIPPI**

BY HOLLING CLANCY HOLLING



**BACKGROUND**

This excerpt from a novel follows the adventures of Minn, a young snapping turtle. She travels from the head of the Mississippi River in Minnesota and continues south.

## First Read

### Notice

**THINK ALOUD** At the beginning of the story, I learn that Minn is a young turtle living in the Mississippi River. Minn drifts along with the current and encounters all sorts of animals. Many of the animals are dangerous to Minn. I want to keep reading because I want to know what will happen to Minn.

## Close Read

### Analyze Plot and Setting

Have students scan **paragraph 1**. Ask: *What can the reader tell about the plot and setting of the story based on the details in this paragraph?* Underline relevant details about the Mississippi River, including the shore, brook, and marsh. In addition, underline the detail that although Minn had only been alive for a few weeks, she felt like a “battered old turtle.” **See student page for possible responses.**

Ask students how Minn’s feeling battered connects to the plot of the story.

**Possible response:** The detail that Minn felt like a battered old turtle explains the problem Minn faces.

DOK 2

### OBJECTIVES

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

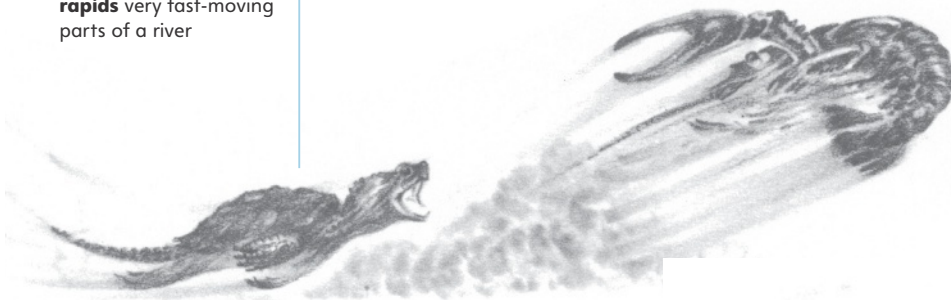
### CLOSE READ

#### Analyze Plot and Setting

Underline words or phrases that Holling Clancy Holling uses to introduce the plot and setting of the story.

**rapids** very fast-moving parts of a river

- 1 Minn the turtle was rather small for this Mississippi! For miles she was a chip caught in rapids and falls. When her tiny rear leg tired, she would drift—until, WHACK! Then she would push away from the boulder, and paddle again. She fought to a shore, a brook and a marsh. After a few weeks of life, Minn felt like a battered old turtle!



- 2 She came alive when a crawfish tweaked her side. Her angry, baby strike sent her enemy backward. Crows eyed its string of watery mud-clouds puffing along the brook. A raccoon family saw the mud-smoke, and came crawfish hunting. They sat in water, gazing at nothing, feeling under boulders. A sleek otter swirled by like a shadow.

MINK

OTTER



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

310

### CROSS-CURRICULAR PERSPECTIVES

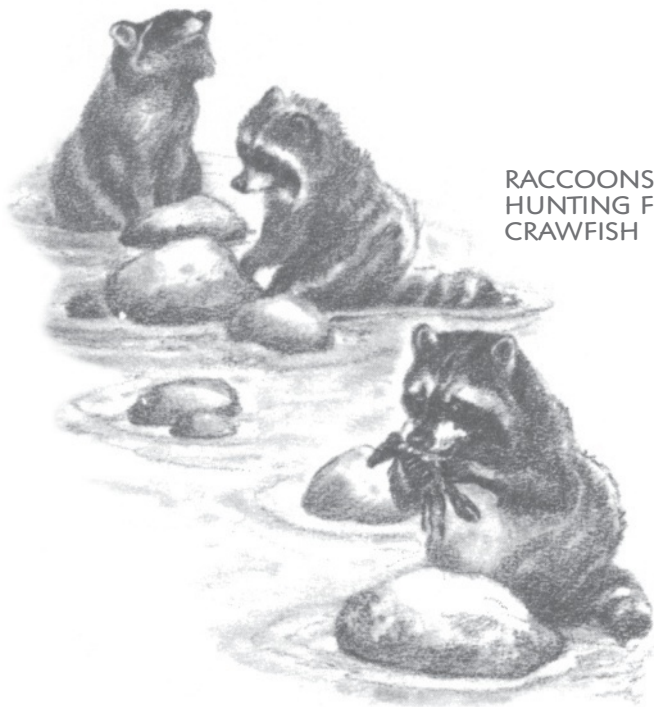
Science



Common snapping turtles can weigh more than 35 pounds and have a shell more than 14 inches long. The snapping turtle's habitat includes fresh or brackish water with muddy bottoms and ample vegetation. The snapping turtle uses its powerful jaws to feed on fish, birds, bugs, carrion, aquatic plants, and small mammals. In the United States and Canada, local governments regulate the hunting of snapping turtles. Have students connect this information to the information about saving the elephants on pp. 304–305 of the *Student Interactive*.



- 3 Ducks hurtled out of the sky—ripping the surface with spread feet skidding. To Minn they were monsters, hinged at the surface, plunging their heads straight down. They ate bugs and beetles, at times nibbling Minn’s rubbery toes with iron-hard beaks. As the air of the wild-rice swamp grew cooler, the sky was fairly a-rustle with leaves and more flying birds. Now spearheads of ducks and long-necked geese flashed by; and a mile up in the clear blue, a ghostly, shimmering ribbon of wild white swans.
- 4 Flocking crows dotted the trees, cawing, shouting, shrieking, shattering the silence. Some decided to stay on into winter, but not the old crow, whose air-trail southward lay above this marsh. He hated cold! With old cronies he flapped away.



RACCOONS  
HUNTING FOR  
CRAWFISH

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

#### CLOSE READ

#### Vocabulary in Context

**Context clues** are words and phrases that can be used to define other words in a text.

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

**shimmering** shining with a soft, flickering light

## First Read

### Notice

**THINK ALOUD** The swamp seems like a dangerous place! First Minn had to worry about crawfish and raccoons, and now the turtle has to worry about ducks. The swamp is also full of life. There are ducks, bugs, beetles, long-necked geese, and crows.

## Close Read

### Vocabulary in Context

Have students determine the meaning of the word *cawing* in **paragraph 4**. Ask: **How do the context clues help you determine the meaning of the word *cawing*?**

**Possible response:** Clues tell me that crows were making noise, and that along with *cawing*, the crows were “shouting, shrieking, shattering the silence.” Based on these clues, I can determine that *cawing* means some sort of harsh sound made by a crow.

DOK 2

### OBJECTIVE

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

311

### Possible Teaching Point



#### Word Study | Irregular Plurals

Use the Irregular Plurals lesson on pp. T160–T161 in the Reading-Writing Workshop Bridge to remind students that regular plurals are made by adding -s or -es. To make irregular plurals, you just need to practice spelling the words.

Point out the words *leaves* and *geese* in paragraph 3, and discuss their singular forms *leaf* and *goose*.

## First Read

### Generate Questions

**THINK ALOUD** As I read, I am going to think of questions I have about the text. I will mark paragraph 7, because the author writes that Minn burrowed into the mud at the bottom of the swamp. How will Minn breathe? Maybe the text will answer my question later.

## Close Read

### Analyze Plot and Setting

Remind students that the plot presents a problem or conflict and follows characters as they attempt to solve it. The place and time in which a plot is set, including historical settings, can have an effect on the events and development of the plot.

Have students scan **paragraphs 5 and 7** to find and underline details that show how the setting creates conflict during the story's rising action. **See student page for possible responses.**

Ask: *What kind of conflict does Minn face in the story? How is the conflict influenced by the setting?*

**Possible response:** Minn was a warm-blooded reptile, meaning she needed warm water or air to survive. However, winter had come, bringing with it snow and cold temperatures. This forced Minn to burrow deep into the mud to stay warm.

DOK 2

### OBJECTIVES

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

### CLOSE READ

#### Analyze Plot and Setting

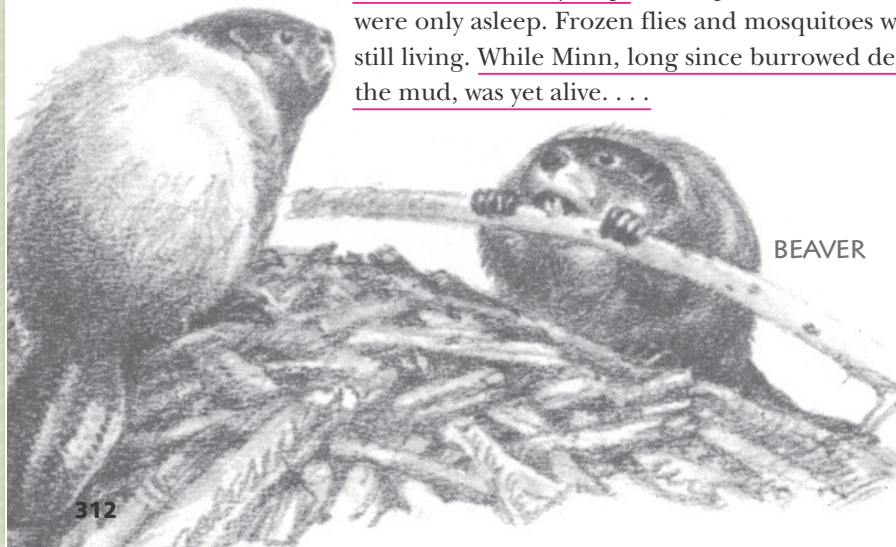
Underline sentences that show how the setting creates conflict during the story's rising action.

**desire** a powerful wish or longing for something



MUSKRAT

- 5 Little Minn felt numb. A cold-blooded reptile, she depended on warmth of air or water to keep her active. Searching in a slow, dull way for something, she spent long moments staring at muddy bottom. She had a desire to dig in it. . . . Deeply. . . .
- 6 Muskrats towed marsh-roots to their rounded houses. Beavers stored poplar poles for the tasty bark. Otter and mink fished in ice-fringed streams. Big-footed snowshoe rabbits changed their brown coats to white. Pine squirrels flickered like running flames in the trees.
- 7 Then white flakes laid a pad over the earth to be stitched by everything moving, from mice to moose. New cold came; deeper snow. Life itself appeared to be chilled to an icy stop. Yet chipmunks and bears were only asleep. Frozen flies and mosquitoes were still living. While Minn, long since burrowed deep in the mud, was yet alive. . . .



BEAVER

312

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### Possible Teaching Point



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


**Figurative Language** Display this example from paragraph 6: "Pine squirrels flickered like running flames in the trees."

Discuss the meaning of the simile, correcting any misconceptions students may have. Ask why the author might have chosen this figure of speech. For more instruction on Author's Craft, see pp. T186–T187 and T194–T195 in the Reading-Writing Workshop Bridge.



## First Read

### Notice

 **THINK ALOUD** When I look at this picture, I see that the setting has changed and winter has arrived. Snow and ice now cover the water. I read that Minn burrowed in the mud, so she must be in the mud underneath the layer of ice and snow.

**ELL Targeted Support Vivid Verbs** Remind students that verbs express action. Reread p. 312, and tell students to listen closely to the vivid verbs on the page.

Say the vivid verbs aloud and define them for students. Have students repeat after you. If necessary, use gestures and pantomime to help define strong verbs such as *searching*, *towed*, *fished*, *changed*, and *flickered*. **EMERGING/DEVELOPING**

With students, choose the best examples of vivid verbs on p. 312 and write them down. Have students work with a partner to define each word. If necessary, encourage students to use context clues to determine the meaning of an unfamiliar verb. **EXPANDING/BRIDGING**

## First Read

### Respond

**THINK ALOUD** This is very interesting! The author writes that Minn slept through the winter and lived off the air stored in her lungs. I wondered how Minn was able to breathe when she was burrowed in the mud at the bottom of the swamp, and this answers my question.

## Close Read

### Use Text Evidence

Explain that the setting can have an impact on how characters act in a story.

Have students scan **paragraph 8** and highlight details that show how the setting has affected events in the story, including Minn's actions. **See student page for possible responses.**

DOK 2

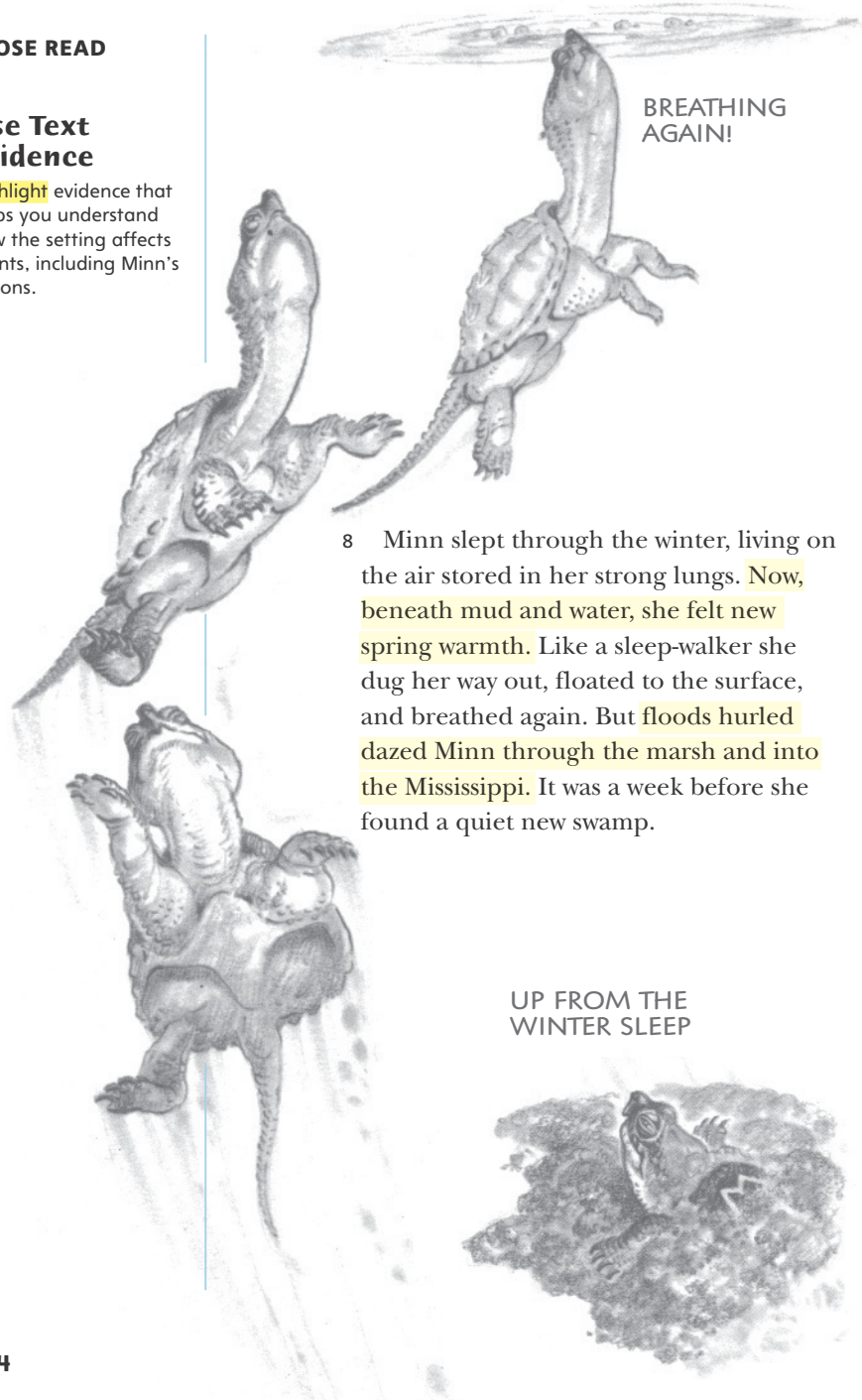
#### OBJECTIVE

Use text evidence to support an appropriate response.

### CLOSE READ

#### Use Text Evidence

**Highlight** evidence that helps you understand how the setting affects events, including Minn's actions.



8 Minn slept through the winter, living on the air stored in her strong lungs. Now, beneath mud and water, she felt new spring warmth. Like a sleep-walker she dug her way out, floated to the surface, and breathed again. But floods hurled dazed Minn through the marsh and into the Mississippi. It was a week before she found a quiet new swamp.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

314

### Possible Teaching Point

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

**Figurative Language** To review the author's use of figurative language, display this example from paragraph 8: "Like a sleep-walker she dug her way out, floated to the surface, and breathed again."

Discuss the meaning of *sleep-walker*, and ask students how the comparison to a sleep-walker helps them understand how Minn acted when she woke up from hibernation. For more instruction on Author's Craft, see pp. T186–T187 and T194–T195 in the Reading-Writing Workshop Bridge.



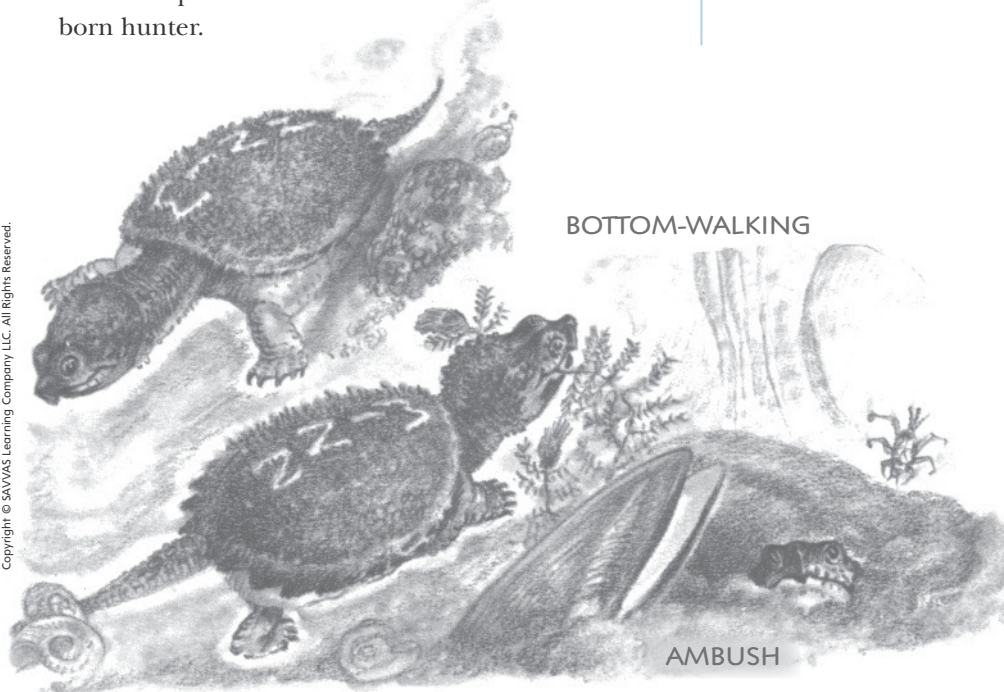
9 The food from her food-sac, together with a few beetles and grubs, had carried her through winter hibernation. Now she was thin, weak and hungry! Many a wiggling thing was snapped up to make Minn bigger. Some of her hunting was done by “ambush.” Under mud, unseen, her jaws snapped when food came near— and an unlucky snail or worm promptly vanished. Sometimes she hunted by walking along the swamp bottom. Several kinds of turtles are bottom-walkers, though awkward about it. Minn somehow balanced her weight so that enough of it held her down, and her rear-end limp did not matter. Slowly she walked through veils of green water like a River Spirit seeking forgotten things. Among swirling weeds, Minn with her stately, relentless tread was an ancient monster marching out of the past. Two inches of relentless monster. A born hunter.

## CLOSE READ

## Analyze Plot and Setting

Underline actions Minn takes that are a direct result of her environment.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



315

## First Read

## Connect

Describe Minn when she woke up from sleeping in the mud all winter. What other stories or informational texts have you read that include hibernating animals?

**Possible response:** Minn was thin, weak, and hungry when she woke up. I read a book about bears and learned that they hibernate in the winter, and that they are thin and hungry when they wake up too. This must be common for animals that hibernate in the winter.

## Close Read

## Analyze Plot and Setting

Remind students that a text's setting, including historical settings, can have an impact on how characters act.

Have students scan **paragraph 9** and underline details that show the actions Minn takes in her environment. **See student page for possible responses.**

DOK 2

## OBJECTIVES

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

## CROSS-CURRICULAR PERSPECTIVES

Science



Snapping turtles survive winter by hibernating. They burrow into mud, under logs and overhanging banks, or into piles of leaves in shallow water. Snapping turtles feed and search for mates when they emerge from hibernation.



## First Read

### Generate Questions

**THINK ALOUD** As I read, I am going to think of questions that I have about the text. I will mark paragraph 11 because the author writes that there wasn't enough water left for Minn in the swamp. What will Minn do? Where will she go? Maybe my question will be answered later in the text.

## Close Read

### Vocabulary in Context

Have students determine the meaning of the word *upholstered* in **paragraph 10**. See student page for possible responses.

Ask: How do the context clues help you determine the meaning of the word *upholstered*?

**Possible response:** The tiny plants covered Minn's shell like velvet, which is a type of cloth. The author also describes the plants as a "coating." Based on these clues, I can determine that *upholstered* means "covered with something like cloth."

DOK 2

#### OBJECTIVE

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

#### CLOSE READ

#### Vocabulary in Context

Use context clues to determine the meaning of *upholstered*.

Underline the context clues that support your definition.

10 Minn's neighbors, the pert little terrapin, buttoned themselves to logs for hours, basking in the sun. Hot, dry sunlight discourages leeches and mossy growths, so the terrapin's shells were neatly smooth. Minn preferred watery shade to sun—and so leeches became her close company, and tiny plants upholstered her shell in green velvet. This mossy coating would be shed each year. As her shell grew, spreading outward, its top layer would peel off like shreds of snapshot film, leaving her smooth and clean. Minn was deaf—yet felt even faint vibrations. She was shy—but when she looked upon her world she saw clearly, and she knew one color from another. She had much common sense.

11 In high water, Minn had settled in a deep pool of the swamp. When floods ran away, the pool shrank to a shallow pond. The day came when Minn's back bulged above a drying puddle, baking in the sun. Terrapin gulped food in or out of water. But Minn, a snapper, could not swallow easily except under water—and there just wasn't enough water left!

**shallow** not very deep



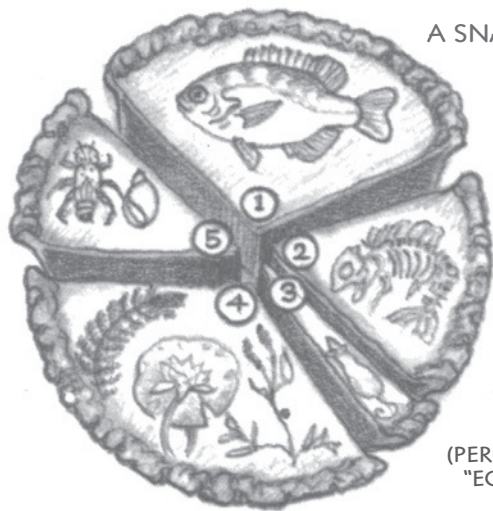
316

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### Possible Teaching Point

#### Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T158–T159 in the Reading-Writing Workshop Bridge to define the academic vocabulary words. Then direct students to read aloud paragraph 11, and have them discuss how the swamp was no longer *sufficient* to meet Minn's needs.



A SNAPPER'S WATER-PIE FOR DINNER

① FISH	34.2%
② CARRION (DEAD THINGS)	19.6%
③ OTHER VER'-TE-BRATES (HAVING BACKBONES)	2.2%
④ WATER PLANTS	36.2%
⑤ IN-VER'-TE-BRATES (WITHOUT BACKBONES, SUCH AS INSECTS, ETC.)	7.8%
TOTAL PIE	100.0%

(PERCENTAGES FROM DR. KARL F. LAGLER,  
"ECONOMIC RELATIONS OF TURTLES")

12 Minn had no intention of starving. She splashed through scum to a baked-clay bank, and limped away. Minn on land was different from Minn in water. In a swamp she lived calmly, snapping mainly to capture food. Here, her sensitive eyes disliked bright sun; she felt mean enough to snap at anything. A porcupine met her and she hissed like a viper. The big, bristling rodent backed up as she tottered past. When a fox put down an inquisitive nose, Minn lunged at it. Her shell was less than three inches; but her neck and tail were so long that almost eight inches of angry reptile snaked forward in that strike. Though she missed and fell on her chin, the fox was impressed. When Minn arose again, an armored warrior advancing, the fox switched his plume of a tail from the brush that held it, and thoughtfully trotted off into thick ferns. After all, he *had* eaten well, this morning!

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

#### CLOSE READ

##### Analyze Plot and Setting

Underline a sentence or sentences that show how the setting affects Minn's character.

## First Read

### Respond

**THINK ALOUD** The author writes that when there was no water left in the swamp, Minn splashed to a bank and then limped away. This only partially answers my question about what Minn will do when there's no water left in the swamp. I see she has left, but where will Minn go?

## Close Read

### Analyze Plot and Setting

Remind students that the setting includes the place where events occur and that the setting can affect how characters behave.

Have students scan **paragraph 12** to find and underline relevant details about how the setting affected Minn. **See student page for possible responses.**

DOK 2

#### OBJECTIVES

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

317

### Possible Teaching Point



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

**Figurative Language** Display this example of figurative language from paragraph 12: "When Minn arose again, an armored warrior advancing, the fox switched his plume of a tail from the brush that held it, and thoughtfully trotted off into thick ferns."

Ask why the author might have chosen to use figurative language to describe Minn as an armored warrior. For more instruction on Author's Craft, see pp. T186–T187 and T194–T195 of the Reading-Writing Workshop Bridge.

## First Read

### Respond

**THINK ALOUD** Oh no! First the swamp dried up, and now the brook dried up too! I wonder what Minn will do and where she will go to find food.

## Close Read

### Use Text Evidence

Explain that settings can change in a story.

Have students scan **paragraph 13** and highlight details that show how the setting has changed. **See student page for possible responses.**

DOK 2

### Fluency

Explain that reading with accuracy at a conversational rate helps your audience understand what you are reading to them. Listeners have difficulty following a reader who rushes through the text. Remind students to breathe as they read. Have students practice reading with accuracy at an appropriate rate by reading paragraphs 14 through 16 aloud to a small group.

DOK 1

#### OBJECTIVES

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

Use text evidence to support an appropriate response.



#### CLOSE READ

#### Use Text Evidence

**Highlight** evidence that supports your understanding of how the setting changes in this passage.

**deserted** left someone or something alone

#### Fluency

Read paragraphs 14–16 aloud to a small group. Remember to read with accuracy and at a conversational rate so that your audience understands what you are reading to them.

13 Minn’s waddling took her farther away from the Mississippi. In a bubbling brook she ate happily, bottom-walking upstream. But again Minn’s water-world deserted her! One day the brook stopped flowing! It gurgled and ran away, while crows fell out of the sky to feast on flopping minnows and tadpoles in the mud.

14 Minn scrambled to safety under draggled grass at the bank. She was confused. First, part of a wide swamp had shrunk to a puddle. Now a running brook had wandered away. Minn stared blankly about her. Then, seeming to get an idea, she started to walk. The gurgling brook had gasped, and then had run away downhill; yet Minn walked up—to a ridge of dead trees, sod and mud making a dam and a pond.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

318

### Possible Teaching Point

#### Read Like a Writer | Author’s Craft

**Alliteration** Explain that alliteration is the repetition of consonant sounds at the beginning of words. Display the following example from paragraph 13: “In a bubbling brook she ate happily, bottom-walking upstream.” Ask students to name the beginning consonant sound they most commonly hear in the sentence (*b*). Then discuss with them why the author chose to include alliteration in the selection. If necessary, guide them to understand that alliteration contributes to the mood or feeling of a piece of writing.



## CLOSE READ

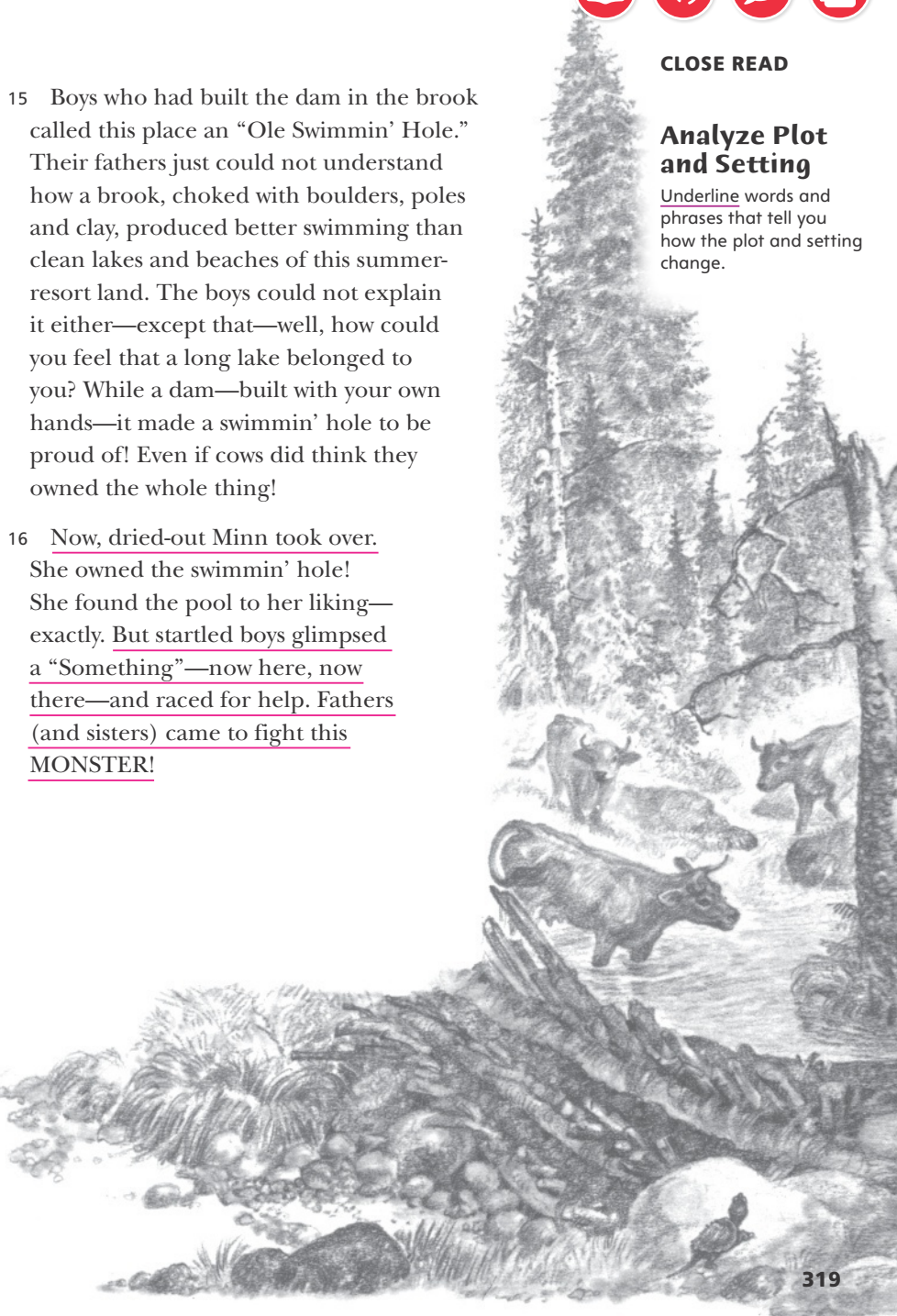
Analyze Plot  
and Setting

Underline words and phrases that tell you how the plot and setting change.

15 Boys who had built the dam in the brook called this place an “Ole Swimmin’ Hole.” Their fathers just could not understand how a brook, choked with boulders, poles and clay, produced better swimming than clean lakes and beaches of this summer-resort land. The boys could not explain it either—except that—well, how could you feel that a long lake belonged to you? While a dam—built with your own hands—it made a swimmin’ hole to be proud of! Even if cows did think they owned the whole thing!

16 Now, dried-out Minn took over. She owned the swimmin’ hole! She found the pool to her liking—exactly. But startled boys glimpsed a “Something”—now here, now there—and raced for help. Fathers (and sisters) came to fight this MONSTER!

Copyright © Savvas Learning Company LLC. All Rights Reserved.



## First Read

## Notice

**THINK ALOUD** Minn has found a new home! After leaving the brook, Minn found an area in a lake that had been dammed off to create a swimming hole. However, the boys that swim in the swimming hole have spotted Minn and think she’s some sort of monster.

## Close Read

## Analyze Plot and Setting

Review the sequence of events of the story thus far as well as how the settings have changed.

Have students scan **paragraph 16** and underline words and phrases that tell the reader how the plot and setting change. **See student page for possible responses.**

DOK 2

## OBJECTIVES

Analyze plot elements, including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

## Possible Teaching Point



## Read Like a Writer | Author’s Craft

**Dialect** Explain that dialect is a form of a language spoken in a particular area or by a particular group of people. Provide examples of dialect that students may recognize.

With students, discuss the examples of dialect found in the story, such as “Ole Swimmin’ Hole” and “swimmin’” in paragraph 15. Review pronunciation of the dialect.

# Respond and Analyze



from *Minn of the Mississippi*

## OBJECTIVES

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Explain the interactions of the characters and the changes they undergo.

Identify and understand the use of literary devices including first- or third-person point of view.

## My View

Use these suggestions to prompt students' initial responses to reading *Minn of the Mississippi*.

- **Brainstorm** What are some of the challenges Minn faced in her different environments?
- **Discuss** What are some other challenges that animals might face in their environments?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors choose words to convey information about places. The vocabulary words *rapids*, *shimmering*, *desire*, *shallow*, and *deserted* tell us about the settings in *Minn of the Mississippi*.

**MODEL AND PRACTICE** Model filling out the chart on *Student Interactive* p. 320. Write a sentence explaining how each word helps you picture the places in the story.

- When Minn was very little, she got caught in the *rapids* and got stuck drifting through the water. I picture a tiny turtle being pulled along by swift-moving water.
- The bubbling brook *deserted* Minn when it stopped flowing. I picture Minn standing among the rocks of a dried-up brook with tiny puddles of water around her.

**ELL Targeted Support Vocabulary** Display the weekly vocabulary words: *rapids*, *shimmering*, *desire*, *shallow*, and *deserted*. Remind students that these words help describe places in the story.

Do a picture walk of *Minn of the Mississippi* with students, and have them describe the different settings using the vocabulary words. Provide sentence frames for students when necessary. **EMERGING**

## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students respond using newly acquired vocabulary as they complete p. 320 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. Then have them look up the meanings of the words and share with a partner how these words tell about characters and settings in the texts.

 QUICK CHECK

**Notice and Assess** Can students identify how vocabulary words give clues to Minn's character in *Minn of the Mississippi*?

## Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T182.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T183.

**Check for Understanding MyTURN** Have students complete p. 321 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 320–321



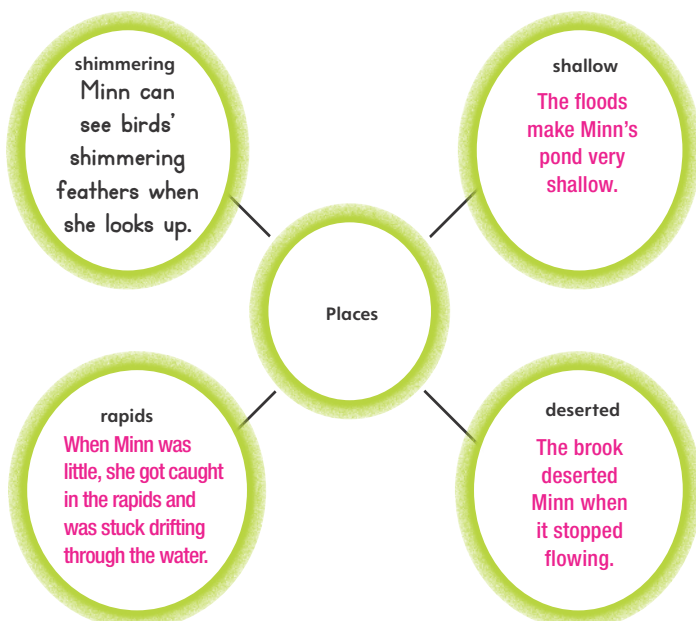
## VOCABULARY

## Develop Vocabulary

In fiction, authors choose words that will help the reader picture what is happening in the text. Precise and descriptive words increase readers' understanding of the story.

**MyTURN** Complete the web of vocabulary words. Write a sentence explaining how each word helps you picture the places in the story.

Possible responses:



320

## COMPREHENSION

## READING WORKSHOP

## Check for Understanding

**MyTURN** Look back at the text to answer the questions.

1. How do you know that *Minn of the Mississippi* is a fictional text?  
**DOK 2** Possible response: The story tells the thoughts and feelings of a turtle named Minn. The text includes descriptive details to describe how people and the other animals see Minn.
  2. Why does Holling Clancy Holling include thoughts from other animals instead of only Minn's thoughts?  
**DOK 2** Possible response: Holling Clancy Holling includes thoughts from other animals to show what other animals think about Minn. For example, he describes what the fox thinks after meeting with Minn on land.
  3. Why does Minn become a monster at the end of the story? Cite text evidence to support your answer.  
**DOK 2** Possible response: Minn becomes a monster because she ferociously takes over the swimmin' hole. When the boys who built the swimmin' hole come back, they see "a 'Something'—now here, now there" in the water. This shows that Minn is hard to see and that scares the boys.
  4. How does Minn change over the course of the story?  
**DOK 2** Possible response: At the beginning, Minn is small and helpless. She sees the ducks as "monsters." After hibernating, Minn has more confidence. Her search for food and a place to live make her vicious, and soon the boys call Minn a "monster."
- Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

321

# Word Study Irregular Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

## LESSON 2

### Apply Irregular Plurals

**MyTURN** Instruct students to complete the exercise on p. 326 in the *Student Interactive* by writing the plural form of each noun. Encourage students to use a print or online dictionary to confirm or correct the spelling of each plural noun if needed. Then have students write two sentences with irregular plurals.

deer

mouse

tooth

goose

sheep

child



STUDENT INTERACTIVE, p. 326



WORD STUDY

### Irregular Plurals

Some plural forms of nouns do not end in *-s* or *-es*. **Irregular plurals** are nouns that are made plural by changing their spelling. Irregular plurals can also be nouns that have the same singular and plural form, such as the word *moose*, which is spelled the same in both the singular and plural forms.

The word *feet* in paragraph 3 of *Minn of the Mississippi* is an irregular plural noun. The singular of *feet* is *foot*. The spelling of the singular noun *foot* must change to make the plural form *feet*.

**My TURN** Complete the chart. Use a print or online dictionary to confirm or correct the spelling of each plural noun if needed. Then read each irregular plural noun.

Singular	Plural
deer	deer
mouse	mice
tooth	teeth
goose	geese
sheep	sheep
child	children

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

326



## LESSON 2

### Apply Irregular Plurals

## LESSON 1

Teach Irregular Plurals

## FLEXIBLE OPTION LESSON 3

More Practice


## FLEXIBLE OPTION LESSON 4

Spiral Review:  
Vowel Diphthongs

## FLEXIBLE OPTION LESSON 5

Assess  
Understanding



Use the  **QUICK CHECK** on p. T179 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Today I want to remind you that authors choose precise and descriptive words that will help readers picture what is happening in the text. The words help readers understand the story. Have students look back at *Minn of the Mississippi* for some precise, descriptive words the author used.

### ELL Targeted Support

Tell students they can look for words that help them picture the setting and events in a text. Have students work with you or with a partner to develop understanding of the weekly vocabulary words.

Read aloud the sentences that contain the weekly vocabulary words with students. Have students point to the vocabulary word in each sentence. **EMERGING**

Echo-read the sentences that contain the vocabulary words. Then have students work together to define the vocabulary words using their own words. **DEVELOPING**

Have students read the sentences that contain the vocabulary words. In their notebooks, have them define the words and use each word in a sentence. Encourage volunteers to read their sentences to the class. **BRIDGING**



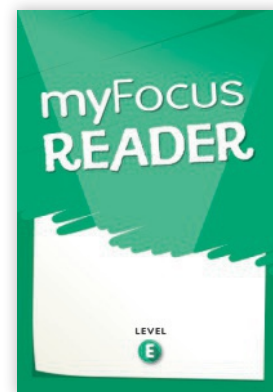
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read pp. 22–23, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on precise and descriptive words in text.



Provide instructional support for comprehension and word study—Context Clues 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 using an appropriate rate. Tell them that reading too fast puts readers at risk for missing important details, while reading too slowly can interfere with understanding the text. If necessary, model reading using an appropriate pace.

### ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to describe the precise and descriptive words the author used.

### Possible Conference Prompts

- What words did the author use that helped you understand the story?
- How did the words help you picture different places in the story?
- What context clues did you use to help you understand any difficult or unfamiliar words?

**Possible Teaching Point** Authors choose words carefully to explain what is happening in the story and where the story is taking place.

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T162–T163.
- For instructional support on identifying precise and descriptive language, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Have students point out precise and descriptive words that helped them understand events in the story as well as words that helped them picture different settings.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Minn of the Mississippi* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

### Centers



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

### Literacy Activities



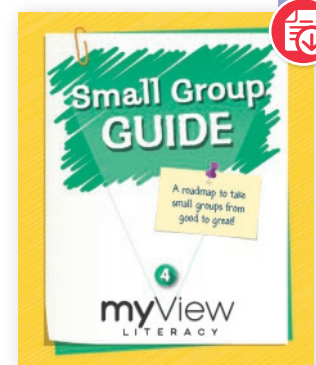
Students can

- complete the graphic organizer on p. 320.
- work with a partner to discuss and answer the questions on p. 321.
- play the *myView* games.

### SUPPORT COLLABORATION

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

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



# Analyze Plot and Setting



from *Minn of the Mississippi*

## OBJECTIVES

Analyze plot elements including the rising action, climax, falling action, and resolution.

Explain the influence of the setting, including historical setting, on the plot.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to talk about plot and setting. Give students sentence starters, such as

- To survive the winter, Minn \_\_\_\_.
- Minn found the brook was no longer sufficient because \_\_\_\_.

## ELL Access

Discuss with students the need to understand a story's plot. Display a sequence chart and word bank of terms related to plot and setting. Work with students to describe what happens at the beginning, middle, and end of the story.

## Minilesson

**FOCUS ON STRATEGIES** Remind students that the setting is where and when a story takes place. The plot is the sequence of events, including the rising action, climax, falling action, and resolution.

- Take note of what happens at the beginning, middle, and end of the story.
- Consider when the most exciting parts of the story take place.
- Think about the different settings in the story, such as the river, swamp, and brook.

**MODEL AND PRACTICE** Use the Close Read note on p. 310 of the *Student Interactive* to model how to underline elements of the plot and setting.

- What happens at the beginning of the story? What is the setting? At the beginning, Minn navigates a stream and discovers a wide range of animals that live and hunt in the water. Then Minn hibernates in the mud at the bottom of the swamp.
- Have pairs find and underline the setting at the beginning of the story. If necessary, guide them to understand that the setting at the beginning of the story is the Mississippi River.
- Guide students as they identify and analyze plot elements, including the rising action, climax, falling action, and resolution. On the board, display a plot diagram to demonstrate the order in which each element takes place. Prompt them with questions: *The rising action is the series of events leading up to the climax. What is the rising action in *Minn of the Mississippi*?*

**ELL Targeted Support Retelling** Tell students that retelling the main events of a story is a good way to check that they fully understand the plot and setting.

Ask students to retell the plot of the story. If necessary, provide the following sentence frames for students to use: *In the beginning, \_\_\_\_\_. Then \_\_\_\_\_. Next, \_\_\_\_\_. Finally, \_\_\_\_\_. Then ask students to explain when and where the story takes place. If necessary, provide students with the following words: *Mississippi, swamp, brook, and swimmin' hole.**

**EMERGING/DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to analyze plot and setting.

**OPTION 1 MyTURN** Have students record what happens at the beginning, middle, and end of *Minn of the Mississippi*. Then have them go to the Close Read notes in *Minn of the Mississippi*, underline parts that show when the plot and setting change, and use their notes to fill out p. 322.

**OPTION 2 Use Independent Text** Have students use sticky notes to mark plot and setting changes in the text. Tell them to focus on the story's rising action, climax, falling action, and resolution.

## QUICK CHECK

**Notice and Assess** Can students explain the plot and setting of a story?

## Decide

- **If students struggle**, revisit instruction about analyzing plot and setting in Small Group on p. T190.
- **If students show understanding**, extend instruction about analyzing plot and setting in Small Group on p. T191.

## STUDENT INTERACTIVE, p. 322



## CLOSE READ

## Analyze Plot and Setting

In a narrative, the **setting** is where and when a story takes place. The **plot** is the sequence of events, including the rising action, climax, falling action, and resolution. The setting of a story can influence the story's plot.

1. **MyTURN** Record what happens at the beginning, middle, and end of *Minn of the Mississippi*. Then go to the Close Read notes in the text and underline parts that show when the plot and setting change.
2. **Text Evidence** Use the parts you underlined to complete the graphic organizer.

Possible responses:

## Beginning

**Plot:** Minn starts her life, navigates the stream, and hibernates.  
**Setting:** She is "caught in rapids and falls" of the Mississippi.



## Middle

**Plot:** Minn gets bigger. She hisses at other animals.  
**Setting:** Minn searches for food on land.



## End

**Plot:** Minn takes control of her environment and the swimming hole.  
**Setting:** The boys' swimming hole is the perfect home for Minn!

**TURN and TALK** Using your completed graphic organizer, discuss with a partner what the plot and setting tell you about Minn. How has she changed during the story?

322

# Read Like a Writer

## OBJECTIVE

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

## Analyze Figurative Language

### Minilesson

**FOCUS ON STRATEGIES** Figurative language includes any expression or text that departs from the literal meaning of the words themselves. Common forms of figurative language include similes, imaginative comparisons that begin with *like* or *as*, and metaphors, imaginative comparisons that compare items directly, without *like* or *as*.

- *For his first day on vacation, Max felt free as a puppy off the leash.* The simile uses the word *as* to compare Max to a puppy. The simile gives the reader an imaginative impression of how Max felt.
- *Mira is a machine when it comes to spotting spelling mistakes.* The phrase compares Mira to a machine without using *like* or *as*, so it is a metaphor. The metaphor gives the reader a vivid view of how hard-working Mira is.

**MODEL AND PRACTICE** Model this strategy for analyzing figurative language on p. 327 in the *Student Interactive*.

1. Identify clues to similes and metaphors. Similes use the word *like* or *as*. Metaphors typically identify one item as “being” another.
2. Ask yourself how the metaphor helps you understand Minn.
3. Guide students to visualize Minn using the metaphor and to draw a conclusion about what Holling Clancy Holling communicates with this example of figurative language.

Ask students to keep track of examples of figurative language and note how it enhances their reading experience.

**ELL Targeted Support** **Figurative Language** As students read a text, encourage them to look for examples of figurative language.

Guide students by asking: *What signal words do you see for a simile? What kind of comparison do you see for a metaphor?*

#### EMERGING/DEVELOPING

Guide students by asking: *How does this example of figurative language go beyond the normal meaning of the words?* **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Ask students to go through *Minn of the Mississippi* and find examples of figurative language. Have them identify each example as a simile, metaphor, or some other form of figurative language. Then have them complete the activity on *Student Interactive* p. 327.

## STUDENT INTERACTIVE, p. 327



## ANALYZE AUTHOR'S CRAFT

## READING-WRITING BRIDGE

## Read Like a Writer

Authors use **figurative language** to describe characters, setting, and plot. Figurative language includes similes, metaphors, and imagery. A **simile** compares two things using the words *like* or *as*. A **metaphor** compares two things without using comparison words.

## Model !

Read the text from *Minn of the Mississippi*.

Among swirling weeds, Minn with her stately, relentless tread **was an ancient monster marching out of the past.**

metaphor

- 1. Identify** In this passage, Holling Clancy Holling uses a metaphor to compare Minn to "an ancient monster marching out of the past."
- 2. Question** How does the metaphor help me understand Minn's character?
- 3. Conclude** The metaphor helps me understand that Minn is slow, but her slow walk has remained unchanged since ancient times.

Reread paragraph 2 from *Minn of the Mississippi*.

**MyTURN** Follow the steps to analyze figurative language.

- 1. Identify** Holling Clancy Holling uses the simile **like a shadow** to describe **how the otter swam**.
- 2. Question** How does the figurative language help me understand the setting?
- 3. Conclude** The simile helps me understand **Possible response: how the otter moves. This helps me imagine how other animals move through the setting near Minn.**



# Word Study Irregular Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

---

FLEXIBLE OPTION 

## LESSON 3


### More Practice

**FOCUS ON STRATEGIES** Point out that most nouns have regular plural forms. Nevertheless, the irregular nouns are often common words, so students should be on the lookout for them.

**MODEL AND PRACTICE** Display the words *hero*, *goose*, *calf*, *shelf*, and *parenthesis*. Have students write the plural form of each word.



**APPLY** Have students complete *Word Study* p. 47 from the *Resource Download Center*.



Name \_\_\_\_\_

**Word Study**

**Irregular Plurals**  
Some plural forms of nouns do not end in -s or -es.

- Irregular plurals are nouns that are made plural by changing their spelling.
- Some irregular plurals have the same singular form.

**EXERCISE** Complete each sentence with the correct plural form of each noun in parentheses. Confirm your responses with a dictionary.

1. There were too many people (person) at the park so I left.
2. Two men (man) loaded the couch into the van.
3. There were many salmon (salmon) swimming upstream.
4. A herd of elk (elk) followed the river through the valley.
5. There are twenty children (child) in my math class.

**EXERCISE** Write the singular form of each irregular plural noun below. Then use your knowledge of irregular plurals to decode the words.

1. calves cal
2. cacti cactus
3. bison bison
4. nuclei nucleus
5. leaves leaf

**TURN-ITALK** Write the plural form of each of the following nouns: woman, mouse, wolf, ox, and foot. Then with a partner take turns decoding and using each plural word in a sentence cloud.

Grade 4, Unit 2, Week 5  
© Pearson Education, Inc., or its affiliates. All rights reserved.

**Word Study, p. 47**



FLEXIBLE OPTION ←  
**LESSON 3**

**More Practice**


**LESSON 1**

Teach Irregular Plurals

**LESSON 2**

Apply Irregular Plurals

FLEXIBLE OPTION ←  
**LESSON 4**

 **Spiral Review:**  
Vowel Diphthongs

FLEXIBLE OPTION ←  
**LESSON 5**

**Assess Understanding**



Use the  **QUICK CHECK** on p. T185 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### ANALYZE PLOT AND SETTING

**Teaching Point** Good readers pay attention to the plot and setting and to how the plot and setting change in the beginning, middle, and end of the story. This helps readers keep track of events.

### ELL Targeted Support

Tell students that good readers discuss story elements such as plot and setting to confirm understanding.

Ask students questions about the plot and setting, such as when key events occurred or where certain events took place. Allow students to point to relevant words, sentences, or paragraphs. **EMERGING**

Ask students questions about the plot and setting, such as when and where key events occurred. Have students answer using short sentences. Provide sentence frames for students to use when answering. **DEVELOPING**

Ask students questions about the plot and setting, such as when and where certain events took place. Have partners collaborate to find the answers in the text. Have them share their responses using simple sentences. **EXPANDING**

Have students ask each other questions about the plot and setting and answer using complete sentences. **BRIDGING**



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

## Intervention Activity



### ANALYZE PLOT AND SETTING

Use Lesson 17, pp. T109–T114, in the *myFocus Intervention Teacher's Guide* to reinforce and reteach instruction on analyzing plot and setting.

LEVEL E • READ

**Lesson 17** Genre: Fiction

**DIRECTIONS** Read each story. Notice how the events are organized. Think about the characters and the setting.

**The Right Club**

1 Thursday was club day at Elmwood School. Each club had posted signs and banners in the hallway. They had set up tables with colorful flyers to welcome new members. Hadley and her friend Maggie were checking out the clubs. Hadley was really interested in joining a club, but she was unsure which would be best. She had never belonged to a club before. She wanted to make sure she joined the right one.

2 "Look, Hadley! Here's a club for playing chess," exclaimed Maggie. "Let's join this one." Maggie played chess with her older brother Ken and she was very good. She had tried to teach Hadley some basics, but Hadley was not inspired to learn the strategies.

3 Hadley said, "That's a great club for you, Maggie, but I'm going to keep looking."

4 Hadley continued to visit the club tables. The Ski Club looked tempting, but Hadley didn't enjoy being outdoors in the cold. She noticed the Math Club, but studying numbers was not exactly her idea of fun.

5 Then, Hadley saw a banner for the Bird Watching Club. *That might be just the right club*, she thought. *There are so many birds around here I would learn to identify them all.* Hadley asked the club president lots of questions. It did sound exciting. Before Hadley signed up, though, she had one last question. "What time are the club meetings?"

6 "We meet in Sherman Park at sunrise, about 5:30," the club president answered.

7 "In the morning?" asked Hadley.

8 "That's when the sun rises," replied the president with a huge grin. "And it's the best time to spot birds."

9 "Thanks. I don't think the Bird Watching Club is the right one for me, though. I'm going to keep looking," said Hadley as she walked away. She was not a morning person. Not 5:30 in the morning, anyway.

10 As Hadley headed down the hall, her eyes fell on the banner for the Stargazing Club. It showed an amazing photograph of the Milky Way. There was a star chart pinned on the wall. There was a telescope set up on the table.

11 *That club must meet at night*, Hadley thought. And she marched right up and joined the Stargazing Club.

Reading Literature T • 109

## Fluency

Assess 2–4 students



### ACCURACY

Have student pairs focus on accuracy as they take turns reading a short passage aloud.

### ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### ANALYZE PLOT AND SETTING

**Talk About Independent Reading** Ask students to look back at their notes and share what they learned about the plot and setting.

### Possible Conference Prompts

- What events take place at the rising action, climax, falling action, and resolution?
- How do the characters change over the course of the plot?
- How does the setting affect what happens in the story?

**Possible Teaching Point** The climax usually occurs at the beginning of the end section. The conclusion takes place after the climax and explains how the problem was solved.

## Leveled Readers

### ANALYZE PLOT AND SETTING

- For suggested titles, see “Matching Texts to Learning,” pp. T162–T163.
- For instructional support on analyzing plot and setting, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to identify the settings and the rising action and climax of the story they are reading.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Minn of the Mississippi* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- support their partners as they identify the settings and the beginning, middle, and end of the plot.

### Centers



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

### Literacy Activities



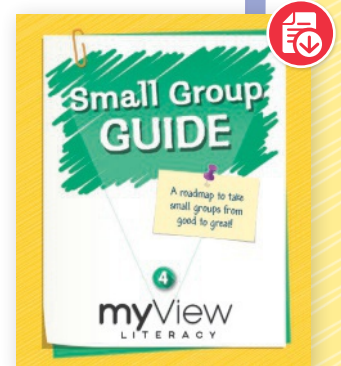
Students can

- complete the graphic organizer on *Student Interactive* p. 322.
- work with a partner to find and define unfamiliar vocabulary words in a passage.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage with appropriate pace.

### SUPPORT INDEPENDENT READING

As they read, students should write predictions and questions about their text in their notebooks. Encourage students to return to these questions to see if they were answered in the text.

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



# Use Text Evidence



from *Minn of the Mississippi*

## OBJECTIVES

Use text evidence to support an appropriate response.

Explain the influence of the setting, including historical setting, on the plot.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to talk about using text evidence. Ask students:

- What text evidence tells you what Minn used as a defense against predators?
- What text evidence describes how Minn was able to acquire food in the swamp?

## Minilesson

**FOCUS ON STRATEGIES** Tell students that readers use text evidence, or information from the text, to analyze changes in the plot and setting. For example, they may annotate parts of the text that show how the setting affects the story.

- Take note of how the setting affects the story.
- Consider what events influence the characters and the plot.
- Think about why the author included specific details.

**MODEL AND PRACTICE** Use the Close Read note on p. 314 of the *Student Interactive* to model how to highlight text in which the setting or the plot changes, as well as places where the setting affects the story. Then model how to use marked text to analyze the author's choices.

- On page 314, the author writes, “Now, beneath mud and water, she felt new spring warmth.” I wonder why the author included this detail. Minn hibernated under the mud through the winter. The author included this detail to show how Minn felt after hibernating.

**ELL Targeted Support Spoken Language** Have students discuss how they use text evidence to answer questions in the text.

Ask students to point to text evidence in the story that shows how the setting affects the story. Then have them describe how and why they chose the evidence. If students have difficulty expressing their ideas, encourage them to seek clarification and provide them with key vocabulary words and sentence frames. **EMERGING/DEVELOPING**



## EXPERT'S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“In general, we are spending way too much time scaffolding the text for students. When we do this, the students don't really have any work to do. The consequence is that neither we nor the students really know what they can do on their own. Coaching and scaffolding should occur within the context of the reading and should include just enough support so that students can be successful on their own.”

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



## FORMATIVE ASSESSMENT OPTIONS

### Apply

Have students use the strategies for analyzing text evidence.

**OPTION 1 MyTURN** Have students go back to the Close Read notes and highlight evidence that shows how the setting affects the story and then use their annotations to complete p. 323.

**OPTION 2 Use Independent Text** Have students highlight places in the text where the setting affects the story. Tell them to consider why the author chose to include certain details.

### QUICK CHECK

**Notice and Assess** Can students use text evidence to analyze changes in the plot and setting?

#### Decide

- **If students struggle**, revisit instruction about using text evidence in Small Group on p. T198.
- **If students show understanding**, extend instruction about using text evidence in Small Group on p. T199.

STUDENT INTERACTIVE, p. 323



### READING WORKSHOP

#### Use Text Evidence

You can **use text evidence**, or information from the text, to analyze changes in the plot and setting. As you read, mark places where the setting or plot changes. Then use what you marked to analyze the author's choices in the text.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that shows the setting influences the story.
2. **Text Evidence** Use your highlighted evidence to complete the chart.

Possible responses:

Text Evidence	Why Did the Author Include This Detail?
"Now, beneath mud and water, she felt new spring warmth."	to show the way Minn feels at the end of her hibernation
"floods hurled dazed Minn through the marsh and into the Mississippi"	to show how the powerful floods can easily move little Minn
"One day the brook stopped flowing!"	to show how quickly Minn's environment could change

Analyze your evidence. What conclusion can you draw about how Holling Clancy Holling used setting in this story?

Possible response: **Holling Clancy Holling uses changes in setting to move the plot forward and to show how quickly the Mississippi can change.**

# Write for a Reader

## OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristic and craft.

## Use Figurative Language

### Minilesson

**FOCUS ON STRATEGIES** Go over story elements with students. Define setting, plot, and characters.

**MODEL AND PRACTICE** Discuss how students can use figurative language to develop setting, characters, and plot in their own writing using p. 328 in the *Student Interactive*. Model an example.

1. I want to tell a story about a fantastic imaginary place called Elfland.
2. I can use sensory images to describe the setting. Elfland is a world full of cotton candy colors, soaring fairy-tale castles, towering cliffs, deep waters, and blazing blue skies.
3. I can use similes to describe the main character. Darcy is a nine-year-old elf who is small, quick as a bunny, playful as a kitten, and laughs like a chipmunk. Lucy is her trusty dog.
4. I will also use similes to begin describing the plot. Darcy takes Lucy for a walk and ends up lost in a forest full of taffy trees with leaves as sweet as candy and bark as poisonous as a black widow spider.

Invite volunteers to suggest metaphors you could use in the story as well.

**ELL Targeted Support Narrate with Detail** Writers develop narratives by adding specificity and detail to their writing.

Provide students with adjective word banks and use shared writing to create descriptive narrative sentences. **EMERGING**

Have students use sentence frames to add specificity and detail to narration. *December looks like \_\_\_\_\_. December smells like \_\_\_\_\_. December feels like \_\_\_\_\_.*

**DEVELOPING**

Have students use similes to add specificity and detail to narration. Provide sentence starters. *A morning as dark as \_\_\_\_\_. The air \_\_\_\_\_ like \_\_\_\_\_.* **EXPANDING**

Have students brainstorm to add detail to narration. Give students time to jot down three to five specific details or descriptions for each element of story: setting, plot, and characters. **BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Refer students to the use of figurative language to describe setting, plot, and characters in *Minn of the Mississippi*. Then have them complete the activity on *Student Interactive* p. 328.

## Writing Workshop

During Writing Workshop conferences, focus on finding places in which students can enhance descriptions by including figurative language. Stress that students should employ figurative language only if it fits in naturally and clearly improves their travel articles.

## STUDENT INTERACTIVE, p. 328



## DEVELOP AUTHOR'S CRAFT

## Write for a Reader

Authors use figurative language, such as similes and metaphors, to help readers picture a story's setting, plot, and characters.

**MyTURN** Think about how Holling Clancy Holling uses figurative language in *Minn of the Mississippi*. Then identify how you can use figurative language in your own writing.

Use *like* or *as* to write a simile.



- If you were writing about what December is like in your town or city, what similes or metaphors might you use to describe the setting?  
**Possible response: mornings as dark as an underground cave; snowy treetops sparkle like a pop star's jewelry; students are penguins waddling along the icy sidewalk**
- Write a brief passage about what December is like in your town or city. Use figurative language to help describe the setting.  
**Responses will vary, but students should use figurative language, including similes and metaphors, to describe December in the place where they live.**

---

---

---

---

---

---

---

---

---

---

# Word Study Spiral Review

## OBJECTIVE

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



FLEXIBLE OPTION 

## LESSON 4



### Spiral Review: Vowel Diphthongs

**FOCUS ON STRATEGIES** A vowel diphthong is a two-letter group that combines the sounds of both vowels involved.

**MODEL AND PRACTICE** Ask volunteers to identify the vowel diphthongs in the following words and to pronounce each word.

1. boil
2. grew
3. play
4. royal
5. plow
6. row
7. either
8. flaw

**APPLY** Have students work in pairs to compose two sentences that include words with vowel diphthongs. Then have pairs exchange their sentences and circle the words with vowel diphthongs.

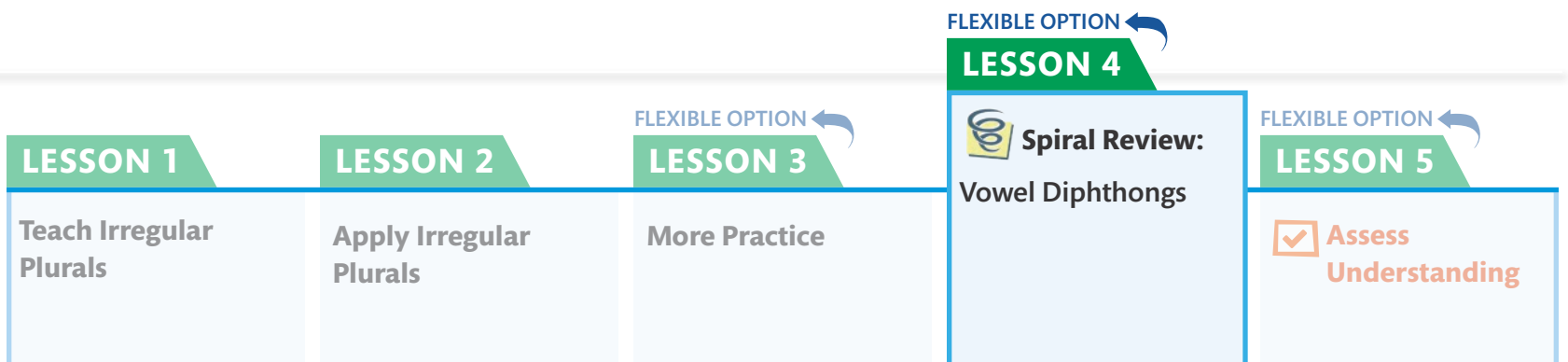


### ELL Targeted Support

**Language Structures** With support from you and their peers, help students develop grasp of vowel diphthongs. Have students repeat the *ou* and *oi* sounds after you. **EMERGING**

Provide students with words that have the *ou* and *oi* sounds and are spelled with those diphthongs. In small groups, have students sound those words out. **DEVELOPING**

Tell students the *ou* and *oi* sounds can also be heard in *ow* and *oy*. Have students work in pairs to create a list of words featuring those diphthongs. **EXPANDING/BRIDGING**





Use the  **QUICK CHECK** on p. T193 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### USE TEXT EVIDENCE

**Teaching Point** When looking for text evidence of how setting affects the story, readers might mark the paragraph that contains the evidence and then highlight specific words. Guide students to look for text evidence, mark the paragraph that contains the text evidence, and then highlight specific evidence.

### ELL Targeted Support

Have students use a Think-Pair-Share activity to enhance and confirm their understanding of using text evidence. Ask them to think of a question they have about the setting or the plot of the story.

Have students think about which evidence from the text answers their questions about setting and plot, and then share their answers with a partner by pointing at the relevant text on the page. **EMERGING**

Have students think about which evidence from the text answers their questions about setting and plot, and then share their answers with a partner by repeating or rephrasing the text using simple sentences. **DEVELOPING**

Have students think about which evidence from the text answers their questions about setting and plot, and then share their answers with a partner by using key vocabulary and complete sentences. **EXPANDING/BRIDGING**



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

## Intervention Activity



### USE TEXT EVIDENCE

Use Lesson 24, pp. T155–T160, in the *myFocus Intervention Teacher's Guide* to reinforce and reteach instruction on using text evidence.

LEVEL E • READ

**Lesson 24 Understand Plot**

**DIRECTIONS** Read the following texts. Take note of the important events in each text.

**Bike for Sale**

1 Every May, John's family held a garage sale. John asked his brother Tom what he was selling.

2 "Oh, just some old video games and my bike," Tom said. Tom didn't ride his bike much anymore. John looked at his own bike. It was as old as dirt. Maybe he could start walking more places like Tom did. He decided to sell his bike, too.

3 At the garage sale, a neighbor spotted John's bike.

4 "Oh, my grandson would love that," she said. She handed John twenty dollars.

5 After dinner, John saw the neighbor's grandson riding up and down the street on his old bike. He felt sad like a deflated balloon and wanted his bike back, but he couldn't do anything because he had sold it.

6 Later, Tom said to him, "I can't believe my bike didn't sell and yours did!"

7 John had an idea. "How about twenty dollars for it?"

8 "Deal!"

**Tornado in Lake County**

1 One spring day, Ed saw storm clouds rolling in. The air was still, and the sky looked green. Ed and his wife turned on the radio and heard a tornado warning for Lake County, where they lived.

2 Then Ed saw the funnel cloud spinning toward his fields. He stopped for a moment to watch it. He was angry. He had worked so hard for this farm, and now it might be destroyed. All he could do was wait out the storm in the basement.

3 At last, the winds died down. Ed went outside to check the damage. The fields were torn up, and the barn had lost its roof. Yet these things could be fixed. Relieved, Ed was eager to start repairs.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 155

## Fluency

Assess 2–4 students



### PROSODY

Have student pairs practice reading a short passage at the proper rate.

### ORAL READING RATE AND ACCURACY

Use pp. 43–48 in Unit 2 Week 3 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### USE TEXT EVIDENCE

**Talk About Independent Reading** Ask students to share their text evidence about plot and setting. Have them discuss why the author includes specific details.

### Possible Conference Prompts

- What details does the author include about the plot and setting?
- Why do you think the author included these details?

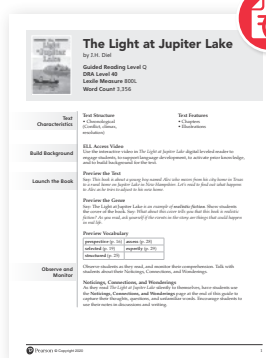
**Possible Teaching Point** Active readers find examples and evidence in texts to support answers to their questions. Marking key ideas and details helps readers find evidence quickly when they return to the text during discussions.

## Leveled Readers



### USE TEXT EVIDENCE

- For suggested titles, see “Matching Texts to Learning,” pp. T162–T163.
- For instructional support on using text evidence, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share what they learned today about using text evidence.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text they previously read.
- read a trade book or their Book Club text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



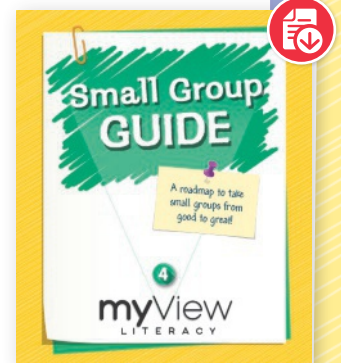
Students can

- complete the graphic organizer on p. 323.
- work with a partner to identify the plot and setting in the story.
- play the *myView* games.
- with a partner, take turns reading a text with fluent phrasing.

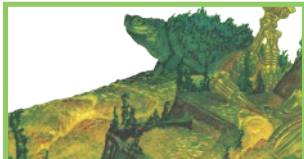
### SUPPORT INDEPENDENT READING

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 for Independent Reading.



# Reflect and Share



from *Minn of the Mississippi*

## OBJECTIVES

Use text evidence to support an appropriate response.

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

Apply grade 4 Reading standards to literature.

## ACADEMIC VOCABULARY

**Integrate** Have students start incorporating the unit academic vocabulary words into their discussions and their own writing. Ask:

- What did Minn do to survive in the swamp and brook?
- How was the swamp sufficient for Minn?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain that a response to literature is an analysis and interpretation of the text. Writers interact with sources meaningfully by choosing examples from the text to support their analysis and interpretation. They annotate, or mark, the relevant examples in the text. Tell students that they will respond to two texts.

- Choose a note-taking method. How will you mark important details? How will you record your questions or thoughts about the details?
- Annotate one text at a time.
- Review your annotations. If necessary, take more notes or remove annotations that do not apply.

**MODEL AND PRACTICE** Use *Minn of the Mississippi* to model how to find and mark details to use in a response. Explain to students that they can annotate by underlining or highlighting text and then writing notes in the margins.

I underline a sentence from paragraph 1, “She fought to a shore, a brook and a marsh,” and write that this is the setting at the beginning of the story. In paragraph 8, I underline “But floods hurled dazed Minn through the marsh and into the Mississippi. It was a week before she found a quiet new swamp.” I write a note in the margins that the setting changes from a marsh to the Mississippi River.

Have students support a response about the effects of the setting change using the text evidence above. (The new setting forces Minn to find a new place to live.)

**ELL Targeted Support Respond to Questions** Have students practice writing to sources by annotating the primary source on pp. 304–305.

Ask students a question about the primary source and have them point to the relevant information in the text. Then have them work with you or with a partner to annotate the text and explain how the text answers the question.

**EMERGING/DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for making connections between texts.

**OPTION 1 Use the Shared Read** Have students interact with the text in meaningful ways by reading through *Minn of the Mississippi* and find places that describe the setting, where the setting changes, and how various settings affected Minn. Remind students to underline or highlight the relevant sentences and write notes in the margins. Then have them complete the activity using another text of their own choosing.

**OPTION 2 Use Independent Text** Students should choose two self-selected independent reading texts and annotate areas that include details that describe settings, how settings change, and how settings affect the characters.

**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. 324



## RESPOND TO TEXT

**Reflect and Share**

**Write to Sources** In *Minn of the Mississippi*, Minn's environment changes over and over again, causing her to move and find a new place to call home. What other important setting changes have you read about? Use the following process to write and support a response.



**Annotating Sources** Writers respond to literature to learn how other authors present ideas. When responding to literature, writers choose specific examples from the text to support their responses. To find these examples, writers annotate, or mark up, the text.

To write your response, choose two texts that you enjoyed best or found the most interesting. Use these questions to help you annotate:

- What details describe the setting? Mark the details that stand out to you.
- How does the setting change? Mark where.
- What are the effects of the setting change? Mark details that tell you how the characters are affected.

Review your annotations and use them to write your response. To support your ideas, cite some of the text evidence you annotated.

**Weekly Question**

What challenges do animals face in their environments?

**QUICK CHECK**

**Notice and Assess** Can students make connections and comparisons across texts?

**Decide**

- **If students struggle**, revisit instruction for comparing texts in Small Group on p. T204.
- **If students show understanding**, extend instruction for comparing texts in Small Group on p. T205.

**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.

Holling Clancy Holling uses vivid descriptions, such as “Ducks hurtled out of the sky—ripping the surface with spread feet skidding.” and “Like a sleep-walker she dug her way out, floated to the surface, and breathed again.” Do these descriptions help you better understand the events and settings of the story? Why or why not? Use text evidence to support your opinion.

# Word Study Irregular Plurals

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

## 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 evaluate how well students can identify the correct plural forms of nouns, have them write the plural form of each word below.

person

echo

fungus

wolf

gentleman

ox

grandchild

stimulus

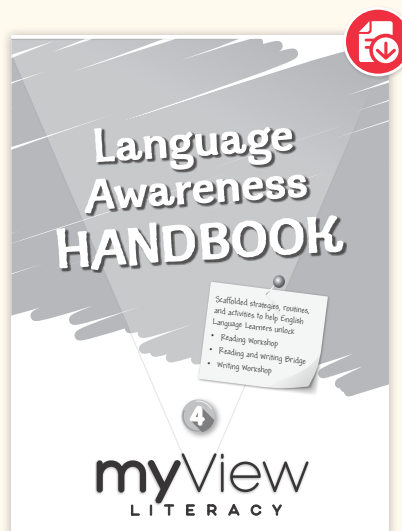
Invite students to make a running list of nouns with irregular plural forms.





## Develop Language Awareness

For additional practice with irregular plurals, complete the activity on p. 24 of the *Language Awareness Handbook*. In this practice activity, students will use contextual support to understand the meaning and use of irregular plurals.



FLEXIBLE OPTION

LESSON 5

Assess Understanding

LESSON 1

Teach Irregular Plurals

LESSON 2

Apply Irregular Plurals

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

Spiral Review:  
Vowel Diphthongs

Use the  **QUICK CHECK** on p. T201 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARING TEXTS

**Teaching Point** Critical readers of fictional texts compare how different writers make use of basic elements of fiction such as characters, setting, and plot. By noticing the similarities and differences between texts, we can begin to connect details to big ideas like Adaptations. Create a Venn diagram to compare and contrast *Minn of the Mississippi* with a leveled reader or another fictional text they have already read.

### ELL Targeted Support

Help students notice, compare, and contrast elements of fiction across texts.

Have small groups select a fictional text with which they are familiar to compare to the selection. Then have them use both texts to respond to the following cloze sentences: *The characters are \_\_\_\_\_. The setting is \_\_\_\_\_. The plot is \_\_\_\_\_.* **EMERGING/DEVELOPING**

Have students use the selection and a text of their choice to write complete sentences in response to the following questions: *Who is the main character? Where and when does the story take place? What is the plot of the story?*

### EXPANDING

In addition to the above, have students share their sentences and discuss the similarities and differences between the texts with a partner.

### BRIDGING



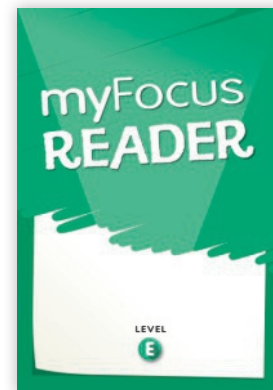
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 22–23, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to discuss challenges animals face in their environments. Prompt students to use the Academic Vocabulary words.



## Intervention Activity



### WORD STUDY

For students who need support, Word Study lessons are available in the *myFocus Intervention Teacher's Guide*, Lessons 1–12.

## On-Level and Advanced



### Inquiry

#### Organize Information and Communicate

Students should organize their findings on challenges animals face in their environments into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they have learned about making connections and comparisons across texts.

### Possible Conference Prompts

- How were the settings different in two texts you read?
- How did the settings change in two texts you read?
- How did the change of the settings influence the characters in the stories?

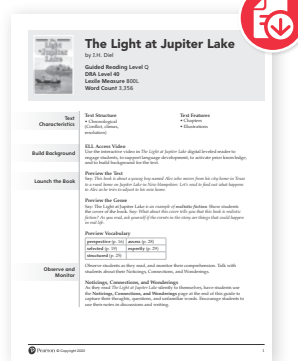
**Possible Teaching Point** *Active readers think about other texts they have read to make connections between settings and characters.*

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T162–T163.
- For instructional support on comparing texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share the comparisons and connections they made across texts.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to another text that they previously read.
- 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 additional information about elephants or endangered species based on the primary source.
- play the *myView* games.

### BOOK CLUB



See Book Club, pp. T486–T487, for

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



# UNIT 2 WEEK 4

## SUGGESTED WEEKLY PLAN

### Suggested Daily Times

#### READING WORKSHOP

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

#### WRITING WORKSHOP

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

### Learning Goals

- I can learn more about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.
- I can develop knowledge about language to make connections between reading poetry and writing poetry.
- I can use elements of informational text to write a travel article.

#### SEL SOCIAL-EMOTIONAL LEARNING

### Assessment Options for the Week

- Daily Formative Assessment Options

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

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

### Materials

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

#### LESSON 1

##### READING WORKSHOP

###### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T210–T211
- Listening Comprehension: Read Aloud “Chameleon” T212–T213
- Poetry T214–T215
- Quick Check T215

##### READING BRIDGE

- Academic Vocabulary: Analyze Analogies T216–T217
- Word Study: Teach Greek Roots T218–T219

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T222–T223
- Strategy, Intervention, and On-Level/Advanced Activities T222
- ELL Targeted Support T222
- Conferring T223

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T223
- Literacy Activities T223

**BOOK CLUB** T223

##### WRITING WORKSHOP

###### MINILESSON

- Travel Article T412–T413
  - » Use Linking Words and Phrases
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T413
- Conferences T410

##### WRITING BRIDGE

- Spelling: Spell Words with Greek Roots T414
  - Assess Prior Knowledge T414
- Language and Conventions:
  - Spiral Review: Common and Proper Nouns T415

#### LESSON 2

##### READING WORKSHOP

###### SHARED READ

- Introduce the Text T224–T237
  - » Preview Vocabulary
  - » Read: *Butterfly Eyes and Other Secrets of the Meadow*
- Respond and Analyze T238–T239
  - » My View
  - » Develop Vocabulary
  - Quick Check T239
  - » Check for Understanding

##### READING BRIDGE

- Word Study: Apply Greek Roots T240–T241

##### SMALL GROUP/INDEPENDENT

###### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T242–T243
- Strategy and Intervention Activities T242
- Fluency T242
- ELL Targeted Support T242
- Conferring T243

###### INDEPENDENT/COLLABORATIVE

- Independent Reading T243
- Literacy Activities T243
- Partner Reading T243

##### WRITING WORKSHOP

###### MINILESSON

- Travel Article T416–T417
  - » Use Precise Language and Vocabulary
  - » Share Back

###### INDEPENDENT WRITING

- Travel Article T417
- Conferences T410

##### WRITING BRIDGE

- Spelling: Teach Spell Words with Greek Roots T418
- Language and Conventions:
  - Oral Language: Singular and Plural Nouns T419

## LESSON 3

### READING WORKSHOP

#### CLOSE READ

- Explain Poetic Language and Elements T244–T245
- » Close Read: *Butterfly Eyes and Other Secrets of the Meadow*
- Quick Check** T245

### READING BRIDGE

- Read Like a Writer: Analyze Imagery T246–T247
- FLEXIBLE OPTION**
- Word Study: More Practice: Greek Roots T248–T249

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T250–T251
- Strategy and Intervention Activities T250
- Fluency T250
- ELL Targeted Support T250
- Conferring T251

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T251
- Literacy Activities T251
- Partner Reading T251

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T420–T421
- » Edit for Capitalization
- » Share Back

#### INDEPENDENT WRITING

- Travel Article T421
- Conferences T410

### WRITING BRIDGE

- FLEXIBLE OPTION**
- Spelling: More Practice: Spell Words with Greek Roots T422
- Language and Conventions: Teach Singular and Plural Nouns T423

## LESSON 4

### READING WORKSHOP

#### CLOSE READ

- Visualize Imagery T252–T253
- » Close Read: *Butterfly Eyes and Other Secrets of the Meadow*
- Quick Check** T253

### READING BRIDGE

- Write for a Reader: Use Imagery T254–T255
- FLEXIBLE OPTION**
- Word Study: Spiral Review: Irregular Plurals T256–T257

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T258–T259
- Strategy and Intervention Activities T258
- Fluency T258
- ELL Targeted Support T258
- Conferring T259

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T259
- Literacy Activities T259

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T424–T425
- » Edit for Adverbs
- » Share Back

#### INDEPENDENT WRITING

- Travel Article T425
- Conferences T410

### WRITING BRIDGE

- FLEXIBLE OPTION**
- Spelling: Spiral Review: Spell Words with Irregular Plurals T426
- Language and Conventions: Practice Singular and Plural Nouns T427

## LESSON 5

### READING WORKSHOP

#### COMPARE TEXTS

- Reflect and Share T260–T261
- » Write to Sources
- Quick Check** T261
- » Weekly Question

### READING BRIDGE

- FLEXIBLE OPTION**
- Word Study: Greek Roots T262–T263
- Assess Understanding** T262

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T264–T265
- Strategy, Intervention, and On-Level/Advanced Activities T264
- ELL Targeted Support T264
- Conferring T265

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T265
- Literacy Activities T265

**BOOK CLUB** T265 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T428
- » Edit for Coordinating Conjunctions
- » Share Back

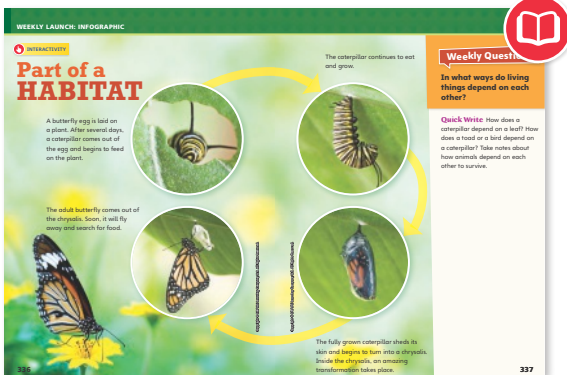
#### INDEPENDENT WRITING

- WRITING CLUB** T428–T429 **SEL**
- Conferences T410

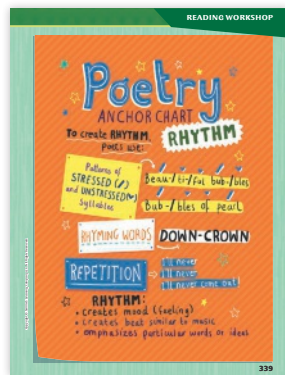
### WRITING BRIDGE

- Spelling: Spell Words with Greek Roots T430
- Assess Understanding** T430
- FLEXIBLE OPTION**
- Language and Conventions: Standards Practice T431

# Materials



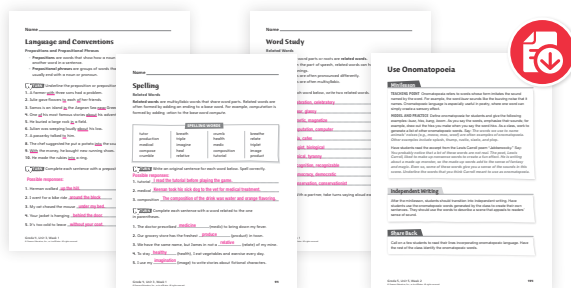
**INFOGRAPHIC**  
Part of a Habitat



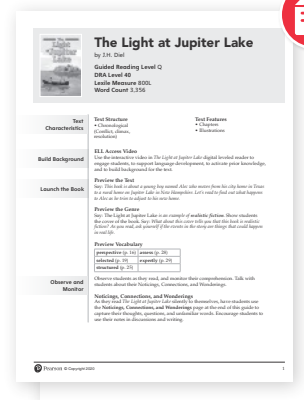
**READING ANCHOR CHART**  
Poetry



**EDITABLE ANCHOR CHART**  
Poetry



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**LEVELED READERS TEACHER'S GUIDE**

## Words of the Week

### Develop Vocabulary

tender  
steeped  
excreted  
vessels  
ultraviolet

### Spelling Words

biography  
biology  
biologist  
biome  
telephone  
microphone  
headphones  
gyroscope  
telescope  
periscope  
telegraph  
pictograph  
photograph  
kilometer

barometer  
centimeter  
diameter  
teleport  
phonics  
perimeter

### Challenge Spelling Words

kaleidoscope  
biodegradable  
cacophony

### Unit Academic Vocabulary

survive  
classified  
sufficient  
defense  
acquire

**WEEK 4 LESSON 1 READING WORKSHOP GENRE & THEME**

### Listening Comprehension

**OBJECTIVES**  
Listen actively and respond to the text.  
Use appropriate reading strategies and vocabulary to understand the text.

**ELL Language Transfer**  
Compare the text to the student's first language.

**ELL Proficiency**  
Use appropriate reading strategies and vocabulary to understand the text.

**ELL Language Transfer**  
Compare the text to the student's first language.

**ELL Proficiency**  
Use appropriate reading strategies and vocabulary to understand the text.

**ELL Language Transfer**  
Compare the text to the student's first language.

**ELL Proficiency**  
Use appropriate reading strategies and vocabulary to understand the text.

**ELL Language Transfer**  
Compare the text to the student's first language.

**ELL Proficiency**  
Use appropriate reading strategies and vocabulary to understand the text.

READ ALOUD  
"Chameleon"



READ ALOUD TRADE BOOK LIBRARY

**Interactive Read Aloud**

**Fiction Lesson Plan**

**WHY**  
Interactive Read Aloud is a powerful tool for building students' comprehension skills and promoting a love of reading.

**PLANNING**  
Select a text from the Read Aloud Trade Book Library or the school or community library.

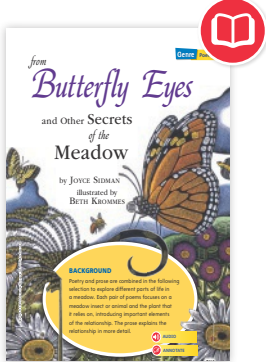
**BEFORE READING**  
Show the cover of the book to introduce the title, author, illustrator, and genre.

**DURING READING**  
You can choose to do a full reading or modeling first to get the most out of the text.

**AFTER READING**  
Encourage and allow students to share thoughts about the story.

**Finals Teaching Points**  
Annotate the text.  
Summarize the story.  
Identify the main idea.

INTERACTIVE READ ALOUD  
LESSON PLAN GUIDE



SHARED READ  
*Butterfly Eyes and Other Secrets of the Meadow*

**BOOK CLUB**

Titles related to  
Spotlight Genre and  
Theme: T488-T489

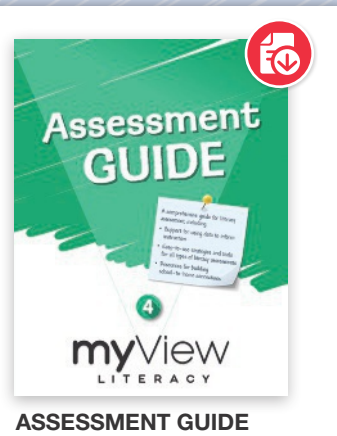
**Mentor STACK**

Writing Workshop T337



## Assessment Options for the Week

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



ASSESSMENT GUIDE

# Interact with Sources

## OBJECTIVES

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

Analyze, evaluate, and critique scientific explanations by using empirical evidence, logical reasoning, and experimental and observational testing, including examining all sides of scientific explanations, so as to encourage critical thinking.

---

## ACADEMIC VOCABULARY


**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [How do plants help caterpillars survive? Why is it important that caterpillars have sufficient food when they come out of their eggs?](#)

- survive
- acquire
- defense
- sufficient
- classified

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

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do living things adapt to the world around them?* Point out the Week 4 Question: *In what ways do living things depend on each other?*

Direct students' attention to the infographic on pp. 336–337 in the *Student Interactive*. Explain that an infographic combines words and pictures to provide information. Have students read the infographic and make connections between the plant and the butterfly. 

Use the following questions to guide discussion:

- What did you find interesting about the way butterflies develop?
- Which facts about caterpillars and butterflies surprised you?
- What connections can you make between plants and butterflies?

**WEEKLY QUESTION** Reread the Week 4 question: *In what ways do living things depend on each other?* Tell students that they just learned about a living thing that depends on another living thing. Explain that they will read more about living things this week.

**QUICK WRITE** Have students freewrite to answer the Quick Write question on p. 337 and then share their responses.



**ELL Targeted Support Visual Support** Tell students to listen closely as you read aloud the different stages of butterfly development shown in the infographic.

Preview the visuals. Talk about how each visual relates to the topic of living things depending on each other. Preview key vocabulary: *butterfly, caterpillar, depend*. Ask: **What is one thing a caterpillar does before becoming a butterfly?**

**EMERGING/DEVELOPING**

Preview the visuals. Talk about how each visual relates to the topic of living things depending on each other. Preview key vocabulary: *habitat, chrysalis, transformation*. Ask: **What are some ways a caterpillar changes before becoming a butterfly?**

**EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 336-337



WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

# Part of a HABITAT

A butterfly egg is laid on a plant. After several days, a caterpillar comes out of the egg and begins to feed on the plant.



The caterpillar continues to eat and grow.



The adult butterfly comes out of the chrysalis. Soon, it will fly away and search for food.



The fully grown caterpillar sheds its skin and begins to turn into a chrysalis. Inside the chrysalis, an amazing transformation takes place.



WEEK  
4

**Weekly Question**

**In what ways do living things depend on each other?**

**Quick Write** How does a caterpillar depend on a leaf? How does a toad or a bird depend on a caterpillar? Take notes about how animals depend on each other to survive.

# 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 “Chameleon”:

- camouflage : *camuflaje*
- color : *color*
- disappear : *desaparecer*
- magic : *magia*
- special : *especial*
- tomato : *tomate*

## FLUENCY

After completing the Read-Aloud Routine, display “Chameleon.” Model reading aloud a short section of the poem, asking students to pay attention to your accuracy. Explain that fluency is about reading without making mistakes. Invite partners to practice reading with accuracy using their favorite lines.

## THINK ALOUD

**Analyze Poetry** I see that this text is broken up into groups of short lines, which tells me it’s a poem. I also notice that there are some rhyming words like *don’t* and *won’t* and *in* and *skin*. Together, the short lines and the rhyming words help create a rhythm in the poem. Rhyme and rhythm are common elements of poetry. I’m going to listen closely to how the poem sounds and think about how the rhythm affects my reading experience.

## Poetry

Tell students you are going to read a poem aloud. Have students listen as you read “Chameleon.” Explain that students should listen actively, paying careful attention to rhyme, rhythm, and figurative language as you read. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

### START-UP

#### READ-ALoud ROUTINE

**Purpose** Have students actively listen for elements of poetry.

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

**REREAD** the text aloud, pausing to model Think Aloud strategies related to the genre and the rhyme and rhythm of the poem.

## Chameleon

Now you see me,  
Now you don’t.  
You think you can find me,  
But I know you won’t.  
  
Standing out can be trouble,  
So I choose to blend in.  
I fade into the background  
Just by changing my skin.

*“Chameleon,” continued*

I can match my surroundings,  
become any color,  
I can move to grow brighter,  
Or swiftly grow duller.

I’m red like a tomato  
Or yellow like honey,  
Vivid purple or bold blue,  
Or green like some money.

Any color of the rainbow  
My skin can be in a flash.  
I can match a rosy sunset  
Or a golden ring of brass.

I can hide in plain sight,  
Colors let me disappear.  
I’m nature’s magic trick,  
No need for funhouse mirrors.

Camouflage keeps me safe  
from predators like snakes.  
I can watch without being seen,  
Changing colors is all it takes.

My skin makes me special,  
There’s nothing I’d rather be  
Than a colorful chameleon.  
This is the life for me!

**THINK ALOUD**

**Analyze Poetry** As I keep reading, I notice more rhyming words, and the rhythm continues. There is also some very descriptive language. This is sometimes called *poetic language* or *figurative language*. One kind of figurative language is a simile, and I hear three: *red like a tomato*, *yellow like honey*, and *green like some money*.

**ELL Access**

To help prepare students for the oral reading of “Chameleon,” read aloud some background information on chameleons:

A chameleon is a kind of lizard that can live in warm habitats all over the world. Chameleons have special color cells under their skin, which allow some kinds of chameleons to change their skin color. Chameleons often change color to camouflage and protect themselves from predators, or animals that eat them. Sometimes, they change color to show feelings, scare other animals, or control their temperature.

**WRAP-UP****CHAMELEON**

Cause

Effect

Use a cause-and-effect organizer to help students describe how chameleons’ adaptation helps them survive.

**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.





# Poetry

## LEARNING GOAL

I can learn about poetry and read a text that helps me analyze structure, rhythm, rhyme, and meter.

## OBJECTIVES

Read text with purpose and understanding.

Recognize and analyze literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

## LANGUAGE OF THE GENRE

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

- structure
- rhythm
- repetition
- rhyme
- figurative language

## FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students add to the class anchor chart.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates related to poetry:

- structure : *estructura*
- rhythm : *ritmo*
- rhyme : *rima*

## Minilesson

**FOCUS ON STRATEGIES** Poets arrange words in patterns to express ideas or feelings. These patterns help create the distinctive style and language of poems. Other elements of poetry include structure, rhythm, rhyme, and figurative language.

- Ask yourself how the words in a text are arranged. Are they in an unusual pattern or structure?
- Listen to the rhythm of the text. Remember that rhyme and repetition can contribute to the rhythm.
- Think about how these elements contribute to the meaning of the poem. What feelings or ideas does the poem express? What mood does it create?

**MODEL AND PRACTICE** Model identifying elements of poetry. In “Chameleon,” the poet uses short lines arranged in groups, or stanzas. This structure tells me right away that the text is a poem. I also see that the poet uses sound devices like rhyme and a little bit of repetition such as “Now” and “I can” to create rhythm. Rhythm makes reading a poem aloud sound a little like singing a song. I also see a few similes, which are a kind of poetic or figurative language. Figurative language is another common element of poetry. It can bring descriptions to life and help readers create mental images.

Explain that one reason people read poetry is to enjoy its language. Ask students to think about how this purpose compares to the purpose of informational text. Remind them that they can use what they learn about the elements of poetry to distinguish it from informational text. As they read *Butterfly Eyes and Other Secrets of the Meadow*, they should think about why the author used both genres together.

**ELL Targeted Support** Help students connect poetry to informational text by guiding them in a discussion about the poem “Chameleon.”

Have students complete these sentences about “Chameleon.” *The speaker in the poem is a \_\_\_\_\_. The poem taught me that \_\_\_\_\_. The purpose of this poem is \_\_\_\_\_. EMERGING/DEVELOPING*



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to identify poetry.

**OPTION 1 Use the Anchor Chart** Have students work with a partner to discuss the characteristics of poetry. Circulate to determine if students show understanding.

**OPTION 2 Use Independent Text** Have students underline or highlight places in the text where they notice elements of poetry. Tell them to write in their notebooks how these elements express an idea or feeling.

## QUICK CHECK

**Notice and Assess** Can students identify poetry?

## Decide

- **If students struggle**, revisit instruction about poetry in Small Group on p. T222.
- **If students show understanding**, have them continue practicing strategies for reading poetry using the Independent Reading and Literacy Activities in Small Group on p. T223.

**TURN, TALK, AND SHARE** Have students complete the Turn and Talk activity on p. 338 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 338–339



## GENRE: POETRY

## READING WORKSHOP

## Learning Goal

I can learn more about poetry by analyzing poetic language and elements.

## Poetry

**Poetry** is a form of writing that focuses on the arrangement of words to express ideas or feelings. Elements of poetry include

- **Structure**, or the arrangement of lines or groups of lines (called **stanzas**)
- **Rhythm**, or the pattern of words, created by the arrangement of stressed and unstressed syllables (called **meter**)
- **Rhyme**, or two or more words with the same ending sounds
- **Figurative language**, or words with meanings beyond their everyday definitions

**Establish Purpose** One purpose for reading poetry is to enjoy its precise use of language. As you read the selection, notice how the informational text that accompanies the poetry answers the question in the poem.

Poetry is usually read aloud. This helps the reader listen for rhythm and rhyme.

**TURN and TALK** In a small group, discuss how a poem can have a similar purpose to an informational text. Identify how the characteristics of each genre are different. Then set your purpose for reading.

**My PURPOSE**

---



---



---



---

Copyright © Savvas Learning Company LLC. All Rights Reserved.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

**Poetry**  
ANCHOR CHART

To create **RHYTHM**, poets use:

Patterns of **STRESSED (/)** and **UNSTRESSED (v)** Syllables

Beau-/ti-/ful bub-/bles  
Bub-/bles of pearl

**RHYMING WORDS** **DOWN-CROWN**

**REPETITION** → I'll never  
I'll never  
I'll never come out!

**RHYTHM:**

- creates mood (feeling)
- creates beat similar to music
- emphasizes particular words or ideas

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

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

## ELL Language Transfer

**Cognates** Encourage Spanish speakers to apply knowledge of their first language to interpret and define academic vocabulary words. Point out the following cognates:

- defense : *defensa*
- scientist : *científico*

## WEEKLY STANDARDS PRACTICE

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

## Analyze Analogies

### Minilesson

**FOCUS ON STRATEGIES** Analogies are a form of figurative language that use comparisons to make connections between words.

- To complete an analogy, think about how the items in one pair relate to each other.
- Then apply the same relationship to the second pair.

**MODEL AND PRACTICE** Model this strategy using the analogy

*Scissors is to hair as \_\_\_\_\_ is to lawn.*

- I ask myself: What is the relationship between *scissors* and *hair*? *Scissors are a tool used to cut hair.*
- To fill in the blank, I ask myself: What tool is used to cut a lawn? A *lawnmower is used to cut a lawn, so I can complete the analogy: *Scissors is to haircut as lawnmower is to lawn.**
- Ask students to apply the same strategy for a different analogy. Discuss responses and correct any misunderstandings.

**ELL Targeted Support Academic Vocabulary** Review the Academic Vocabulary words and their definitions with the class.

Have students work in pairs or small groups to complete the analogies. Monitor students as they work, providing support and assistance as needed. **EMERGING/DEVELOPING**

As students work to complete analogies, suggest various types of relationships: cause and effect, similar or synonymous, having the same purpose or function, one being part of the other, opposites, greater or smaller versions of each other, in a sequence. **EXPANDING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students follow the same strategy as they complete the activity p. 359. Remind students that they will use these academic vocabulary words throughout this unit.

STUDENT INTERACTIVE, p. 359



## VOCABULARY

## READING-WRITING BRIDGE

## Academic Vocabulary

**Analogies** compare two things that have something in common. Through analogies, readers expand their vocabulary and make connections between words.

**My TURN** For each analogy,

1. **Identify** the relationship between the words in the analogy.
2. **Write** the missing word on the line.
3. **Explain** the comparison in the analogy.

## Learning Goal

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

Water is to *survive* as pencil is to write.

**Possible response:** You need water to survive, and you need a pencil to write. Both water and a pencil are things you need to complete an action.

Defense is to *protect* as offense is to *attack*.

**Possible response:** To protect something is to use defense and to attack something is to use offense.

Scientist is to *classifies* as teacher is to *grades*.

**Possible response:** A scientist classifies things, just as a teacher grades papers or assignments. The analogy compares two jobs and tasks.

Acquire is to *obtain* as *promote* is to advance.

**Possible response:** Acquire and obtain are synonyms; promote and advance are synonyms. The analogy is between pairs of synonyms.

Sufficient is to *adjective*, as *suffice* is to verb.

**Possible response:** Sufficient and suffice are two different parts of speech. This analogy is comparing two forms of a word.

# Word Study Greek Roots

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning of words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

## LESSON 1

### Teach Greek Roots

**FOCUS ON STRATEGIES** Many common English words are based on words from other languages. Inform students that recognizing root words from other languages can help them determine the meaning of an unfamiliar word.

**MODEL AND PRACTICE** Write the following Greek roots. Ask students to guess their meanings and think of a word that includes each root.

1. *bio*
2. *phon*
3. *scop*
4. *graph*
5. *meter*

Model guessing the meaning of *bio* (life) and thinking of words that contain it, such as *biography*, *biology*, *antibiotic*, *biodiversity*, and *biodegrade*. Have students follow the same strategy for the other roots.



### ELL Targeted Support

**Related Words** Tell students that knowing roots can help them find related English words.

Create a word bank (root, word part, meaning, language) and have students complete cloze sentences using each term. **EMERGING**

Add terms to the word bank (prefix, suffix, modify) and have students complete cloze sentences using each term. **DEVELOPING**

Have students work in pairs to write sentences explaining how one Greek root relates to the meaning of an English word. **EXPANDING**

Have students work individually to complete the activity above. **BRIDGING**



## LESSON 1

Teach Greek Roots


### LESSON 2

Apply Greek Roots

### LESSON 3

More Practice

### LESSON 4

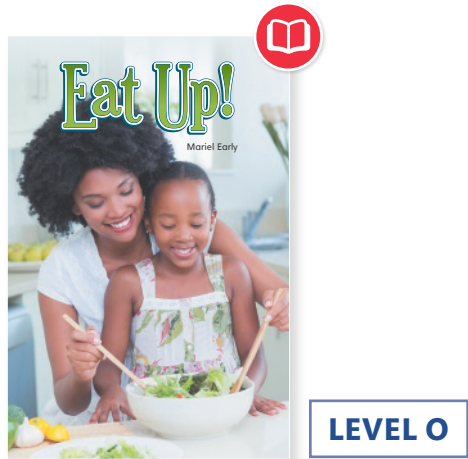
 **Spiral Review:**  
Irregular Plurals

### LESSON 5

**Assess Understanding**

# Matching Texts to Learning

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



**LEVEL O**

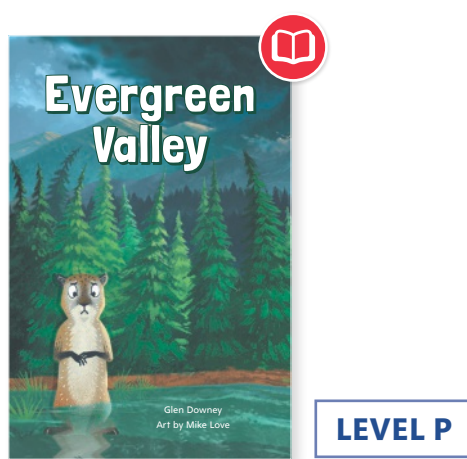
**Genre** Expository Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**LEVEL P**

**Genre** Fantasy

**Text Elements**

- Dense text layout
- Building of suspense through plot events

**Text Structure**

- Chronological



**LEVEL R**

**Genre** Informational Text

**Text Elements**

- Words with complex spelling patterns
- Many new vocabulary words

**Text Structure**

- Description

## Guided Reading Instruction Prompts

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

### Identify Poetry

- How can you tell which parts of this text are poems?
- What ideas or feelings do the poems express?
- What are some of the elements of poetry you found?

### 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 how living things depend on each other?
- What new or interesting words does the poet use?

### Explain Poetic Language and Elements

- What kinds of poetic language are used in the poems?
- What elements of poetry are used in the poems?
- Choose one example of poetic language or one element of poetry from a poem you read. How does that language or element express an idea or feeling in the poem?



LEVEL S

**Genre** Science Fiction

**Text Elements**

- Minimal Illustrations
- Long stretches of descriptive language

**Text Structure**

- Chronological



LEVEL S

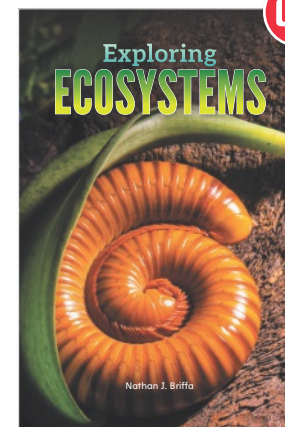
**Genre** Expository Text

**Text Elements**

- Dense text layout
- Glossary, index

**Text Structure**

- Description



LEVEL T

**Genre** Informational Text

**Text Elements**

- Multiple topics and subcategories
- Many words with affixes

**Text Structure**

- Description

**Visualize Imagery**

- What are some examples of imagery in the poems?
- How did imagery help you create mental pictures of what the poet describes?
- How did creating a mental picture help you understand the poem?

**Compare Texts**

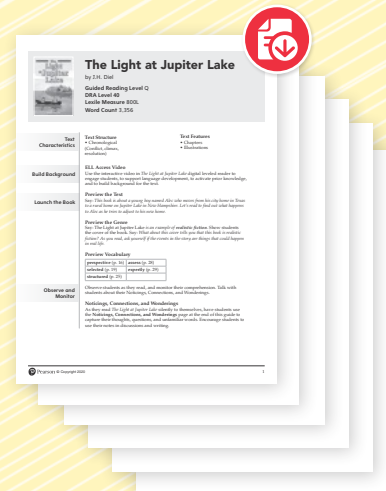
- How is this text different from other texts you read this week?
- How can you connect this text to another you have read?

**Word Study**

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

**Leveled Reader  
Teacher's Guide**

For full lesson plans for these and other leveled readers, go online to [SavvasRealize.com](http://SavvasRealize.com).





Use the  **QUICK CHECK** on p. T215 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### IDENTIFY POETRY

**Teaching Point** When you read a poem, it helps to look and listen for rhythm, rhyme, and other elements of poetry. These elements create a mood or express an idea. Review the Read-Aloud Routine on pp. T212–T213. Ask students to identify which elements of poetry appear in “Chameleon” and explain what they contribute to the poem.

### ELL Targeted Support

Tell students that poetry aims to express ideas or feelings through elements like structure, rhythm, rhyme, and figurative language.

Explain to students: A simile is a type of figurative language that compares two things using the word *like* or *as*. Read aloud and display the following example: *The cold winter air made my cheeks turn red like a rose.* This sentence features a simile that compares the color of “my cheeks” to “a rose” using the word “like.” The simile helps readers paint a more vivid mental image of the effects of cold weather.

### EMERGING

In addition to the above, read “Chameleon” aloud and instruct students to raise their hands when they hear a simile. Call on a student volunteer to identify what two things the simile compares as well as what idea or feeling the simile emphasizes. **DEVELOPING**



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

## Intervention Activity



### READING POETRY

Use Lesson 18, pp. T115–T120, in the *myFocus Intervention Teacher’s Guide* for instruction on the elements of poetry.

LEVEL E • READ

**Lesson 18** Genre: Poetry and Drama

**DIRECTIONS** Read the drama “Playground Improvements” and the poems “The Swing” and “Daffodils.” Notice how the structures of poetry and drama are different from other texts you have read.

**Playground Improvements: A Play in One Act**

**Cast of Characters:** Zoe, Tonya, Bobby  
**Setting:** An elementary school classroom

**Scene 1**

1 **ZOE.** We need a community service project any ideas?  
2 **TONYA.** The playground at the park is in awful shape.  
3 **BOBBY.** It sure is. Yesterday my little sister wanted to go on the swings, but some of the chains were broken.  
4 **ZOE.** (*taking notes*) So we’ll see about getting an adult to fix the equipment. What can we do to improve the park?  
5 **TONYA.** When it rains there are enormous puddles under the tire swing. The puddles are, like, this deep! (*TONYA spreads her hands about a foot apart, one above the other*) And the playground is covered with gravel. I saw a little kid get a huge cut on her arm when she tripped and fell the other day. It should be replaced with something safer.  
6 **ZOE.** (*writing quickly*) Okay, we definitely need some adult help. Let’s each reach out to some grownups and report back here tomorrow.

**Scene 2**

7 **ZOE.** (*opening her notebook*) Bobby, what did you find out?  
8 **BOBBY.** I live next door to the mayor, so I went to talk to her. She thinks our idea is great! She’s going to see if there’s money in the city budget to help.  
9 **ZOE.** I looked up one of the city council members and called him. He said he would search for donations and volunteer help.  
10 **TONYA.** And my mom works for a company that can lend building equipment and tools.  
11 **ZOE.** (*putting her pencil down*) Okay, team! I think we’re on the right track!  
12 **BOBBY.** High-five everyone!  
13 (*ZOE, BOBBY, and TONYA give one another a high-five.*)

(CURTAIN)

Reading Literature T • 115

## On-Level and Advanced



### INQUIRY

**Question and Investigate** Have students use the infographic on *Student Interactive* pp. 336–337 to generate questions about the different stages of the butterfly life cycle and then choose one question to investigate. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY POETRY

**Talk About Independent Reading** Ask students to share how knowing the elements of poetry helped them understand what they read.

### Possible Conference Prompts

- What is the main idea or feeling being expressed?
- What elements of poetry are used?
- How did you use what you know about poetry to understand what you read?

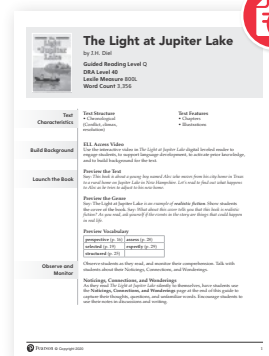
**Possible Teaching Point** Remember that poets use poetic language and elements of poetry to express ideas and feelings or to create a mood. These help readers gain a deeper understanding of the poem.

## Leveled Readers



### IDENTIFY POETRY

- For suggested titles, see “Matching Texts to Learning,” pp. T220–T221.
- For instructional support on identifying the elements of poetry, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

### Share

Bring the class back together in whole group. Invite one student to share some observations from the Turn and Talk discussion. Reinforce with students the reasoning that the student used.

## Independent/Collaborative

## Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

## Centers



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

## Literacy Activities



Students can

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

## BOOK CLUB



See Book Club, pp. T488–T489, for

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

# Introduce the Text



*Butterfly Eyes and Other Secrets of the Meadow*

## OBJECTIVES

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

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

## Shared Read Plan

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

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

## Preview Vocabulary

- Introduce the vocabulary words on p. 340 and define them as needed.

**tender:** soft or gentle; easily damaged

**excreted:** separated and removed from the body

**vessels:** tubes or passageways carrying fluid around an organism; containers

**steeped:** soaked; drenched

**ultraviolet:** a color of light that is invisible to the human eye

- As you read, highlight the words when you see them in the text. These words will help you understand what you read and see in *Butterfly Eyes and Other Secrets of the Meadow*.

## Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is for understanding and enjoyment.

### FIRST READ STRATEGIES

**NOTICE** Remind students to focus on the structure, rhythm, and rhyme of the poems.

**GENERATE QUESTIONS** Encourage students to mark and ask questions about topics they want to explore.

**CONNECT** Ask students to consider how what they read in the poems connects to what they read in the paragraphs.

**RESPOND** Have students mark parts they find interesting or surprising.

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



### EXPERT'S VIEW Pamela Mason, Harvard University

“Informational texts often have text structures such as subheadings, charts, graphs, and diagrams. These structures are intended to reduce text complexity, but we cannot assume that students know how and when to use the text structures. An effective approach is to use them to preview the text. Have students read only the bold heads and graphics and predict what the text will be about. This can make the text more accessible and supports comprehension.”

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

**ELL Targeted Support Concept Mapping** Tell students that concept mapping can help them learn relationships between words and meanings.

Draw a web diagram with the five vocabulary words circling the term *Living Things* at the center. Read each word aloud and have students repeat it. Point out that all of these words are related to living things. Then call on volunteers to add words to the web. Allow them to pantomime if desired. **EMERGING/DEVELOPING**

Direct students to draw in their notebooks a web diagram with the five vocabulary words circling a blank center. Have student pairs discuss what all of the words tell about and write it at the center (*Living Things*). Have partners add words to the web and then share with the group.

**EXPANDING/BRIDGING**

**ELL Access**

**Background Knowledge** Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about how living things depend on one another.

STUDENT INTERACTIVE, pp. 340–341



Meet the Author



**Joyce Sidman** is an award-winning children's writer and poet. At home in Minnesota, she enjoys taking walks and absorbing the natural world around her. Many of the details she notices end up in her writing. She loves poetry because it is "so vivid and sleek—like a race car. No extra words."

from  
**Butterfly Eyes and Other Secrets of the Meadow**

**Preview Vocabulary**

As you read the selections from *Butterfly Eyes and Other Secrets of the Meadow*, pay attention to these vocabulary words. Notice how they relate to the information in the poems.

tender	excreted
vessels	steeped
	ultraviolet

**Read**

Active readers of **poetry** follow these strategies when they read a text the first time.

<b>Notice</b> structure, rhythm, and rhyme.	<b>Generate Questions</b> by marking words or lines you want to know more about.
<b>Connect</b> what you read in the poems with what you read in the paragraphs.	<b>Respond</b> by marking parts you find interesting or surprising.

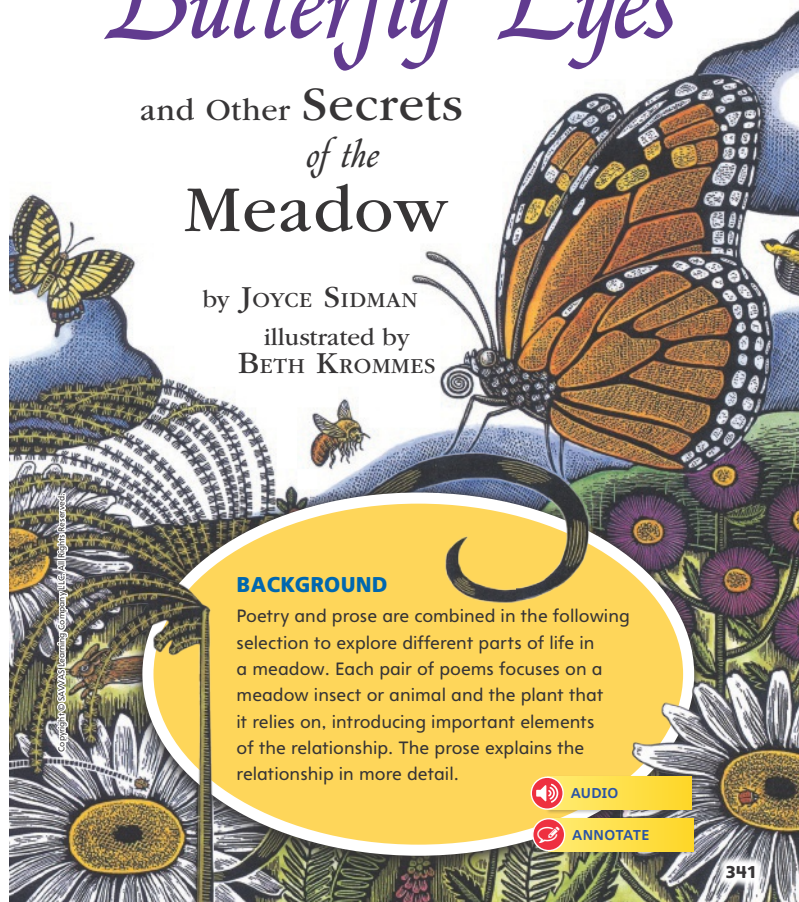
**First Read**

Genre Poetry

from  
**Butterfly Eyes**

and Other Secrets  
of the  
**Meadow**

by JOYCE SIDMAN  
illustrated by  
BETH KROMMES



**BACKGROUND**

Poetry and prose are combined in the following selection to explore different parts of life in a meadow. Each pair of poems focuses on a meadow insect or animal and the plant that it relies on, introducing important elements of the relationship. The prose explains the relationship in more detail.

AUDIO

ANNOTATE

## First Read

### Notice

**THINK ALOUD** I see that “Bubble Song” is written in short lines rather than sentences, which tells me that it’s probably a poem. I also notice that it repeats the same word many times. Repetition is a common element of poetry. I’m going to keep looking for signs of poetry as I read.

## Close Read

### Explain Poetic Language and Elements

Remind students that poets sometimes use sound devices like repetition to draw attention to an idea. *I’m going to listen for words that appear a lot in this poem. If a word is repeated, I know I should pay attention to it.*

Have students scan “Bubble Song” and underline the repeated related words that make up the central image of the poem. **See student page for possible responses.**

Ask students to explain how the words they underlined emphasize the ideas in the poem.

**Possible response:** The repeated words emphasize ideas by never letting me forget the image of bubbles.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

### CLOSE READ

#### Explain Poetic Language and Elements

Repetition draws a reader’s attention and adds emphasis to a topic. Underline the repeated related words that make up the central image of this poem.

**tender** soft or gentle; easily damaged

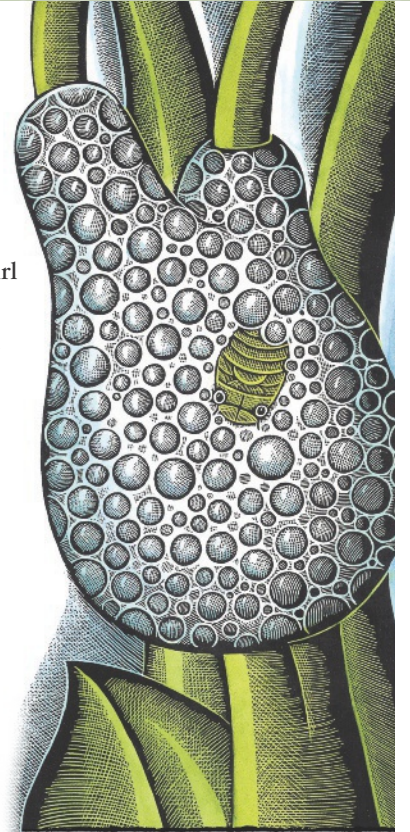
## Bubble Song

Beautiful bubbles  
bubbles of pearl,  
all in a clustery, bubbly swirl  
Bubbles I blow  
5 from my own bubble-spout  
(I’ll never  
I’ll never  
I’ll never come out!)

Beautiful bubbles  
10 bubbles of foam  
Bubbly castle,  
snug bubble-home  
keeps my skin tender  
saves me from drought  
15 (I’ll never  
I’ll never  
I’ll never come out!)

Beautiful bubbles  
bubbles of spume  
20 guard me and hide me  
in my bubble-room  
Until I’m a grownup  
and wings fully sprout  
I’ll never  
25 I’ll never  
I’ll never come out!

*What am I?*



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

342

### Possible Teaching Point



#### Academic Vocabulary | Analogies

Use the Academic Vocabulary lesson on pp. T216–T217 in the Reading-Writing Workshop Bridge to introduce students to analogies. Direct students to reread lines 13 and 14 of “Bubble Song” and call attention to the weekly vocabulary word *tender*. Model ways you could write an analogy for this word to better understand its meaning. (For example, *tender* is to *young* as *tough* is to *old*.)



## Sap Song

I go up

I go down

from the roots

to the crown

5 Like a twin

set of tubes

fetching water

and food

In each stem

10 that you see

there's a little

of me

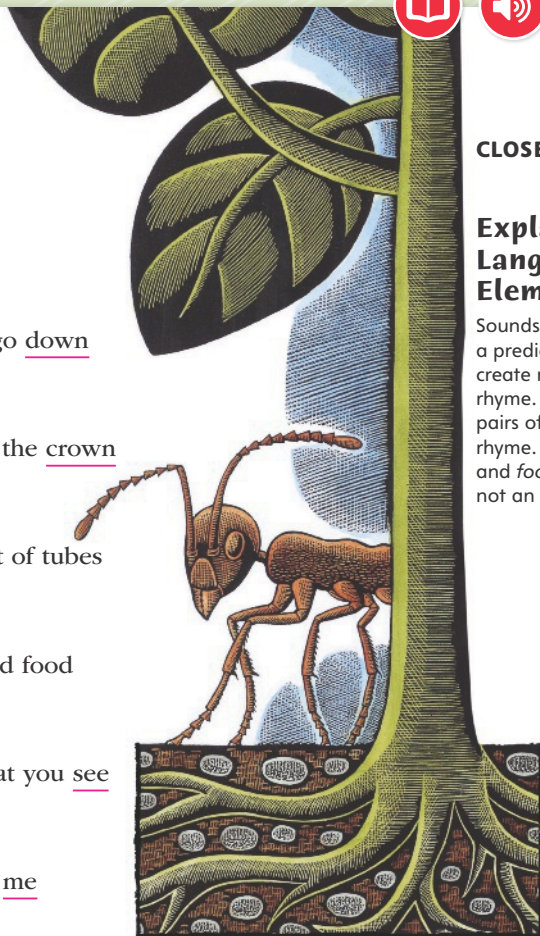
Up and down

like an ant

15 I'm the veins

of the plant

*What am I?*



### CLOSE READ

#### Explain Poetic Language and Elements

Sounds that repeat in a predictable pattern create rhythm and rhyme. Underline the pairs of words that rhyme. One pair, *tubes* and *food*, is similar, but not an exact rhyme.

## First Read

### Notice

**THINK ALOUD** As I read “Sap Song,” I’m going to pay close attention to its structure. The short lines tell me that this is another poem. It’s interesting that the lines are arranged in two columns and shift from left to right. I also notice that some of the lines end with rhyming words. Rhyme is another common element of poetry. I know that poets often use structure and rhyme to create rhythm, so I’m going to listen carefully to how structure and rhyme develop rhythm in this poem.

## Close Read

### Explain Poetic Language and Elements

Remind students that poets often use repeated sounds like rhymes to create rhythm in a poem. *I’m going to listen for words that rhyme. Rhyming words create a rhythm in the poem, making it sound a little like music. The rhythm makes the poem fun to read.*

Have students scan “Sap Song” and underline the pairs of words that rhyme. **See student page for possible responses.**

Have students do a choral reading of the poem. Then ask them how the words they underlined create rhythm in the poem.

**Possible response:** Readers pause briefly after each rhyming word, setting up a rhythm of reading each group of four lines.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

## CROSS-CURRICULAR PERSPECTIVES

### Science



Point out the words *tubes* and *veins* in “Sap Song.” Explain that animals have tubes called arteries and veins that carry blood through the body. Then ask students to infer what tubes in the plant carry that is like blood in an animal. Guide them to answer “sap.”

## First Read

### Connect

**THINK ALOUD** I see that “Spittlebug and Xylem & Phloem” is different from what we just read. This is not a poem; it’s informational text. But I see that parts of the text connect to the poems we read. I’m going to pay attention to these parts to see if they tell me more about the poems.

## Close Read

### Visualize Imagery

Explain that language that causes readers to form pictures in their minds is called *imagery*.

I notice some details in the text that connect to the poems we read. Together, they help me picture a spittlebug on a plant stem.

Make sure students know what a froth is. Then have students scan **paragraph 1** and highlight details that connect to the repeated words in “Bubble Song.” **See student page for possible responses.**

Ask students to explain how the highlighted details help them form a mental image.

**Possible response:** The detail “snuggles in its bubbly home” helps me picture a spittlebug surrounded by a bubbly froth.

DOK 2

### OBJECTIVE

Create mental images to deepen understanding.

### CLOSE READ

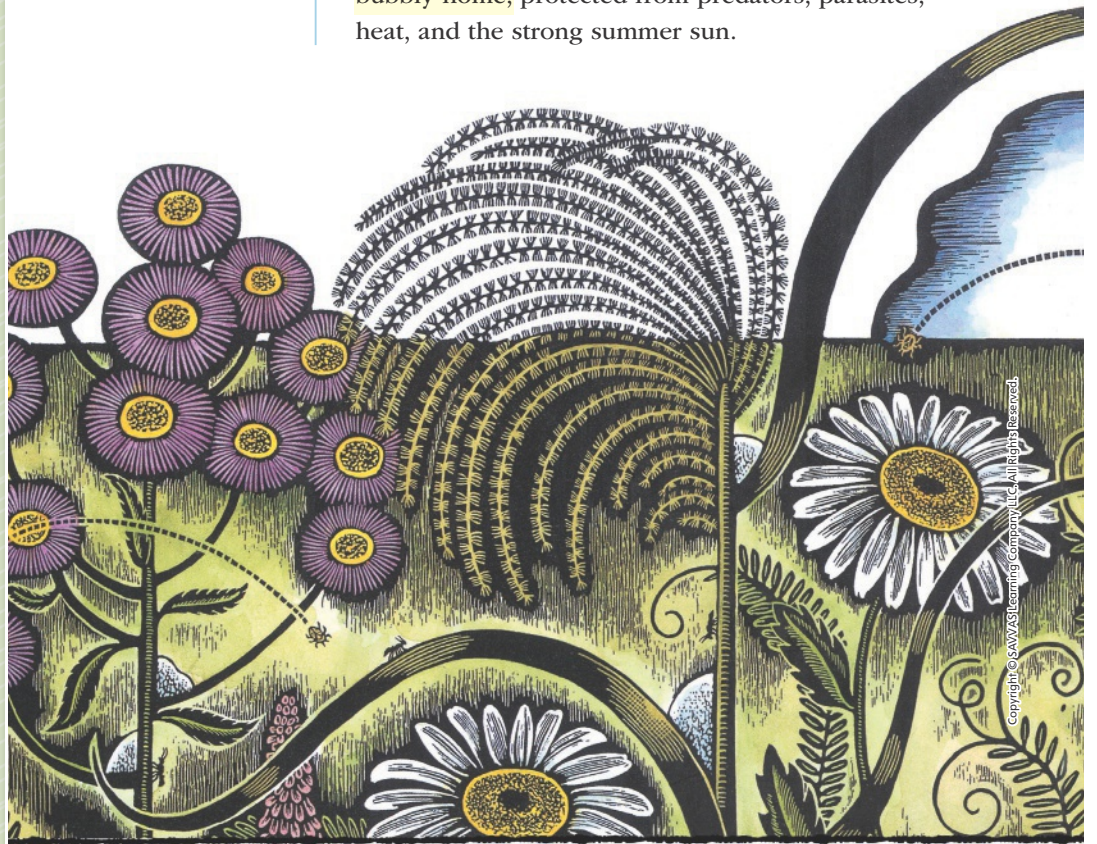
#### Visualize Imagery

**Highlight** information that combines with repeated words in “Bubble Song” to help you form a mental image.

**excreted** separated and removed from the body

### SPITTLEBUG AND XYLEM & PHLOEM

- 1 Have you ever seen a small glob of foam on a meadow plant? Inside that glob you’ll find a 1/8-inch-long spittlebug, the nymph (young) form of an insect also called a froghopper. When spittlebugs hatch from eggs, they latch on to stems and suck sap from the plant. In the spittlebug’s body, this sap is mixed with chemicals, then excreted and blown into a froth with a special nozzle on the tip of their abdomens. Until midsummer, when the spittlebug matures into an adult froghopper, it snuggles in its bubbly home, protected from predators, parasites, heat, and the strong summer sun.



344

### CROSS-CURRICULAR PERSPECTIVES

Science



Have students connect what they learned about the spittlebug and its froth to the caterpillar and its chrysalis in the infographic on pp. 336–337 of the *Student Interactive*.



2 Spittlebugs suck primarily xylem sap—the sap that comes up from a plant’s roots. The xylem and phloem vessels are like the “veins” of a plant, carrying nutrients back and forth and helping to support the stem. Xylem tubes carry water and minerals upward. Phloem tubes carry the sugary food made by the leaves to all parts of the plant.

## CLOSE READ

Visualize  
Imagery

**Highlight** the phrase that helps you picture the parts of the plant that Joyce Sidman describes in the rhyming lines of “Sap Song.”

**vessels** tubes or passageways carrying fluid around an organism; containers

## First Read

## Connect

**THINK ALOUD** In paragraph 2, I see more details that connect the text to the poems we read. I’m going to pay close attention to these details because they help me understand what the poem “Sap Song” is about.

## Close Read

## Visualize Imagery

Remind students that writers use imagery to help readers develop pictures in their minds. Have students scan **paragraph 2** and highlight words that help them picture the parts of the plant described in “Sap Song.” **See student page for possible responses.**

DOK 2

## OBJECTIVE

Create mental images to deepen understanding.



345

## Possible Teaching Point



## Word Study | Greek Roots

Use the Word Study lesson on pp. T218–T219 in the Reading-Writing Workshop Bridge to teach students how to identify and use Greek roots. Ask them to find the word *xylem* in paragraph 2. Point out that the Greek root *xyl* means “wood,” and tell students that the best-known xylem tissue is wood. Show students how knowing the Greek root *xyl* can help them identify and define words with this root, such as *xylem* and *xylophone*.



## First Read

### Notice

**THINK ALOUD** The structure here tells me we are back to poetry. As I read “Heavenly,” I’m going to look and listen for figurative language, or words and phrases that mean something beyond their everyday definitions.

## Close Read

### Explain Poetic Language and Elements

Tell students that one kind of figurative language is a metaphor. A metaphor compares two things that are not alike without using the word *like* or *as*. Model finding a metaphor. In the first three lines, the poet compares pods to soft green purses on slim racks. That makes me think of a store with bags that people use to hold valuable items. I wonder what is valuable inside a pod.

Have students scan “Heavenly” and underline the first metaphor. Then underline the word *bloom* and have them look in lines 16–20 for the rest of the second metaphor. See student page for possible responses.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

### CLOSE READ

#### Explain Poetic Language and Elements

A metaphor compares two things without using *like* or *as*. Underline two metaphors in this poem.

**steeped** soaked;  
drenched

## Heavenly

My pods are famous, of course:  
soft green purses  
on slim racks.

And my leaves: monarchs  
5 adore them.

They plant their babies  
and just fly away!

But have you ever  
seen me bloom?  
10 At high noon

on a midsummer’s day  
when the pavement is steeped in heat  
and cicadas are screaming,  
follow my heady perfume  
15 and you will track me down:

see my  
heavenly  
lavender  
muffins  
20 baking in the sun.

*What am I?*



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

346

### Possible Teaching Point

#### Read Like a Writer | Author’s Craft

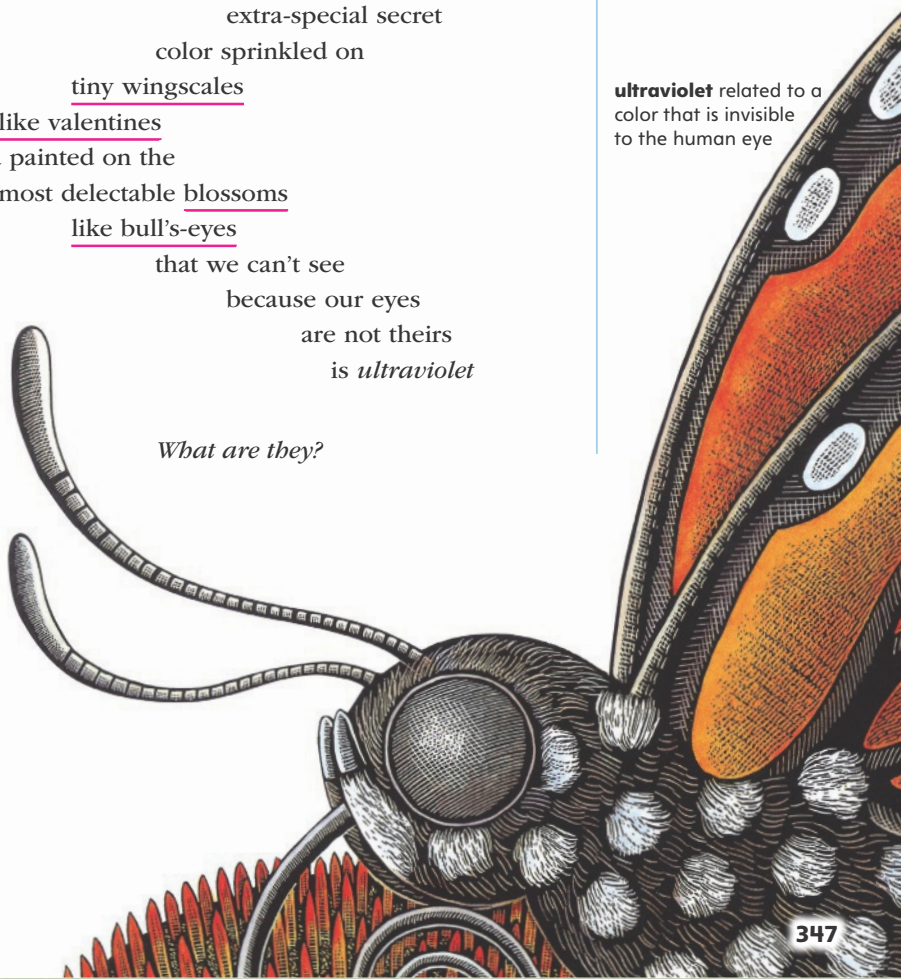
**Figurative Language** Remind students to analyze figurative language. Display lines 12–14 of “Heavenly”: “when the pavement is steeped in heat/ and cicadas are screaming / follow my heady perfume.” Discuss the meaning of the imagery, correcting any misconceptions that students may have. Ask why the author might have chosen to use imagery here. For more instruction on Author’s Craft, see pp. T246–T247 and T254–T255.



## Ultraviolet

the eyes of these flies  
 see more than we see  
 they love scarlet  
 adore pink  
 5 thrive on orange  
 lap up yellow with  
 long curled tongues  
 but their favorite  
 extra-special secret  
 10 color sprinkled on  
tiny wingscales  
like valentines  
 and painted on the  
 most delectable blossoms  
 15 like bull's-eyes  
 that we can't see  
 because our eyes  
 are not theirs  
 is *ultraviolet*

*What are they?*



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

### CLOSE READ

#### Explain Poetic Language and Elements

A simile compares two unlike things using the words *like* or *as*. It calls attention to the qualities of one or both things being compared.

Underline two similes in this poem.

**ultraviolet** related to a color that is invisible to the human eye

## First Read

### Notice

**THINK ALOUD** Figurative language is what makes poetry poetry. As I read “Ultraviolet,” I’m going to look and listen for word patterns, repeated sounds, similes, metaphors, and imagery that help bring the poem to life.

## Close Read

### Explain Poetic Language and Elements

Tell students that another kind of figurative language is a simile. **A simile compares two things that are not alike using the word *like* or *as*.**

Have students scan “Ultraviolet” and underline two similes in the poem. **See student page for possible responses.**

Ask students to explain what the similes make them imagine.

**Possible response:** “Tiny wingscales like valentines” makes me imagine cards that people exchange when they like one another. The simile “blossoms like bull’s-eyes” makes me think of flowers in the center of a target, as if I could aim at them.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

**ELL Targeted Support Visual and Contextual Support** Reread “Ultraviolet” aloud. Tell students to listen closely to the details of the description.

Have students look at the visual accompanying the poem. Ask: **What is the poet describing? How does the picture help you understand that?**

**EMERGING/DEVELOPING**

Have students look at the visuals accompanying the poem. Ask: **What is one detail in the poem that the picture helps you understand?**

**EXPANDING/BRIDGING**

## First Read

### Generate Questions

**THINK ALOUD** It's important to figure out the meaning of unfamiliar words so you can fully understand a text. What words in paragraph 1 are unfamiliar? I will make note of these words and use context clues or a dictionary to determine their meanings.

## Close Read

### Vocabulary in Context

Have students determine the meaning of *toxic* in **paragraph 1**. Ask: *Where are the context clues you can use to figure out the meaning of the word *toxic*?*

**Possible response:** The words “become bitter-tasting and even poisonous to most predators” tell me that milkweed sap is a poison. This shows that the word *toxic* probably means “poisonous.”

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Vocabulary in Context

**Context clues** are words and phrases that can be used to define unfamiliar words in a text.

Underline context clues that help you define the word *toxic*.

### MILKWEED AND BUTTERFLIES

1 Milkweed is best known for its fluff-filled seedpods, but it is actually named for its milky sap, which is toxic to most insects and animals. Monarch butterflies are immune to these toxins and lay their eggs on the plant's leaves, which provide food for newly hatched caterpillars. By munching on milkweed, Monarch caterpillars (and later, butterflies) become bitter-tasting and even poisonous to most predators, which have learned to avoid them.



348

### CROSS-CURRICULAR PERSPECTIVES

Science



Remind students of the Weekly Question: In what ways do living things depend on each other? Ask them to explain how monarch butterflies depend on milkweed leaves. Tell students that the relationship between the butterfly and the plant is an example of *symbiosis*, a science word for a relationship between two species.

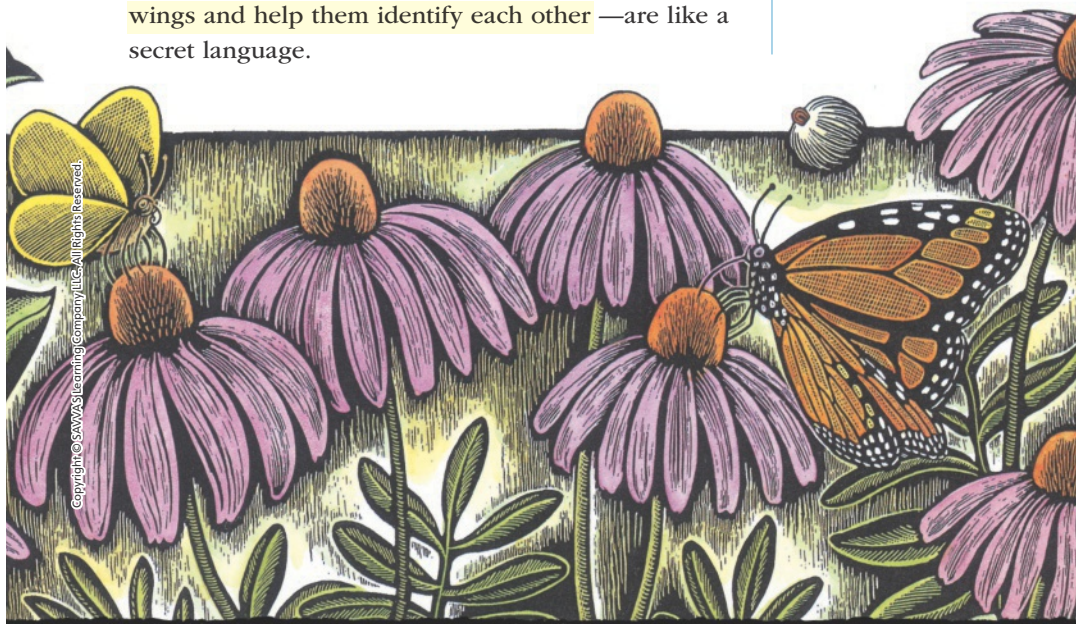


2 Butterflies serve a vital role as pollinators of meadow flowers. To attract them, flowers such as daisies and coneflowers are colored with eye-catching ultraviolet patterns that surround their pollen-filled centers. We can't see these patterns, but butterflies can: they have one of the widest ranges of color vision in the animal world. For them, ultraviolet colors—which also show up on their wings and help them identify each other—are like a secret language.

## CLOSE READ

Visualize  
Imagery

**Highlight** evidence that combines with the similes in “Ultraviolet” to help you picture the world as a butterfly might see it.



349

## CROSS-CURRICULAR PERSPECTIVES

## Science



Reread the first line of paragraph 2: “Butterflies serve a vital role as pollinators of meadow flowers.” Explain that pollinators move a substance called pollen from one flower to another so that plants can reproduce, or make new plants. Birds and insects are often pollinators; some bats are also pollinators. Without pollinators, many kinds of plants would die out.

## First Read

## Connect

**THINK ALOUD** In paragraph 2, I see some details that connect the text to the poem we read, “Ultraviolet.” I’m going to look and listen for how these details help me understand the poem.

## Close Read

## Visualize Imagery

Explain that writers may use imagery to show readers what the world looks like from a different point of view.

By connecting parts of the poem “Ultraviolet” to some of the details in paragraph 2, I see that both texts are about what a butterfly sees. The imagery of the poem combined with the details in the paragraph help me imagine the world from a butterfly’s point of view. Have students scan **paragraph 2** and highlight evidence that relates to the similes in “Ultraviolet.” **See student page for possible responses.**

Ask students how the evidence they highlighted and the similes in “Ultraviolet” help them picture the world as a butterfly might see it.

**Possible response:** The detail “eye-catching ultraviolet patterns that surround their pollen-filled centers” reminds me of the simile “blossoms like bull’s-eyes.” Now I understand that butterflies target ultraviolet patterns like bull’s-eyes.

DOK 2

## OBJECTIVE

Create mental images to deepen understanding.

## First Read

### Notice

**THINK ALOUD** I see that this poem has an interesting structure. Some lines are long, while other lines are short. I also see some single capitalized words in the middle of the poem. I'm going to listen to how this structure makes the poem sound.

## Close Read

### Explain Poetic Language and Elements

Remind students that poets create rhythm. Poets sometimes repeat word patterns to create rhythm. This poem has four lines with hyphenated words and four syllables each.

Have students scan “The Gray Ones” and underline the lines that contain four syllables and share a rhythmic pattern. **See student page for possible responses.**

Ask students how these four-syllable lines contribute to the rhythm of the poem.

**Possible response:** The four lines create a beat that makes the poem sound like a march.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

Describe how the author’s use of imagery, literal and figurative language such as simile and metaphor, and sound devices such as alliteration and assonance achieves specific purposes.

### CLOSE READ

#### Explain Poetic Language and Elements

Underline the lines that contain four syllables and share a rhythmic pattern.

## The Gray Ones

We are the tall ones with crowns of velvet  
the high-steppers  
the flag-wavers

We are the silent ones that browse at dusk  
5 the bud-nibblers  
the ear-flickers

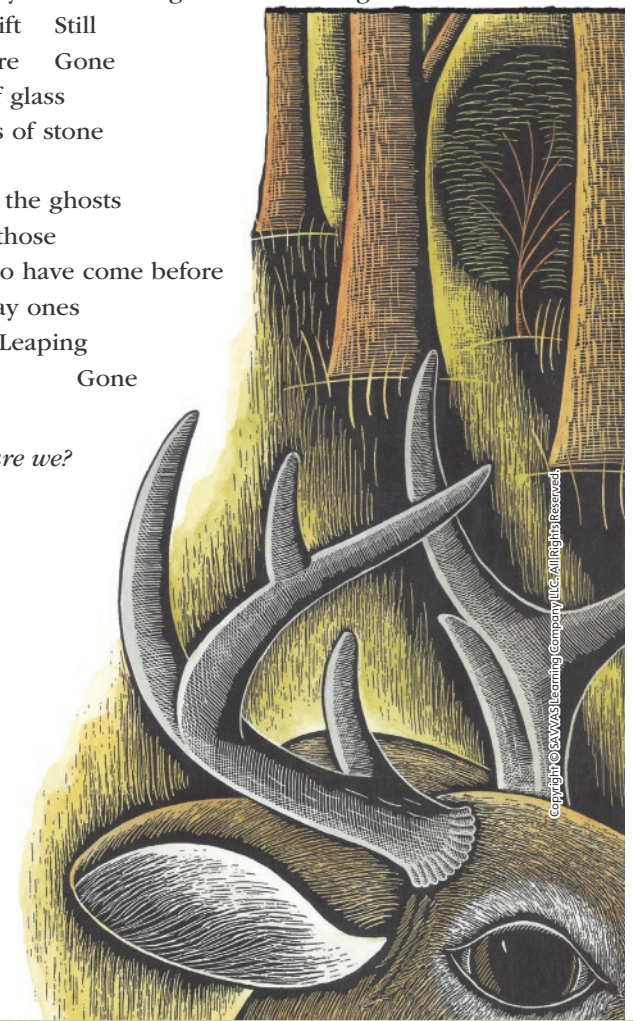
The gray ones that linger at woods’ edge  
Swift Still  
Here Gone

10 Eyes of glass  
Hooves of stone

We are the ghosts  
of those  
who have come before

15 The gray ones  
Leaping  
Gone

*What are we?*



350

**ELL Targeted Support Visual and Contextual Support** Reread “The Gray Ones” aloud. Tell students to listen closely to the details the poet uses in her description.

Have students look at the visual accompanying the poem. Ask: *What is gray in the picture? What could the poet be describing? How does the picture help you understand that?* **EMERGING/DEVELOPING**

Have students look at the visual accompanying the poem. Ask: *What is one detail in the poem that the picture helps you understand?* **EXPANDING/BRIDGING**



## We Are Waiting (a pantoum)

Our time will come again,  
say the patient ones.  
Now is meadow,  
but not for long.

- 5 Say the patient ones:  
sunlight dazzles,  
but not for long.  
Seedlings grow amongst the grass.

- Sunlight dazzles  
10 and the meadow voles dance,  
but seedlings grow amongst the grass.  
Forest will return.

- Meadow voles dance  
where once was fire,  
15 but forest will return.  
We wait patiently.

- Once was fire.  
Now is meadow.  
We wait patiently.  
20 Our time will come again.

*What are we?*



### CLOSE READ

#### Explain Poetic Language and Elements

A *pantoum* features stanzas with four lines. Lines are repeated throughout the poem according to a set pattern.

Underline the pair of repeated lines in the first two stanzas.

351

## First Read

### Respond

**THINK ALOUD** I notice that this poem is organized into five four-line stanzas. I also notice that some lines repeat throughout the poem. I'm going to mark this poem because its structure is interesting to me.

## Close Read

### Explain Poetic Language and Elements

Have a volunteer read the first sentence of the Close Read note on p. 351. Then have students scan **stanzas 1 and 2** and underline the pair of repeated lines. **See student page for possible response.** Ask students to notice the lines or phrases that repeat in stanzas 2 and 3, 3 and 4, and 4 and 5 as well.

Ask students what the repeated lines contribute to the poem.

**Possible response:** The first two pairs of repeated lines help create a rhythm. They also draw attention to the ideas that the speakers are waiting patiently for something and it will be there soon.

DOK 2

### OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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

### Possible Teaching Point



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

**Forms of Poetry** Explain that poets sometimes write in forms that have particular rules. The rules help express the poet's ideas. Have students find the repeated words *meadow*, *seedlings*, and *forest* in "We Are Waiting."

Ask how repeating these words helps the poet create images that express the idea of a changing environment. For more instruction on Author's Craft, see pp. T246–T247 and T254–T255.

## First Read

### Connect

**THINK ALOUD** I notice that the end of paragraph 1 describes white-tailed deer. This detail connects to the poem “The Gray Ones,” which is about deer that are “Swift, Still, Here, Gone.”

## Close Read

### Visualize Imagery

Explain that poetic language allows poets to describe an idea in an artistic way. Paragraph 1 says that white-tailed deer eat shoots, shrubs, and berries. “The Gray Ones” tells us the same information but in poetic language: “bud-nibblers.” Poetry adds imagery.

Have students scan **paragraph 1** and highlight one detail that connects to line 5 in “The Gray Ones.” **See student page for possible response.**

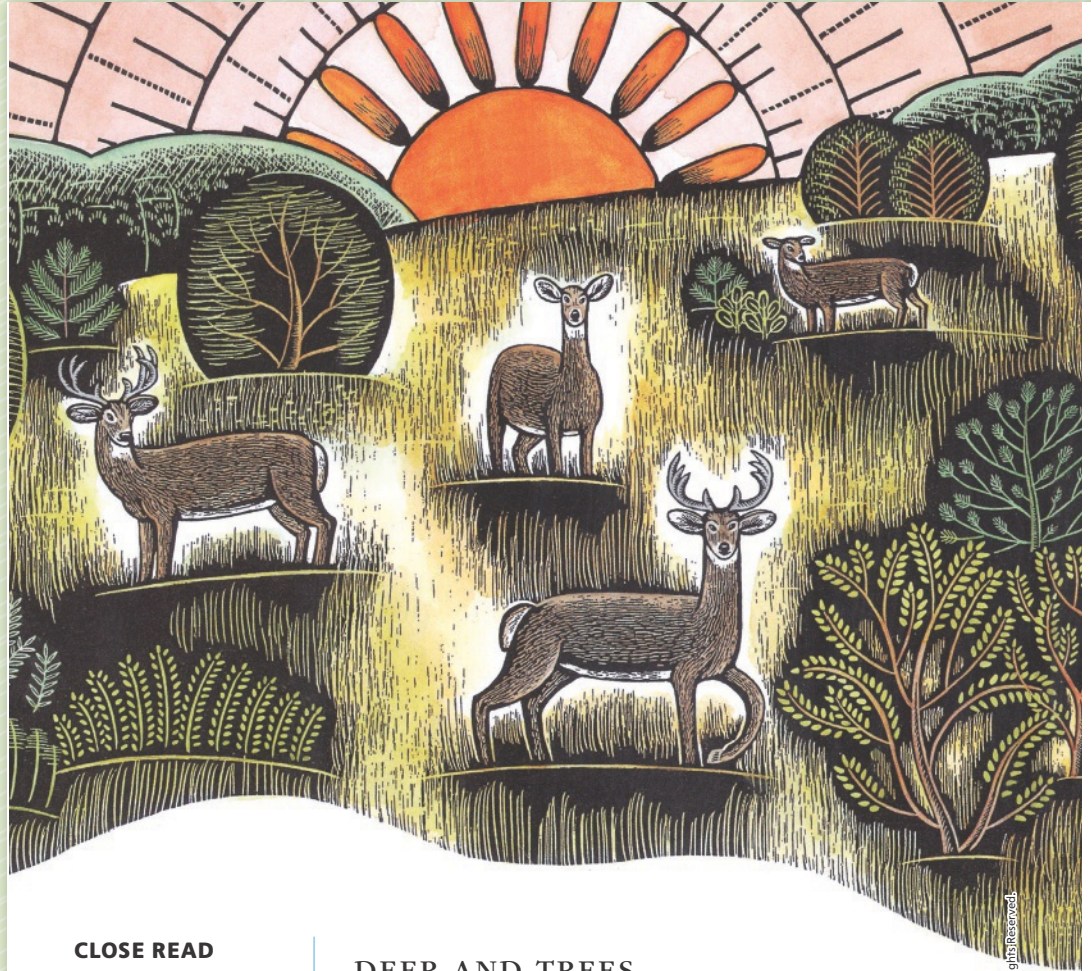
Ask students to explain how line 5 of the poem helps them create a mental image of the detail they highlighted in paragraph 1.

**Possible response:** The picture of a deer nibbling a bud helps me understand that the deer gently eats young, tender plant life.

DOK 2

### OBJECTIVE

Create mental images to deepen understanding.



### CLOSE READ

#### Visualize Imagery

**Highlight** a detail that combines with line 5 in “The Gray Ones” to help the reader create a mental image.

### DEER AND TREES

- 1 Meadows are formed in many different ways. Sometimes a forest burns, is blown down, or is cleared for lumber, leaving open areas. Sometimes a pond or wetland dries out. Meadow plants move in and thrive in these open areas. Then come animals such as the white-tailed deer, which feast on new shoots, shrubs, and berries, but can fade back into the forest at any sign of danger.

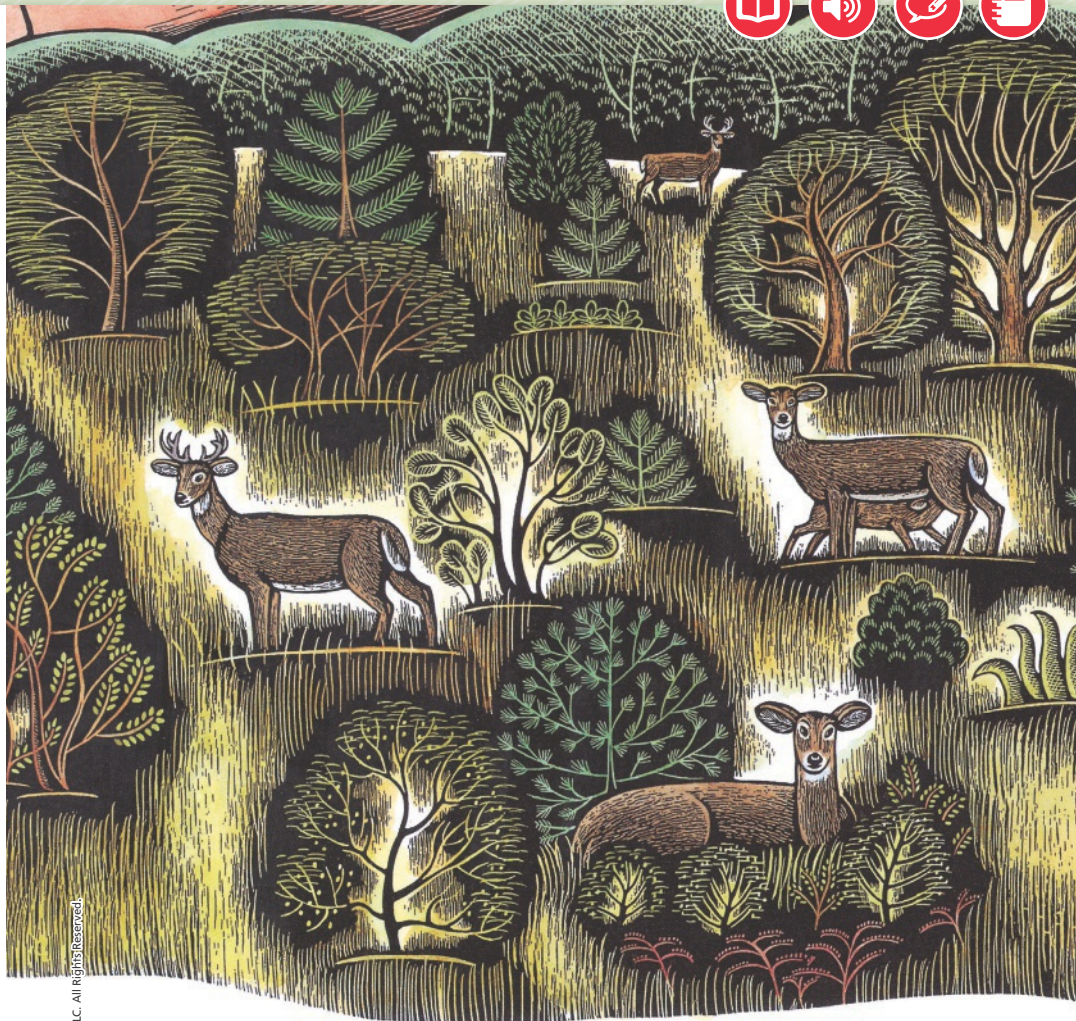
352

### CROSS-CURRICULAR PERSPECTIVES

#### Science



Have students connect what they read in “Deer and Trees” to the infographic on pp. 336–337 of the *Student Interactive*. Ask: **How does the relationship between the caterpillar and the plant in the infographic compare to the relationship between the deer and the meadow plants in “Deer and Trees”?** Point out that in both cases, a plant is food for an animal.




Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

- 2 The land is always changing, however. Tree seedlings take root in the meadow, and the slow march toward forest begins again. This constant change in habitat is called succession.

353

## First Read

### Respond

 **THINK ALOUD** As an active reader, I'm going to mark places in the text that interest or surprise me. I'm going to mark paragraph 2 of "Deer and Trees" because I'm surprised to learn that meadowlands are always changing. This is new information to me.

### Possible Teaching Point



#### Word Study | Greek Roots

Use the Word Study lesson on pp. T218–T219 to teach students how to investigate the parts of a word. Say that the Greek root *bio* appears in many words related to life. Explain that the word *symbiosis*, which refers to relationships between living things, contains the word parts *sym* (together with), *bio* (life), and *sis* (action, process, condition). Have students relate the Greek word parts to the meaning of the word.



# Respond and Analyze



*Butterfly Eyes and  
Other Secrets of the  
Meadow*

## OBJECTIVES

Use text evidence to support an appropriate response.

Demonstrate understanding of words by relating them to their opposites and to words with similar but not identical meanings.

Recognize and analyze genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.

Explain how the use of text structure contributes to the author's purpose.

## My View

Begin by asking students *What did you think about this text?* or *What part surprised you or interested you most?*

- **Brainstorm** How did the living things you read about depend on each other?
- **Discuss** What other living things do you know about that depend on each other?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that poets carefully select the words they use to help readers grasp ideas in the poem. The vocabulary words *tender*, *steeped*, *excreted*, *vessels*, and *ultraviolet* help readers picture what the poet describes.

- Remind yourself of each word's meaning.
- Ask yourself what images these words bring to mind.

**MODEL AND PRACTICE** Model filling out the circles on p. 354 using the circle for *tender*.

- In "Bubble Song," the poet uses the word *tender* to describe how bubbles keep the spittlebug safe. I'm going to think of some other words and phrases that have the same meaning or almost the same meaning as *tender*. I'll write *easily hurt*, *soft*, *delicate*, and *weak*.
- Looking at these words, I see that the poet had to make a careful choice about which word to use in the poem.

**ELL Targeted Support Vocabulary** Display the five weekly vocabulary words and review their definitions.

Speak each word and have students say the first thing that comes to mind when they hear it. Provide support and encouragement to help them express their ideas clearly. **EMERGING/DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students respond using newly acquired vocabulary as they complete p. 354 of the *Student Interactive*.

**OPTION 2 Use Independent Text** Have students list and look up unfamiliar words from their independent reading texts. Then have them explain how those words help them create images in their minds.

**QUICK CHECK**

**Notice and Assess** Can students explain how vocabulary words help readers visualize descriptions in *Butterfly Eyes and Other Secrets of the Meadow*?

**Decide**

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T242.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T243.

**Check for Understanding MyTURN** Have students complete p. 355 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 354–355



## VOCABULARY

**Develop Vocabulary**

Poets use precise language to create images in readers' minds. They carefully choose words that best match what they intend to say. These specific words help readers visualize descriptions and understand a poem's meaning.

**MyTURN** Review the vocabulary word in each circle. For each vocabulary word, write four related words, such as synonyms or phrases with similar meanings. Then, with a partner, discuss which words would create the best images and descriptions in a poem.

Possible responses:

**vessels**  
containers  
jars  
tubes  
boats

**tender**  
easily hurt  
soft  
delicate  
weak

**steeped**  
soaked  
drenched  
filled with  
involved in

354

## COMPREHENSION

## READING WORKSHOP

**Check for Understanding**

**MyTURN** Look back at the text to answer the questions.

1. What genre clues help you distinguish between the poems and prose in *Butterfly Eyes and Other Secrets of the Meadow*?  
**DOK 2** Possible response: Rhyming words and line breaks tell me that I am reading poetry. The prose contains facts related to the poems.
2. How does Joyce Sidman's choice of structure for the poem "Sap Song" connect to its ideas?  
**DOK 3** Possible response: Joyce Sidman wrote the words in two columns, making the poem look like the two "veins" in a plant stem. The stem carries nutrients up and down to help support the stem.
3. Draw a conclusion about who "the patient ones" are in the poem "We Are Waiting." Support your conclusion with text evidence.  
**DOK 2** Possible response: The patient ones are tree seedlings. "Now is meadow" and "Forest will return" tell about the seedlings waiting for meadow to become forest.
4. Analyze the relationships between creatures and plants that are discussed in the text. What do they have in common?  
**DOK 2** Possible response: Living things depend on one another. For example, a spittlebug uses a plant's sap to make a protective bubble. Flowers use ultraviolet patterns to attract the insects that pollinate them.

355

# Word Study Greek Roots

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning of words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

## LESSON 2

### Apply Greek Roots

**APPLY MyTURN** Instruct students to complete the table on p. 360 in the *Student Interactive* by writing words and sentences for each Greek root.

bio | life

phon | sound

scope | looking at

graph | written  
or drawn

meter | measure

tele | far or  
distant

After they finish the activity, ask students to find additional words that use the Greek roots.



STUDENT INTERACTIVE, p. 360



WORD STUDY

### Greek Roots

Knowing the origin of words and word parts can help you define unfamiliar words. For example, some English words include **Greek roots**, such as *bio*, *phon*, *scope*, *graph*, *meter*, and *tele*. The Greek root *bio* means “life.” If you know the Greek root *bio*, you can identify and define words with this root, such as *biology*, which means “the study of life.”

**My TURN** Complete the chart by writing a word that contains each root and a sentence that includes each word.

Possible responses:

Greek Root	Root Meaning	Word	Sentence
<i>bio</i>	life	biology	After reading about insects and animal life, I want to learn more about meadow biology.
<i>phon</i>	sound	microphone	The singer used a microphone so that everyone could hear her singing.
<i>scope</i>	looking at	telescope	Scientists use telescopes to study objects in space.
<i>graph</i>	written or drawn	autograph	After the concert, I got my favorite singer's autograph on my concert poster.
<i>meter</i>	measure	kilometer	The map showed that the destination was ten kilometers away.
<i>tele</i>	far or distant	telephone	My grandparents live far away, so I talk to them on the telephone.

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

360



## LESSON 2

### Apply Greek Roots

## LESSON 1

Teach Greek Roots

FLEXIBLE OPTION  
**LESSON 3**

More Practice

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Irregular Plurals

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

Use the  **QUICK CHECK** on p. T239 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Active readers pay attention to the words poets use to create mental images. Noticing these words helps readers better understand the poem and learn more about the ideas and feelings it expresses.

### ELL Targeted Support

Tell students they can better understand poetry by looking for words that create pictures in their minds. Have students take notes to develop understanding of the vocabulary words.

Have students take turns reading the lines and sentences in the text that contain the vocabulary words *tender*, *steeped*, *excreted*, *vessels*, and *ultraviolet*. Have them record the words and synonyms. **EMERGING**

Have students take turns explaining the meanings of the vocabulary words *tender*, *steeped*, *excreted*, *vessels*, and *ultraviolet* in their own words. Have them take notes on their discussion. **DEVELOPING**

Have partners ask each other questions about the vocabulary words and take notes on their responses. **EXPANDING**

Have students look up one vocabulary word in a dictionary and write the word and definition in their notebooks. Then have them work with a partner to find other words that mean the same thing as the words they looked up. **BRIDGING**



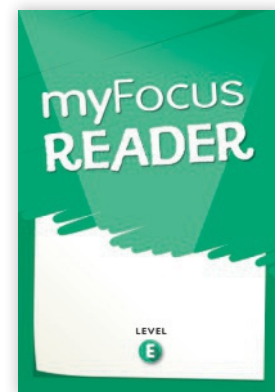
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read pp. 24–25, in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on how living things depend on each other.



Provide instructional support for comprehension and word study—Greek Roots and Academic Vocabulary.

## Fluency

Assess 2–4 students



### PROSODY

Have students choose a short passage from the text or a leveled reader. Ask student pairs to take turns reading the passage aloud, making sure they say every word correctly and do not skip any words. If students are skipping or mispronouncing words, tell them to slow down and concentrate on reading every word. Have them work through any challenging words or phrases and then reread the passage. Remind students that reading accurately will help listeners fully understand what they're reading. If needed, model reading with accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to tell you some words they read that helped them picture images.

### Possible Conference Prompts

- What words does the poet use to help us see what she is talking about?
- Why do you think the poet chose that word?
- What helped you understand the word?

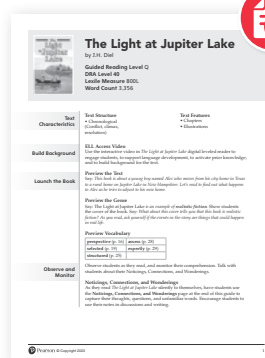
**Possible Teaching Point** To better understand key ideas and feelings in poems, pay attention to the words poets choose. Ask questions such as “Why did the poet select this word?”

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T220–T221.
- For instructional support on strategies for identifying the meaning of unknown words, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share some new words they learned from their reading, what the words mean, and why the poet may have chosen the words.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Butterfly Eyes and Other Secrets of the Meadow* or another text they have previously read.
- read a trade book or their Book Club text.
- partner-read a text, asking each other questions about the book.

### Centers



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

### Literacy Activities



Students can

- complete the graphic organizer on p. 354.
- work with a partner to discuss and answer the questions on p. 355.
- play the *myView* games.
- choose a passage from a text and with a partner take turns reading the passage with accuracy.

### SUPPORT INDEPENDENT READING

Help students set goals for their reading. Tell them they should practice reading increasingly difficult texts for longer periods of time over the course of the unit.

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



# Explain Poetic Language and Elements



*Butterfly Eyes and Other Secrets of the Meadow*

## OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary to talk about key ideas in the text. Give them sentence starters, such as

- The spittlebug's "bubbly home" helps it survive by \_\_\_\_.
- Monarch caterpillars use milkweed as a defense by \_\_\_\_.

## ELL Access

Discuss with students how poetic language and the elements of poetry contribute to a poem's meaning. Students may benefit from using a graphic organizer. Guide students by asking them questions like "How did the poet use repetition to emphasize what that poem was about?" or "How did rhyme help you hear rhythm in this poem?"

## Minilesson

**FOCUS ON STRATEGIES** Poets use poetic elements to express ideas and feelings in a unique way. Poetic elements include structure, rhythm, figurative language, and sound devices such as rhyme, assonance, and alliteration.

- Notice and explore how poetic elements express ideas and feelings.
- Notice and explore how sound devices enhance the experience of listening to the poem.
- Determine how poetic elements help you understand the poem.

**MODEL AND PRACTICE** Use the Close Read note on p. 342 of the *Student Interactive* to model annotating the text and using evidence to explain elements of poetry.

- What kinds of poetic elements appear in "Bubble Song"? I notice that the word *bubble* or words like it—*bubbles*, *bubbly*—appear thirteen times, including in the title. I'm going to underline those words.
- Now I will write that in the chart as "Evidence." Then I'm going to explain how that element creates an effect. The repetition of "bubble" words helps me picture an image of an insect home.
- Have students find other poetic elements in the poems, using the chart to explain how those poetic elements create effects in the poems.

**ELL Targeted Support Retell** Tell students that retelling the main ideas of a text in their own words is a good way to make sure they fully understood the text.

Have students retell a line from a poem in their own words. Provide help and support as needed. **EMERGING/DEVELOPING**

Ask students to retell the main idea of one poem in their own words. Then ask them how poetic elements helped them understand the main idea.

**EXPANDING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for explaining poetic language and elements.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Explain Poetic Language and Elements and then use the text evidence from their annotations to complete the chart on p. 356.

**OPTION 2 Use Independent Text** Have students highlight places in the text where they notice elements of poetry. Direct them to write in their notebooks how the different elements affect the poem or express ideas or feelings. Ask them why they think the poet chose to include those elements.

## QUICK CHECK

**Notice and Assess** Can students explain poetic language and elements?

## Decide

- **If students struggle**, revisit instruction about explaining poetic language and elements in Small Group on p. T250.
- **If students show understanding**, extend instruction about explaining poetic language and elements in Small Group on p. T251.

## STUDENT INTERACTIVE, p. 356



## CLOSE READ

## Explain Poetic Language and Elements

Joyce Sidman's poetry expresses emotions and also informs readers. To enjoy and explain poetry, readers notice poetic elements such as **structure**, **rhythm**, **meter**, **figurative language**, and **sound devices**. Sound devices include **rhyme** as well as **assonance** (repetition of the same vowel sounds) and **alliteration** (repetition of the same initial consonant sounds).

1. **MyTURN** Go to the Close Read notes in *Butterfly Eyes and Other Secrets of the Meadow* and underline the parts that help you explain how Joyce Sidman uses poetic elements.
2. **Text Evidence** Use your evidence to complete the chart.

Possible responses:

Poem	Evidence	How Elements Create Effects
"Bubble Song" and "Sap Song"	A form of "bubble" is repeated 13 times in "Bubble Song."	Repetition of "bubble" words make an image of an insect home.
"Heavenly" and "Ultraviolet"	In "Heavenly," "pods" are described as "soft green purses on slim racks."	Comparisons of unlike things make common things seem new and exciting and new ideas easy to understand.
"The Gray Ones" and "We Are Waiting"	In "We Are Waiting," line 1 is repeated at line 20, and line 2 is repeated at line 5.	Repeating lines makes the reader think about a circle or a cycle, like the meadow's cycle of fire and growth.

Copyright © Savvas Learning Company LLC. All Rights Reserved.



# Read Like a Writer

## OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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

---

## Analyze Imagery

### Minilesson

**FOCUS ON STRATEGIES** Imagery helps readers see, hear, feel, smell, touch, and taste the world created by a poem or text. Poets use a variety of methods to create an image, or mental picture, including:

- Similes: comparisons of two things using the word *like* or *as*.  
Examples: *water as smooth as glass; a voice like a foghorn*
- Metaphors: comparisons of two things that do *not* use the word *like* or *as*. Examples: *the words are fire; arms of rope*
- Imaginative descriptions: *a shimmering horizon, a blinding light, an ear-piercing boom*

**MODEL AND PRACTICE** Model the strategy for identifying and analyzing imagery and other figurative language on p. 361 in the *Student Interactive*.

1. Joyce Sidman presents a series of images using literal and figurative language.
2. One image in “Heavenly” makes me feel how hot it is. Another image makes me hear loud cicadas, which come out in summer. I wonder what “heady perfume” means. Maybe it relates to the poem’s title, “Heavenly.” These images help achieve the author’s purpose to create images for readers.
3. I think the perfume must come from a flower. The poem is about a hot summer day.

**ELL Targeted Support Figurative Language** Encourage students to work in pairs to explore imagery. Write the clause “the pavement is steeped in heat.” Have students define *pavement* and *heat*. Then ask them to find the definition of *steeped* on *Student Interactive* p. 346. Have partners explain the meaning of the image to each other. **EMERGING/DEVELOPING**

Have students discuss the image of a “heady perfume.” Encourage partners to use a print dictionary to find the definitions of *heady* and *perfume*. Ask them to discuss how smelling a “heady perfume” might make a person feel. **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Ask students to go through the poems and find examples of imagery, including similes, metaphors, and creative descriptions. Then have them focus on imagery in “The Gray Ones” by completing the activity on p. 361 in the *Student Interactive*.

## STUDENT INTERACTIVE, p. 361



## ANALYZE AUTHOR'S CRAFT

## READING-WRITING BRIDGE

## Read Like a Writer

Poets use **imagery** to create an image, or mental picture, of how something looks, sounds, smells, tastes, or feels. Imagery can be developed using figurative language such as **similes** and **metaphors**. Imagery can help readers experience emotions, make connections, and understand ideas.

**Model !** Read these lines from the poem “Heavenly.”

when the pavement is steeped in heat  
and cicadas are screaming,  
follow my heady perfume

imagery

- 1. Identify** In this poem, Joyce Sidman uses literal and figurative language in the phrases “pavement is steeped in heat,” “cicadas are screaming,” and “heady perfume.”
- 2. Question** What purpose does the imagery achieve?
- 3. Conclude** I feel the sizzling heat of a summer day. I hear the loud noise of cicadas. I smell the sweet aroma of the milkweed blooms. I experience a hot summer day.

Reread the poem “The Gray Ones.”

**My TURN** Follow the steps to analyze the effects of imagery.

- 1. Identify** Joyce Sidman uses imagery in the lines “Eyes of glass” and “Hooves of stone.”
- 2. Question** What does the imagery help me see?
- 3. Conclude** I see the clear, shiny eyes and tough, hard hooves of a real, living deer.

# Word Study Greek Roots

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning of words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

FLEXIBLE OPTION 

## LESSON 3

### More Practice

**FOCUS ON STRATEGIES** Stress the idea that students should look for familiar Greek roots in their reading. When they encounter a familiar Greek root, they should use it to construct a tentative definition of the English word.

**MODEL AND PRACTICE** Write the following words and ask students to identify the Greek root and tell the meaning of each word: *antibiotic*, *phonograph*, *microscope*, *photograph*, *centimeter*.



**APPLY** Have students complete *Word Study* p. 48 from the *Resource Download Center*.

Name \_\_\_\_\_

**Word Study**

**Greek Roots**  
Some English words have roots from other languages such as Greek. Knowing the Greek roots of words can help you define unfamiliar words. For example, scope means "viewing," so a telescope is "a tool used to view things from far away." Some Greek roots are bio, photo, scope, graph, meter, and tele.

WORD BANK		
biography	microscope	speedometer
amphibious	gyroscope	thermometer
symbolic	kaleidoscope	diameter
megaphone	autograph	television
saxophone	calligraphy	telegraph
symphony	geography	telemarketing

**Directions** Read each sentence. Use your knowledge of Greek roots to choose a word from the word bank that best completes the sentence.

- We were assigned alan biography about Abraham Lincoln.
- My science teacher used a microscope to show the class a bacteria cell.
- Nikki got her favorite baseball player's autograph on her baseball glove.
- Do you watch the local news on television in the morning?
- The principal had to use a megaphone to get everyone's attention.
- When I looked at the speedometer, I was surprised we were going so fast.
- Coral and algae have a symbiotic relationship that helps both species.
- My parents took me to the symphony last night to hear classical music.
- Until I looked in the kaleidoscope, I did not see all the colors.
- The calligraphy made the wedding invitation very beautiful.

Grade 4, Unit 2, Week 4  
© Pearson Education, Inc., or its affiliates. All rights reserved.

**Word Study, p. 48**



FLEXIBLE OPTION  
**LESSON 3**

**More Practice**

**LESSON 1**

Teach Greek Roots

**LESSON 2**

Apply Greek Roots

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Irregular Plurals

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

Use the  **QUICK CHECK** on p. T245 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### EXPLAIN POETIC LANGUAGE AND ELEMENTS

**Teaching Point** Poets use structure, rhythm, and figurative language to craft their poems. By paying attention to these elements of poetry, readers can see, hear, and feel what a poet describes.

### ELL Targeted Support

To help students understand the connection between poetic elements and comprehension, guide them to examine how the poetic language and poetic elements in *Butterfly Eyes and Other Secrets of the Meadow* helped them understand the poems' main ideas.

Have students choose one poem and identify a poetic element in it. Ask them questions to ensure they understand the element, such as: **Does this poetic element create rhythm? Does it help you create a mental image?**

### EMERGING/DEVELOPING

Have students identify two poetic elements in a poem. Ask them questions about how each poetic element created an effect, such as: **How did rhyme help develop a rhythm in the poem?**

### EXPANDING



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

## Intervention Activity



### EXPLAIN POETIC LANGUAGE AND ELEMENTS

Use Lesson 27, pp. T175–T180, in the *myFocus Intervention Teacher's Guide* for instruction on explaining poetic language and elements.

LEVEL E • READ

**Lesson 27** Literary Devices

**DIRECTIONS** Read the following texts. As you read, notice who is narrating the poem or story, how language is used to describe things, and the voice or style of the writing.

**My Olympic Dream**

1 Every morning my alarm clock goes off at five o'clock and I go for a five mile run before most people are even awake. Why? I have an Olympic dream.

2 I hope to qualify for the United States Olympic team as a marathon runner. A 26.2 mile race may seem like a herculean task, but it's possible with the right training and effort.

3 My aunt Gail is my mentor. She has run six marathons, though never in the Olympics. Sometimes she runs with me and encourages me. One time I got a cramp and my lungs were burning like fire. I wanted to quit. My aunt said, "You can do this. I'll keep running right here by your side. I promise you'll feel better when we're done."

4 And you know what? She was right! I felt so grateful to her for her words that day. Sometimes all you need to keep going is a little encouragement from someone who cares about you!

**An Olympic Dream**

1 Every morning Jayla's alarm clock goes off at five o'clock and she goes for a five mile run before most people are even awake. Why? She has an Olympic dream.

2 Jayla hopes to qualify for the United States Olympic team as a marathon runner. A 26.2 mile race may seem like a herculean task, but she believes it's possible with the right training and effort.

3 Jayla's aunt Gail is her mentor. Gail has run six marathons, though never in the Olympics. She feels it's important to mentor younger runners and encourage them. One time Jayla got a cramp and her lungs were burning like fire. She wanted to quit. Gail knew she could help her niece. She said, "You can do this. I'll keep running right here by your side. I promise you'll feel better when we're done."

4 And you know what? Gail was right. Jayla feels fortunate to have support from someone who cares about her.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 175

## Fluency

Assess 2–4 students



### ACCURACY

Have students work with a partner to practice reading a short passage with accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3–4 minutes per conference

### EXPLAIN POETIC LANGUAGE AND ELEMENTS

**Talk About Independent Reading** Ask students to look back at the poetic language and other elements of poetry they marked in their texts and to share what they learned from them.

#### Possible Conference Prompts

- What elements of poetry appear in the text?
- What did you learn from the poetic language and other elements of poetry you saw?
- Why do you think the author chose to add these elements of poetry to the text?

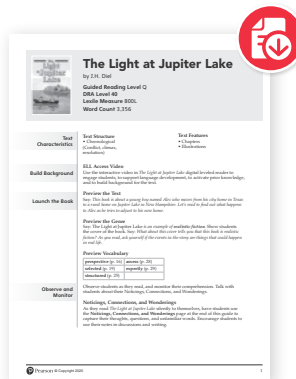
**Possible Teaching Point** Skilled readers pay attention to how poets use poetic language and other elements of poetry to express key ideas and feelings.

## Leveled Readers



### EXPLAIN POETIC LANGUAGE AND ELEMENTS

- For suggested titles, see “Matching Texts to Learning,” pp. T220–T221.
- For instructional support on explaining the elements of poetry, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to name some of the elements of poetry they found and explain what they learned from them.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *Butterfly Eyes and Other Secrets of the Meadow* or another text they have previously read.
- read a self-selected trade book.
- support their partners in developing a summary of a passage they read in their book.

### Centers



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

### Literacy Activities



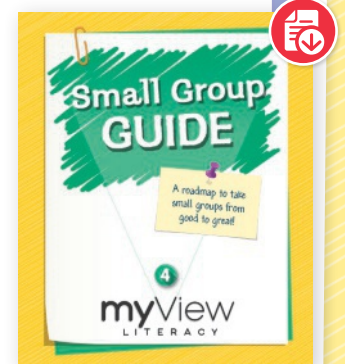
Students can

- complete the graphic organizer on p. 356.
- 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 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.



# Visualize Imagery



*Butterfly Eyes and  
Other Secrets of the  
Meadow*

## OBJECTIVE

Create mental images to deepen understanding.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to visualize imagery.

- Milkweed toxins help monarch butterflies survive because \_\_\_\_.
- Butterflies acquire pollen from \_\_\_\_.

Have students use the Academic Vocabulary throughout the week.

## Minilesson

**FOCUS ON STRATEGIES** Writers use precise words to help readers visualize, or create mental pictures of, what they're describing.

- Notice each word that appears in a poem.
- Think about how a writer's precise language and imagery help you create pictures in your mind.
- Explain how your mental pictures helped you understand the text.

**MODEL AND PRACTICE** Use the Close Read note on p. 344 to model how to annotate the text to identify details that add to a mental image.

- I'm going to examine the text and look for details that help me create mental images. I notice the detail "this sap is mixed with chemicals, then excreted and blown into a froth" in paragraph 1. I know that a froth is made of bubbles. I will highlight this detail because it helps me picture the "bubbly home" in "Bubble Song."

Draw attention to the chart on p. 357 and discuss how the annotated text can be used to complete the activity.

**ELL Targeted Support Text to Self** Help students use prior knowledge to visualize what they read. Model how personal experience can help them make a mental image. Read aloud a prose paragraph from *Butterfly Eyes and Other Secrets of the Meadow*. After reading:

Ask leading questions to form a text-to-self connection, such as: **Have you ever seen \_\_\_\_\_? When? What did it look like? EMERGING**



## EXPERT'S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small groups can be difficult to manage for a teacher who thinks he or she has to monitor everything alone. As part of your small group routine and procedures, establish helper roles so that students are encouraged to become independent learners. For example, you might have a Table Captain who organizes materials, a Time Keeper, and a Professor who reads aloud directions and other text as needed. Research supports the importance of providing students with opportunities to become independent learners.”

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



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for visualizing images.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Visualize Imagery and then use the text evidence from their annotations to complete p. 357.

**OPTION 2 Use Independent Text** Have students underline parts of the text that help them create mental images.

## QUICK CHECK

**Notice and Assess** Can students visualize imagery?

**Decide**

- **If students struggle**, revisit instruction for visualizing imagery in Small Group on p. T258.
- **If students show understanding**, extend instruction for visualizing imagery in Small Group on p. T259.

## STUDENT INTERACTIVE, p. 357



## READING WORKSHOP

## Visualize Imagery

Consider the precise language Joyce Sidman uses to describe plants, animals, and insects in the text. Use these descriptions to visualize, or create mental images of, what she describes.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you create mental images.
2. **Text Evidence** Use your highlighted text to describe what you visualized while reading the poems and prose.

## Possible responses:

Text Evidence	What It Helps Me Visualize
"Spittlebug and Xylem & Phloem": "this sap is mixed with chemicals, then excreted and blown into a froth"	This helps me visualize how the spittlebug mixes sap and chemicals to blow foamy bubbles.
"Milkweed and Butterflies": "eye- catching ultraviolet patterns that surround their pollen-filled centers" "ultraviolet colors—which also show up on their wings"	This helps me picture the invisible patterns on flowers and secret identifiers on butterfly wings.
"Deer and Trees": "feast on new shoots, shrubs, and berries"	This helps me understand and visualize what deer eat in meadows.



# Write for a Reader

## OBJECTIVES

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

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

## Use Imagery

### Minilesson

**FOCUS ON STRATEGIES** Poets use many types of imagery to help readers connect to a poem. The word *imagery* is related to the word *image*, which can mean “mental picture.”

**MODEL AND PRACTICE** Have partners discuss the imagery and figurative language they remember from *Butterfly Eyes and Other Secrets of the Meadow*. Then, as a class, discuss how students can use imagery and figurative language in their own writing by referring to p. 362 in the *Student Interactive*. Model an example.

1. I picture a scene in the natural world, and then I ask myself: *What colors and shapes do I see? How do things smell and sound? What kinds of textures and feelings do I encounter and experience?*
2. I write words that come to mind in response to each question. I decide to turn some of the sensory details into similes and some into metaphors. For example, the green trees are a blanket. The breeze makes their edges flicker like candle flames.
3. I decide to use images like these to help my reader feel the calmness I feel in the forest.

**ELL Targeted Support Narrate with Specificity and Detail** Help students narrate with increasing specificity and detail.

Write *color, shape, size*. Have students give you examples of descriptive words in each category. **EMERGING**

Write these sentence frames: \_\_\_\_\_ is as \_\_\_\_\_ as a \_\_\_\_\_, \_\_\_\_\_ sounds like \_\_\_\_\_, The taste of \_\_\_\_\_ is \_\_\_\_\_. Have students choose one of the frames and complete it orally in two different ways. Then have students transcribe their oral sentences. **DEVELOPING**

Provide sentence starters and have students write one or more narrative sentences with specific details. *The color of \_\_\_\_\_.* *It smells like \_\_\_\_\_.* *They heard \_\_\_\_\_.* **EXPANDING**

Challenge students to narrate a detailed scene. Their writing should include descriptions of specific sights, sounds, smells, tastes, and textures. **BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Refer students to the imagery and figurative language in the poetry collection as a model for their own writing. Then guide them in completing p. 362 in the *Student Interactive*.

## Writing Workshop

During Writing Workshop conferences, focus on making descriptions vibrant. Urge students to slow down and really visualize places and events. Point out that effective imagery often takes time to craft. Encourage students to get a description down on paper, then come back to it one or more times.

## STUDENT INTERACTIVE, p. 362



## DEVELOP AUTHOR'S CRAFT

## Write for a Reader

Poets and authors use figurative language to help readers create mental pictures. Writers can do this by using metaphors (comparisons that say something is something else) or similes (comparisons that use *like* or *as*).

**My TURN** Explain to a partner how Joyce Sidman uses figurative language to create imagery in her poems. Then identify how you can use imagery in your own writing.

Use figurative language to vividly describe how things look, smell, sound, taste, or feel.



1. Think about your favorite plant or flower. What words or phrases would you use to describe sights, sounds, smells, or tastes related to it?  
**Possible response:** African violets have velvety leaves. They can have different colors, but my favorite ones are purple. They remind me of a soft, humid breeze after rain.
2. How could you create imagery using those sensory details? Write three examples of figurative language, including similes and metaphors, that would help a reader visualize the plant or flower you chose.  
**Possible response:** Leaves as soft as a baby's cheek; petals as deep as sweet ripe grapes; sleepy, calm flowers doze in the sun
3. Explain how you would use each figure of speech in a poem to have an effect on your audience. How would your imagery help readers feel as if they are experiencing your plant or flower?  
**Possible response:** My similes would make the reader experience sight and touch, and my personification would give the reader a peaceful feeling.

# Word Study Spiral Review

## OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words with specific orthographic patterns and rules, including regular and irregular plurals.

FLEXIBLE OPTION 

## LESSON 4



### Spiral Review: Irregular Plurals

**FOCUS ON STRATEGIES** Remind students that many common words have plural forms that do not fit any conventional pattern.

**MODEL AND PRACTICE** Ask volunteers to identify the plural form of each word.

1. woman
2. foot
3. person
4. life
5. mouse
6. goose
7. shelf
8. scissors

**APPLY** Have students choose two of the words above and write a sentence for each that includes both the singular and plural forms.





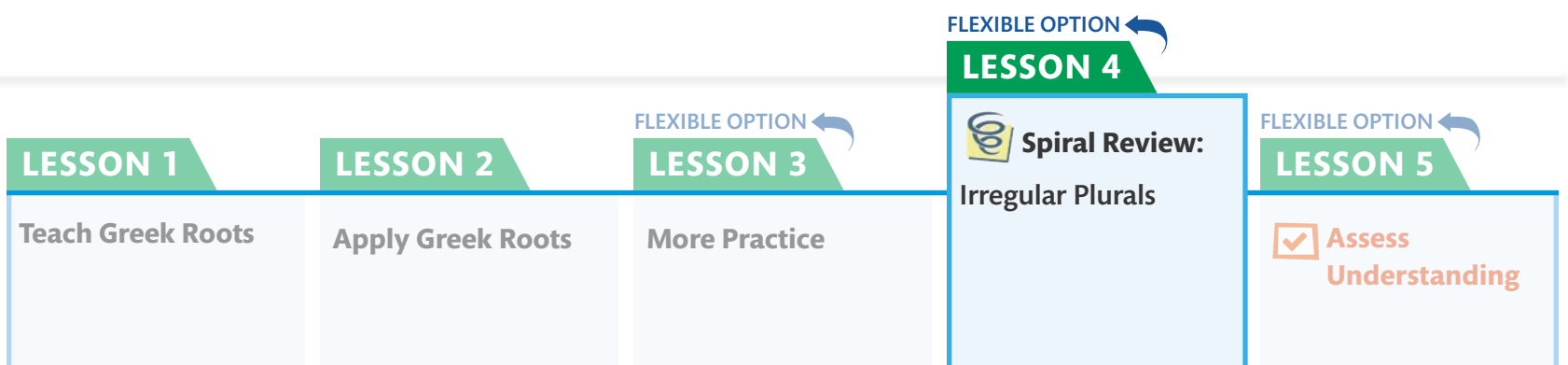
### ELL Targeted Support

**Irregular Plurals** Work on regular plurals to make sure students have a good grasp of spelling rules. Write *skate, finger, day, gas*. Then ask students to write the plural form of each word and pronounce it out loud. **EMERGING**

In addition to the words above, ask students to write and pronounce the plurals of *face, beach, box*. Explain how to use spelling rules to determine which words end in -s and which words end in -es. **DEVELOPING**

In addition to the words above, ask students to use their knowledge of spelling rules to write and pronounce the plurals of *berry, penny, flurry, ability*. **EXPANDING**

In addition to the words above, ask students to consult a print or digital resource and then to write and pronounce the plurals of *leaf, wolf, ox, woman*. **BRIDGING**



Use the  **QUICK CHECK** on p. T253 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### VISUALIZE IMAGERY

**Teaching Point** You can improve your understanding of a text by picturing what the author describes. Focusing on imagery will help you visualize, or create pictures in your mind. Creating mental pictures makes the text seem more real and helps you better understand the key ideas.

### ELL Targeted Support

Ask students to share their thoughts on how imagery in *Butterfly Eyes and Other Secrets of the Meadow* helps them create mental images. Encourage them to ask for help when they need it and to describe concepts when the exact English words are not known.

Ask students to describe, in words or through pantomime, an image that came to mind while they were reading. **EMERGING**

Have students describe an image that came to mind while they were reading and then share descriptions with one another.

### DEVELOPING/EXPANDING

Encourage students to describe in detail an image that came to mind as they read. Then ask them to explain how the image helped them understand the text. **BRIDGING**



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

## Intervention Activity



### VISUALIZE IMAGERY

Use Lesson 27, pp. T175–T180 in the *myFocus Intervention Teacher's Guide* for instruction on visualizing.

LEVEL E • READ

**Lesson 27** Literary Devices

**DIRECTIONS** Read the following texts. As you read, notice who is narrating the poem or story, how language is used to describe things, and the voice or style of the writing.

**My Olympic Dream**

1 Every morning my alarm clock goes off at five o'clock and I go for a five mile run before most people are even awake. Why? I have an Olympic dream.

2 I hope to qualify for the United States Olympic team as a marathon runner. A 26.2 mile race may seem like a herculean task, but it's possible with the right training and effort.

3 My aunt Gail is my mentor. She has run six marathons, though never in the Olympics. Sometimes she runs with me and encourages me. One time I got a cramp and my lungs were burning like fire. I wanted to quit. My aunt said, "You can do this. I'll keep running right here by your side. I promise you'll feel better when we're done."

4 And you know what? She was right! I felt so grateful for her for her words that day. Sometimes all you need to keep going is a little encouragement from someone who cares about you!

**An Olympic Dream**

1 Every morning Jayla's alarm clock goes off at five o'clock and she goes for a five mile run before most people are even awake. Why? She has an Olympic dream.

2 Jayla hopes to qualify for the United States Olympic team as a marathon runner. A 26.2 mile race may seem like a herculean task, but she believes it's possible with the right training and effort.

3 Jayla's aunt Gail is her mentor. Gail has run six marathons, though never in the Olympics. She feels it's important to mentor younger runners and encourage them. One time Jayla got a cramp and her lungs were burning like fire. She wanted to quit. Gail knew she could help her niece. She said, "You can do this. I'll keep running right here by your side. I promise you'll feel better when we're done."

4 And you know what? Gail was right. Jayla feels fortunate to have support from someone who cares about her.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 175

## Fluency

Assess 2–4 students



### ACCURACY

Have student pairs practice reading a short passage with accuracy.

### ORAL READING RATE AND ACCURACY

Use pp. 49–54 in Unit 2 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3–4 minutes  
per conference

### VISUALIZE IMAGERY

**Talk About Independent Reading** Ask students to identify imagery in the text. Have students talk with a partner about how those images helped them visualize what the author was describing.

### Possible Conference Prompts

- What examples of imagery did you find?
- How did imagery help you visualize the things the author was describing?
- How did the images you created in your mind help you understand the text?

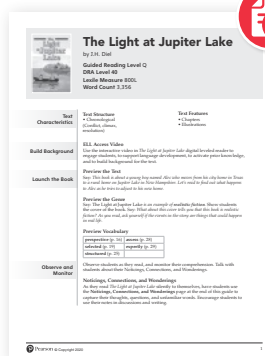
**Possible Teaching Point** Imagery can help you gain a better understanding of a text by helping you picture what the author is talking about.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T220–T221.
- For instructional support on practicing visualizing instances of imagery, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to share what they learned today about visualizing imagery.

## 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



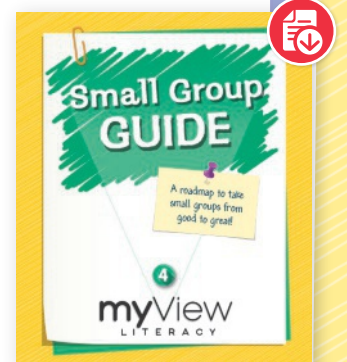
Students can

- complete the graphic organizer on p. 357.
- write about their book in their reading notebooks.
- play the *myView* games.
- with a partner, take turns reading a text with accuracy.

### 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 to target your students' specific instructional needs.



# Reflect and Share



*Butterfly Eyes and  
Other Secrets of the  
Meadow*

## OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

Use commas and quotation marks to mark direct speech and quotations from a text.

## ACADEMIC VOCABULARY

**Synthesize** Have students start incorporating the unit Academic Vocabulary words into their discussions and their own writing. Ask:

- What is one defense that monarch butterflies employ?
- How do living things help each other survive?

## Write to Sources

### Minilesson

**FOCUS ON STRATEGIES** Explain that an opinion is more convincing if there is evidence to support it.

- Before stating an opinion, ask yourself whether you have text evidence to support the opinion.
- Sometimes you can find text evidence supporting an opinion in multiple texts. Think about ways you can connect pieces of evidence from different texts to support an opinion.
- When you include evidence in your own writing, give credit to the author. Use quotation marks and commas correctly to indicate direct quotations.

**MODEL AND PRACTICE** Model writing opinions and gathering text evidence using the Write to Sources prompt on p. 358 in the *Student Interactive*.

Based on my reading, my opinion is that living things in pairs survive better than living things that are not part of pairs. One example I read about is the milkweed plant and the monarch butterfly. My first piece of text evidence is this detail from “Milkweed and Butterflies”: “Monarch butterflies are immune to these toxins and lay their eggs on the plant’s leaves, which provide food for newly hatched caterpillars.” This evidence supports my opinion by showing that the milkweed plant serves as food for the monarch caterpillar, which helps it survive. I’ll use quotation marks when I include that evidence in my paragraph.

**ELL Targeted Support State an Opinion** Have students practice stating their opinions and supporting them with text evidence using the infographic on pp. 336–337 of the *Student Interactive*. Encourage them to use the new vocabulary they learned this week.

Ask students to share one opinion about the living things in the infographic and support it with one piece of text evidence. Encourage them to use at least one new vocabulary word. **EMERGING/DEVELOPING**

Ask students to share one opinion about the living things in the infographic and support it with two pieces of text evidence. Encourage them to look for evidence in other texts they read this week. Guide them to use multiple new vocabulary words. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for making connections and comparisons across texts.

**OPTION 1 Use the Shared Read** Have students gather evidence and write a paragraph as directed on *Student Interactive* p. 358.

**OPTION 2 Use Independent Text** Students should use their independent reading texts to make connections and comparisons, gather evidence, and form an opinion.

**QUICK CHECK**

**Notice and Assess** Can students make connections and comparisons across texts?

**Decide**

- **If students struggle**, revisit instruction for comparing texts in Small Group on p. T264.
- **If students show understanding**, extend instruction for comparing texts in Small Group on p. T265.

**WEEKLY QUESTION** Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write the response on a separate sheet of paper.

STUDENT INTERACTIVE, p. 358



## RESPOND TO TEXT

**Reflect and Share**

**Write to Sources** This week you read about living things that depend on each other. What other living things did you read about this week? What other creatures or plants do they depend on? Choose a pair of animals or plants that are closely related. Then gather text evidence to write an opinion paragraph about the question: Is it important to know how living things depend on one another?



**Use Text Evidence** In opinion writing, it is important to include text evidence that relates to the opinion. Write one sentence that states your opinion. Then gather text evidence that supports your opinion.

When citing text evidence in your writing, remember to:

- Introduce the evidence within a sentence by using the phrase “for example.”
- Use quotation marks around direct quotations from a text.
- Use a comma to separate the quotation from other words in a sentence.
- After you cite evidence, include a statement saying why that evidence is important or how it supports your opinion.

Finally, on a separate piece of paper, write a paragraph that expresses and supports your opinion.

**Weekly Question**

In what ways do living things depend on each other?

**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 riddles in Joyce Sidman’s poetry end with the questions *What am I?*, *What are we?*, or *What are they?* She solves the riddles in the informational texts that follow each poem. How does Sidman’s choice to include these direct questions affect your interest in and understanding of the poems and texts? Use text evidence to support your opinion.



# Word Study Greek Roots

## OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning of words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

## 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 evaluate how well students can use Greek roots to define words, write the following words. Have students mark the word parts and identify each Greek root. Then ask them to try to define each. Allow students to consult print or online resources to confirm the meanings of unfamiliar word parts.

cardiograph

symphony

diameter

biosphere

periscope

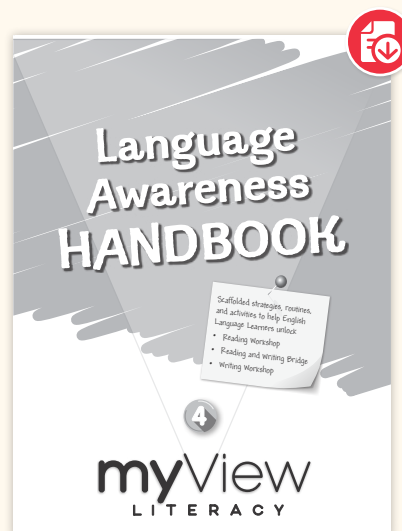
Invite students to make a running list of words that include Greek roots.





## Develop Language Awareness

For additional practice with Greek roots, complete the activity on p. 26 of the *Language Awareness Handbook*. In this practice activity, students will use visual and contextual support to understand the meaning of root words.



				FLEXIBLE OPTION
<b>LESSON 1</b>	<b>LESSON 2</b>	FLEXIBLE OPTION <b>LESSON 3</b>	FLEXIBLE OPTION <b>LESSON 4</b>	<b>LESSON 5</b>
Teach Greek Roots	Apply Greek Roots	More Practice	Spiral Review: Irregular Plurals	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T261 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### COMPARE TEXTS

**Teaching Point** Skilled readers think about the ways different writers present similar ideas. They pay attention to details that texts have in common, and they notice how texts differ. Create a Venn diagram with students to compare and contrast the ideas in the infographic “Part of a Habitat” with those in “Milkweed and Butterflies.”

### ELL Targeted Support

To help students build academic language proficiency, guide them in using the Academic Vocabulary words *survive* and *defense* during the class discussion of “Part of a Habitat” and “Milkweed and Butterflies.”

Ask students to share aloud one comparison they made between the two texts, using the word *survive*. **EMERGING**

Ask students to share aloud two comparisons they made between the texts, using *survive* and at least one new vocabulary word. **DEVELOPING**

Ask students to share aloud one comparison and one contrast they made between the texts, using the Academic Vocabulary words. **EXPANDING**

Ask students to share aloud two or more comparisons or contrasts they made between the texts, using both Academic Vocabulary words and three or more new vocabulary words.

### BRIDGING



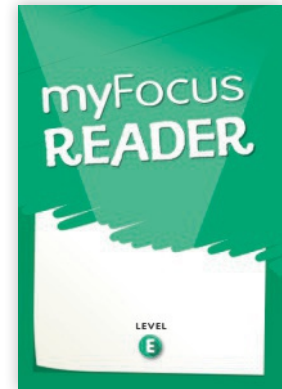
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 24–25 with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to engage students in a conversation that demonstrates how the texts they have read this week support their understanding of how living things depend on each other 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 1–12.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Students should organize their findings on how living things depend on each other into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they have learned about making connections and comparisons across texts.

### Possible Conference Prompts

- How are the living things in *Butterfly Eyes and Other Secrets of the Meadow* different from other living things you read about this week?
- How do the living things in *Butterfly Eyes and Other Secrets of the Meadow* connect to other living things you read about this week?

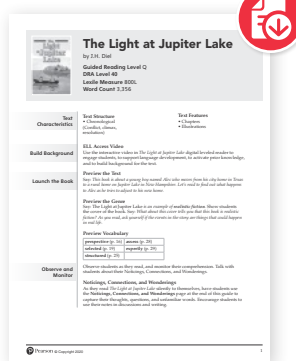
**Possible Teaching Point** Active readers think about other texts they have read to compare, contrast, and connect ideas across texts.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T220–T221.
- For instructional support on comparing texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share the comparisons and connections they made across texts.

## Independent/Collaborative

### Independent Reading



Students can

- reread the infographic “Part of a Habitat” with a partner.
- read a self-selected text.
- reread or listen to their leveled reader.

### Centers



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

### Literacy Activities



Students can

- write a response to the Weekly Question.
- research other information about monarch butterflies based on the infographic.
- Play the *myView* games.

## BOOK CLUB



See Book Club, pp. T488–T489, for

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

## Suggested Daily Times

### READING WORKSHOP

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

### WRITING WORKSHOP

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

## Learning Goals

- I can learn more about informational text by integrating information from multiple sources.
- I can develop knowledge about language to make connections between reading and writing.
- I can use elements of informational text to write an article.

### SEL SOCIAL-EMOTIONAL LEARNING

## ✓ Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

The following assessments are available on **SavvasRealize.com**:

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

## Materials

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

## LESSON 1

### READING WORKSHOP

#### GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T270–T271
- Listening Comprehension: Read Aloud “Primates of Madagascar” T272–T273
- Informational Text T274–T275
- ✓ **Quick Check** T275

### READING BRIDGE

- Academic Vocabulary: Parts of Speech T276–T277
- Word Study: Teach Latin Roots *terr, rupt, tract, aqua, dict* T278–T279

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T282–T283
- Strategy, Intervention, and On-Level/Advanced Activities T282
- ELL Targeted Support T282
- Conferring T283

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T283
- Literacy Activities T283

**BOOK CLUB** T283 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T436–T437
  - » Edit Complete Sentences
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T437
- Conferences T434

### WRITING BRIDGE

- Spelling: Spell Words with Latin Roots T438
  - ✓ **Assess Prior Knowledge** T438
- Language and Conventions: Spiral Review: Singular and Plural Nouns T439

## LESSON 2

### READING WORKSHOP

#### SHARED READ

- Introduce the Texts T284–T301
  - » Preview Vocabulary
  - » Read and Compare Texts
- Respond and Analyze T302–T303
  - » My View
  - » Develop Vocabulary
  - ✓ **Quick Check** T303
- Check for Understanding

### READING BRIDGE

- Word Study Apply Latin Roots *terr, rupt, tract, aqua, dict* T304–T305

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T306–T307
- Strategy and Intervention Activities T306
- Fluency T306
- ELL Targeted Support T306
- Conferring T307

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T307
- Literacy Activities T307

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T440–T441
  - » Edit for Nouns
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T441
- Conferences T434

### WRITING BRIDGE

- Spelling: Teach: Spell Words with Latin Roots T442
  - FLEXIBLE OPTION**
- Language and Conventions: Oral Language: Subject-Verb Agreement T443

## LESSON 3

### READING WORKSHOP

#### CLOSE READ

- Synthesize Information T308–T309
- Close Read and Compare: *The Weird and Wonderful Echidna and The Very Peculiar Platypus*
  - ✔ **Quick Check** T309

### READING BRIDGE

- Read Like a Writer: Analyze Text Structure T310–T311
- Word Study: More Practice: Latin Roots *terr, rupt, tract, aqua, dict* T312–T313 **FLEXIBLE OPTION**

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T314–T315
- Strategy and Intervention Activities T314
- Fluency T314
- ELL Targeted Support T314
- Conferring T315

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T315
- Literacy Activities T315
- Partner Reading T315

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T444–T445
  - » Publish and Celebrate
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T445
- Conferences T434

### WRITING BRIDGE

- Spelling: More Practice: Spell Words with Latin Roots T446 **FLEXIBLE OPTION**
- Language and Conventions: Teach Subject-Verb Agreement T447

## LESSON 4

### READING WORKSHOP

#### CLOSE READ

- Monitor Comprehension T316–T317
- Close Read and Compare: *The Weird and Wonderful Echidna and The Very Peculiar Platypus*
  - ✔ **Quick Check** T317

### READING BRIDGE

- Write for a Reader: Use Text Structure T318–T319
- Word Study: Spiral Review: Greek Roots T320–T321 **FLEXIBLE OPTION**

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T322–T323
- Strategy and Intervention Activities T322
- Fluency T322
- ELL Targeted Support T322
- Conferring T323

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T323
- Literacy Activities T323
- Partner Reading T323

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T448–T449
  - » Prepare for Assessment
  - » Share Back

#### INDEPENDENT WRITING

- Travel Article T449
- Conferences T434

### WRITING BRIDGE

- Spelling: Spiral Review: Spell Words with Greek Roots T450 **FLEXIBLE OPTION**
- Language and Conventions: Practice Subject-Verb Agreement T451

## LESSON 5

### READING WORKSHOP

#### COMPARE TEXTS

- Reflect and Share T324–T325
  - » Talk About It
    - ✔ **Quick Check** T325
  - » Weekly Question

### READING BRIDGE

- Word Study: Latin Roots *terr, rupt, tract, aqua, dict* T326–T327 **FLEXIBLE OPTION**
  - ✔ **Assess Understanding** T326

### SMALL GROUP/INDEPENDENT

#### TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T328–T329
- Strategy, Intervention, and On-Level/Advanced Activities T328
- ELL Targeted Support T328
- Conferring T329

#### INDEPENDENT/COLLABORATIVE

- Independent Reading T329
- Literacy Activities T329

**BOOK CLUB** T329 **SEL**

### WRITING WORKSHOP

#### MINILESSON

- Travel Article T452–T453
  - » Assessment
  - » Share Back

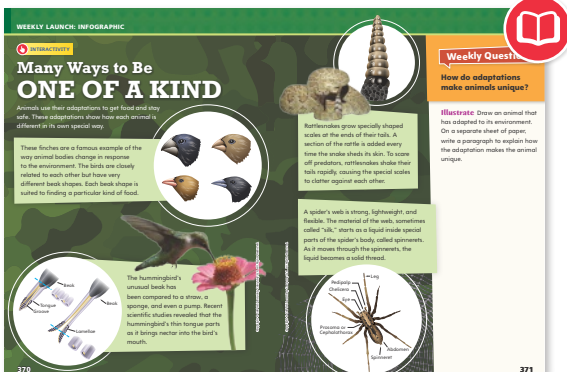
#### INDEPENDENT WRITING

- Assessment T452–T453
- Conferences T434

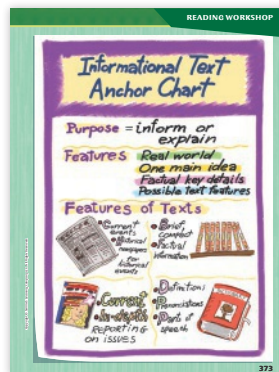
### WRITING BRIDGE

- Spelling: Spell Words with Latin Roots T454
  - ✔ **Assess Understanding** T454
- Language and Conventions: Standards Practice T455 **FLEXIBLE OPTION**

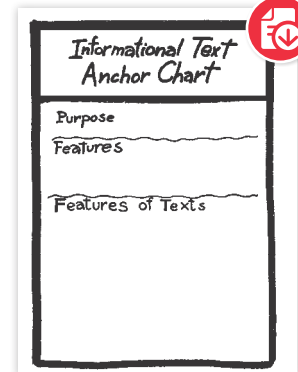
# Materials



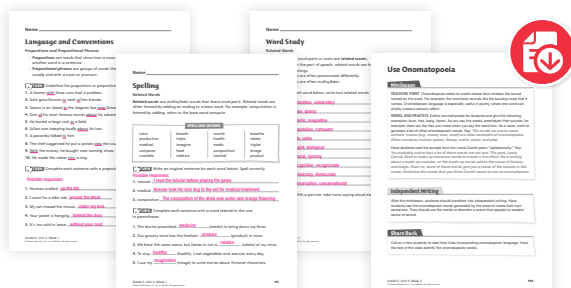
**INFOGRAPHIC**  
Many Ways to Be One of a Kind



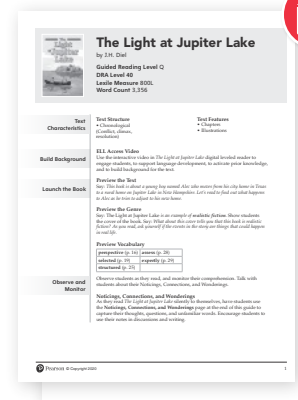
**READING ANCHOR CHART**  
Informational Text



**EDITABLE ANCHOR CHART**  
Informational Text



**RESOURCE DOWNLOAD CENTER**  
Additional Practice



**LEVELED READERS TEACHER'S GUIDE**

## Words of the Week

### Develop Vocabulary

monotremes  
unique  
adaptations  
burrow

### Spelling Words

attract	abrupt
distract	diction
distraction	dictionary
erupt	dictate
eruption	verdict
disrupt	
interrupt	
territory	
territorial	
terrain	
traction	
abstract	
aquatic	
aquamarine	

### Challenge Spelling Words

jurisdiction  
corruption  
extractable

### Unit Academic Vocabulary

survive  
classified  
sufficient  
defense  
acquire

**WEEK 1 LESSON 1** READING WORKSHOP GENRE & THEME

### Listening Comprehension

**OBJECTIVES**  
Listen actively, ask relevant questions to clarify information, and use appropriate language to express understanding and respond to what you hear. Use appropriate language to express understanding and respond to what you hear. Use appropriate language to express understanding and respond to what you hear.

**ELL Language Transfer**  
Compare the text to a text in another language.

**FLUENCY**  
Read with accuracy and fluency to support comprehension. Understand what has been read and make connections to the text and to self, to the world, and to other texts.

**THINK ALOUD**  
Think aloud to model the process of reading and understanding a text.

**Primates of Madagascar**  
Madagascar is the fourth largest island in the world. It lies about 400 kilometers off the southeast coast of Africa. Madagascar separated from the mainland more than 100 million years ago. Many strange and unusual animals have lived there all the time. Other animals may have floated to the island on logs. Some of these early animals were primates. Adaptations have resulted in these unusual primates of Madagascar.

**Ring-tailed Lemurs**  
Ring-tailed lemur have long, wavy tails that they use in a unique way. Lemurs have special glands that produce a very smelly liquid. When the lemur leans back to get a drink of water, the liquid splashes onto the skin of its tail. The lemur then uses its tail to fan the liquid over its body. The lemur's body is covered in a thick coat of fur. The lemur's body is covered in a thick coat of fur. The lemur's body is covered in a thick coat of fur.

**READ ALOUD**  
“Primates of Madagascar”



**READ ALOUD TRADE BOOK LIBRARY**

**Interactive Read Aloud**

### Fiction Lesson Plan

**WHY**  
Interactive Read Aloud is a powerful tool for building students' reading comprehension skills. It provides an opportunity to model thinking and problem-solving strategies. It also allows students to ask questions and share their own thoughts about the text.

**PLANNING**  
Select a text from the Read Aloud Trade Book Library or the school or district library. Consider the text's length, complexity, and relevance to the curriculum. Prepare a list of questions to ask during the read-aloud. Prepare a list of questions to ask during the read-aloud. Prepare a list of questions to ask during the read-aloud.

**BEFORE READING**  
Show the cover of the book to introduce the title, author, and genre. Ask the students to share their thoughts about the cover. Ask the students to share their thoughts about the cover. Ask the students to share their thoughts about the cover.

**DURING READING**  
Read with expression to draw in listeners. Ask questions to guide the discussion and draw attention to the text. Ask questions to guide the discussion and draw attention to the text. Ask questions to guide the discussion and draw attention to the text.

**AFTER READING**  
Discuss the text with students to share thoughts about the story. Discuss the text with students to share thoughts about the story. Discuss the text with students to share thoughts about the story.

**INTERACTIVE READ ALOUD LESSON PLAN GUIDE**



**SHARED READ**  
*The Weird and Wonderful Echidna*  
and *The Very Peculiar Platypus*

**BOOK CLUB**

Titles related to Spotlight Genre and Theme: T490–T491

**Mentor STACK**

Writing Workshop T337

**LITERACY STATIONS**

**SCOUT**

## Assessment Options for the Week

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

**ASSESSMENT GUIDE**



# Interact with Sources

## OBJECTIVE

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

## ACADEMIC VOCABULARY


**Language of Ideas** Academic language helps students access ideas. After you discuss the infographic, ask: [How are animals in this infographic classified?](#) [Which details explain how some animals survive?](#) [How is the rattlesnake's tail a defense against predators?](#)

- survive
- defense
- classified
- acquired
- sufficient

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

## Explore the Infographic

Remind students of the Essential Question for Unit 2: *How do living things adapt to the world around them?* Point out the Week 5 Question: *How do adaptations make animals unique?*

Direct attention to the infographic on pp. 370–371 in the *Student Interactive*. Explain that the pictures and text work together to provide different information about the same topics. Have students study the pictures as you read the text aloud, and identify the visual representations of each adaptation. Explain that an adaptation is a feature that helps a living thing survive in its environment. 

Use the following questions to guide discussion:

- Are you already familiar with any of these animals and their adaptations? Which ones? What else do you know about these familiar animals?
- Which animal adaptation is unfamiliar? Now that you have learned about that adaptation, can you think of another animal with a similar adaptation?
- What makes the animals included in the infographic “one of a kind”? What other animals can you think of that have adapted in unique ways?

**WEEKLY QUESTION** Reread the Week 5 Question: *How do adaptations make animals unique?* Tell students they just learned some interesting facts about a few animals’ adaptations. Explain that they will read more texts with interesting animal adaptation facts.

**ILLUSTRATE** Have students work in pairs to complete the Illustrate activity. Before they begin to draw, have them talk about how animals interact with their environments and identify an animal to draw. Encourage students to use classroom resources or the Internet to find information about and photographs of their chosen animals. Then have them complete the drawing and write their paragraph.



**ELL Targeted Support Monitor Oral Language** Have students orally assess what they learned about adaptations.

Work with individuals to monitor their comprehension of the infographic. Point out key vocabulary, such as *response*, *environment*, and *related*. Have students point to visuals that helped them understand the topic. **EMERGING**

Have pairs discuss adaptations. Point out key vocabulary, such as *flexible*, *silk*, *spinnerets*, and *thread*. Have students use visuals in the infographic as they explain their understanding of the topic. **DEVELOPING**

Point out key vocabulary, such as *adaptations* and *predator*. Have pairs discuss adaptations and use visuals from the infographic to support their ideas. **EXPANDING**

Have students identify key vocabulary and take notes about how the words relate to the topic. With a partner, have students compare vocabulary lists and discuss how the visuals and their chosen words helped them understand adaptations. **BRIDGING**

STUDENT INTERACTIVE pp. 370–371



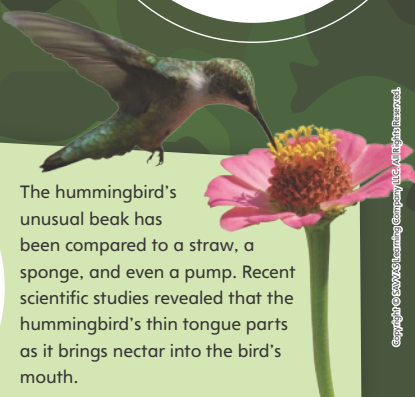
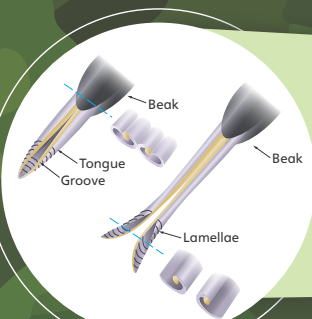
WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

# Many Ways to Be ONE OF A KIND

Animals use their adaptations to get food and stay safe. These adaptations show how each animal is different in its own special way.

These finches are a famous example of the way animal bodies change in response to the environment. The birds are closely related to each other but have very different beak shapes. Each beak shape is suited to finding a particular kind of food.



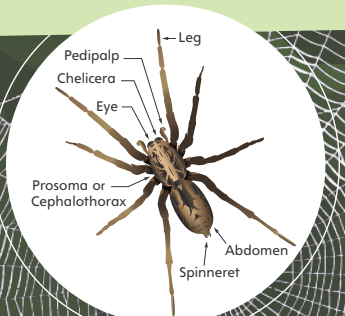
The hummingbird's unusual beak has been compared to a straw, a sponge, and even a pump. Recent scientific studies revealed that the hummingbird's thin tongue parts as it brings nectar into the bird's mouth.

370



Rattlesnakes grow specially shaped scales at the ends of their tails. A section of the rattle is added every time the snake sheds its skin. To scare off predators, rattlesnakes shake their tails rapidly, causing the special scales to clatter against each other.

A spider's web is strong, lightweight, and flexible. The material of the web, sometimes called "silk," starts as a liquid inside special parts of the spider's body, called spinnerets. As it moves through the spinnerets, the liquid becomes a solid thread.



WEEK 5

## Weekly Question

**How do adaptations make animals unique?**

**Illustrate** Draw an animal that has adapted to its environment. On a separate sheet of paper, write a paragraph to explain how the adaptation makes the animal unique.

371

# 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

Recognize characteristics and structures of informational text.

## ELL Language Transfer

**Cognates** Point out the Spanish cognates in “Primates of Madagascar.”

- geological : *geológico*
- distinctive : *distintivo*
- pinnacle : *pináculo*

## FLUENCY

After completing the Read-Aloud Routine, display “Primates of Madagascar.” Model reading aloud a short passage, asking students to pay attention to your rate. Explain that fluency is about reading for meaning, not speed, but it is important to keep a smooth pace. Invite partners to practice an appropriate reading rate using their favorite sentences.

### THINK ALOUD

#### Analyze Informational Text

Display “Primates of Madagascar.”  
When I see text features like headings, I know that I am probably reading an informational text. Informational texts tell readers about a topic by sharing facts and details. They often have text features like headings to organize and highlight information. The title and the subheadings can help me identify the topic and how the information is organized. I will pay close attention to these text features to better understand the text.

## Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Primates of Madagascar.” Explain that students should listen actively, paying careful attention to facts and how information is organized. Prompt them to ask questions to clarify information and follow agreed-upon discussion rules.

### START-UP

#### READ-ALoud ROUTINE

**Purpose** Have students actively listen for elements of informational text.

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

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

## Primates of Madagascar

Madagascar is the fourth largest island in the world. It lies about 400 kilometers off the southeast coast of Africa. Madagascar separated from the mainland more than 100 million years ago, taking along whatever animals were living there at the time. Other animals may have floated to the island on logs. Some of these early animals were primates. Adaptations have resulted in these unusual primates of Madagascar.

### Ring-Tailed Lemurs

Ring-tailed lemurs have long, striped tails that they use in a unique way. Lemurs have special glands that produce a very smelly liquid. When two male lemurs want to fight, instead of hurting each other, they smear this sticky, smelly stuff all over their long tails. When one lemur's tail is as smelly as he can make it, he flicks it toward another male that is also waving his smelly tail back and forth. The male with the stinkier tail wins the fight, and the defeated male slinks away.

*“Primates of Madagascar” continued***Crowned Lemurs**

Another kind of lemur has a distinctive mark on the forehead that looks like a crown. Known as crowned lemurs, they live in Madagascar’s stone forest. This unique geological feature was once underwater sedimentary rock. Now it is an expanse of razor-sharp limestone pinnacles. Crowned lemurs have very thick padding on their hands and feet so they can hop from place to place without cutting themselves.

**Bamboo Lemurs**

These lemurs eat almost nothing other than bamboo, which has high levels of cyanide, a poison that would kill most other animals. By selecting a food other animals avoid, bamboo lemurs end up with plenty to eat!

**Aye-Aye**

The aye-aye is perhaps the strangest of these strange primates. It is the largest nocturnal primate, with batlike ears that tune in to the slightest sound. Its most distinctive feature is its extra long bony middle finger, which it uses to tap on tree branches looking for hollow places. When it hears the branch is hollow, it tears away the outer bark with sharp teeth and uses the same long finger to scoop out insect larvae to eat.

**THINK ALOUD**

**Analyze Informational Text** As I continue to read the text, I notice more headings. Relating the headings back to the title helps me understand the scope of this informational text. The title tells me the general topic, lemurs, and the subheadings tell me where I can find facts and evidence about four types of lemurs.

**ELL Access**

To help prepare students for the oral reading of “Primates of Madagascar,” read aloud this short summary:

Madagascar is a large island off the coast of Africa. On Madagascar, lemurs have adapted to the environment in different ways. The four kinds in this article have adaptations of their tails, feet, diet, and hands that help them survive.

**WRAP-UP****Primates of Madagascar**Ring-Tailed  
Lemur

Aye-Aye

Bamboo Lemur

Crowned Lemur

Have students use a four-square graphic organizer to sort facts according to the headings for each type of lemur.

**FLEXIBLE OPTION**  
**INTERACTIVE**  
**Trade Book Read Aloud**

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

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





SPOTLIGHT ON GENRE

# Informational Text

## LEARNING GOAL

I can learn more about informational text by reading texts that help me integrate information from multiple sources.

## OBJECTIVE

Recognize characteristics and structures of informational text.

## LANGUAGE OF THE GENRE

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

- facts
- details
- sources

## 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.
- Have students suggest headings and graphics.
- Have them add specific titles as they read new texts.

## ELL Language Transfer

**Base Words and Affixes** Point out the word *informational* and guide students to identify its base word *inform*. Help students define *inform* and then identify the suffix.

## Minilesson

**FOCUS ON STRATEGIES** When they read informational texts, such as newspaper and magazine articles, encyclopedias, and dictionaries, skilled readers use text features to locate facts. They pay close attention to the way evidence supports a main idea. They also synthesize information from multiple sources to gain a deeper and more complete understanding of the topic.

- Look for text features, such as bold words, headings, photographs, diagrams, charts, tables, graphs, and maps.
- Compare titles and headings in multiple informational texts to identify similar content.
- Plan on reading at least two informational texts on a topic, and then integrate information from those various sources.

**MODEL AND PRACTICE** Model determining that a text is informational text. In “Primates of Madagascar,” the author uses headings to organize the facts. Based on this, I know this is an informational text about lemurs.

Talk about what you would look for to determine if another text is a good source of information similar to that in “Primates of Madagascar.”

**ELL Targeted Support Use Accessible Language** Guide students to use accessible language as they turn and talk to a classmate about the informational text “Primates of Madagascar.”

Display the headings used in the text. Ask students: *Which lemur did you find most interesting? Why?* **EMERGING**

Have students complete the following sentence frames in their notebooks: *I liked reading about the \_\_\_\_\_ because \_\_\_\_\_. The most surprising thing I learned was \_\_\_\_\_. DEVELOPING*

In addition to the above activity, have students share their responses with a partner. Encourage them to ask their partners questions about the text, such as *What else would you like to know about lemurs?* **EXPANDING**

Have partners use the article to prepare a short oral report about lemurs and present it to the class. **BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to identify informational texts about a topic.

**OPTION 1 TURN, TALK, AND SHARE** Have student pairs complete the Turn and Talk activity on p. 372 of the *Student Interactive*. Circulate to discover if students can describe a time they used multiple informational texts to learn about a single topic.

**OPTION 2 Use Independent Text** Have students make a three-column chart with informational text genre traits in the first column. The heads of the second and third columns should be the titles of books students have read independently. Then have students complete the chart by checking off text features and other clues they see in their informational texts.

## QUICK CHECK

**Notice and Assess** Can students identify a variety of informational texts?

## Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on p. T282.
- **If students show understanding**, have them continue practicing the strategies for reading informational texts using the Independent Reading and Literacy Activities in Small Group on p. T283.

## STUDENT INTERACTIVE, pp. 372-373



## GENRE: INFORMATIONAL TEXT

## READING WORKSHOP

## Learning Goal

I can learn more about informational text by integrating information from multiple sources.

## Spotlight on Genre



## Informational Text

**Informational texts** come in many forms. You know about autobiography, biography, and magazine articles. Other forms include

## Newspapers

- Newspapers are published more frequently than magazines.
- Newspaper articles report facts in a timely fashion.
- They focus on keeping people informed about recent events.

## Reference books

- Reference books are not updated frequently and contain information that does not change quickly.
- You can learn word meanings, pronunciations, and different forms of a word from a dictionary.
- Some dictionaries also tell you about a word's roots and history.
- An encyclopedia contains a collection of short, factual entries.
- Each entry is about a single topic.

How can I gain deeper understanding of a topic?



**TURN and TALK** Ask a partner to describe a time when he or she learned about a topic by reading multiple texts. Take notes on your discussion.

## My NOTES

---



---



---

372

## Informational Text Anchor Chart

**Purpose** = inform or explain

**Features** Real world  
One main idea  
Factual key details  
Possible text features

**Features of Texts**

- Current events
- Historical newspapers for historical events
- Brief, compact
- Factual information
- Definitions
- Pronunciations
- Parts of speech
- Current
- In-depth reporting on issues

373

# Academic Vocabulary

## LEARNING GOAL

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

## OBJECTIVE

Respond using newly acquired vocabulary as appropriate.

## ELL Language Transfer

**Digraphs** Write *adjective* and pronounce it. Tell students to listen to the sounds, and say the word again. Circle *dj*, and tell students that these two letters together make one sound, the /j/ sound. Have students repeat the word with you several times.

## WEEKLY STANDARDS PRACTICE



To assess student progress on academic vocabulary, use the Weekly Standards Practice on SavvasRealize.com.

## Parts of Speech

### Minilesson

#### FOCUS ON STRATEGY

Parts of speech are the categories of words. They include

- **Nouns**, which name persons, places, and things.
- **Verbs**, which show actions or states of being.
- **Adjectives**, which describe nouns.

A word's part of speech depends on how it is used. For example, *time* is a noun in *A year is a long time* but a verb in *The referee will time the runners*.

**MODEL AND PRACTICE** Write *The basketball team has a strong defense*.

Explain that you can tell *defense* is a noun because it is the object of a verb (*has*), described by an adjective (*strong*), and introduced by an article (*a*).

*If I wanted the verb form of defense, what would it be?* Write *They defend the basket*. Note that *defend* shows an action.

Have students apply this strategy to another word on their own. Then discuss responses.

**ELL Targeted Support Academic Vocabulary** As students learn new forms of the academic vocabulary, help them use these words to write.

Have students complete level-appropriate sentence frames that you create for each word, such as: *I classify my notes by color. This classification helps me study.* **EMERGING/DEVELOPING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Have students follow the same strategy as they complete the chart on p. 397. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 397



## VOCABULARY

## READING-WRITING BRIDGE

## Academic Vocabulary

**Parts of speech** are categories of words. They include **nouns**, **verbs**, **adjectives**, and **adverbs**. Many words can act as more than one part of speech. For example, *classified* can be an adjective or the past tense of the verb *classify*. The verb *organize* can be turned into a noun by changing the ending from *-e* to *-ation*.

## Learning Goal

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

**My TURN** For each sentence,

1. **Underline** the form of one of your academic vocabulary words.
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.

Possible responses:

Sentences	Part of Speech
The family <u>survived</u> the storm.	verb
I am taking a wilderness survival course.	adjective
Debbie's newest <u>acquisition</u> was a piece of quartz.	noun
She <u>acquired</u> it on a trip to a mineral store.	verb
The umbrella <u>defended</u> the twins against the rain.	verb
The defense worked until the rain became sleet.	noun



# Word Study Latin Roots

## *terr, rupt, tract, aqua, dict*

### OBJECTIVE

Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

### LESSON 1

#### Teach Latin Roots

**FOCUS ON STRATEGY** Words with the same Latin root often have related meanings. For example, a *tractor* drags or pulls things, and someone *attractive* draws attention. Both words have the Latin root *tract*.

**MODEL AND PRACTICE** Explain that *terr* means “land” or “earth.” Say that a *terrine* is a dish made of clay, or earthenware. Something *extraterrestrial* is from outside Earth. Ask students what other words use the root *terr*.

Guide students to find relationships between the English words with each root.

1. *rupt*: break; *erupt*: break out; *interrupt*: break between
2. *tract*: pull, draw; *tractor*: puller; *distract*: pull away
3. *aqua*: water; *aquatic*: living in water
4. *dict*: say; *dictate*: tell someone what to do



### ELL Targeted Support

**Latin Roots** Tell students that identifying roots in English will improve their language skills.

Have students say the five roots while miming their meanings. **EMERGING**

In small groups, have students demonstrate interrupting a conversation. Display the word *interrupt* and draw students' attention to the Latin root *rupt*.

**DEVELOPING**

Point out the prefix in *interrupt*. Ask students to replace it with a new prefix (*e-*, *dis-*, *cor-*) to create a new meaning. **EXPANDING**

Ask students to generate another verb using *rupt*. Have them find a pattern for where the root appears in verbs. **BRIDGING**



### LESSON 1

Teach Latin Roots

### LESSON 2

Apply Latin Roots

FLEXIBLE OPTION

### LESSON 3

More Practice

FLEXIBLE OPTION

### LESSON 4

**Spiral Review:**  
Greek roots *bio*, *phon*,  
*scope*, *graph*, *meter*, *tele*

FLEXIBLE OPTION

### LESSON 5

**Assess Understanding**

# Matching Texts to Learning

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



**LEVEL O**

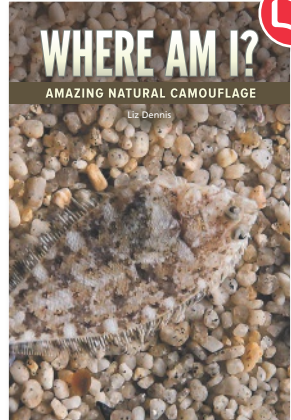
**Genre** Informational Text

**Text Elements**

- Many subtopics of a larger topic
- Challenging multisyllable words

**Text Structure**

- Description



**LEVEL Q**

**Genre** Informational Text

**Text Elements**

- New vocabulary depends on glossary
- Words seldom used in oral language

**Text Structure**

- Description



**LEVEL R**

**Genre** Expository Text

**Text Elements**

- Settings distant from some students' experience
- Words with complex spelling patterns

**Text Structure**

- Compare and Contrast

## Synthesize Information

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

### Identify Informational Text

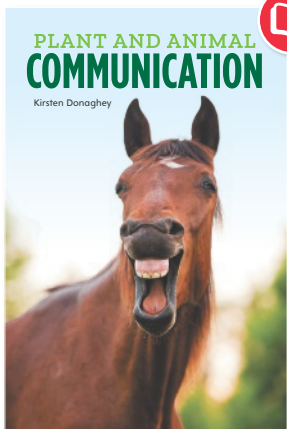
- How can you tell this text is an informational text?
- What is the text mainly about?
- What did you learn about the topic from reading this text?
- How did this informational text help you develop understanding of a topic you read about in a different text?

### 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 topic?
- What new or interesting words related to the topic did you learn?

### Synthesize Information

- How are the texts alike? How are they different?
- Which important facts are in both texts?
- How did reading the second text deepen your understanding of the topic?



LEVEL S

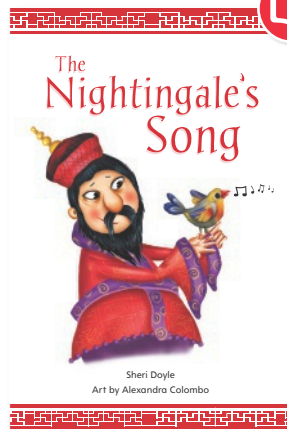
**Genre** Expository Text

**Text Elements**

- Dense text layout
- Glossary, index

**Text Structure**

- Description



LEVEL T

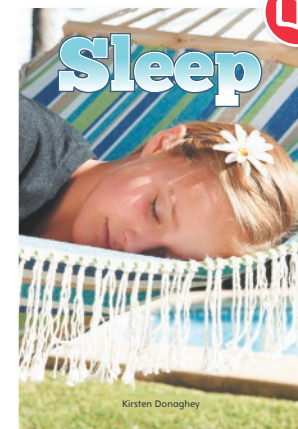
**Genre** Traditional Literature

**Text Elements**

- Minimal illustrations
- Words from languages other than English

**Text Structure**

- Chronological



LEVEL T

**Genre** Expository Text

**Text Elements**

- Focus on human issues
- Multiple topics and subcategories

**Text Structure**

- Description

**Monitor Comprehension**

- Which sections were difficult or confusing?
- What questions can you ask to clarify your understanding?
- Is there another section that relates to the same idea?

**Compare Texts**

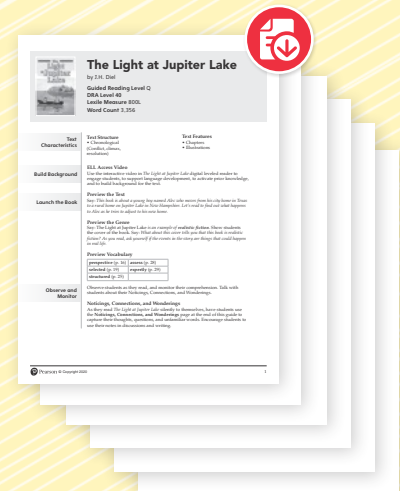
- How is this book different from other texts you read this week?
- How can you connect this book to another text you read?

**Word Study**

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

**Leveled Reader Teacher's Guide**

For full lesson plans for these and other leveled readers, go online to [SavvasRealize.com](http://SavvasRealize.com).



Use the  **QUICK CHECK** on p. T275 to determine small group instruction.

## Teacher-Led Options

### Strategy Group



#### IDENTIFY INFORMATIONAL TEXT

**Teaching Point** There are different types of informational texts that you can use to find information about a topic. Skilled readers learn where to look for information they can use to check facts and gain a more complete understanding of a topic. Review the anchor chart on p. 373 of the *Student Interactive*. Ask students to identify where they would look to confirm facts in “Primates of Madagascar,” and discuss which text structures and features would help them decide whether a new text would help them synthesize information.

#### ELL Targeted Support

Use the following activities to help students identify informational text.

Write the four types of texts from the anchor chart in a vertical list. Provide slips of paper with the words *current*, *in-depth*, *compact*, and *definitions*. Discuss meanings, and have students match each word to its corresponding text. **EMERGING**

Have students complete these sentences about how they would use different types of informational texts: *I would look at a newspaper to find information about \_\_\_\_\_.* *I would look at a magazine to find \_\_\_\_\_.* *I would look at an encyclopedia to find \_\_\_\_\_.* *I would look at a dictionary to find \_\_\_\_\_.* **DEVELOPING/EXPANDING**



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

### Intervention Activity



#### READING INFORMATIONAL TEXTS

Use Lesson 29, pp. T189–T194, in the *myFocus Intervention Teacher’s Guide* for instruction on the characteristics of informational text.

LEVEL E • READ

**Lesson 29** Genre: Informational and Procedural Texts

**DIRECTIONS** Read the following passages. Look at how the author organizes the texts.

**The Discovery of Tutankhamen’s Tomb**

- 1 In 1922, British archaeologist Howard Carter began uncovering the tomb of Tutankhamen, also known as King Tut. Tut was a fourteenth-century BCE “boy king” of Egypt. The discovery of Tut’s tomb changed people’s understanding of ancient Egypt.
- 2 Carter began working on archaeological digs in Egypt as a teenager. He helped discover and explore the tombs of several pharaohs, or kings, of ancient Egypt. The tombs were in the Valley of the Kings. This is a site near the Nile River where many pharaohs were buried.
- 3 In 1907, Carter started doing digs for the British earl George Herbert. He discovered some interesting objects. Carter believed there might be another pharaoh’s tomb at the site. Yet by 1922, Herbert was ready to give up on the site. Carter convinced Herbert to undertake one last dig.
- 4 One day Carter dug near the corner of another pharaoh’s tomb. He discovered steps leading down. The steps led to Tutankhamen’s tomb. It took Carter and others ten years to explore it.
- 5 The objects they discovered provided a wealth of information about ancient Egypt. By studying King Tut’s body, archaeologists learned about ancient Egyptian burial practices. For example, they discovered that ancient Egyptians buried kings with gold and gems. Scientists also ran tests on the young king’s body to learn about diseases of ancient Egypt. These studies have helped fill a huge gap in people’s knowledge of ancient times.

**Conducting an Archaeological Dig**

- 1 If you’ve ever been curious about what lies beneath your feet, you might just have the heart of an archaeologist. These scientists study the past by looking underground. Archaeologists dig up what humans have left behind. They uncover ancient houses, tools, pottery, cave paintings, and even bones. If you’re interested in learning more about the field of archaeology, then read on and find out how to conduct your own dig!

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved.  
Reading Informational and Argumentative Text T • 189

### On-Level and Advanced



#### INQUIRY

**Question and Investigate** Have students use the infographic on pp. 370–371 to generate questions about unique animals and their adaptations. Throughout the week, have students conduct research about the question. See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3–4 minutes per conference

### IDENTIFY INFORMATIONAL TEXT

**Talk about Independent Reading** Ask students to share examples of facts and evidence from their current reading and how knowing the characteristics of informational text helps them understand topics.

#### Possible Conference Prompts

- What facts and details in this informational text were most interesting?
- How did the organization of the text help you locate specific information?

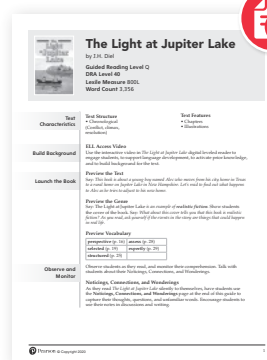
**Possible Teaching Point** [How can I find reliable sources?](#) Review ways to identify and evaluate informational sources.

## Leveled Readers



### IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on identifying characteristics of informational text, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one student to share insights from the Turn and Talk discussion. Reinforce the reading strategies the student describes.

## Independent/Collaborative

### Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- read their Book Club text.

### Centers



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

### Literacy Activities



Students can

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

## BOOK CLUB



See Book Club, pp. T490–T491, for

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

# Introduce the Texts



*The Weird and Wonderful Echidna*

## Compare Texts

Point out that students will read two texts in this lesson, *The Weird and Wonderful Echidna*, and *The Very Peculiar Platypus*. As they read, encourage students to think about the Week 5 Question: *How do adaptations make animals unique?*



*The Very Peculiar Platypus*

## OBJECTIVES

Read text with purpose and understanding.

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

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

## Preview Vocabulary

- Introduce the vocabulary words on p. 374 in the *Student Interactive* and define them as needed.
  - unique:** unusual; unlike anything else
  - monotremes:** animals that are mammals but lay eggs
  - adaptations:** changes that make a plant or animal better suited to an environment
  - burrow:** dig a hole
- These words will help you understand what you read and see in *The Weird and Wonderful Echidna*. What do you already know about these words? As you read, notice the words and ask yourself how they help you understand echidnas.

### Shared Read Plan

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

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

## Read

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

### FIRST READ STRATEGIES

**NOTICE** Tell students to keep in mind that they will be reading two texts and to pay attention to how the texts are alike and different.

**GENERATE QUESTIONS** Have students jot down questions about the most important topics and mark anything they find confusing.

**CONNECT** Tell students to connect information from the first text to what they read in the second text.

**RESPOND** Have students mark central ideas and key details.

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 Graphic Organizers** Tell students that using a three-column chart will help them record, organize, and synthesize information about a topic. Display a three-column chart with the headings *Echidna*, *Platypus*, *Both*.

Ask students to give examples of something they know is *unique*. Provide a sentence starter: *I know that \_\_\_ is unique because it is unlike anything else*. Call on a volunteer to make a prediction about where the word *unique* might go on the graphic organizer. **EMERGING**

Ask students to give examples of something that *burrows*. Provide a sentence starter: *I know that \_\_\_ can burrow because \_\_\_*. Call on a volunteer to make a prediction about where the word *burrow* might go on the graphic organizer. **DEVELOPING**

**ELL Access**

**Background Knowledge** Students make meaning not only from the words they learn but also from their prior knowledge. Encourage students to share personal knowledge or texts they have read about similar animal-related topics and ask and answer each other's questions based on their prior knowledge.

STUDENT INTERACTIVE, pp. 374–375



Genre Informational Text

Meet the Author



**Mike Jung** is the author of two books for kids, *Geeks, Girls, and Secret Identities* and *Unidentified Suburban Object*. He loves reading about animals, especially weird animals, so he was thrilled to write about echidnas!

The Weird and Wonderful Echidna

Preview Vocabulary

As you read *The Weird and Wonderful Echidna*, pay attention to these vocabulary words. Think about how they may convey specific information about the topic shared by both texts.

unique monotremes  
adaptations burrow

Read

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

<p><b>Notice</b></p> <p>how the texts are similar to and different from each other.</p>	<p><b>Generate Questions</b></p> <p>about important topics.</p>
<p><b>Connect</b></p> <p>what you read in the first text to what you read in the second.</p>	<p><b>Respond</b></p> <p>by marking important main ideas and key details.</p>

**First Read**

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

The Weird and Wonderful Echidna  
by Mike Jung



AUDIO

ANNOTATE



## First Read

### Generate Questions

**THINK ALOUD** As I read, I generate questions about things in the text that I don't understand. I notice the echidna (i-KID-nuh) is also called the spiny anteater, but the text says *some* eat ants. It sounds like not all echnidnas eat ants. I want to know, "Which echidnas eat ants? Which do not?"

## Close Read

### Monitor Comprehension

Have students scan paragraphs 1-4. Ask: *What kind of creature is the echidna? What makes it strange?* Highlight facts about echidnas as students point them out. See student page for possible responses.

Ask students what might be confusing about the echidna.

**Possible response:** Echidnas have a beak, but they are not birds. They lay soft eggs like a snake, but they are not reptiles. They do not seem to fit into any of the usual categories of animals.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Monitor Comprehension

**Highlight** evidence that you would include in a mental summary to clarify your understanding.

**unique** unusual; unlike anything else

**monotremes** animals that are mammals but lay eggs

**adaptations** changes that make a plant or animal better suited to an environment

- 1 Australia is home to some of the most unique animals on Earth. Kangaroos and koalas live here. A giant bird called the emu does, too. Of all the creatures that live in Australia, the echidna is one of the strangest. This small creature makes its home in Australia and also on the island of New Guinea.
- 2 The echidna is also known by its common name, the spiny anteater. The name describes two of the echidna's amazing traits. All echidnas have spines. Some eat ants. But those are only two of the traits of this strange and wonderful creature.
- 3 If you met an echidna, you might have a hard time figuring out what kind of animal it is. To begin with, the echidna has a beak. But it doesn't have feathers and it doesn't fly, so it's not a bird. The echidna lays soft eggs like a snake does, but the echidna is not a reptile. The echidna is a mammal.
- 4 The echidna belongs to a group of mammals known as monotremes. They are the only mammals on Earth that lay eggs. There are only two kinds of monotremes. One is the echidna, and the other is the platypus. Monotremes have lived on Earth longer than any other mammals. Several adaptations have helped them to thrive.

The one species of short-beaked echidna lives throughout Australia and on New Guinea.



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

376

### Possible Teaching Point



#### Academic Vocabulary | Parts of Speech

Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to point out that the word *classified* can be a verb or an adjective. By changing the ending, it can become the verb *classify* or the noun *classification*. Explain that scientists classify living things based on their traits, or characteristics. Tell students that scientists have classified the echidna as a type of mammal called a monotreme. This classification means that, unlike all mammals except the other monotremes, the echidna lays eggs. Review the parts of speech you used.



- 5 The echidna's beak is a rare feature among mammals. It's also a fabulously adapted tool for finding food. Echidnas live in forested areas and feed on insects, worms, and other tiny creatures.
- 6 An echidna's beak is long and pointy. However, the beak doesn't have two halves that open, like a bird's beak. Instead, the echidna uses its beak as a digging tool. It pokes and prods to find its prey. The echidna's beak is tough. In fact, it's strong enough to break open a rotten log or dig into the soil in search of a tasty meal.
- 7 The most amazing thing about the echidna's beak is something you can't see. The beak has sensors inside it. The sensors detect electrical signals given off by living creatures. That means an echidna can locate prey without seeing, hearing, or touching it. It's a kind of mammal superpower!

The three species of long-beaked echidna are found exclusively on the island of New Guinea.



#### CLOSE READ

#### Synthesize Information

Underline facts that give important information about how the echidna finds prey.

## First Read

### Respond

**THINK ALOUD** The author says a lot about the echidna's beak, so I know it must be important. I'm going to mark this now to remind me to come back to it later.

## Close Read

### Synthesize Information

Have students reread **paragraph 7**. Ask: **How does the echidna find food?** Underline information about how the echidna finds prey as students point it out. **See student page for possible responses.**

Have students scan paragraphs 5–7 and then explain in their own words how the echidna obtains food.

**Possible response:** The echidna uses its tough beak like a shovel to dig around and find food in the ground.

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

#### CROSS-CURRICULAR PERSPECTIVES

#### Science



Direct attention to the illustration of the birds' beaks in the infographic on p. 370 in the *Student Interactive*. Have students read the text associated about finches' beaks. Then have them synthesize this information from the infographic with the details about the echidna's beak as an "adapted tool for finding food" in paragraphs 5–6.

## First Read

### Connect

I think the echidna in this picture looks like a porcupine. What does it look like to you?

**Possible responses:** a tuft of hair, a sea urchin, a hedgehog, or other animals or objects.

## Close Read

### Monitor Comprehension

Have students scan **paragraph 10**. Ask: *How are the echidna's spines like something you see every day?* Highlight details as students point them out. **See student page for possible responses.**

Ask students to tell what they already know about their hair and fingernails.

**Possible response:** I know my fingernails are hard, and both my fingernails and hair keep growing. It does not hurt when I cut my hair or clip my fingernails.

DOK 2

### OBJECTIVE

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

### CLOSE READ

#### Monitor Comprehension

**Highlight** details that combine with your background knowledge to improve your comprehension.

- 8 An echidna's mouth is small, and it has no teeth. The echidna uses its beak to crush a worm or insect into tiny pieces. Then it takes the pieces into its mouth and swallows them.
- 9 Scientists classify echidnas according to beak length. There are short-beaked echidnas and long-beaked echidnas. The one species of short-beaked echidna lives throughout Australia and on New Guinea. The three species of long-beaked echidna are found exclusively on the island of New Guinea.
- 10 If you were to see an echidna in person, the first thing you might notice is its coat of spines. The spines are short and hollow. They are made of keratin, the same material that makes up your hair and fingernails.

The colors of an echidna's fur and spines help it blend into its surroundings.



Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**ELL Targeted Support Vocabulary** Write *species* and have students pronounce it with you. Explain that this is a domain-specific word that can help them understand a scientific concept in the text. Have students locate the word in paragraph 9. Provide this definition: “a group of similar animals.”

Have students find *species* in the captions on pp. 378–379 and then take turns reading each caption aloud. **EMERGING/DEVELOPING**

Have students look up *species* in a dictionary and then paraphrase the definition to a partner. Next, have students brainstorm synonyms they could use to replace the word in paragraph 9 and in the captions on pp. 378–379 (group). **EXPANDING/BRIDGING**



- 11 An echidna's spines are like a coat of armor. They protect the echidna from predators such as the dingo, a kind of wild dog. When a predator approaches, an echidna rolls itself up into a ball. The ball appears to be nothing *but* spines. Predators usually think twice before chomping down.
- 12 In addition, the echidna's spines play another important role. They serve as camouflage to help the animal hide from predators. The spines are colored with sections of white, black, and brown. The spines blend well with the surrounding colors of rocks, soil, and dead leaves.
- 13 Like all other mammals, the echidna also has fur, though some echidnas are furrier than others. The amount of fur depends upon where the echidnas live. Echidnas occupy a range of habitats, from the chillier regions of Australia to warmer, drier places in New Guinea. The ones in colder areas tend to have more fur. Those in warmer climates have less.

**CLOSE READ****Monitor Comprehension**

**Highlight** facts that can help you monitor your comprehension.

**OUCH!**

The strong, sharp spines of an echidna help keep it safe from predators.



379

**First Read****Respond**

**THINK ALOUD** The picture on page 378 made the echidna look kind of soft. I see here that it has sharp points at the ends of its spines. No wonder the label says OUCH!

**Close Read****Monitor Comprehension**

Tell students that they can check for visual cues to help them monitor their comprehension as they read.

Have students scan **paragraph 12** and look at the pictures. Ask: *Why do you think the author added the note "Can you find me?" to the picture on page 378? Which text detail does this picture support?* Highlight facts that correspond to the visual cues. **See student page for possible responses.**

Ask students to identify other information that appears in both the text and the photographs on these pages.

**Possible response:** Echidnas have multicolored spines that help them blend in with their surroundings.

DOK 2

**OBJECTIVE**

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

**CROSS-CURRICULAR PERSPECTIVES****Science**

Display and reread the first two sentences of paragraph 12. Ask students to share what they know about camouflage and give examples of animals that can blend in with their surroundings. Point out that camouflage is an adaptation. Guide students to understand that camouflage can help animals get food and escape predators.

## First Read

### Generate Questions

**THINK ALOUD** When I read paragraph 2, I generated some questions about the echidna's other name, the spiny anteater. I can use information in paragraphs 16 and 17 to answer those questions.



## Close Read

### Synthesize Information

Have students scan **paragraphs 2 and 15–17**. Ask: *Which details here support an idea in paragraph 2?* Underline these details to guide students in synthesizing information across this text. **See student pages for possible responses.**

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

#### CLOSE READ

#### Synthesize Information

Underline text that supports an idea from paragraph 2.

- 14 If you think the echidna's beak and spines are incredible, wait until you see its tongue! The echidna's tongue is a simply amazing tool. And it's perfectly adapted to capture the kinds of prey the echidna needs.
- 15 There are two different kinds of echidna tongues. That's because different kinds of echidnas eat different kinds of food. One type of echidna has a long sticky tongue; the other type has a short tongue that is covered with hooks.
- 16 It may seem backward, but the short-beaked echidna has a long, sticky tongue. The tongue is extremely flexible. It's great for grabbing ants, termites, and other tiny prey. The short-beaked echidna is expert at flicking its tongue into the nooks and crannies where those animals live.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

380

#### CROSS-CURRICULAR PERSPECTIVES

#### Science



Remind students of the illustration of the hummingbird's tongue in the infographic on pp. 370–371. Have students synthesize information about adaptations among animals' tongues from the infographic and the caption. Point out that the echidna has many adaptations, like its long tongue, that help it meet its needs.



- 17 The long-beaked echidna doesn't eat ants at all. In fact, worms are its only prey. But its tongue is perfectly adapted for worm catching. The long-beaked echidna probes the soil with its beak. When it finds a worm, it sticks out its tongue. The tiny hooks on the tongue hook into the earthworm. Then the echidna pulls its tongue back into its mouth, and the earthworm becomes lunch!
- 18 When it comes to predators, the echidna has another secret weapon: its claws. When an echidna is startled or attacked, it hides by doing something no other mammal in the world can do. It digs itself straight down into the ground.
- 19 How does the echidna pull off this trick? The claws play a big role. Tough and heavy, they can move a lot of dirt in a short amount of time. Other adaptations help the claws do their job.
- 20 First of all, the echidna has a strong skeleton. Second, the echidna might be small, but it's incredibly muscular. Those muscles can pull hard to dig very fast!
- 21 When a predator approaches, the claws, skeleton, and muscles of the echidna go to work. In seconds, the small mammal can burrow almost completely into the earth! Once the echidna is dug in, its camouflage spines make it very hard to see. And because the only part that's exposed is spines, many predators will pass it by.

**CLOSE READ****Monitor Comprehension**

Lists of facts can be difficult to understand on first reading. **Highlight** text that signals a good place to pause and check your understanding.

**burrow** dig a hole



381

**First Read****Generate Questions**

**THINK ALOUD** It's hard to keep track of all the facts about the echidna's body parts. I have questions about how all these different body parts work together to help the echidna find food and avoid predators.

**Close Read****Monitor Comprehension**

Guide students to apply a strategy for monitoring comprehension. Identify a section of text that is dense with information, such as a list. Have students scan **paragraphs 19–20**. Ask: **Which sentence and signal words will help you note key facts about the echidna's claws?** Have students highlight text that signals a good place to pause and check their understanding. **See student page for possible responses.**

Ask students to explain in their own words how major body parts are adapted to help the echidna survive.

**Possible response:** The echidna can hide from animals that want to eat it because its claws, muscles, and skeleton work together to dig a hole quickly.

DOK 2

**OBJECTIVE**

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

**ELL Targeted Support Expressions** Tell students that expressions, such as “pull off this trick” in paragraph 19, communicate ideas or feelings different from or in addition to the literal meanings of the words. Point out the phrasal verb that means “accomplish or get away with.” (pull off)

Read aloud the first sentence of paragraph 19. Have volunteers explain what the phrase “pull off this trick” refers to. (“digs straight down into the ground”) Discuss how the expression adds emphasis to the text. **EMERGING/DEVELOPING**

Have volunteers give examples of something someone has “pulled off.” Correct misunderstandings as needed. Then have volunteers give examples of a “trick” such as a skateboarding trick, or a dog that is trained to shake hands or roll over. **EXPANDING/BRIDGING**

## First Read

### Generate Questions

**THINK ALOUD** As I read, I ask and answer questions about topics I do not understand. This helps me monitor my comprehension. I am confused by one adaptation of the echidna. I would like to know “How is the muscle layer of an echidna different from the muscles in the bodies of other animals?”

## Close Read

### Vocabulary in Context

Have students reread **paragraph 24**. Review different kinds of context clues that readers can use to help them define unfamiliar words. Guide students to see that *dingo* is an example and that *predator* is a category. Ask: **Which word is a context clue for *dingo*?** Have students underline a context clue that can help them understand what a *dingo* is. **See student page for the response.**

DOK 2

### OBJECTIVE

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

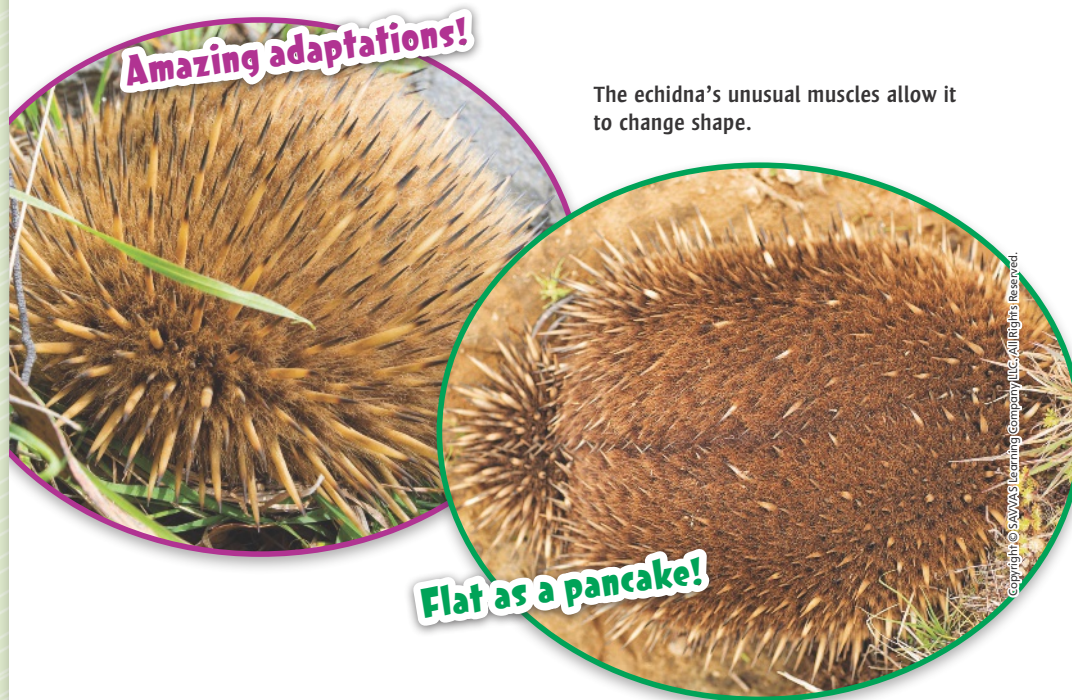
### CLOSE READ

#### Vocabulary in Context

Use **context clues**, such as examples and categories, to determine the meanings of unfamiliar terms.

Define *dingo*. Use a dictionary to confirm your definition. Underline the category to which a dingo belongs.

- 22 What’s the echidna’s most amazing adaptation? Some people might think it is the beak. Others might vote for the spines or the echidna’s digging ability. But the echidna has another amazing adaptation that you can’t see. It’s a special layer of muscle that wraps around the echidna’s whole body.
- 23 This muscle layer makes the echidna’s body very strong. And even more important, it allows the echidna to change its shape. It can roll itself up into a ball. Or it can flatten itself to the thickness of a spiny pancake.
- 24 That extreme flexibility comes in handy. The echidna can squish itself flat to squeeze into a hiding spot when a predator lurks. It can turn itself into a ball of spines to protect itself from a hungry dingo.



382

### CROSS-CURRICULAR PERSPECTIVES

Science



A dingo is a kind of wild, or feral, dog that roams parts of Australia. Similar predators include wolves and coyotes. Have students use their prior knowledge of canine predators to deepen their understanding of this part of the text. Ask: What adaptations would you expect to find in the echidna’s predators? (**Possible response:** big, sharp teeth and other adaptations for killing prey)



25 The echidna has one more unique feature. The echidna's body temperature is about 85 to 89 degrees Fahrenheit. (In case you are wondering, your own body temperature is a toasty 98.6 degrees Fahrenheit.) That means the echidna has a lower body temperature than any other mammal.

26 Scientists think that a cool body temperature might help the echidna live longer. Surprisingly, echidnas live as long as 45 years in the wild. Other small mammals don't live nearly as long. When they need to, echidnas can turn down their body temperature even lower than normal. When they do this, all their body functions, such as breathing, heart rate, and digestion, slow down too. This state is called torpor, and it's a bit like hibernation.

27 When in torpor, the echidna uses less energy. So it needs less food. This is useful during the winter, when prey is harder to find. It's also helpful during times of crisis, such as when a forest fire occurs.

28 Scientists think this trait is one reason that the echidna has managed to survive. But it's just one of the adaptations that makes the tiny, spiny echidna one of the most amazing creatures on Earth.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



#### CLOSE READ

#### Synthesize Information

Underline details from more than one paragraph that you can integrate for better understanding of a topic.

Hollow logs can provide a short-beaked echidna both food and shelter.

## First Read

### Respond

**THINK ALOUD** When I read the word *hibernation* in paragraph 26, I think of bears that hibernate in the winter when there is not enough food. I think this is an important idea so I am going to mark it.

## Close Read

### Synthesize Information

Have students scan **paragraphs 25-27** for information about the echidna's body temperature. Ask: **What is unique about the echidna's body temperature? How does it compare to that of other mammals? Why is this adaptation useful?** Underline information about this topic as students point it out. **See student page for possible responses.**

To guide students to synthesize the information on this page, ask them how the echidna's body temperature helps it survive.

**Possible response:** Being able to lower their body temperature allows echidnas to use less energy, which helps them live through the winter and other times when food is in short supply.

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

### Possible Teaching Point



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

Point out the cause and effect in paragraph 26. (Echidnas live longer because of their cool body temperature.) Ask why the author might have chosen to use this structure here and how it helps the author achieve a purpose. (The structure clarifies the relationship between one of the echidna's adaptations and its survival.) Then discuss how the cause-and-effect text structure continues in paragraph 27.



# Introduce the Texts



*The Weird and Wonderful Echidna*

## Compare Texts

Before students read *The Very Peculiar Platypus*, tell them that afterwards, they will synthesize information from two texts about a similar topic.



*The Very Peculiar Platypus*

## OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

## Preview Vocabulary

- Introduce the vocabulary word on p. 384 in the *Student Interactive* and define it as needed.  
**sense:** related to sight, sound, touch, taste, or smell
- Review the vocabulary words on p. 374 as needed. [Understanding these words' meanings helps you identify information from both texts that you can combine, or synthesize, to improve your understanding of the topic.](#)

### Shared Read Plan

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

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

## Read and Compare



**Compare Texts** Remind students that the purpose for reading multiple sources is to synthesize information to deepen one's understanding of a topic, and that they should pay special attention to how this text develops ideas they read about in the first text. Discuss the First Read Strategies.

### FIRST READ STRATEGIES

**NOTICE** Direct students to pay attention to how this text addresses topics similar to those in *The Weird and Wonderful Echidna*.

**GENERATE QUESTIONS** Encourage students to jot down questions before, during, and after reading that will help them synthesize information from both texts.

**CONNECT** Ask students to consider how information in both texts connects to what they already know about how animals interact with their environments.

**RESPOND** Have students annotate parts of *The Very Peculiar Platypus* that are similar to parts of *The Weird and Wonderful Echidna*.

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



**ELL Targeted Support Compare and Contrast** Review using a graphic organizer to acquire vocabulary through reading.

As a class, complete word webs for the vocabulary terms *adaptations* and *monotremes*. Use the completed word webs to help students compare and contrast the adaptations of two monotremes, the echidna and the platypus. **EMERGING**

Write *adaptations* and *monotreme* and review their definitions as necessary. Have students tell you how they plan to compare and contrast the adaptations of two monotremes, the echidna and the platypus. **DEVELOPING/EXPANDING**

Have students explain the meaning of the word *sense*. Then have them tell what they know about how an echidna senses its environment. Ask: *How do you think a different monotreme might sense its environment?* **BRIDGING**

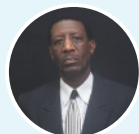
**ELL Access**

**Background Knowledge** Remind students that their prior knowledge includes what they learned by reading the first text. They can synthesize information from these paired texts.

STUDENT INTERACTIVE, pp. 384–385



Meet the Author



**Wade Hudson** has written more than 25 books for children and young adults. The books often tell about the lives of African Americans and people of color. Wade and his wife have a company that publishes books too. They think good books make a difference in children's lives.

**The Very Peculiar Platypus**

**Preview Vocabulary**

As you read *The Very Peculiar Platypus*, look for more uses of the vocabulary words from *The Weird and Wonderful Echidna*, and pay attention to this additional word. Notice how it helps you understand a concept related to the topic.

sense

**Read and Compare**

Before you read the second informational text, establish a purpose for reading. Be sure to follow these strategies as you read this text.

<p><b>Notice</b> how the texts develop similar topics.</p>	<p><b>Generate Questions</b> before, during, and after reading to synthesize information from both texts.</p>
<p><b>Connect</b> information contained in both texts to what you already know.</p>	<p><b>Respond</b> by noting key similarities between the texts.</p>

First Read

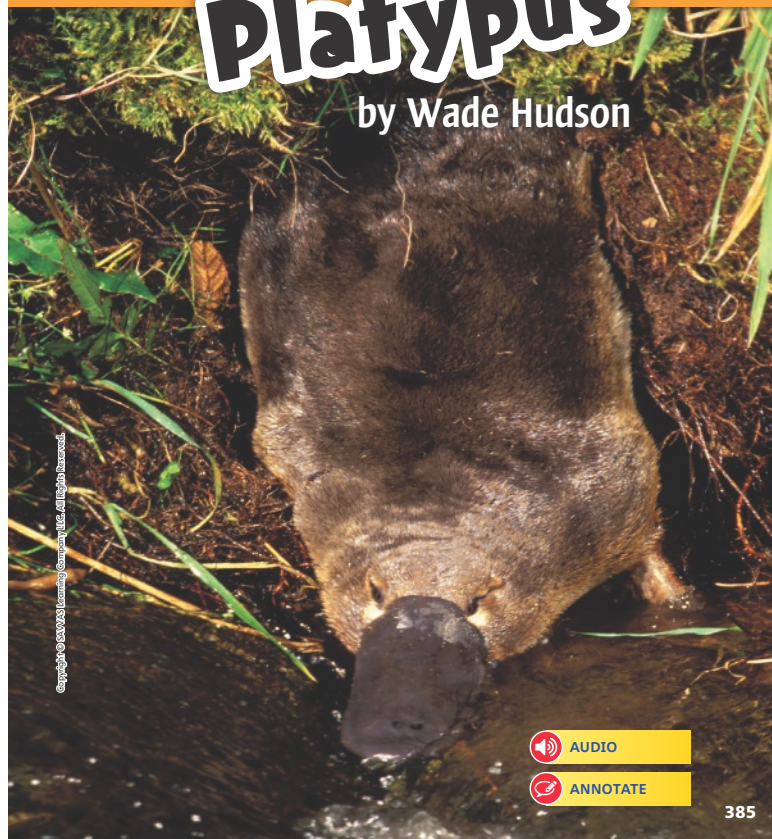
Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

Genre Informational Text



The Very Peculiar  
**Platypus**  
by Wade Hudson




AUDIO



ANNOTATE

## First Read

### Notice

 **THINK ALOUD** I see the caption on this page says a platypus does not have teeth, and I remember reading that echidnas don't have teeth either. I will make note of this similarity between the two animals.

## Close Read

### Synthesize Information

Have students examine the text and the photograph **on this page** for information about platypuses that is similar to what they learned about echidnas in the first text. Invite them to go back to the first text to refresh their memories. Underline the words and phrases students identify. **See student page for possible response.**

Ask students to synthesize one piece of information they identified here with something they learned from the first text.

**Possible response:** Echidnas and platypuses are similar in some ways, but they look very different.

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

### CLOSE READ

#### Synthesize Information

Underline text that you can combine with evidence from *The Weird and Wonderful Echidna* to increase your understanding of a topic.

- 1 In the late 1700s, British scientists got their first glimpse of a platypus. Or rather, they received a platypus “specimen” that someone had sent from Australia. At first, they thought it was a joke. It looked as if someone had stitched a duck’s bill and webbed feet to the skin of an otter or beaver.
- 2 The platypus does look as if it were put together by a mad scientist. However, its seemingly strange collection of features and adaptations helps the platypus to survive in its Australian home.

#### A Most Unlikely Mammal

- 3 The platypus is a mammal, just like a mouse or a dog. It is a warm-blooded animal with a backbone, and it is covered with fur.
- 4 The average platypus is about 18 inches long, from nose to tail. It weighs anywhere from 1.5 to around 5 pounds. Males are generally larger than females. A platypus may live 13 or more years in the wild and 20 or more in captivity.

A platypus does not have teeth. Instead, it has grinding plates inside its mouth.

386

### CROSS-CURRICULAR PERSPECTIVES

Science



Australia is as unique as some of its animals. It is the largest country without land borders and the largest country entirely in the southern hemisphere. Australia is also the world’s smallest continent—it is not quite as large as the continental United States. There are rain forests, rivers, and lakes in Australia, yet it is the world’s driest inhabited continent. Only Antarctica is drier. Ask: **Which fact might explain why unusual animals developed on the continent of Australia?** (It has no land borders.)



5 A platypus spends as much as 10 hours a day in the water. Therefore, lakes, rivers, and streams are always part of a platypus's habitat. A platypus usually forages, or hunts for food, at night. It swims underwater in search of insects, shellfish, and worms. A single dive usually lasts for a minute or two. While underwater, the platypus collects food from the river bottom and stores it in cheek pouches.

6 When not looking for food, the platypus shelters in its burrow. A platypus burrow is usually built in the bank of a river or stream. Sometimes, a platypus uses rocky spots along the edge of the water as shelter. At times, it may make its burrow under logs or among the roots of a tree for protection.

7 In terms of size, traits, and behavior, the platypus is much like other mammals. But this is where the similarities end.



## CLOSE READ

## Vocabulary in Context

Context clues can help you determine the meanings of multiple-meaning words and words that can be used as different parts of speech.

Underline context clues that help you define *burrow* as it is used in paragraph 6.



387

## First Read

## Connect

**THINK ALOUD** Reading about how much time platypuses spend in water reminds me of another mammal I know. Beavers also spend a lot of time in the water. Both beavers and platypuses live near moving water, such as a river or stream.

## Close Read

## Vocabulary in Context

Help students contextualize vocabulary by comparing multiple texts about a similar topic. Have students review the sentence in paragraph 21 of *The Weird and Wonderful Echidna* and the definition of *burrow*. (“In seconds, the small mammal can burrow almost completely into the earth!”) Ask students to identify a multiple-meaning word in **paragraph 6**. Ask: **What part of speech was burrow in the first text?** (verb) Have students underline context clues that help them define *burrow*. **See student page for possible responses.**

Ask: **What part of speech is burrow in this text?** (noun) Ask students to explain how they used context clues to add to their understanding of a domain-specific term.

DOK 2

## OBJECTIVE

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

## Possible Teaching Point



## Academic Vocabulary | Parts of Speech

Use the Academic Vocabulary lesson on pp. T276–T277 in the Reading-Writing Workshop Bridge to review the parts of speech with students. Then read paragraph 6 aloud and have students listen for the word *burrow*. Discuss how *burrow* can be used as both a noun and a verb with related, but not identical, meanings.

## First Read

### Notice

**THINK ALOUD** As I read about the platypus's ducklike bill and look at the picture of it, it reminds me of the echidna's beak I learned about in *The Weird and Wonderful Echidna*. I notice that having an unusual face is another similarity between these two animals.

## Close Read

### Synthesize Information

Remind students that to develop understanding of a topic, readers use information from multiple sources. Readers pay special attention to facts and details that are repeated in multiple texts. These key details help readers understand main ideas. Have students scan paragraph 8 and underline information about monotremes.

**See student page for possible responses.**

Ask students to identify details in this text that confirm or repeat information from *The Weird and Wonderful Echidna*.

**Possible response:** Platypus and echidna are the only two monotremes.

DOK 3

### OBJECTIVE

Synthesize information to create new understanding.

### CLOSE READ

#### Synthesize Information

Underline information that supports an idea in the previous selection about monotremes.

8 The platypus is a special kind of mammal called a monotreme. The only other monotreme is the echidna, also called the spiny anteater. Like the platypus, the echidna is found in Australia, though echidnas also live in New Guinea. All other mammals give birth to live young. However, monotremes lay eggs. This is just one of many characteristics that make the platypus unusual.

#### Ducklike Features

9 The platypus's ducklike bill is its most notable feature. And its webbed feet are just as striking. Its bill and feet make it look more like a strange bird than a mammal.

10 However, these features play important roles in survival. Because the platypus hunts for food underwater, swimming skills are vital to survival. A platypus's webbed feet make it an excellent swimmer. Using a rowing motion—first one front foot, then the other—the animal moves easily through the water. It can also hover in one spot, even against the current, while it searches for something to eat.



The platypus's bill is flexible but strong. The animal uses it to push dirt aside when burrowing in riverbanks.



388

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

### CROSS-CURRICULAR PERSPECTIVES

#### Science



Direct attention to the picture of the webbed foot on p. 388 and have students synthesize what they learn from this visual and the text (paragraphs 9–10) about this adaptation. Have students name other animals with webbed feet, such as ducks, otters, and turtles, and make inferences about those animals based on this adaptation.



11 Underwater, a platypus closes its eyes, ears, and nostrils. But how can the animal find food? Here is where the platypus's extraordinary bill comes into play. Unlike a duck's hard bill, a platypus's bill is rubbery. It serves as the platypus's sense organ when under the water. The bill has sensors that pick up electrical signals from prey.

### Eggs Like a Reptile

12 Platypus eggs aren't like the hard, oval eggs that most birds lay. Instead, platypus eggs are similar to the round, leathery eggs that reptiles such as lizards and turtles lay. The leathery shells are flexible. They are less likely to break during incubation than a hard-shelled egg would be.

13 The female platypus lays one to three eggs. She lays the eggs in a deep burrow and incubates them for about 10 days. When the baby platypuses hatch, they are naked and blind. Only the female platypus cares for the young. Like other mammals, the female platypus feeds milk to her young. When the platypuses are three to four months old, they leave the burrow. At that point, they have a full coat of fur. They have to learn how to swim and find food for themselves.



A platypus egg is about the same diameter as a dime.

#### CLOSE READ

#### Synthesize Information

Underline information that you can integrate with details from the previous text to better understand how monotremes find food.

**sense** related to sight, sound, touch, taste, or smell

## First Read

### Generate Questions

**THINK ALOUD** Reading about how the platypus's bill serves as a sense organ reminds me of what I read in *The Weird and Wonderful Echidna* about how the echidna's beak has sensors that detect signals given off by other living things. I wonder, do animals other than monotremes sense electrical signals?

## Close Read

### Synthesize Information

Have students scan **paragraph 11** and underline information about how platypuses use their senses to find food. **See student page for possible responses.**

Ask students to synthesize information from this text and *The Weird and Wonderful Echidna* to draw a conclusion about how monotremes use their senses and specific body parts to find food.

**Possible response:** Monotremes have sense organs in their bills or beaks that help them find food by detecting electrical signals in their prey.

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

### CROSS-CURRICULAR PERSPECTIVES


#### Science



Have a volunteer read aloud the caption, and discuss the probable size of a platypus hatchling. Then point out that the tiny hatchlings are helpless when they are born. Tell students that most reptile mothers lay their eggs and then leave them. In contrast, the female platypus stays with her eggs and cares for her young.

## First Read

### Respond

 **THINK ALOUD** I remember reading that the echidna burrows underground to escape predators. Now I read that the platypus is similar because it also goes into a burrow to get away from predators.

## Close Read

### Synthesize Information

Ask students to synthesize information from multiple texts into a statement about where you can find monotremes. Have students scan **paragraph 14**. Ask: *What information about a platypus also applies to an echidna?* See student page for possible response.

**Possible response:** You can find monotremes escaping from predators by going into a burrow.

Challenge students to synthesize information from maps to supply another statement about where you can find monotremes. Ask: *What continent is mentioned in both texts about monotremes?* (Australia)

DOK 2

### OBJECTIVE

Synthesize information to create new understanding.

### CLOSE READ

#### Synthesize Information

Underline details you can combine with information from other paragraphs to answer a question about where you can find monotremes.

#### Platypus Poison

- 14 The male platypus has a particular feature that the female does not share. Like some species of insects, spiders, and snakes, the male platypus has venom. Sharp spurs on the heels of its hind feet deliver the venom, which is produced by a special gland in the male's thigh. Given a choice, a platypus dives underwater to escape a predator. Or it dashes down a burrow. But if there is no choice, a male platypus uses its spurs to protect itself.



A male platypus also uses its spurs when competing with other males for mates or territory.

Copyright © CAVAS Learning Company LLC. All Rights Reserved.

390

### Possible Teaching Point



#### Word Study | Latin Roots

Use the Word Study lesson on pp. T278–T279 in the Reading-Writing Workshop Bridge to teach students how knowing common Latin Roots can help them read and spell words. Ask them to scan the caption about the male platypus's spurs to find the word *territory*. Explain that the Latin root *terr* means “ground.” Knowing this Latin root can help them define *territory*, which means “an area of land.”



### A Well-Adapted Oddity

- 15 The platypus might be the oddest-looking creature on Earth. It seems to be part duck, otter, and beaver. And part snake and spider, too. It's a hodgepodge of strange features that don't seem to belong together.
- 16 It shares the basic features of all mammals. But, unlike other mammals, the platypus does not give birth to live young. It lays leathery eggs instead. The duckbill and webbed feet make it well suited for its habitat. And, similar to a spider or snake, a platypus can defend itself with venom.
- 17 The platypus looks like an animal made up of spare parts. But these seemingly unlikely adaptations allow the platypus to find food, protect itself, and reproduce successfully. This ensures the survival of these fascinating creatures.



Copyright © Savvas Learning Company LLC. All rights reserved.

391

#### CLOSE READ

#### Monitor Comprehension

**Highlight** a text feature you can use with a fix-up strategy to improve comprehension.

## First Read

### Notice

**THINK ALOUD** I was confused about how to classify echidnas and platypuses with other animals, but now I see how they are alike and together form their own unique category of mammals that lay leathery eggs.

## Close Read

### Monitor Comprehension

Say: This heading, “A Well-Adapted Oddity,” helps me understand that the unusual things about monotremes are adaptations that help these monotremes survive. Have students scan **this page** and highlight the heading. **See student page for the correct response.**

To make sure they understand informational texts, readers pause often to monitor comprehension. Ask students to explain how text features help them confirm or clarify their comprehension.

**Possible response:** I thought that one major similarity between echidnas and platypuses was their strange but effective adaptations. Slowing down and questioning at headings is a strategy to monitor comprehension. The heading “A Well-Adapted Oddity” confirms my understanding.

DOK 1

### OBJECTIVE

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

**ELL Targeted Support Expressions** Direct attention to the phrase “spare parts” in paragraph 17 and ask students what they think it means.

Point out “looks like” in the sentence. Ask students to use the words and photos in the text to describe what each part of a platypus looks like. Provide a sentence frame: The \_\_\_\_\_ of a platypus looks like \_\_\_\_\_. **EMERGING**

Have student pairs discuss the relationship between “parts” and “whole.” Ask: **What do the parts of a platypus look like? What does the whole platypus look like?** Have students use simple sentences to describe what a platypus looks like. *The parts of a platypus (do/do not) match. The parts of a platypus look like they (do/do not) belong together.* **DEVELOPING**



# Respond and Analyze

## Compare Texts



- *The Weird and Wonderful Echidna*
- *The Very Peculiar Platypus*

## OBJECTIVES

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

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

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

Recognize characteristics and structures of informational text.

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

## My View

Use these suggestions to prompt students' initial responses to reading *The Weird and Wonderful Echidna* and *The Very Peculiar Platypus*.

- **Brainstorm** What did you think of these two texts? What did you like about them?
- **Discuss** Did anything surprise you? What would you like to know more about? How were the texts alike? How were they different?

## Develop Vocabulary

### Minilesson

**FOCUS ON STRATEGIES** Tell students that authors use domain-specific vocabulary when writing about a topic. Understanding the words *monotremes*, *unique*, *adaptations*, *burrow*, and *sense* can help them better comprehend the scientific ideas in an informational text.

- Remind yourself of the word's meaning.
- Ask yourself how this word relates to the topic.

**MODEL AND PRACTICE** Review the example in the diagram on p. 392, and then model filling out the circle with the word *unique*.

- I know the definition of the word *unique* is "unusual, one of a kind." I could go back to the text to confirm that definition if needed. A sentence that demonstrates the meaning of the word *unique* will tell about something unusual, and tell what makes it one of a kind.

**ELL Targeted Support Vocabulary** Have students use the vocabulary words in sentences.

Use these oral sentence frames: Echidnas are *unique* because \_\_\_\_\_. Some of their *adaptations* help them \_\_\_\_\_. Echidnas *burrow* to \_\_\_\_\_. Platypuses can *sense* \_\_\_\_\_ with their \_\_\_\_\_. **EMERGING/DEVELOPING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies for developing vocabulary.

**OPTION 1 MyTURN** Have students respond using newly acquired vocabulary as they complete p. 392 of the *Student Interactive*. They should use text evidence in their responses.

**OPTION 2 Use Independent Text** Have students find and list domain-specific scientific words from several passages in their independent reading texts. Then have them identify context clues to determine the meaning of each word.

## QUICK CHECK

**Notice and Assess** Can students define and use the vocabulary words to describe animals?

**Decide**

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T306.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T307.

**Check for Understanding MyTURN** Have students complete p. 393 of the *Student Interactive*.

## STUDENT INTERACTIVE, pp. 392–393

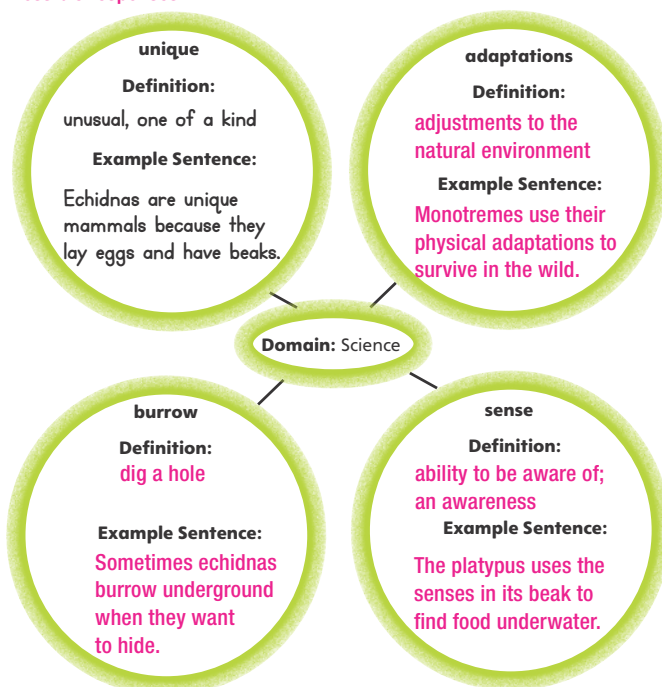


## VOCABULARY

## Develop Vocabulary

In scientific informational texts, such as *The Weird and Wonderful Echidna* and *The Very Peculiar Platypus*, authors use domain-specific words, or words related to a particular topic. These words help the reader understand the scientific ideas and concepts in a text.

**MyTURN** Complete the word web. In each circle, define the science vocabulary word and then write a sentence using the word.  
**Possible responses:**



392

## COMPREHENSION

## READING WORKSHOP

## Check for Understanding

**MyTURN** Look back at the text to answer the questions.

1. What features of *The Weird and Wonderful Echidna* and *The Very Peculiar Platypus* tell you that these are informational texts?

**DOK 2**

**Possible response:** Both texts explain facts, details, and other information about the animals. Both include text features, such as photographs and maps, to show information.

2. Explain the author's purpose in each text. How does evidence in each text support each purpose?

**DOK 2**

**Possible response:** In both texts, the author's purpose is to explain. Mike Jung supports his purpose by telling what echidnas look like, where they live, and how they protect themselves. Wade Hudson supports his purpose with similar information about platypuses.

3. Cite two pieces of text evidence that show the similarities between the two monotremes.

**DOK 2**

**Possible response:** *The Weird and Wonderful Echidna* says that monotremes "are the only mammals on Earth that lay eggs." *The Very Peculiar Platypus* says that "Like the platypus, the echidna is found in Australia."

4. Synthesize what you learned about monotremes from both texts.

**DOK 2**

**Possible response:** There are two types of monotremes: echidnas and platypuses. Both animals lay eggs, have beaks, and use different strategies to protect themselves. Echidnas use camouflage and spines for protection. Platypuses use diving underwater and venom.

393

# Word Study Latin Roots

## *terr, rupt, tract, aqua, dict*

### OBJECTIVE

Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.



### LESSON 2

#### Apply Latin Roots

**APPLY MyTURN** Direct students to complete the chart on p. 398 in the *Student Interactive*.

terr | land

rupt | break

tract | drag, pull

aqua | water

dict | say

Then have students write sentences using words that demonstrate the meaning of each Latin root.



STUDENT INTERACTIVE, p. 398

WORD STUDY

**Latin Roots *terr, rupt, tract, aqua, dict***

Some words in English have roots from other languages, such as Latin. Knowing the origin of words and word parts can help you define unfamiliar words. For example, the **Latin root *terr*** means “land.” If you know the Latin root *terr*, you can define words with this root, such as *territory*, which means “an area of land.”

**MyTURN** Read the chart. Add two related words for each root. Then determine and explain the meaning of the related words to a partner. Use a print or online dictionary to check your definitions if needed.

Latin Root	Root Meaning	Related Words Possible responses:
<i>terr</i>	land	territory terrain terrestrial
<i>rupt</i>	break	disrupt erupt corrupt
<i>tract</i>	drag, pull	tractor traction distract
<i>aqua</i>	water	aquarium aquamarine aquatic
<i>dict</i>	say	dictation dictate dictionary

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

398

**LESSON 2**

**Apply Latin Roots**

**LESSON 1**

Teach Latin Roots

FLEXIBLE OPTION  
**LESSON 3**

More Practice

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Greek roots *bio, phon, scope, graph, meter, tele*

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

Use the  **QUICK CHECK** on p. T303 to determine small group instruction.

# Teacher-Led Options

## Strategy Group



### DEVELOP VOCABULARY

**Teaching Point** Readers pay attention to the domain-specific words in informational texts.

Have students review both texts to find more domain-specific words about animals, their environments, and their adaptations. Help students find definitions.

### ELL Targeted Support

Tell students that they can understand informational texts by looking for domain-specific words. Have students use shared reading and other partner activities to enhance their understanding of the vocabulary.

Have students locate the vocabulary words *monotremes*, *unique*, *adaptations*, *burrow*, and *sense*. Then have them take turns reading the sentences that contain them. **EMERGING**

Have students take turns explaining the meanings of the vocabulary words in their own words. **DEVELOPING**

Have students work with a partner to ask each other questions about the vocabulary words.

### EXPANDING/BRIDGING



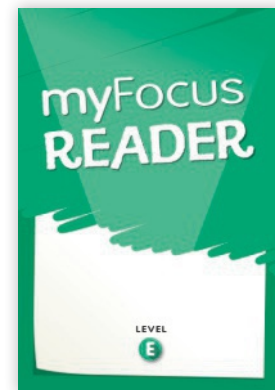
For additional support, see the online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Read pp. 26–27 in the *myFocus Reader* with students. Use the teaching support online at [SavvasRealize.com](http://SavvasRealize.com) to provide additional insight for students on animal adaptations.



Provide instructional support for comprehension and word study—Parts of Speech and Academic Vocabulary.

## Fluency

Assess 2–4 students



### PROSODY

Model reading at an appropriate rate. Then have students choose a section they like from the text or a leveled reader. Have pairs take turns reading the excerpt aloud. Circulate to determine if students are reading at an appropriate pace. If students read too fast, tell them that slowing down will help them read more accurately. If students read too slowly, have them work through any challenging words or phrases and then reread the passage.

### ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3-4 minutes  
per conference

### DEVELOP VOCABULARY

**Talk About Independent Reading** Ask students to tell you about some of the domain-specific words they encountered while reading and how they figured out meanings as they read.

### Possible Conference Prompts

- What scientific words did the author use to describe animals and their adaptations?
- How did learning new words help you understand a topic?

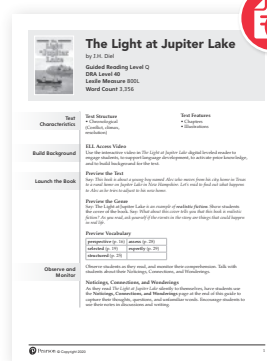
**Possible Teaching Point** Skilled readers pay attention to domain-specific words in informational texts to better understand the topic. They might ask “How does this word tell me something important about the topic?”

## Leveled Readers



### DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on determining the meanings of unfamiliar words, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Call on volunteers to share some new scientific words from their reading.

## Independent/Collaborative

### Independent Reading



Students can

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

### Centers



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

### Literacy Activities



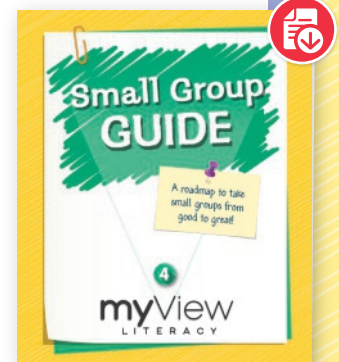
Students can

- complete the graphic organizer on p. 392.
- work with a partner to discuss and answer the questions on p. 393.
- play the *myView* games.
- choose a passage from a text and, with a partner, take turns reading the passage at an appropriate rate.

### SUPPORT INDEPENDENT READING

Help students build stamina as independent readers. Tell students they should plan to spend at least 40 minutes per day reading the books they choose.

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



# Synthesize Information

## Compare Texts



- *The Weird and Wonderful Echidna*
- *The Very Peculiar Platypus*

## OBJECTIVE

Synthesize information to create new understanding.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to discuss *The Weird and Wonderful Echidna* and *The Very Peculiar Platypus*. Give them sentence starters, such as

- Animals survive by \_\_\_\_.
- Both the echidna and the platypus are classified as \_\_\_\_.
- One defense echidnas have against predators is \_\_\_\_.

## Minilesson

**FOCUS ON STRATEGIES** Before reading, readers may think one way about a topic. As they read, they combine, or synthesize, information and ideas from one or multiple texts. This can change their thinking and create new understandings.

- Identify and annotate useful facts about the topic.
- Read two sources about the same topic to gather information and confirm facts.

**MODEL AND PRACTICE** Have students record what they thought about the topic before reading this week’s selections. Then use the Close Read note on p. 377 of the *Student Interactive* to model how to identify and annotate information that relates to the topic:

- **In paragraph 7 the author explains how the sensors in the echidna’s beak help that animal find food. I am going to underline the two sentences about “sensors” and write “sensors help it find food” in the margin. Then, when I come across a similar idea in a second informational text, I will know where I saw similar information in this text.**
- **Compare Texts** Now have pairs underline facts and write a note in the margin of *The Very Peculiar Platypus* that connect to this detail.

**ELL Targeted Support Respond to Questions** Skilled readers ask and answer questions to check that they understood the text and can synthesize information from multiple sources.

Have students return to any questions they generated while reading the paired selections and help them use the texts to answer these questions. **EMERGING**



## EXPERT’S VIEW Sharon Vaughn, University of Texas at Austin

“It’s important to remember that oral reading fluency is not just about rate. Accuracy and prosody also have a significant impact on comprehension. Prosody is a wonderful marker for reading. Pay attention to whether students are reading with meaning and attending to punctuation when they are reading aloud. That is a better indicator of comprehension than reading rate alone.”

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



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to synthesize across texts.

**OPTION 1 MyTURN** Have students annotate the text using the other Close Read notes for Synthesize Information and then use text evidence from their annotations to complete the chart on p. 394.

**OPTION 2 Use Independent Text** Have students take notes on two or more texts about the same topic. Then direct them to synthesize information and write in their notebooks how using multiple sources confirmed facts and helped them create new or improved understanding of the topic.

## QUICK CHECK

**Notice and Assess**

Can students synthesize information across multiple sources?

**Decide**

- **If students struggle**, revisit instruction about synthesizing information in Small Group on p. T314.
- **If students show understanding**, extend instruction about synthesizing information in Small Group on p. T315.

STUDENT INTERACTIVE, p. 394



## CLOSE READ

## Synthesize Information

Readers may think one way about a topic before they begin reading. As they read, they gather information and ideas. During this process, they combine, or **synthesize**, information that may lead them to change their thinking or create new understandings.

1. **MyTURN** Go to the Close Read notes in both texts and underline the parts that give important information about each animal.
2. **Text Evidence** Use your notes to show how your thinking has changed.

Possible responses:

<b>Before Reading I Thought . . .</b>	
Echidnas and platypuses are scary animals.	
<i>The Weird and Wonderful Echidna</i>	<i>The Very Peculiar Platypus</i>
<p>“The beak has sensors inside it. The sensors detect electrical signals given off by living creatures.”</p> <p>“different kinds of food” “great for grabbing ants” “worms are its only prey”</p>	<p>“The bill has sensors that pick up electrical signals from prey.”</p> <p>“in search of insects, shellfish, and worms”</p>
<b>Now I Think . . .</b>	
Echidnas and platypuses are amazing animals that have adapted to survive.	

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.



# Read Like a Writer

## OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

## Analyze Text Structure

### Minilesson

#### FOCUS ON STRATEGIES

Authors use specific text structures for different purposes.

- To explain a process or result, they might use a cause-and-effect structure.
- To give details about a subject, they might use a descriptive structure.

#### MODEL AND PRACTICE

Model analyzing the author's use of text structure by directing students to the top of p. 399 of the *Student Interactive*. Read aloud the model text. Have students follow along as you complete the steps.

1. **Mike Jung states the topic of an echidna's beak and then *describes* how the beak works.**
2. **Why did Mike Jung choose a descriptive structure?** Encourage students to think about how the text structure supports an informative purpose.
3. **What can I conclude?** Point out that this structure keeps descriptive details close to the topic.

**ELL Targeted Support Text Structure** To aid responses to the activity, offer the following sentence frames.

The author says the echidna's \_\_\_\_\_ is amazing. Then the author describes what makes \_\_\_\_\_ special. **EMERGING/DEVELOPING**

The author \_\_\_\_\_ what is amazing about the echidna's beak. This makes the structure \_\_\_\_\_. **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**My TURN** Direct students to go back to *The Weird and Wonderful Echidna* and identify the text structures of different paragraphs. Then have them focus on specific examples of text structure by completing p. 399 of the *Student Interactive*.

## STUDENT INTERACTIVE, p. 399



## ANALYZE AUTHOR'S CRAFT

## READING-WRITING BRIDGE

## Read Like a Writer

Authors choose text structures to support their purposes for writing. For **description text structure**, the author introduces a topic and then provides information about it to inform readers. Authors can inform readers in another way with **cause-and-effect text structure**. The author shows how facts, events, or concepts lead to other facts, events, or concepts.

**Model !** Reread paragraph 7 of *The Weird and Wonderful Echidna*.

1. **Identify** Mike Jung uses description text structure to explain how the echidna uses its beak.
2. **Question** How does the text structure support the author's purpose?
3. **Conclude** The descriptive text structure supports the author's purpose by organizing information in a way that is easy to understand.

Reread paragraph 21 of *The Weird and Wonderful Echidna*.

**My TURN** Follow the steps to explain how the text structure supports the author's purpose.

1. **Identify** Mike Jung uses **cause-and-effect text structure** \_\_\_\_\_ to explain **how echidnas escape their predators**.
2. **Question** How does the text structure support the author's purpose?
3. **Conclude** This structure supports the author's purpose because it **clarifies the relationship between echidna adaptation and echidna survival**.

# Word Study Latin Roots

## *terr, rupt, tract, aqua, dict*

### OBJECTIVE

Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

---

### FLEXIBLE OPTION

### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** Remind students that words with the same Latin root often have related meanings.

**MODEL AND PRACTICE** Write *disrupt*. Point out the root *rupt*, which means “break.” Explain that if someone *disrupts* class, they’re breaking up the lesson.

Write *rupture*. Point out that it has the same root as *disrupt*. Ask students what it probably means. Guide students to think of other words using each of the five Latin roots.



**APPLY** Have students complete *Word Study* p. 49 from the *Resource Download Center*.

Name \_\_\_\_\_

**Word Study**

Latin Roots *ferr, rupt, tract, aqua, dict*

Some English words have roots from languages such as Latin. Knowing the roots of words can help you spell and define unfamiliar words. The Latin root *ferr*, for example, means "ground." Knowing the Latin root *ferr* can help you define words such as *territory*, which means "an area of land." Some common Latin roots include *ferr, rupt, tract, aqua, and dict*.

WORD BANK			
terrace	interrupt	detract	aquaplane
terrier	rupture	extract	aquanaut
			dictator

**TURN** Read each sentence. Use your knowledge of Latin roots to choose a word from the word bank that best completes the sentence.

- Julius Caesar was a dictator of the Roman Republic.
- The new skyscraper will detract from the beautiful horizon.
- The miners will extract the coal from the mine.
- The parade will interrupt traffic on the busy street.
- Our new pet is a terrier from Scotland.
- The president announced a formal edict creating a new holiday.
- The aquanaut went diving to the bottom of the lake.
- There was a rupture in the tire so we had to get a new one.
- I had fun riding on an aquaplane down the river.
- We had dinner on the terrace overlooking the city.

**TURN & TALK** With a partner, take turns saying aloud words made from the Latin roots *ferr, rupt, tract, aqua, and dict*.

Grade 4, Unit 2, Week 5  
© Pearson Education, Inc., or its affiliates. All rights reserved.

**Word Study, p. 49**



FLEXIBLE OPTION  
**LESSON 3**

**More Practice**

**LESSON 1**

Teach Latin Roots

**LESSON 2**

Apply Latin Roots

FLEXIBLE OPTION  
**LESSON 4**

**Spiral Review:**  
Greek roots *bio, phon, scope, graph, meter, tele*

FLEXIBLE OPTION  
**LESSON 5**

**Assess Understanding**

Use the  **QUICK CHECK** on p. T309 to determine small group instruction.

## Teacher-Led Options

### Strategy Group



#### SYNTHESIZE INFORMATION


**Teaching Point** Skilled readers know that the facts and supporting evidence in an informational text can help them learn more about a topic. They read more than one text to combine, or synthesize information about a topic. Work with students to complete the graphic organizer on *Student Interactive* p. 394.

#### ELL Targeted Support

Have students orally review key terms. Use sentence frames such as *Authors use details to \_\_\_ topic. Readers combine \_\_\_ from \_\_\_ to develop a deep understanding of a topic. Combining what you learn from multiple sources is called \_\_\_.* **EMERGING**

Have student pairs ask and answer questions about synthesizing information across texts. If needed, provide sentence starters such as *What was the topic in the first text? In the second text? In both texts? Echidnas \_\_\_. Platypuses \_\_\_. Both monotremes \_\_\_.* **DEVELOPING**

Engage students in a discussion, one on one or in small groups. Guide students to describe how they used the Close Read notes to annotate each text. Have them tell how they compared and combined information from one text with information from the other. **EXPANDING/BRIDGING**

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

### Intervention Activity



#### SYNTHESIZE INFORMATION

Use Lesson 35, pp. T229–T234, in the *myFocus Intervention Teacher's Guide* for instruction on synthesizing information.

LEVEL E • READ

**Lesson 35** Compare and Contrast Accounts

**DIRECTIONS** Read the two passages. One is a blog entry and the other is an encyclopedia entry. How are they similar and different?

**The Northern Lights**  
*Posted Monday, June 22, 2018*

1 The first time I ever saw the northern lights was many years ago from the window seat of a jet. The pilot made an announcement over the loudspeaker, and I looked out into the night sky. I saw an eerie green glow. Then the lights began to move. They became waves of green light rolling through the dark sky. Then the lights began to move in circles. It was as if there were huge searchlights down below pointing up into the sky. The sight was amazing! I was hooked. I wanted to see the northern lights again.

2 I dreamed of going to Iceland to see them. I thought my chances of seeing the northern lights were better there than here at home. Iceland is farther north than where I live in southern New Hampshire. In Iceland in the winter, the sky is dark almost all day. Being both farther north and having longer nights would increase my chances of seeing the northern lights. Unfortunately, I never got the chance to go to Iceland.

3 So when I heard that New England would be treated to nature's light show tonight, I was excited. After dark, I took a camp chair and a travel mug of hot chocolate out to a field and made myself comfortable. I didn't have to wait long.

4 Soon, a green glow illuminated the wispy clouds close to the horizon. I watched as an invisible wind seemed to blow the green glow off to one side. Then pink and purple lights took center stage. I could still see stars twinkling behind the curtain of light. It was as if I were on another planet where it was normal to look up at a pink and purple night sky.

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

Reading Informational and Argumentative Text T • 229

### Fluency

Assess 2–4 students



#### RATE

Have students select a short passage from one of the texts and read it at an appropriate rate.

#### ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.



## Conferring

3 students / 3-4 minutes  
per conference

### SYNTHESIZE INFORMATION

**Talk About Independent Reading** Ask students to look back at text evidence they marked and to share how doing this helped them synthesize and add to their understanding of the topic.

#### Possible Conference Prompts

- Which facts or information did you annotate in the first text? In the second text?
- How did you combine, or synthesize, to confirm facts or add to your understanding?

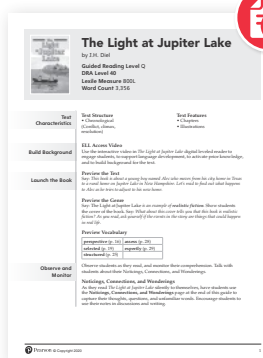
**Possible Teaching Point** Skilled readers interact with the text by underlining or highlighting important information and writing notes in the margins or their notebooks. Later, they can return to their sources and synthesize information.

## Leveled Readers



### SYNTHESIZE INFORMATION

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on synthesizing information, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together in whole group. Invite one or two students to explain what they learned from synthesizing information from multiple sources.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to *The Weird and Wonderful Echidna*, *The Very Peculiar Platypus*, or another text they have previously read on a similar topic.
- read a trade book or their Book Club text.
- support their partners in identifying facts and important ideas in a text that they can confirm or combine with similar information in another source.

### Centers



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

### Literacy Activities



Students can

- complete the graphic organizer on p. 394.
- practice this week’s word study focus by creating a chart of Latin roots.
- play the *myView* games.
- take turns with a partner reading a text at an appropriate rate.

### SUPPORT PARTNER READING

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

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



# Monitor Comprehension

## Compare Texts



- *The Weird and Wonderful Echidna*
- *The Very Peculiar Platypus*

## OBJECTIVE

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

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit academic vocabulary words to assess their own comprehension of the texts.

- What do all animals need to survive?
- What challenges faced scientists who classified echidnas and platypuses?
- Why is it not sufficient to read just one informational text about a topic?
- How can readers acquire a deeper understanding of a topic?

## Minilesson

**FOCUS ON STRATEGIES** Skilled readers monitor their comprehension as they read informational texts to make sure they understand what they are reading. When a text is difficult or confusing, they ask questions to clarify their understanding. They identify where in the text their confusion began.

- Read actively, asking questions and annotating text when understanding breaks down.
- Search the paragraphs immediately before and after the confusing section for related ideas that can clarify information.
- Identify domain-specific words and determine their meanings to help you make sense of difficult ideas.

**MODEL AND PRACTICE** Use the Close Read note on p. 376 of the *Student Interactive* to model how to monitor comprehension:

- I know that being able to summarize a text is a good indication that I understand it. Pausing to create a mental summary helps me monitor my comprehension. As I read, I notice something that seems to be a main idea: “the echidna is one of the strangest.” I will read on to find facts and details that support that idea. I will add them to my mental summary of the text.
- **Compare Texts** Now have pairs find and highlight text in *The Very Peculiar Platypus*. Remind them to apply a strategy to clarify their understanding.

**ELL Targeted Support Explain** Tell students that using their own words to explain related ideas in an informational text is a good way to check that they fully understand a difficult section of text.

Have partners talk about how paragraph 4 helps them understand what was difficult or confusing in paragraph 3. **EMERGING/DEVELOPING**

Ask students to write sentences that explain how understanding the meaning of *monotremes* helps them understand paragraph 3. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

## Apply

Have students use the strategies to monitor their comprehension across multiple sources.

**OPTION 1 MyTURN** Have students monitor their comprehension using the other Close Read notes, and then use the text they highlighted and their annotations to complete the chart on p. 395.

**OPTION 2 Use Independent Text** Have students put sticky notes on places in the text where they become confused and apply comprehension monitoring strategies. Ask them to explain how they resolved their confusion to understand the text.

## QUICK CHECK

**Notice and Assess**

Can students monitor their comprehension across multiple sources?

**Decide**

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group on p. T322.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on p. T323.

STUDENT INTERACTIVE, p. 395



## READING WORKSHOP

**Monitor Comprehension**

While reading, readers **monitor comprehension** to make sure they understand a text. If a section is confusing or difficult, readers ask themselves questions to clarify their understanding.

To monitor comprehension by asking questions, focus on areas that caused confusion during a first or second read. Ask, *Where did my confusion begin?* Then start rereading a paragraph or two before that section. Note topic sentences and supporting details. When you reach the confusing part, ask: *Does this relate to ideas in another paragraph? How does this section relate to the ones before and after it?*

1. **MyTURN** Go back to the Close Read notes and highlight text that causes you to slow down or ask a question.
2. **Text Evidence** Use your highlighted evidence to answer your questions and complete the chart.

Possible responses:

What I Know	What I Did not Understand	What I Learned After Rereading
Echidnas use their spines to protect themselves and to blend in with their surroundings.	I want to know why the echidna's claws are special.	The echidna's tough, heavy claws dig fast when it senses a predator. The echidna gets into the hole and sticks out its spines. This tells me that echidnas use all their adaptations to survive.



# Write for a Reader

## OBJECTIVE

Explain how the use of text structure contributes to the author's purpose.

## Use Text Structure

### Minilesson

**FOCUS ON STRATEGIES** Writers develop their craft by reading. As readers, writers can see how text structures serve specific purposes.

Remind students that they just analyzed how Mike Jung uses text structure to support his purpose in *The Weird and Wonderful Echidna*.

### MODEL AND PRACTICE

Discuss how students might choose text structures in their own writing using p. 400 of the *Student Interactive*. Model an example for the class.

1. Identify a topic for a text with the purpose to inform.
2. Consider the different ways of approaching the topic. Does it involve a process with a clear result? Then cause-and-effect might be a good structure. Does it involve many details? Then description might work.
3. Outline a brief paragraph with the chosen text structure.

**ELL Targeted Support Text Structure** Have students practice using a descriptive text structure.

Tell partners to list words that describe the classroom. Then help them write sentences using their words. **EMERGING/DEVELOPING**

Have students independently list descriptive words or phrases about the school building, ordering these descriptions to support a topic sentence. **EXPANDING/BRIDGING**



## ASSESS UNDERSTANDING

## Apply

**MyTURN** Have students refer to Mike Jung's text structures as an example for their own writing. Then guide students to complete the activity on p. 400.

## Writing Workshop

Remind students to carefully select text structure in their travel articles for the Writing Workshop. During conferences, support students' writing by helping them find opportunities to meaningfully develop structure their writing.

## STUDENT INTERACTIVE, p. 400



## DEVELOP AUTHOR'S CRAFT

## Write for a Reader

Writers use text structures to present their ideas in a clear and easy way for their readers.

- Description text structure allows writers to inform readers through details, facts, images, and other information.
- Cause-and-effect text structure allows writers to inform readers by showing the connection between facts, events, or concepts and the facts, events, or concepts that cause them.

**MyTURN** Think about the text structures the authors used in this week's texts. Now identify how you can choose and use text structures to inform your own readers about a topic.

1. Choose a topic that you know about or a topic that interests you. What text structure would best showcase your topic and your knowledge?

**Students should choose a specific topic, such as *monotreme defenses* or *sci-fi heroes*, and explain which text structure would best display their knowledge of that topic.**

2. Write a passage about your topic using the text structure you chose. Be sure to emphasize the features of the text structure to support your purpose for writing.

**Responses should include clear features of the student's chosen text structure. For example, if a student chose description text structure, his or her passage should include a topic and information that describes or tells more about that topic. If a student chose cause-and-effect text structure, his or her passage should include facts or events and an explanation of one or more cause-and-effect relationships.**

Choose a text structure that will complement your ideas.



# Word Study Spiral Review

## OBJECTIVE

Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

FLEXIBLE OPTION 

## LESSON 4



### Spiral Review: Greek roots *bio*, *phon*, *scope*, *graph*, *meter*, *tele*

**FOCUS ON STRATEGIES** Review strategies from the previous week about using the Greek roots *bio*, *phon*, *scope*, *graph*, *meter*, and *tele* to determine word meanings.

**MODEL AND PRACTICE** Ask a volunteer to define the Greek root *tele*. Discuss how knowing that *tele* means “far” can help readers understand words such as *telephone* and *telescope*.

**APPLY** Have students pair up to define the remaining Greek roots. Challenge them to list as many words as possible that the six roots. Then allow students to share and compare their definitions and word lists with other pairs.





## ELL Targeted Support

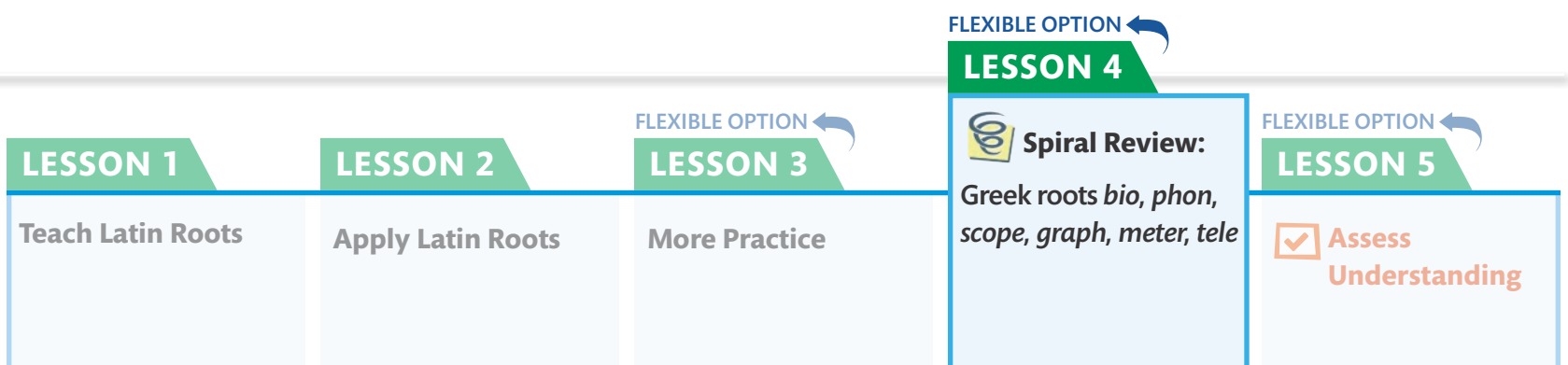
**Related Words** Tell students that knowing roots can help them find related English words.

Create a word bank (*root, word part, meaning, language*) and have student complete cloze sentences using each term. **EMERGING**

Add terms to the word bank (*prefix, suffix, modify*) and have students complete cloze sentences using each term. **DEVELOPING**

Have students work in pairs to write sentences explaining how one Greek *r* relates to the meaning of an English word. **EXPANDING**

Have students work individually to complete the activity above. **BRIDGING**



Use the  **QUICK CHECK** on p. T317 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### MONITOR COMPREHENSION

**Teaching Point** Skilled readers ask themselves questions while they are reading, such as *What is this informational text about? What is happening in this text? What did I first identify as the main idea of this text? Was I correct? If I was incorrect, where did I go wrong? How does this detail connect to or develop a main idea?*

### ELL Targeted Support

Display a bank of question words and cloze sentences that students can use to monitor comprehension as they read. Have reading partners orally ask and answer these questions as they read. **EMERGING**

Display sentence starters that students can use to describe how they monitor comprehension as they read. Call on volunteers to describe the experience of recognizing confusion and applying a clarification strategy. **DEVELOPING/EXPANDING**

Ask students to tell you about a time they started to read a text and got confused. Discuss strategies for improving comprehension. **BRIDGING**



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

## Intervention Activity



### MONITOR COMPREHENSION

Use Lesson 19, pp. T123–T128, in the *myFocus Intervention Teacher’s Guide* for instruction on monitoring comprehension.

LEVEL E • READ

**Lesson 19** Use Reading Strategies

**DIRECTIONS** Read the following texts. Think about what helps you to understand each text. Consider what you can say about the end of each text.

**The Math Test**

1 The lunch bell rang and students poured into the lunchroom. Ami dropped into her seat with a sigh. Her friend Lynne sat down.

2 “What’s wrong?” Lynne asked.

3 “I forgot all about the math test tomorrow. Ms. Thomas just reminded us,” Ami said. “I should have been studying all week.”

4 Ami dropped her head into her hands. She had so much homework. How was she supposed to study for this test?

5 Lynne slid a pudding cup across the table to her. It was chocolate and vanilla swirl. That was Ami’s favorite. Ami looked up and smiled at her friend.

6 “Ask your mom if you can come over after school today.”

7 Lynne said, “We can finish our homework and study together.”

8 Ami took a deep breath. Lynne had a hard time in math sometimes too. She could always explain things to Ami, though.

9 “That sounds great,” Ami said.

10 That evening, the girls finished their other homework in record time. Then they challenged each other with different math problems. They kept at it, even at the dinner table.

The test the next day felt like the easiest math test Ami had ever taken. She didn’t get everything right, but she still did well. Ms. Thomas even wrote “Great Work!” at the top of her test. Ami smiled the rest of the day.

**The Mystery on Culver Lane**

1 Marcus and his little brother, Max, watched the house across the street. Something strange was going on. The house had been empty for weeks after Mr. Pulver moved. Now, there were lights on in different rooms. Every now and then, shadows passed by the windows. There were no cars in the driveway, though. And neither brother had seen anyone go in the house.

2 They whispered about what they thought it was. Max said aliens. Marcus was old enough to know it probably wasn’t aliens. Still, it was strange.

3 Their mom came in and saw that they were still awake. She stood by the window with them as they told her their theories.

Copyright © Pearson Education, Inc., or its affiliates. All Rights Reserved. Reading Literature T • 123

## Fluency

Assess 2–4 students



### PROSODY

Have students work with a partner to practice reading a short passage at an appropriate rate.

### ORAL READING RATE AND ACCURACY

Use pp. 55–60 in Unit 2 Week 5 Cold Reads to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

## Conferring

3 students / 3-4 minutes per conference

### MONITOR COMPREHENSION

**Talk About Independent Reading** Ask students to look back at what they took note of and share how they clarified confusing or difficult sections.

### Possible Conference Prompts

- Why did you mark that section?
- Which strategy helped you clarify what was confusing or difficult?

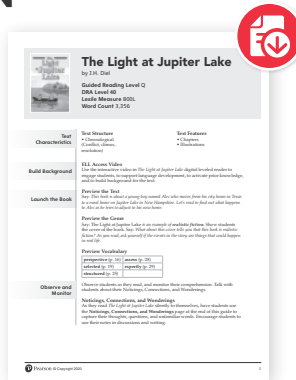
**Possible Teaching Point** To clarify, ask, “Where did my confusion begin?” Mark that section and write questions in your notebook. Then reread surrounding text to find information that may provide the answers you need.

## Leveled Readers



### MONITOR COMPREHENSION

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on monitoring comprehension, see the *Leveled Reader Teacher’s Guide*.



## Independent/Collaborative

## Independent Reading



Students can

- reread or listen to a text.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

## Centers



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

## Literacy Activities



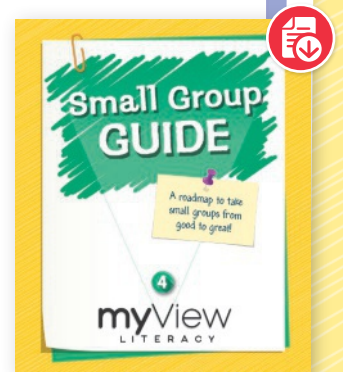
Students can

- complete the graphic organizer on p. 395.
- write about their reading in their reader’s notebook.
- play the *myView* games.
- with a partner, take turns reading a text at an appropriate rate.

### SUPPORT PARTNER READING

Have reading partners gauge each other’s comprehension of the books they are reading by asking questions about monitoring and improving comprehension.

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 share how they used one of the strategies in this lesson to clarify something that confused them while they were reading.

# Reflect and Share

## Compare Texts



- *The Weird and Wonderful Echidna*
- *The Very Peculiar Platypus*

## OBJECTIVES

Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate.

## ACADEMIC VOCABULARY

**Integrate** Offer students oral practice using the unit Academic Vocabulary words to reflect on the texts. Ask:

- What did you learn about [monotremes](#)?
- Which adaptation interested you most? Why?
- What did you learn about how these monotremes [sense](#) what is nearby?

## Talk About It

### Minilesson

**FOCUS ON STRATEGIES** Explain that when they participate in discussions with other readers, students should communicate ideas clearly and support their opinions with accurate information. They should synthesize, or combine, information from multiple texts on the same topic to strengthen their opinion. Assign one student the role of notetaker for the group.

- Before reporting on a topic or communicating an opinion, consider whether you can support it with accurate information from several texts or your own experience and knowledge.
- To support an idea with accurate information from multiple texts, use notes you have taken, or review and annotate texts.
- Acknowledge others' ideas and opinions before offering your own. Consider how their opinions change your own ideas.
- Consider the context of the discussion. Decide whether the situation calls for formal or informal English.

**MODEL AND PRACTICE** Model communicating an opinion using the Talk About It prompt on p. 396 in the *Student Interactive*. *My favorite animal to read about was the platypus. I pick an adaptation and review the text about it to be sure I understand it and can talk about it accurately. The best adaptation was the sharp venomous parts of a male platypus's feet. The platypus defends himself with these spurs.*

**ELL Targeted Support Explain with Details** To practice communicating ideas, have students choose an animal from the infographic on pp. 370–371 of the *Student Interactive*. Then have them use specificity and detail to explain information about the animal.

Work with individuals. Offer sentence starters: *This animal is one of a kind because \_\_\_\_\_. One detail that supports my idea is \_\_\_\_\_. EMERGING/DEVELOPING*

Using selection vocabulary, have pairs discuss their chosen animals. Encourage them to use at least three specific details. **EXPANDING/BRIDGING**



## FORMATIVE ASSESSMENT OPTIONS

**Apply**

Have students use the strategies for using text evidence across texts.

**OPTION 1 Use the Shared Read** Have students use evidence from this week's texts to communicate their opinions about animal adaptations. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

**OPTION 2 Use Independent Text** Have students share ideas and opinions about adaptations in their independent reading texts.

**QUICK CHECK**

**Notice and Assess** Can students compare information across texts to form and express an opinion?

**Decide**

- **If students struggle**, revisit instruction for expressing opinions in Small Group on p. T328.
- **If students show understanding**, extend instruction for expressing opinions in Small Group on p. T329.

**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. 396



## RESPOND TO TEXT

**Reflect and Share**

**Talk About It** This week you read about a unique group: the monotremes. What other animals have you read about in other texts? Did they use their adaptations like the echidna and the platypus do? Integrate, or combine, information from several texts to express and support your opinion about the best animal adaptations.



**Communicate Ideas** During a discussion, you can make your opinion more convincing by expressing your ideas clearly and using formal English. To do this, take notes on your sources and clearly phrase your ideas before you discuss them.

Use these sentence starters to help you form your opinion:

My favorite animal to read about was . . .

The best adaptation was . . .

Next, discuss your opinion with your small group. Did your group members make interesting points that you had not thought of? Consider how the information they provided changed your opinions.

**Weekly Question**

How do adaptations make animals unique?



# Word Study Latin Roots

## *terr, rupt, tract, aqua, dict*

### OBJECTIVE

Determine the meaning of and use words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

### WEEKLY STANDARDS PRACTICE



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

### FLEXIBLE OPTION

### LESSON 5

#### Assess Understanding

To assess students' understanding of Latin roots *terr*, *rupt*, *tract*, *aqua*, and *dict*, write *terrarium* and *terrace*.

Offer sample sentences:

The terrarium contains a miniature desert landscape.

Farmers carved flat terraces out of the hillside.

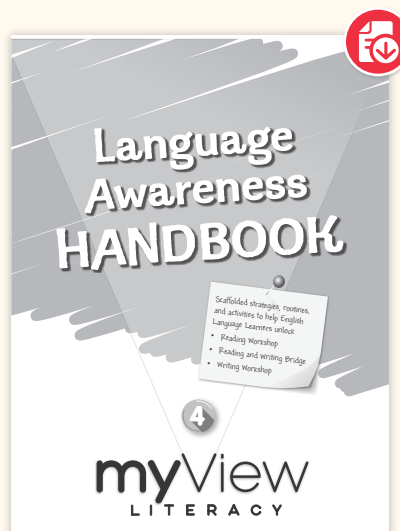
Have students use their knowledge of Latin roots to define each word. (Possible definitions: *terrarium*: an enclosed container of land; *terrace*: a flat expanse of land.) If students need a hint, point out the similarity between *terrarium* and *aquarium*.





## Develop Language Awareness

For additional practice with Latin roots, complete the activity on p. 28 of the *Language Awareness Handbook*. In this practice activity, students will use visual and contextual support to understand the meaning of root words.



FLEXIBLE OPTION

LESSON 5

LESSON 1

Teach Latin Roots

LESSON 2

Apply Latin Roots

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

**Spiral Review:**  
Greek roots *bio*, *phon*,  
*scope*, *graph*, *meter*, *tele*

**Assess Understanding**

Use the  **QUICK CHECK** on p. T325 to determine small group instruction.

# Teacher-Led Options

## Strategy Group

### COMPARE TEXTS

**Teaching Point** To form and express opinions, readers compare information in multiple sources and consider any prior knowledge they have about the topic. Readers clearly communicate their opinions and support their ideas with text evidence. They also listen to and acknowledge the opinions of others before offering their own ideas.

### ELL Targeted Support

Have students practice communicating their opinions in pairs and small groups.

Have students turn and talk to a classmate about animal adaptations. Guide them to ask each other which adaptation is the best. Point out that they are helping each other form an opinion. **EMERGING**

Have students state and support their opinions in small groups. Provide groups with a checklist to help them monitor whether participants acknowledge others' opinions before offering their own, support their opinions with accurate information, employ eye contact, and speak with appropriate rate, volume, and accuracy.

### EXPANDING/BRIDGING



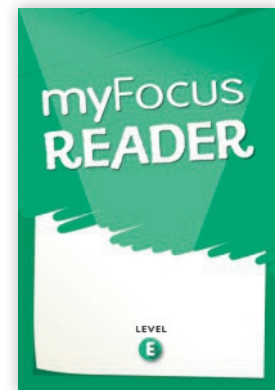
For additional support, see online *Language Awareness Handbook*.

## Intervention Activity



### myFOCUS READER

Reread pp. 26–27 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 animal adaptations 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 1–12.

## On-Level and Advanced



### INQUIRY

#### Organize Information and Communicate

Students should organize their findings on unique animals and their adaptations into an effective format.

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

See *Extension Activities* pp. 82–86 in the *Resource Download Center*.

## Conferring

3 students / 3-4 minutes per conference

### COMPARE TEXTS

**Talk About Independent Reading** Ask students to share what they have learned about comparing information from multiple texts to express and support an opinion. Have them refer to p. 396 in the *Student Interactive* for support, if needed.

### Possible Conference Prompts

- What did you think about a particular example in the texts or the topic as a whole?
- What information from the texts or your own knowledge will best support your idea when you communicate it to others?

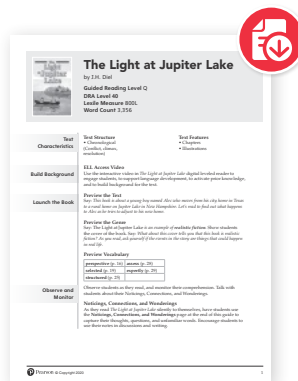
**Possible Teaching Point** Before they express an opinion, skilled readers think about other texts they have read as well as their prior knowledge.

## Leveled Readers



### COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T280–T281.
- For instructional support on comparing information from multiple texts, see the *Leveled Reader Teacher’s Guide*.



## Whole Group

**Share** Bring the class back together as a whole group. Invite one or two students to share their opinions about animal adaptations.

## Independent/Collaborative

### Independent Reading



Students can

- reread or listen to the infographic “Many Ways to Be One of a Kind” 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 a reading notebook in response to the Weekly Question.
- research adaptations based on the infographic.
- play the *myView* games.

## BOOK CLUB



See Book Club, pp. T490–T491, for

- teacher’s summary of chapters in *Animal Camouflage*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- alternate texts to support the unit theme and Spotlight Genre.



# Resources

## Stacks of Mentor Texts

### Mentor STACK



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

## myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

## Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

## Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

## Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
  - ▶ write in different genres and styles.
  - ▶ apply writing conventions.



## Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

*The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.*

### Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details (Conference Notes Templates are available on SavvasRealize.com).



## Conference Routine

Research



Name



Decide on



Teach

### Research

A student may discuss the topic of his or her writing and questions he or she may have.

Use this as an opportunity to learn about the student's writing and make decisions to focus conferences.

### Name a Strength

Once the student has discussed his or her writing, provide specific praise for an element of the writing. Naming a strength develops a student's energy for writing.

### Decide on a Teaching Point

Choose a teaching point that focuses on improving the writer within the student and not on improving the student's writing. A range of teaching points should be covered over the year.

### Teach

Help the student understand how he or she can achieve success. Use a minilesson from the bank of minilessons to provide instruction on the teaching point. One text from the unit's stack serves as an example of what the student's writing should emulate.



# Writing Assessment Options

## Performance-Based Assessment

### ONLINE OPTION 1

#### Prompt

Write an informative essay about the process of making a new state law. Use information from the passages in your essay.

#### Sources

- The Tenth Amendment to the U.S. Constitution
- Draft Bill for the Preservation of the Quintero House
- Newspaper Article from *The Pebble Cove Times*

### ONLINE OPTION 2

#### Prompt

Write an informative essay that explains how extreme weather impacts people. Use information from the passages in your essay.

#### Sources

- Climates of the United States
- The Study of Weather
- Extreme Weather



Download a performance-based assessment from SavvasRealize.com for students to demonstrate their understanding of the reading and writing skills from the unit.

## Writing Assessment

### WEEK 5 • LESSON 5 OPTION

- The Writing Workshop Assessment is on Day 5 of Week 5 of every unit. Teachers may choose how to assess their students.
- Collect students' compositions after the Celebration and use the designated rubric to grade the writing.
- Give students an on-demand prompt that will require them to synthesize their understanding of the genre, author's purpose and craft, and writing conventions in one succinct piece of writing without the support of a teacher.
- Assessment prompts and writing rubrics can be found in the Writing Workshop of *myView Literacy Teacher's Edition* on Day 5 of Week 5, or they may be accessed on SavvasRealize.com.





# Units of Study

## This Unit: Informational Text

UNIT  
1

### NARRATIVE: PERSONAL NARRATIVE

Students will

- read personal narratives
- focus on introduction and sequence of events
- use adjectives, adverbs, and pronouns correctly
- write personal narratives

UNIT  
4

### OPINION WRITING: OPINION ESSAY

Students will

- read opinion essays
- learn how to support an opinion with reasoning, details, and facts
- edit for complete sentences
- write opinion essays

UNIT  
2

### INFORMATIONAL TEXT: TRAVEL ARTICLE

Students will

- review and develop elements of effective travel articles
- focus on headlines and multimedia elements
- use linking words and phrases accurately
- write engaging travel articles

UNIT  
5

### POETRY: POEM

Students will

- study elements of poetry
- use alliteration, assonance, and rhyme
- learn how to use line breaks and arrange stanzas
- write poetry

UNIT  
3

### NARRATIVE: REALISTIC FICTION

Students will

- learn characteristics of realistic fiction and read realistic stories
- learn how to create descriptions of characters and settings
- use dialogue effectively
- write realistic fiction



**FAST TRACK**

# Your Writing Workshop for Standards Success

UNIT  
**2**

## INFORMATIONAL TEXT: TRAVEL ARTICLE

<b>WEEK 1</b> <b>INTRODUCE AND IMMERSE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Analyze a Travel Article</li><li>• Plan Your Travel Article</li></ul>
<b>WEEK 2</b> <b>DEVELOP ELEMENTS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Develop an Introduction</li><li>• Develop Relevant Details</li><li>• Develop Different Types of Details</li><li>• Compose Captions or Visuals</li><li>• Develop a Conclusion</li></ul>
<b>WEEK 3</b> <b>DEVELOP STRUCTURE</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Compose a Headline</li><li>• Compose Body Paragraphs</li><li>• Group Paragraphs into Sections</li><li>• Compose with Multimedia</li></ul>
<b>WEEK 4</b> <b>WRITER'S CRAFT</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Use Linking Words and Phrases</li><li>• Use Precise Language and Vocabulary</li><li>• Edit for Capitalization</li><li>• Edit for Adverbs</li><li>• Edit for Coordinating Conjunctions</li></ul>
<b>WEEK 5</b> <b>PUBLISH, CELEBRATE, ASSESS</b>	<b>Minilessons:</b> <ul style="list-style-type: none"><li>• Edit Complete Sentences</li><li>• Edit for Nouns</li><li>• Assessment</li></ul>

# Weekly Overview

Students will

- learn what makes a good travel article.
- understand the use of leads and photographs.
- plan their own travel articles.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

**FAST TRACK**

	LESSON 1	LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Analyze a Travel Article T340	Analyze a Lead Paragraph T344	Analyze Photographs T348
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T341	Independent Writing and Conferences T345	Independent Writing and Conferences T349
<b>SHARE BACK FOCUS</b> 5–10 min.	Content of a Travel Article T341	Observations About Lead Paragraphs T345	Opinions of Pictures T349
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T342</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Fix Sentence Fragments T343</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Plurals T346</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Compound Sentences T347</li> </ul>	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> More Practice T350</li> <li>• <b>Language &amp; Conventions</b> Teach Compound Sentences T351</li> </ul>



## Mentor STACK



- *Next Stop: Mexico* by Ginger McDonnell
- *Next Stop: Caribbean* by Ginger McDonnell
- *Cultures Around the World* by Jeanne Dustman

**Use the following criteria to add to your travel article stack:**

- The article is the approximate length of the article the student will write.
- The article includes photographs with captions.
- The article is clearly organized with an interesting lead paragraph, text broken into sections, and a conclusion.

Preview these selections for appropriateness for your students. Selections are subject to availability.

## FAST TRACK

## LESSON 4

## LESSON 5

Brainstorm and Set a Purpose T352

Plan Your Travel Article T356

Independent Writing and Conferences T353

Writing Club and Conferences T356–T357

Identifying Purpose and Audience T353

Planning Strategies T356

- **Spelling** Spiral Review T354
- **Language & Conventions** Practice Compound Sentences T355

- **Spelling Assess Understanding** T358
  - **Language & Conventions** Standards Practice T359
- FLEXIBLE OPTION**

## ADDITIONAL RESOURCES

## MINILESSON

5–10 min.

Facts About a Place vs. Opinion

Graphic Organizer for Planning an Article

## INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

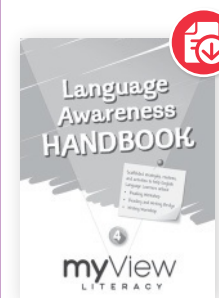
Independent Writing and Conferences

## SHARE BACK FOCUS

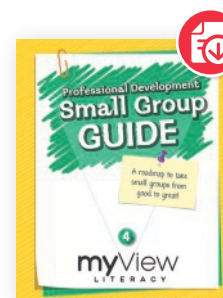
5–10 min.

Facts

Lead, Details, and Additional Information







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 print and graphic features of a travel article to gauge where students may need support in their use of these features. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Genre Immersion Lessons</b>		
If students need additional support,		<b>Then</b> review articles from the stack and discuss the lead.
If students show understanding,		<b>Then</b> ask, How will you begin your article?
<b>Analyze Photographs</b>		
If students need additional support,		<b>Then</b> have them describe photographs that appeal to them.
If students show understanding,		<b>Then</b> ask, What can a picture add to your article?
<b>Brainstorm and Set a Purpose</b>		
If students need additional support,		<b>Then</b> have them describe people who will read their articles.
If students show understanding,		<b>Then</b> have them narrow their topics.
<b>Plan Your Travel Article</b>		
If students need additional support,		<b>Then</b> ask, Which facts do you know the most about?
If students show understanding,		<b>Then</b> ask, Why will you emphasize these facts?

## Conference Support for ELL

### EMERGING

- Use a graphic organizer to discuss what people notice about places.
- Discuss characteristics of places in the area.
- Write each of the five *W* words and discuss their meanings.

### DEVELOPING

- Allow students to draw a place they visited and enjoyed and to talk about the place with a small group.
- Write the 5Ws and *H* questions on a large chart or board and have students answer them as a group reading the same article from the stack.

### EXPANDING

- Have students read and then summarize the lead paragraphs of two articles from the stack.
- Using articles in the stack, have students compare approaches writers took to persuading an audience to visit a place.

### BRIDGING

- Have students use a T-chart to list and evaluate print and graphic features in a stack article.
- Role-play what a tour guide might say about a place to visit, telling its best features to a tour group.
- Have students rewrite the lead paragraph of a stack article and compare how they approached the information to the approach of the original author.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **analyzing print and graphic features** and **compound sentences**.



## ELL Minilesson 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 and planning process.

Use this note for the minilesson on p. T344.

### ELL Targeted Support

#### ANALYZE A LEAD PARAGRAPH

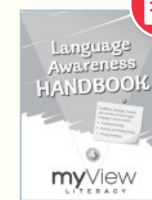
The types and kinds of sentences used in the lead paragraph of an informational article, especially one on traveling, can influence how the audience feels about the article's topic. Have students note how sentences vary in style, type, and length.

Choose a stack article and write two of the lead sentences on the board. Dissect each sentence with students, noting the kind of sentence it is, what question it answers, and how the writer connected words and phrases. **EMERGING**

Write on the board words such as *because, so, for, though, since*. Have students work in small groups to find these connecting words in the lead paragraph of a stack article. Have the group report how the words are used. **DEVELOPING**

Have partners use the terms *simple, compound, and complex* to identify types of sentences in the lead of a stack article, and have them list the number of each type they find. **EXPANDING**

Challenge students to write a description of the lead paragraph in a stack article. Have them identify the number of each type of sentence and explain how the writer has used words effectively to interest readers. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T348.

### ELL Targeted Support

#### ANALYZE PHOTOGRAPHS

Use this opportunity to give students practice using concrete, sensory language to describe what they see.

Help students work in pairs to study the photographs in an article and then find words in the text about the pictures. Have students explain how the text and pictures work together. **EMERGING**

As students read a stack article and examine the photographs, have volunteers take turns describing what the pictures show, and then discuss as a group what the pictures add to the article. **DEVELOPING**

Have students choose a stack article with photographs, choose one photograph, and make a list of nouns and adjectives that describe the photograph. **EXPANDING**

After students list nouns and adjectives as in the preceding activity, ask them to write three or four sentences that completely describe the photographs they chose. **BRIDGING**

## FAST TRACK

# Analyze a Travel Article

## OBJECTIVE

Compose informational text using genre characteristics and craft.

STUDENT INTERACTIVE, p. 257

**TRAVEL ARTICLE** WRITING WORKSHOP

## Analyze a Travel Article

**Learning Goal**  
I can use elements of informational text to write an article.

A travel article is an informational text about a place readers might want to visit. To convey an idea about a place, the writer chooses details and organizes the article to appeal to an audience.

Like all articles, a travel article has a headline, or a catchy title that draws readers in. The first paragraph, or **lead**, includes the main idea and the most important information. The body of the article includes details readers should know. At the end of the article, the writer provides information that is interesting but not essential for people who want to visit the place.

**My Turn** Study a travel article from your classroom library. In your writing notebook, use the diagram to copy the headline and briefly summarize the content of each section.

**Headline**

**Lead:** Where, What, Why, Who, When, and/or How

**Body:** Details Readers Should Know

**End:** Additional Information

257

## Minilesson

Mentor STACK

**TEACHING POINT** Informational texts give facts about topics that interest their writers. Articles are a type of informational text. They appear in newspapers and magazines and online. In writing informational texts, including articles, writers

- Choose the information they most want readers to understand.
- Use print and graphics features, such as photographs, to add information.
- Keep the audience in mind while writing.

**MODEL AND PRACTICE** Tell students that they will be exploring many informational articles over the next few days in preparation for writing their own travel articles. Read aloud the title, headline, and lead of an article from the stack. Then have students take turns reading the remaining paragraphs of the article. Explain that students should learn to recognize the parts of an article:

- the headline, or catchy title
- the lead, or first paragraph, which states the main idea
- the body paragraphs and the conclusion

Direct students to p. 257 in the *Student Interactive*. Have them use other articles from the stack to complete the activity.



## Independent Writing

Mentor STACK



**FOCUS ON TRAVEL ARTICLES** After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of travel articles, they should read more articles from the stack.

### WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying the parts of a travel article.
- **Shared** Have students choose a stack text. Prompt them to identify the parts of a travel article as you outline the article on the board.
- **Guided** Use the stack texts to provide explicit instruction on the parts of a travel article.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to outlining ideas for travel articles in their writing notebooks.

See the **Conference Prompts** on p. T338.



## Share Back

Call on a few students to share what they wrote about the content of a travel article.



# Spelling Spell Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Use the Spelling Sentences from Day 5 to assess students' prior knowledge of plurals.

For students who understand how to turn singular nouns into plurals, include the following Challenge Words with the spelling list.

#### Challenge Words

eyelashes  
 ambulances  
 inventories

### ELL Targeted Support

**Plurals** Tell students that letters have corresponding sounds that can help them with their spelling. Write down the words *consumers* and *sandwiches*.

Say each word aloud and have students repeat after you. **EMERGING**

Use the above activity. Then have students continue with the remaining spelling words. **DEVELOPING**

Use the above activities. Then have partners spell the words. **EXPANDING**

Have student pairs read the vocabulary words aloud, and then write the singular form of each word. **BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Plurals


## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Plurals

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review:  
 Prefixes *mis-*,  
*en-*, *em-*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Fix Sentence Fragments

**FOCUS ON STRATEGIES** Review the language-and-conventions skill on fixing sentence fragments on p. 192.

**MODEL AND PRACTICE** Display this sentence to students. *Walk to the store after school.* Explain that the sentence is incomplete because it is missing a subject. Have students suggest subjects to fix the sentence fragment.

**APPLY** Have students create ten sentence fragments missing subjects or verbs. Then have them trade with a partner and fix the fragments.

### OBJECTIVES

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.

### ELL Targeted Support

**Form Complete Sentences** Point out that forming sentences is part of clear writing. Discuss how sentences should have a subject and a verb and should express a complete thought.

Write an incomplete sentence on the board, such as “*I like \_\_\_ for breakfast,*” and have students volunteer to complete it. **EMERGING**

Write columns on the board with subjects, verbs, and objects, and have students volunteer to form their own complete sentences. **DEVELOPING**

Have partners write complete sentences about an activity they like, and ask volunteers to read their sentences aloud to the class. **EXPANDING**

Display a combination of sentences and fragments. Have students sort them and explain their choices. **BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Fix Sentence  
Fragments

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Compound Sentences

### LESSON 3

Teach Compound  
Sentences

### LESSON 4

Practice Compound  
Sentences

FLEXIBLE OPTION

### LESSON 5

Standards Practice

# Analyze a Lead Paragraph

## OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 258

**Analyze Photographs**

A place to visit is called a **destination**. A travel article includes many details about a destination. The article usually includes attractive photographs of the destination too. These photographs entice readers by showing what the place looks like and focusing on the visual beauty or interest of a place. Travel writers use photographs to further encourage their readers to visit the destination.

**MY TURN** Work with a partner. From your classroom library, choose two travel articles that contain photographs. Describe the pictures in the boxes below. Then answer the questions.

Photographs in Article 1	Photographs in Article 2

- Which article appeals to you more, Article 1 or Article 2?
- How do the photographs add detail to the article? Explain how that detail influences your preference.

259

## Minilesson

Mentor STACK 

**TEACHING POINT** The lead paragraph in a travel article draws in the audience and introduces what the body of the article will contain.

- A lead paragraph tells who, what, when, where, why, and how.
- It entices, or invites, the audience to read more.

**MODEL AND PRACTICE** Review with students the characteristics of a lead paragraph on p. 258 of the *Student Interactive*. Tell students that they will be reading travel articles to study the characteristics of a lead paragraph.

Read aloud the lead from a stack text. Ask students to identify who, what, when, where, why, and how as you reread the lead. Then say: **When you read a travel article, analyze the first paragraph. Think about whether the writer answers all or just some of a reader’s possible questions about the destination. Ask yourself, “How does the writer present who, what, when where, why, and how in this paragraph?”**

Direct students to p. 258 in the *Student Interactive*. Have them choose an article they have already read to complete the activity.

## Possible Teaching Point

## Writing Process

### Prewriting | Researching

This week students will be writing to inform about either a familiar destination or a new place they want to learn more about. As students analyze the article they chose, have them ask the following questions:

- Does the lead immediately grab the reader’s attention?
- Does the lead make the reader want to continue reading?
- Who is the audience? Is the lead written with the audience in mind?



## Independent Writing

Mentor STACK




**FOCUS ON LEAD PARAGRAPH** After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of the characteristics of a lead paragraph, they should read additional articles from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to model analyzing the lead paragraph.
- **Shared** Have students choose a stack text. Prompt them to identify the writer's answers to who, what, when, where, why, and how questions in the lead paragraph.
- **Guided** Use a stack text to provide explicit instruction on finding how a writer answers questions in the lead paragraph.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should transition to drafting leads for their travel articles in their writing notebooks.

See the **Conference Prompts** on p. T338.

## Share Back

Invite a few students to share their observations of lead paragraphs in the travel articles they read from the stack.

# Spelling Spell Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

## LESSON 2

### Teach

**FOCUS ON STRATEGIES** Tell students that singular nouns can be made plural by adding *-es* or *-s*. Remind students that in some cases, the spelling of the word must change. For example, if a singular noun ends in *y* following a consonant, it is made plural by changing the *y* to an *i* and adding *-es*.

### MODEL AND

**PRACTICE** Write or display the words *hoaxes*, *holidays*, *berries*, and *galaxies*. Point out how each word was made plural by adding *-es* or *-s*.

**APPLY MyTURN** Have students complete the activity on p. 255.

SPELLING

READING-WRITING BRIDGE

### Spell Plurals

**Plural nouns** can be spelled by adding *-s* to a singular noun. Singular nouns that end in *ch*, *sh*, *s*, *ss*, or *x* can be made plural by adding *-es* to the end. Singular nouns ending in *y* that comes after a consonant become plural by changing the *y* to an *i* and adding *-es*. For singular nouns ending in a *y* that comes after a vowel, add *s* to make the noun plural.

**MyTURN** Read the words. Sort and spell them by the spelling rules they follow.

#### SPELLING WORDS

services	primaries	consumers	holidays
lenses	sandwiches	monkeys	berries
counties	taxes	hoaxes	classes
gases	viruses	speeches	skies
activities	colonies	galaxies	victories

#### Added -s

services \_\_\_\_\_  
 consumers \_\_\_\_\_  
 holidays \_\_\_\_\_  
 monkeys \_\_\_\_\_

#### Added -es

lenses \_\_\_\_\_  
 sandwiches \_\_\_\_\_  
 taxes \_\_\_\_\_  
 hoaxes \_\_\_\_\_  
 classes \_\_\_\_\_  
 gases \_\_\_\_\_  
 viruses \_\_\_\_\_  
 speeches \_\_\_\_\_

#### Changed y to i and added -es

primaries \_\_\_\_\_  
 berries \_\_\_\_\_  
 counties \_\_\_\_\_  
 skies \_\_\_\_\_  
 activities \_\_\_\_\_  
 colonies \_\_\_\_\_  
 galaxies \_\_\_\_\_  
 victories \_\_\_\_\_

Copyright © 2014 by Pearson Learning Company, LLC. All rights reserved.

## LESSON 2

Teach: Spell Plurals

### FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

### FLEXIBLE OPTION LESSON 3

More Practice: Spell Plurals

### FLEXIBLE OPTION LESSON 4

Spiral Review: Prefixes *mis-*, *en-*, *em-*

### LESSON 5

Assess Understanding



# Language & Conventions

## Compound Sentences

FLEXIBLE OPTION **LESSON 2****Oral Language: Compound Sentences**

**FOCUS ON STRATEGIES** Tell students that compound sentences can help improve sentence flow. Give an oral example, first stating two simple sentences, and then using the same sentences to create a compound sentence.

**MODEL AND PRACTICE** Write two simple sentences. *The dog likes to sit in the shade. The cat likes to lie in the sun.* Show students how to create a compound sentence, and help them create another compound sentence using the same sentences.

**APPLY** Have students work together to create pairs of simple sentences and turn them into compound sentences. Encourage students to share their sentences with the class.

**OBJECTIVES**

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound predicates, subjects, and sentences.

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

FLEXIBLE OPTION **LESSON 2**

**Oral Language:**  
Compound Sentences

FLEXIBLE OPTION **LESSON 1**

**Spiral Review:**  
Fix Sentence  
Fragments

**LESSON 3**

Teach Compound  
Sentences

**LESSON 4**

Practice Compound  
Sentences

FLEXIBLE OPTION **LESSON 5**

Standards Practice

# Analyze Photographs

## OBJECTIVE

Compose informational text using genre characteristics and craft.

STUDENT INTERACTIVE, p. 259

**Analyze Photographs**

A place to visit is called a **destination**. A travel article includes many details about a destination. The article usually includes attractive photographs of the destination too. These photographs entice readers by showing what the place looks like and focusing on the visual beauty or interest of a place. Travel writers use photographs to further encourage their readers to visit the destination.

**MY TURN** Work with a partner. From your classroom library, choose two travel articles that contain photographs. Describe the pictures in the boxes below. Then answer the questions.

Photographs in Article 1	Photographs in Article 2

- Which article appeals to you more, Article 1 or Article 2?
- How do the photographs add detail to the article? Explain how that detail influences your preference.

259

## Minilesson

Mentor STACK

**TEACHING POINT** Photographs in a travel article highlight one or more attractive features of a destination. Writers use them because they

- Focus on what a place looks like.
- Provide visual interest and beauty.
- Encourage readers to visit the destination.

**MODEL AND PRACTICE** Have a student briefly review the first paragraph under “Analyze a Travel Article” on *Student Interactive* p. 257. Then guide students to p. 259 and ask: **How does using photographs help a writer appeal to the audience for a travel article?** Prompt students to note that readers might want to visit the destination in the article, and photographs quickly tell readers what the place looks like.

As students work in pairs to complete the activity on p. 259 of the *Student Interactive*, remind them that there is no one right or wrong answer. Say: **How you feel about a picture is personal. Not everyone will see the same thing in a picture. Discuss what you like about the pictures in your articles. Tell how the pictures might help you decide to travel to that place.** Remind students to answer the questions thoughtfully.

## Possible Teaching Point

### Language & Conventions | Compound Sentences

Compound sentences are two simple sentences connected by a comma and a coordinating conjunction, or joining word. As students write, have them check to be sure each sentence has

- two subjects and two predicates,
- a comma before the coordinating conjunction, and
- a coordinating conjunction that makes sense.



## Independent Writing

Mentor STACK



**FOCUS ON PREWRITING** Direct students to begin writing their ideas for a travel article.

- They should refer to the stack as they are writing to help generate ideas and to check to make sure that they can answer who, what, when, where, why, and how in their lead paragraphs. Students may use the entire independent writing time to work on this.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a think aloud to model analyzing photographs in the text.
- **Shared** Have students choose a stack text with photographs. Prompt students to analyze the images as you take note of their responses.
- **Guided** Use a stack text to provide explicit instruction on analyzing photographs in a travel text.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- Alternatively, if students have chosen a destination to write about, they may make notes about possible photographs in their writing notebooks.

See the **Conference Prompts** on p. T338.

## Share Back

Ask one or two sets of partners to share their opinions of the pictures in the articles they reviewed.



# Spelling Spell Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

## FLEXIBLE OPTION

### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** Remind students that plurals are words that refer to more than one person, place, or thing. Tell them that plural nouns are spelled by adding -s or -es to a singular noun.

**MODEL AND PRACTICE** Write or display the words *galaxy* and *galaxies* along with the following sentences. Have students fill in the blanks.

1. Our \_\_\_\_ can support life.
2. There are many other \_\_\_\_.

**APPLY** Have students complete *Spelling* p. 50 from the *Resource Download Center*.

Name \_\_\_\_\_

**Spelling**  
Plurals  
Plural nouns name more than one person, place, or thing.

SPELLING WORDS			
services	primaries	consumers	holidays
lenses	sandwiches	monkeys	berries
counties	taxes	hoaxes	classes
gases	viruses	speeches	skies
activities	colonies	galaxies	victories

**My Turn** Make each of the following plural nouns a singular noun.

1. services service
2. lenses lens
3. counties county
4. sandwiches sandwich
5. taxes tax
6. monkeys monkey
7. skies sky
8. holidays holiday
9. galaxies galaxy
10. viruses virus

**My Turn** Write a sentence using the plural form of each noun. Spell correctly.

**Possible responses:**

1. hoax I read two news stories today that were hoaxes.
2. victory Our track and field team had several victories at the meet.
3. berry The cake had lots of berries in the center.
4. speech The principal gave two speeches at the assembly today.
5. class My sister only has three classes after lunch.

Grade 4, Unit 2, Week 1  
© Houghton Mifflin Harcourt Publishing Company. All rights reserved.

## FLEXIBLE OPTION

### LESSON 3

#### More Practice: Spell Plurals

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach: Spell Plurals

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Prefixes *mis-*, *en-*, *em-*

### LESSON 5

Assess Understanding



# Language & Conventions

## Compound Sentences

### LESSON 3

#### Teach Compound Sentences

**FOCUS ON STRATEGIES** Tell students that compound sentences are two simple sentences connected by a comma and a joining word. Compound sentences make the connection between two sentences clearer and also add variety to an author’s writing.

**MODEL AND PRACTICE** Write or display a compound sentence. Have students point out the two simple sentences that compose the compound sentence, the comma, and the joining word used to make the compound sentence.

Then ask students to write a compound sentence. Have students switch with a partner and explain how their partner created his or her compound sentences.

#### OBJECTIVES

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound predicates, subjects, and sentences.

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

#### ELL Targeted Support

**Write** Explain how varying sentence length makes writing interesting.

Have students work in a group to write a new compound sentence using two simple sentences. **EMERGING/DEVELOPING**

Have students work in pairs to write their own compound sentences using simple sentences of their own. **EXPANDING/BRIDGING**

### LESSON 3

#### Teach Compound Sentences

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Fix Sentence  
Fragments

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Compound Sentences

#### LESSON 4

**Practice Compound Sentences**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Brainstorm and Set a Purpose

## OBJECTIVES

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 260



**TRAVEL ARTICLE**

### Brainstorm and Set a Purpose

The process of gathering ideas is called **brainstorming**. During brainstorming, writers record everything that comes to mind without filtering or judging. To brainstorm, ask: What topics interest me? What do I already know about those topics? What is my purpose for writing? What audience might read my writing? What might they already know about the topic?

**My TURN** In your writing notebook, brainstorm about three destinations. Write down the first thoughts you have about each one. Then **highlight** your favorite one to identify the topic you choose for your travel article.

- Determine your **purpose** for writing. Are you writing to inform, to persuade, or to entertain?
- Analyze your **audience**. Think about who will read your writing and why.

**My TURN** Next, identify a purpose and audience for your travel article.

My purpose is \_\_\_\_\_

My audience is \_\_\_\_\_

Your enthusiasm will help your readers get excited about the topic, too!

260

## Minilesson

Mentor STACK

**TEACHING POINT** Brainstorming can help writers generate ideas. Some strategies for approaching brainstorming include

- Imagining topics you would have fun writing about.
- Thinking of topics that you would enjoy learning more about.
- Considering topics you already know a lot about.

After brainstorming topics, writers choose the one that will help them appeal to their audience and achieve the purpose they have set.

**MODEL AND PRACTICE** Inform students that they will be brainstorming topics for their own travel articles. They should think about how authors get their ideas. Read aloud an article from the stack. As you read ask: **What is this author's purpose for writing? How does the author feel about the destination? Does the author make you want to visit the place, too?**

Direct students to p. 260 of the *Student Interactive*. Tell them to use the prompts to brainstorm topics for their travel articles. Give them several minutes for brainstorming, and then a brief time to choose a favorite. Then have them answer the questions about purpose and audience.

## Possible Teaching Point

### Spelling | Plurals

Remind students that in some cases, the spelling of a word must change when writing its plural form. For example, if a singular noun ends in *y* following a consonant, it is made plural by changing the *y* to an *i* and adding *-es*. As students proofread their writing, have them check the spellings of words with plurals.



## Independent Writing

Mentor STACK



**FOCUS ON PREWRITING** Transition students to independent writing.

- For students who need to finalize a topic, they may use this time to do so.

### WRITING SUPPORTS

---

- **Modeled** Do a Think Aloud to model how to set a purpose and decide on an audience.
- **Shared** Have students choose a destination, and then pose questions to help them identify their audience and purpose.
- **Guided** Use a 5W s and H graphic organizer to help students determine which topic they can write the most about from knowledge they already have.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students have started their articles, they should continue and make any modifications based on today's minilesson.

See the **Conference Prompts** on p. T338.

## Share Back

Call on a few students to share with the class how they determined the purpose and audience for their travel articles.

# Spelling Spiral Review

## OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

## SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words that begin with the prefixes *mis-*, *en-*, and *em-*.

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Prefixes *mis-*, *en-*, *em-*

**FOCUS ON STRATEGIES** Review the spelling rule from the previous week about the prefixes *mis-*, *en-*, and *em-*.

**MODEL AND PRACTICE** Display this sentence: *My dad missplaced the keys to the car.* Ask for a volunteer to correct the misspelled word. Point out that if writers know how to spell the prefix *mis-* they can correctly spell words that use it.

**APPLY** Using the Spelling Words from the previous week, ask students to create flash cards with the prefixes *mis-*, *en-*, and *em-* and the root words. Have students create the Spelling Words by matching the root word to the correct prefix. Have them define the Spelling Words as they create them.

## FLEXIBLE OPTION

### LESSON 4



#### Spiral Review: Prefixes *mis-*, *en-*, *em-*

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Plurals

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Plurals

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Compound Sentences

### LESSON 4

#### Practice Compound Sentences

**APPLY MyTURN** Have students edit the draft paragraph on *Student Interactive* p. 256.

**LANGUAGE AND CONVENTIONS**

#### Compound Sentences

A **compound sentence** is a sentence that contains two simple sentences joined by a comma and a coordinating conjunction, or joining word, such as *and*, *but*, and *or*. Writers use compound sentences to add sentence variety to their writing and make the writing flow smoothly.

- *And* combines related ideas.
- *But* combines contrasting ideas.
- *Or* combines related but alternative ideas.

Simple Sentences	Joining Word	Compound Sentence
Most birds have thousands of feathers. Those feathers are not all the same.	<i>but</i>	Most birds have thousands of feathers, <b>but</b> those feathers are not all the same.
A female cardinal has dull feathers. A male cardinal has bright ones.	<i>and</i>	A female cardinal has dull feathers, <b>and</b> a male cardinal has bright ones.
Feathers can warm like a blanket. Feathers can cushion like a pillow.	<i>or</i>	Feathers can warm like a blanket, <b>or</b> they can cushion like a pillow.

**MyTURN** Edit this draft by combining sentences using coordinating conjunctions.

Some birds' feathers keep them warm. ~~Other~~ <sup>, and other</sup> birds' feathers protect their skin like sunscreen. For example, the blue jay uses fluffed-up feathers to stay warm. ~~The~~ <sup>, but the</sup> red-tailed hawk uses its feathers to protect its skin from the sun's rays.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**256**

#### OBJECTIVES

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound predicates, subjects, and sentences.

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

#### Writing Workshop

As students begin working on their drafts during Writing Workshop, encourage them to use compound sentences to vary their sentence lengths. You may wish to have students trade drafts with a partner to check that compound sentences have been used correctly.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Fix Sentence  
Fragments

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**

# Plan Your Travel Article

## OBJECTIVES

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 261

**Plan Your Travel Article**

An article includes a clear main idea and facts the writer has chosen depending on the purpose and audience. The writer may choose to exclude, or leave out, some facts. To write a well-organized article, the writer must carefully select details to include.

**MY TURN** Identify a main idea for your travel article. In the left column, highlight two facts related to your main idea that you will emphasize in the lead. In the right column, list the main information your audience needs to learn about your destination from the body of the article. Discuss your plan with your Writing Club.

Lead	Body Information
Where the place is	1.
What is special there	2.
Who should visit	3.
When people should visit	4.
Why people should visit	
How people can get there	

261

## Minilesson

Mentor **STACK**

**TEACHING POINT** Informational articles deal with facts. Some facts get included; other facts may be left out. Use these questions to help decide which facts to include.

- Does the fact tell something everyone should know about my topic?
- Does the fact help develop my main idea?
- Does the audience need this fact to make sense of my article?

**MODEL AND PRACTICE** Have students pick an article they've already read from the stack. Say: **Skim the article and ask yourself what the writer told you about the destination.** Invite students to name the main facts they recall from the article. Then ask if they thought any information was missing.

Inform students that today they will plan their travel articles. Direct them to p. 261 in the *Student Interactive*. Say: **Once you have an idea of the facts you want to highlight in your lead paragraph, determine whether these will be enough to make someone want to continue reading your article.**

Have students use the chart on p. 261 to choose facts and plan their travel articles.

## WRITING CLUB

Place students into Writing Club groups. See p. T357 for details of how to run Writing Club. See the **Conference Prompts** on p. T338.

## Share Back

Ask for volunteers to share their planning strategies. Invite the class to ask questions about how the strategies helped clarify the students' ideas.



## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share ideas and plans for their articles.

As students are in new Writing Club groups, they should spend the first 5–10 minutes in their groups discussing the following:

- Appropriate ways to pose and respond to questions
- Process for taking turns during discussions
- Role of audience when someone is reading aloud a draft

**What Are We Sharing?** Prior to sharing their article ideas and plans, students should determine which of their choices they would like feedback on in today's Writing Club. Students should inform their Writing Club of the decisions they want help with before they begin sharing. This will help direct the group's focus.



### **How Do We Get Started?** Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Why did you decide to write an article about \_\_\_\_?
- What facts are you going to focus on in your article?
- Where will you find photographs to use in your article?
- What is your purpose for writing about \_\_\_\_?
- Who is in the audience for your article?





# Spelling Spell Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

services	hoaxes
primaries	classes
consumers	gases
holidays	viruses
lenses	speeches
sandwiches	skies
monkeys	activities
berries	colonies
counties	galaxies
taxes	victories

## LESSON 5

### ✓ Assess Understanding

Use the following sentences for a spelling test.

#### Spelling Sentences

1. The thunderstorm knocked out many of the town's **services**.
2. Before the main election, we have **primaries** to find the candidates.
3. **Consumers** spend a lot of money during the holiday season.
4. My sunglasses need new **lenses**.
5. We packed **sandwiches** to take on our picnic.
6. The **monkeys** ran around the jungle.
7. We grew **berries** in our backyard this summer.
8. My favorite **classes** are English, art, and science.
9. Our soccer team had a lot of **victories** this season.
10. **Viruses** can spread quickly.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Plurals

FLEXIBLE OPTION  
LESSON 3

More Practice: Spell Plurals

FLEXIBLE OPTION  
LESSON 4

 Spiral Review:  
Prefixes *mis-*,  
*en-*, *em-*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Compound Sentences

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

Display the sentences and have students respond independently.

1. Katie couldn't believe her eyes.
2. She tried to laugh, but she was too upset.
3. Her sister was wearing her favorite dress without her permission!

Which sentence is a compound sentence?

**APPLY** Have students complete *Language and Conventions* p. 55 from the *Resource Download Center*.

#### OBJECTIVES

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound predicates, subjects, and sentences.

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

#### WEEKLY STANDARDS PRACTICE



To assess student progress on Language and Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION



### LESSON 5

#### Standards Practice

FLEXIBLE OPTION



### LESSON 1



**Spiral Review:**  
Fix Sentence  
Fragments

FLEXIBLE OPTION



### LESSON 2

**Oral Language:**  
Compound Sentences

### LESSON 3

**Teach Compound  
Sentences**

### LESSON 4

**Practice Compound  
Sentences**

# Weekly Overview

Students will

- review and develop elements of effective travel articles.
- read a variety of travel articles to evaluate author’s craft.
- develop ideas for and drafts of their own travel articles.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	<b>Drafting</b>	<b>Develop Elements</b>
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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Develop an Introduction T364	Develop Relevant Details T368	Develop Different Types of Details T372
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T365	Independent Writing and Conferences T369	Independent Writing and Conferences T373
<b>SHARE BACK FOCUS</b> 5–10 min.	Comparing to Stack Texts T365	Choosing Compelling Details T369	Identifying Types of Details T373
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> Assess Prior Knowledge T366</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Compound Sentences T367</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Spell Vowel Diphthongs T370</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Complex Sentences T371</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> More Practice T374</li> <li>• <b>Language &amp; Conventions</b> Teach Complex Sentences T375</li> </ul>



## Mentor STACK



Use the following criteria to add to your travel article stack:

- Each article is written in inverted pyramid style, with the most important information at the beginning.
- The article is the approximate length of the article the student will write.
- The article includes photographs with captions.
- The article has a satisfying conclusion.

## FAST TRACK

## LESSON 4

Compose Captions for  
Visuals T376

Independent Writing and  
Conferences T377

Clear and Engaging  
Captions T377

- **Spelling** Spiral Review T378
- **Language & Conventions** Practice Complex Sentences T379

## FAST TRACK

## LESSON 5

Develop a Conclusion  
T380

Writing Club and  
Conferences T380–T381

Sharing and Discussing  
Conclusions T380

- **Spelling Assess Understanding** T382
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T383

## ADDITIONAL RESOURCES

## MINILESSON

5–10 min.

Travel  
Photography

Captions Tell a  
Story

INDEPENDENT WRITING  
AND CONFERENCES

30–40 min.

Independent  
Writing and  
Conferences

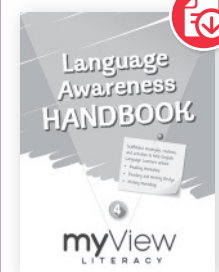
Independent  
Writing and  
Conferences

## SHARE BACK FOCUS

5–10 min.

Photographs and  
Illustrations

Captions for  
Images



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 travel articles in order to gauge where students may need support. Have stacks and minilessons available to reference during the conference.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Develop an Introduction

**If** students need additional support,

**Then** review stack texts and discuss their introductions.

**If** students show understanding,

**Then** ask: How will you encourage readers to keep reading?

#### Develop Relevant Details

**If** students need additional support,

**Then** define *relevant* and provide some examples.

**If** students show understanding,

**Then** invite them to increase the number of relevant details.

#### Develop Different Types of Details

**If** students need additional support,

**Then** ask: Which types of details are you having trouble with?

**If** students show understanding,

**Then** challenge them to include at least one of each type.

#### Compose Captions for Visuals

**If** students need additional support,

**Then** review photographs and maps in stack texts.

**If** students show understanding,

**Then** ask: What visuals will you include in your article? Why?

#### Develop a Conclusion

**If** students need additional support,

**Then** discuss types of conclusions and decide on the strongest one.

**If** students show understanding,

**Then** ask: Which type of conclusion will you use? Why?

## Conference Support for ELL

### EMERGING

- Use a word web or other graphic organizer to discuss the features of a travel article.
- Learn key questions from students' home languages, such as "¿De cual lugar escribirá?" (Spanish for "What location will you write about?")
- Use modeled writing to help students plan a travel article.

### DEVELOPING

- Discuss the graphic organizer that shows the features of a travel article.
- Model drawing for students so they know it is an acceptable form of communication.
- Use modeled writing to create a detailed plan for a travel article.

### EXPANDING

- Use real-life experiences when discussing types of details.
- Model a Think Aloud of adding details and deciding which ones are relevant to a travel article.
- Use guided writing to help students brainstorm and plan a compelling travel article.

### BRIDGING

- Use visuals from stack texts to discuss captions, maps, and labels.
- Invite students to read travel articles and consider what makes those articles interesting and distinctive.
- Use guided writing to teach characteristics and structure of travel articles.



### Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **analyzing text features** and **complex sentences**.



## ELL Minilesson Support

### Week 2: Develop Elements

During the Develop Elements week, your ELL students will benefit from extra 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 and planning process.

Use this note for the minilesson on p. T364.

#### ELL Targeted Support

##### DEVELOP AN INTRODUCTION

Students will most likely need to describe a location verbally before they can plan, draft, and organize a travel article. Encourage students to share information aloud—with you, with a partner, or with both.

Work individually with students as they pinpoint the location they will describe, plan the article, and decide which details to include. Encourage students to draw what they mean if they cannot describe it verbally or in writing. **EMERGING**

Pair students. Ask partners to take turns describing the location they plan to write about. Direct students to ask questions such as, “What do you most want readers to know about this location?” and “Why does this location matter to you?” Point out that the answers will help students plan their introductions. **DEVELOPING**

Challenge students to start their travel articles in an appealing or surprising way. For instance, students can begin by quoting a friend or relative who is describing the location or by painting a picture of the location with vivid sensory details. **EXPANDING/BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T372.

#### ELL Targeted Support

##### DEVELOP DIFFERENT TYPES OF DETAILS

Because ELL students often use a simple, telegraphic style when writing in English, developing specific types of details can be nerve-racking for them. Counsel students to be patient with themselves as they master adding richly varied details to their travel articles.

Direct students to use a word web or other graphic organizer to generate ideas about the location they have chosen. Then meet individually with students, prompting them with home-language questions such as “Ano?” “Kailan?” and “Ilan?” (Tagalog for “What?” “When?” and “How many?”). **EMERGING**

Supply students with a print or online dictionary for English learners to help them accurately include definitions and other details. Meet with students and ask for clarification of details that do not seem to make sense in the context of the travel article. **DEVELOPING**

Provide an English-language thesaurus and dictionary to help students use more sophisticated and specific words in their descriptions. Explain that English has many shades of meaning and that using exactly the right word can be satisfying for both writer and reader. **EXPANDING/BRIDGING**

**FAST TRACK**

# Develop an Introduction

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 299

**TRAVEL ARTICLE WRITING WORKSHOP**

### Develop an Introduction

The introduction of a travel article is called the **lead**. The lead grabs readers' interest with basic facts about the **destination**, or the place the article describes. A successful lead includes a clear main idea and is just one or two short paragraphs. It makes readers want to keep reading.

**Learning Goal**  
I can use elements of informational text to write an article.

**MyTURN** Use the chart to develop ideas for an introduction, or lead paragraph, of a travel article.

Questions Answered in a Lead	Answers About My Destination
Who should visit? When should they visit?	
What is special here?	
Where is the place? How can people get here?	
Why should people visit?	

**MyTURN** Use the completed chart to develop and compose a travel article in your writing notebook. Be sure to include a clear main idea about your destination.

The lead of a travel article should attract readers.

299

## Minilesson

Mentor STACK



**TEACHING POINT** Authors create travel articles to inform people about somewhere they may not have visited. They entertain their audience with elements of craft, such as vivid descriptions, and maybe even persuade them to travel there.

Explain that an excellent travel article begins with

- A focused introduction, which reporters call the lead (pronounced *lead*).
- A clear main idea about the travel destination, or place the article describes.
- Basic facts about the destination.
- Writing that interests, surprises, or otherwise “hooks” the reader.

Share that a travel article uses an inverted pyramid style. That means the most important information comes first. For more on this topic, see p. T344.

**MODEL AND PRACTICE** Ask volunteers to read aloud the two paragraphs at the top of p. 299 in the *Student Interactive*. Tell students that they will choose a destination to write about before they complete the graphic organizer. Ask: **What destination might interest your reader? What destination might be fun to write about? Pick something that interests you and that you can describe with lots of details.**

Have students use these questions to guide them as they draft focused introductions for their travel articles.



## Independent Writing

Mentor STACK



### FOCUS ON INTRODUCTIONS

- After the minilesson, if students need more help developing their understanding of focused, successful introductions, encourage them to read more texts from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud about its introduction. What makes it appealing or surprising?
- **Shared** Have students choose a stack text. Prompt them to identify the location and point out details that suggest what is special about it.
- **Guided** Use the stack text to provide explicit instruction on how to write the introduction to a travel article.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, then they should transition to drafting travel articles in their writing notebook. Remind them to include elements of craft, such as an interesting hook.

See the **Conference Prompts** on p. T362.



## Share Back

Ask a few volunteers to share details of what they have written in their graphic organizers or travel articles. If you wish, discuss similarities between those details and the ones in the travel articles from the mentor stack.



# Spelling Spell Vowel Diphthongs

## OBJECTIVE

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

## SPELLING WORDS

coward	scrounge
boundary	moist
foundation	choice
announce	boil
boycott	ouch
voyage	scout
exploit	allow
poison	sour
toil	browser
decoy	outline

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Use the Spelling Sentences from Day 5 to assess students' prior knowledge of vowel diphthongs.

For students who recognize the vowel diphthongs *ou*, *ow*, *oi*, and *oy*, include the following Challenge Words with the spelling list.

#### Challenge Words

corduroy  
annoyance  
trapezoid

#### ELL Targeted Support

**Diphthongs** In English, when two letters are pronounced as one vowel sound and one syllable, this is called a diphthong.

Practice saying the *ou* and *oi* sounds. Point out that the same sound can be heard in *ow* and *oy*. **EMERGING**

Use the above activity. Then have students practice saying the spelling words.

**DEVELOPING**

Use the above activities. Then say five of the spelling words and have students write them. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Vowel Diphthongs


## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Vowel Diphthongs

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Spell Plurals

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Compound Sentences

**FOCUS ON STRATEGIES** Review compound sentences. See p. 256 of the *Student Interactive*.

**MODEL AND PRACTICE** Share the following sentences with students. *I walk to school every day. My friends take the school bus.* Ask students to explain how they would combine the two simple sentences into one compound sentence.

**APPLY** Have students write a paragraph that includes two compound sentences. Then have them share their work with a partner. Have partners underline the compound sentences.

#### OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound predicates, subjects, and sentences.

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

#### ELL Targeted Support

**Write** Explain how varying sentence length makes writing interesting.

Have students work in a group to write a new compound sentence using two simple sentences. **EMERGING/DEVELOPING**

Have students work in pairs to write their own compound sentences using simple sentences of their own. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Compound Sentences

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Complex Sentences

### LESSON 3

Teach Complex Sentences

### LESSON 4

Practice Complex Sentences

FLEXIBLE OPTION

### LESSON 5

Standards Practice

FAST TRACK

# Develop Relevant Details

## OBJECTIVES

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

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 300



TRAVEL ARTICLE

### Develop Relevant Details

The main topic of a travel article is a specific place called the destination. The focus of a travel article is what makes the destination a good place to visit. Relevant details are directly related to the main topic and focus of the article. Irrelevant details are about another topic or distract readers from the focus of the article.

**My TURN** Read the headline and article. Cross out irrelevant details to create more focused paragraphs.

**Possible response:**

**Visit New Orleans to Run with the Bulls!**

You may think a trip to Spain is the only way to see the Running of the Bulls, but an opportunity to see it may be closer than you think. Every July, New Orleans hosts its own Running of the Bulls. ~~Of course, it is hot in a lot of places in July. If you can go to a swimming pool, you are lucky!~~

~~As they are year-round, New Orleans music and food are great.~~ The annual Running of the Bulls festival is named for the one in Spain, where bulls run through the streets. In New Orleans, the runners are people from roller derby teams! ~~I really like roller derbies.~~ The roller-skating "bulls" in New Orleans ~~sign up for the festival and~~ chase one another in large groups.

**My TURN** Develop relevant details for your travel article in your writing notebook.

300

## Minilesson

Mentor STACK



**TEACHING POINT** Authors include a lot of details when they write. They also review what they have written and get rid of details that are irrelevant to create more focused writing. A travel article includes

- The main topic—a special place called the destination.
- The focus—what makes the destination a worthwhile place to visit.
- Relevant details—ones that relate directly to the main topic and the focus.

**MODEL AND PRACTICE** Direct students to read p. 300 in the *Student Interactive* and build focus by crossing out irrelevant details. Tell students that they can cross out entire sentences, groups of words, or single words, but in each case they should be able to explain why the crossed-out material is irrelevant to the main topic and the focus.

Choose a detail-rich paragraph from a stack text, and read it aloud to the class. Explain how the details relate to the main topic and the focus of the article. Discuss why it is helpful to get rid of irrelevant details. (Possible answers: They may confuse or distract the reader. If there are too many irrelevant details, the reader might get bored and stop reading.)

## Possible Teaching Point

## Writing Process

### Drafting | Relevant Details

Relevant details relate directly to the topic and the focus of a text. To help students write details that are relevant, have them ask these questions:

Have students

- Is the detail connected to the topic?
- Is the detail important to understanding the topic?
- Does it distract the reader? (It should not.)



## Independent Writing

Mentor STACK



### FOCUS ON RELEVANT DETAILS

- If students need more opportunities to develop their understanding of relevant details, encourage them to read more texts from the stack.

### WRITING SUPPORT

---

- **Modeled** Choose a stack text and do a Think Aloud to demonstrate how to determine whether a detail is relevant.
- **Shared** Invite students to choose a stack text. Challenge them to select a detail and explain why it is relevant or irrelevant to that text.
- **Guided** Use the stack texts to provide explicit instruction on what makes a detail relevant or irrelevant.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should transition to writing down relevant details for their travel articles.

See the **Conference Prompts** on p. T362.

## Share Back

Call on students to share details from their own writing or from stack texts. As a class, choose two or three relevant details that make students want to keep reading.

# Spelling Spell Vowel Diphthongs

## OBJECTIVE

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

### SPELLING WORDS

coward	scrounge
boundary	moist
foundation	choice
announce	boil
boycott	ouch
voyage	scout
exploit	allow
poison	sour
toil	browser
decoy	outline

## LESSON 2

### Teach

**FOCUS ON STRATEGIES** Tell students that vowel diphthongs are two letters that together spell one different sound. Explain that the same sound can be spelled with different diphthongs.

### MODEL AND PRACTICE

Display the words *coward* and *outline*. Pronounce both words and discuss their similar sounds. Note, however, that the diphthongs are different: *Coward* uses *ow* and *outline* uses *ou*.

### APPLY MyTURN

Have students complete the activity on p. 297 to spell correctly using orthographic patterns. Remind students to use these spelling patterns in their own writing.

SPELLING
READING-WRITING BRIDGE

### Spell Vowel Diphthongs

**Vowel diphthongs** are two letters that spell one, different sound. The letters *ou*, *ow* can spell the vowel sound you hear in the word *cow*. The letters *oi*, *oy* spell the vowel sound you hear in the word *boy*. Use these spelling patterns as you edit the spelling in your own writing.

**MyTURN** Read the words. Then spell and alphabetize them. Make sure to spell each vowel diphthong, or vowel team, correctly.

SPELLING WORDS			
coward	boundary	foundation	announce
boycott	voyage	exploit	poison
toil	decoy	scrounge	moist
choice	boil	ouch	scout
allow	sour	browser	outline

allow \_\_\_\_\_

announce \_\_\_\_\_

boil \_\_\_\_\_

boundary \_\_\_\_\_

boycott \_\_\_\_\_

browser \_\_\_\_\_

choice \_\_\_\_\_

coward \_\_\_\_\_

decoy \_\_\_\_\_

exploit \_\_\_\_\_

foundation \_\_\_\_\_

moist \_\_\_\_\_

ouch \_\_\_\_\_

outline \_\_\_\_\_

poison \_\_\_\_\_

scout \_\_\_\_\_

scrounge \_\_\_\_\_

sour \_\_\_\_\_

toil \_\_\_\_\_

voyage \_\_\_\_\_

**MyTURN** When you edit drafts of your writing, check to make sure that you used the patterns for vowel diphthongs to correctly spell words.

297

## LESSON 2

Teach: Spell Vowel Diphthongs

FLEXIBLE OPTION  
 LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION  
 LESSON 3

More Practice: Spell Vowel Diphthongs

FLEXIBLE OPTION  
 LESSON 4

Spiral Review: Spell Plurals

LESSON 5

Assess Understanding



# Language & Conventions

## Complex Sentences

FLEXIBLE OPTION

**LESSON 2****Oral Language: Complex Sentences**

**FOCUS ON STRATEGIES** Tell students that complex sentences can provide more information than a simple sentence. Give students an oral example of a complex sentence, pointing out how the dependent clause adds detail to the independent clause. For example, *I clarify relationships between ideas. I use complex sentences. When I use complex sentences, I clarify relationships between ideas.*

**MODEL AND PRACTICE** Write or display an independent clause. Then show how to add a dependent clause to make a complex sentence. Have students add their own dependent clauses to your original clause to create new sentences.

**APPLY** Assign students roles as independent and dependent clauses. Have students pair up to create complex sentences, and have the teams share their sentences with the class.

**OBJECTIVE**

Edit drafts using standard English conventions.

---

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Complex Sentences

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Compound  
Sentences

**LESSON 3**

Teach Complex  
Sentences

**LESSON 4**

Practice Complex  
Sentences

FLEXIBLE OPTION

**LESSON 5**

Standards Practice

FAST TRACK

# Develop Different Types of Details

## OBJECTIVES

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

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 301

The screenshot shows a page from a student interactive with the title "Develop Different Types of Details". It lists four types of details: facts, definitions, concrete details, and quotations. A "MyTurn" section asks students to compose a paragraph about fruit using these details and to number them in order of preference. A "Possible responses" section lists four numbered items: 1. Fresh fruit in the market includes avocados, bananas, lychees, mangoes, and papayas. (examples of fresh fruit); 2. A lychee is a small fruit with a thin shell and one large seed. (definition); 5. To eat a lychee, peel away the bumpy red skin to reveal the cool, white fruit, but do not eat the large brown seed inside. (concrete detail); 3. Lychees grow on lychee trees, which scientists classify in the same group as maple and horse chestnut trees. (fact); 4. "Nothing tastes like lychee straight from the tree!" my aunt exclaimed. (quotation). A second "MyTurn" section asks students to develop different types of details to use in their travel article.

## Minilesson

Mentor STACK



**TEACHING POINT** Successful writers use details to make their writing informative. They use different kinds of details to make their writing lively. The different types of details include

- Facts and definitions, which make the reader feel confident that the writer knows what he or she is talking about.
- Concrete details and quotations, which make the writing vivid.
- Examples, which make the writing clear.

**MODEL AND PRACTICE** Have students silently read the bulleted list at the top of p. 301. Then invite volunteers to rephrase each definition in their own words. If students have trouble understanding one or more definitions, find examples of that type of detail in the stack. Then group students and have them complete the numbering activity. Guide students with these questions.

- **Why is it helpful to give examples of fruit?** (Possible responses: so the reader understands what the article is about; so readers can visualize the place)
- **Which of these sentences will have the most impact on the reader? Why?** (Possible response: the quotation, because one can imagine someone really saying that)

Once groups have reordered the sentences, discuss which order they chose and why.

## Possible Teaching Point

### Language & Conventions | Complex Sentences

Explain that as writers develop their craft, they are able to write more sophisticated sentences. Remind students that a complex sentence joins two related ideas.

A complex sentence has

- an independent clause
- a dependent clause
- a conjunction that joins them

Conjunctions that indicate cause and effect or time or place glue together the independent and dependent clauses. Challenge students to use complex sentences more frequently in their writing to add interest.



## Independent Writing

Mentor STACK



**FOCUS ON DRAFTING** Direct each student to begin writing a paragraph for a travel article on a subject of his or her choice.

- If students have difficulty, encourage them to skim texts in the stack, looking for the different types of details you discussed as a class.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to determine which types of detail the writer of a stack text is using.
- **Shared** Invite students to choose a stack text. Prompt them to point out details, and then work with them to identify what type of detail each one is.
- **Guided** Use a stack text to provide explicit instruction on identifying types of details.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students are ready to write, have them use their writer's notebooks.

See the **Conference Prompts** on p. T362.

## Share Back

Invite volunteers to share sentences from their paragraphs or from texts in the stack. As a class, discuss which type of detail each sentence features. Talk about how each detail makes the travel review stronger.



# Spelling Spell Vowel Diphthongs

## OBJECTIVE

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

### SPELLING WORDS

coward	scrounge
boundary	moist
foundation	choice
announce	boil
boycott	ouch
voyage	scout
exploit	allow
poison	sour
toil	browser
decoy	outline

## FLEXIBLE OPTION

### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** Remind students that some diphthongs with different letters may produce similar sounds.

**MODEL AND PRACTICE** Display the following incomplete spelling words that contain vowel teams: *p\_\_son*, *br\_\_ser*, *b\_\_cott*, *sc\_\_t*. Ask students to spell the words by filling in the blanks with the correct diphthongs.

**APPLY** Have students complete *Spelling* p. 51 from the *Resource Download Center*.

The thumbnail shows a worksheet titled "Spelling" with a "Name" line and a "Vowel Diphthongs" section. It includes a list of spelling words in a grid and a "TURN" instruction. The words are: coward, exploit, foundation, announce, boycott, voyage, boundary, poison, tail, decoy, scrounge, sour, choice, ball, ouch, scout, allow, moist, browser, outline. The "TURN" instruction asks students to list each word by whether the diphthong makes the ou sound or the oi sound. The worksheet also has a "Download Center" icon in the top right corner.

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Vowel Diphthongs

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach: Spell Vowel Diphthongs

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Spell Plurals

### LESSON 5

Assess Understanding



# Language & Conventions

## Complex Sentences

### LESSON 3

#### Teach Complex Sentences

**FOCUS ON STRATEGIES** Review that complex sentences have an independent clause (a complete sentence) and a dependent clause (an incomplete sentence that begins with a word such as *because*, *if*, or *when*). If the sentence starts with a dependent clause, a comma is used in front of the independent clause.

**MODEL AND PRACTICE** Display a complex sentence. Ask students to guide you in underlining the independent clause, double underlining the dependent clause, and circling the connecting word that starts the dependent clause. Ask: *Does this complex sentence require a comma between the dependent and independent clauses? Explain.*

#### OBJECTIVE

Edit drafts using standard English conventions.

#### ELL Targeted Support

**Edit** Explain to students that editing is an opportunity to correct their grammar, especially as their writing skills grow to include complex sentences.

Ask students to fill in the sentence frame: \_\_\_\_\_ *I get good grades, my mom makes my favorite meal.* **EMERGING**

In addition to the above activity, have students write the sentence frame in their notebooks. Then have them underline the independent clause and circle the dependent clause. **DEVELOPING**

Have students write their own complex sentences in their notebooks. Then ask them to explain the difference between the dependent and independent clauses. (*The independent clause can stand alone as a complete sentence, but the dependent clause cannot.*) **EXPANDING**

Have students work in pairs to create four complex sentences of their own, with each student taking turns writing the independent and dependent clauses. **BRIDGING**

### LESSON 3

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Compound  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Complex Sentences

#### Teach Complex Sentences

#### LESSON 4

**Practice Complex Sentences**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Compose Captions for Visuals

## OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 302




**TRAVEL ARTICLE**

**Compose Captions for Visuals**


Travel articles often include maps and photographs. A map will have a title and labels that name what the map shows. A caption is a sentence or two that tells what a photograph shows. In a travel article, the captions usually describe features that will attract visitors.

**MY TURN** Write captions for the photographs.


**Possible responses:**



Clear skies and blue water guarantee a relaxing visit.




Actors show what life was like for the settlers.



Wildlife thrives in the forests just outside the city.

**MY TURN** Compose captions for the visuals you use in your travel article.

An interesting travel photo makes people want to read the caption, and an interesting caption makes people want to read the article.



302

## Minilesson

Mentor STACK



**TEACHING POINT** Effective writers often use pictures, maps, or other visuals. These aren't just for decoration. They can draw the reader in and provide a great deal of information in a small space. Discuss types of visuals students may include in their travel articles and the effects that these graphic features can achieve.

- Pictures can increase the reader's interest. Captions explain what the picture shows and encourage the reader to keep reading.
- Maps help the reader locate the destination. These must include a title and labels so the reader knows what he or she is viewing.
- Drawings, paintings, or computer graphics that the writer creates also need captions.

Show students examples of effective visuals in the stack texts.

**MODEL AND PRACTICE** Use p. 302 of the *Student Interactive*. Point out that the sample caption not only provides information but also makes the reader want to continue reading. Group students, and have each group come up with a caption for the middle photograph. Discuss how informative and enticing each group's caption is. Have students work independently to write a caption for the third photograph. As they share their responses, point out especially strong verbs and vivid adjectives.

### Possible Teaching Point

### Writing Process

#### Spelling | Vowel Diphthongs

Vowel diphthongs are two letters that together spell one different sound. As students proofread their writing, remind them to check the spellings of words with diphthongs *ou*, *ow*, *oi*, and *oy*.



## Independent Writing

Mentor STACK



### FOCUS ON CAPTIONS

- If students have trouble recognizing the value of visuals or connecting the content of images to text, have them read additional travel articles from the stack.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model a potential caption, map title, or map label that would make sense in a travel article.
- **Shared** Have students choose a stack text. Ask them to identify and evaluate captions, titles, and labels that accompany visuals.
- **Guided** Create a word web or other graphic organizer, and brainstorm types of visuals, captions, and labels that students could include in their travel articles.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should transition to creating captions, titles, or labels for images in their own articles.

See the **Conference Prompts** on p. T362.

## Share Back

Call on students to share a few captions, titles, or labels that they wrote. Discuss whether each one is clear, engaging, or both.

# Spelling Spiral Review

## OBJECTIVE

Demonstrate and apply spelling knowledge.

## SPELLING WORDS

coward	scrounge
boundary	moist
foundation	choice
announce	boil
boycott	ouch
voyage	scout
exploit	allow
poison	sour
toil	browser
decoy	outline

## Writing Workshop

As students proofread their writing, remind them to check the spellings of plurals. Tell them to pay close attention to the plural nouns that end in y when singular.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Plurals

**FOCUS ON STRATEGIES** Review the spelling rule from the previous week about plural nouns.

**MODEL AND PRACTICE** Ask students how they would turn the following spelling words into plurals: *coward*, *boycott*, *choice*, *boundary*. Then have students write sentences turning the remaining nouns on the spelling list into plural nouns.

**APPLY** Using the Spelling Words from the previous week, have students write the singular form of each plural noun.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Spell Plurals

## LESSON 5

Assess Understanding

FLEXIBLE OPTION

## LESSON 1

Assess Prior Knowledge

## LESSON 2

Teach: Spell Vowel Diphthongs

FLEXIBLE OPTION

## LESSON 3

More Practice: Spell Vowel Diphthongs



# Language & Conventions

## Complex Sentences

### LESSON 4

#### Practice Complex Sentences

**APPLY MyTURN** Have students edit the draft paragraph on *Student Interactive* p. 298.

**LANGUAGE AND CONVENTIONS**

#### Complex Sentences

A group of words with a subject and a verb is called a clause. An **independent clause** can stand alone as a sentence. A **dependent clause** begins with a word such as *because, if, or when*. It cannot stand alone as a sentence.

A **complex sentence** has a dependent clause and an independent clause. When the dependent clause comes first, the clause is followed by a comma.

Independent Clause	Dependent Clause	Complex Sentence
the flatfish buries parts of its body in the sand and mud	when it hunts for prey	<b>The flatfish buries parts of its body in the sand and mud when it hunts for prey.</b>
it is fooled by the fish's false eyes	if a predator tries to sneak up on a four-eye butterfly fish	<b>If a predator tries to sneak up on a four-eye butterfly fish, it is fooled by the fish's false eyes.</b>

**MyTURN** Edit this draft by combining independent and dependent clauses to create complex sentences.  
**Possible responses:**

Some animals use other animals to protect themselves. If young fish need a place to ~~hide~~, **they** use jellyfish to their advantage. Jellyfish have stinging tentacles. Young fish hide in these ~~tentacles~~, **because** predators are too scared to come near them. When the young fish get ~~bigger~~, **they** leave the jellyfish.

Copyright © SAVVAS Learning Company LLC. All Rights Reserved.

**298**

#### OBJECTIVE

Edit drafts using standard English conventions.

#### Writing Workshop

As students go over their drafts during Writing Workshop, encourage them to add complex sentences to their work.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Compound Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Complex Sentences

#### LESSON 3

**Teach Complex Sentences**

### LESSON 4

#### Practice Complex Sentences

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

**FAST TRACK**

# Develop a Conclusion

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 303

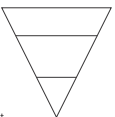
WRITING WORKSHOP

**Develop a Conclusion**

A travel article is organized like an upside-down pyramid. The first paragraph includes information readers need the most. The last paragraph focuses on information readers might find interesting but unnecessary to understand the article.

To conclude a travel article, the writer may

- give an opinion about visiting the destination.
- refer readers to other sources of information.
- remind readers of the top reason for visiting the destination.



**MYTURN** Use this list to select relevant details you would include in the conclusion of a travel article about the nation's capital, Washington, D.C.

Yes	No	Include in the Concluding Paragraph
	X	The average July temperature is 87°F.
	X	To see government at work, visit any state capital building.
X		Get a free official visitors guide through the Destination DC Web site.
X		In my opinion, a walk through the National Mall is a lesson in U.S. history.
	X	You can spend several days visiting monuments, memorials, and museums.

**MYTURN** In your writing notebook, develop a conclusion for your travel article that follows this structure and focuses on relevant details.

303

## Minilesson

Mentor STACK 

**TEACHING POINT** Authors use the inverted pyramid style to help structure their writing. The most important information belongs at the beginning of the travel article. A well-structured article's conclusion contains interesting and relevant details.

**MODEL AND PRACTICE** Have the class silently read the top of p. 303.

- Invite students to give examples of opinions that could go at the end of a travel article. Remind students that opinions sometimes but not always include signal words such as “I believe,” “you must,” and “everybody should.”
- Discuss other forms of information to which students could refer readers of their travel articles. These forms could include Web sites, videos, books, or magazines.
- Choose one of the stack texts, and do a Think Aloud that shows students how to sum up the main points of a travel article.

Group students, and have each group complete the table on p. 303. Talk about which conclusions students consider strongest and weakest, and why.

## WRITING CLUB

Place students into Writing Club groups. See p. T381 for details of how to run Writing Club. See the **Conference Prompts** on p. T362.

## Share Back

Invite volunteers to share and discuss conclusions they are planning to put into their travel articles. Remind students that because a travel article uses an inverted pyramid structure, the most important information should come first, not last.



## WRITING CLUB

**What's Happening This Week?** This week's Writing Club allows students to share their ideas for and drafts of travel articles.

Now that students have some experience with Writing Club, encourage them to spend a few minutes reviewing the rules, including:

- Appropriate ways to discuss ideas and give feedback
- Process for taking turns during discussions
- Role of audience when a group member is reading aloud a draft

**What Are We Sharing?** Before sharing drafts or ideas, students should determine how they want other club members to provide help. For instance, they may need feedback on whether an introduction or a conclusion is effective. They may want assistance deciding which details are relevant. Or they may want suggestions for places to find visuals. Remind students to tell the other club members what the focus of the discussion should be. Doing so will help club members give helpful suggestions and opinions.

### How Do We Get Started? *Conversation Starters*

Use these prompts to help students spark interesting and useful Writing Club discussions.

- What do you love or find amazing about the place you chose?
- How will you begin your travel article?
- Please tell me some of the details that you believe are important to include.
- What kinds of visuals would help readers understand this place?
- What ideas do you have for a satisfying conclusion?



# Spelling Spell Vowel Diphthongs

## OBJECTIVE

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

## SPELLING WORDS

coward	scrounge
boundary	moist
foundation	choice
announce	boil
boycott	ouch
voyage	scout
exploit	allow
poison	sour
toil	browser
decoy	outline

## LESSON 5

### ✓ Assess Understanding

Use the following sentences for a spelling test.

#### Spelling Sentences

1. Farmers **toil** in the fields.
2. Our teacher gave us the **choice** to either read or draw during free time.
3. As the doctor gave me a shot, I said, “**Ouch!**”
4. To plan a report, I **outline** my ideas.
5. What **browser** do you use to search the Internet?
6. The captain was excited to set sail on another **voyage**.
7. I can’t wait to **announce** Sara’s birthday surprise!
8. The **decoy** necklace drew the attention of the jewel expert.
9. The earthquake cracked the **foundation** of the building.
10. We accidentally walked through **poison** ivy.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Vowel Diphthongs

FLEXIBLE OPTION  
LESSON 3

More Practice: Spell Vowel Diphthongs

FLEXIBLE OPTION  
LESSON 4

 Spiral Review: Spell Plurals

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Complex Sentences

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Display the following passage and have students respond independently.

1. When dinosaurs roamed the land, Earth looked very different from today.
2. There were indescribable plants and amazing animals!
3. Scientists have discovered fossils, and they help us understand that period of time in Earth's history.

Which sentence is best described as a complex sentence?

**APPLY** Have students complete *Language and Conventions* p. 56 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Complex Sentences**

A clause is a group of words with a subject and a verb.

- A clause that can stand alone as a sentence is an **independent clause**.
- A clause that cannot stand alone as a sentence and begins with words such as because, if, or when is a **dependent clause**.

A **complex sentence** contains one independent clause and at least one dependent clause. A dependent clause is followed by a comma when it comes first in a sentence.

**Directions** For each complex sentence below, underline the independent clause and circle the dependent clause.

1. I go home in an hour, my mom will make me lunch.
2. Gerry shouted because of the cold water.
3. Frank is a great singer if he has time to practice.
4. Because of the size of the couch, we cannot get it through the door.
5. When we went on vacation, we had a great time at the beach.
6. We will not buy the bicycle if it is too expensive.
7. The walk to school is difficult when it is snowing.
8. When we went to the diner, I ordered a cheeseburger and fries.
9. I had a fun time at summer camp because all my friends went too.
10. If I arrive early, I will get a good seat.

Grade 4, Unit 2, Week 2  
© Pearson Education, Inc., or its affiliates. All rights reserved. 56

## OBJECTIVE

Edit drafts using standard English conventions.

## WEEKLY STANDARDS PRACTICE



To assess student progress on Language and Conventions, use the Weekly Standards Practice at SavvasRealize.com.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Compound  
Sentences

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Complex Sentences

## LESSON 3

**Teach Complex**  
Sentences

## LESSON 4

**Practice Complex**  
Sentences

# Weekly Overview

Students will

- write brief, truthful, compelling headlines for their travel articles.
- demonstrate the organization of their articles.
- consider how to enliven their articles with multimedia elements.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	<b>Drafting</b>	<b>Develop Structure</b>
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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Compose a Headline T388	Compose Body Paragraphs T392	Group Paragraphs into Sections T396
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T389	Independent Writing and Conferences T393	Independent Writing and Conferences T397
<b>SHARE BACK FOCUS</b> 5–10 min.	Headline Length T389	Types of Organization T393	Clarifying Details and Order T397
<b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T390</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Complex Sentences T391</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Irregular Plurals T394</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Common and Proper Nouns T395</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> More Practice T398</li> <li>• <b>Language &amp; Conventions</b> Common and Proper Nouns T399</li> </ul>



## Mentor STACK



Use the following criteria to add to your travel article stack:

- The articles show organization through headlines, subheadings, well-organized body paragraphs, and transition words and phrases.
- At least some of the articles include multimedia elements such as photographs, maps, charts, video, audio, GIFs, or computer graphics.

## FAST TRACK

## LESSON 4

## LESSON 5

Develop Transitions  
T400

Compose with Multimedia  
T404

Independent Writing and  
Conferences T401

Select a Genre and  
Conferences T404–T405

Comparing Transitions  
T401

Relevance of Multimedia  
T404

- **Spelling** Spiral Review T402
- **Language & Conventions** Practice Common and Proper Nouns T403

- **Spelling Assess Understanding** T406
- **FLEXIBLE OPTION** ←
- **Language & Conventions** Standards Practice T407

## ADDITIONAL RESOURCES

## MINILESSON

5–10 min.

Use Graphics  
Effectively

Engaging  
Features of Travel  
Articles

INDEPENDENT WRITING  
AND CONFERENCES

30–40 min.

Independent  
Writing and  
Conferences

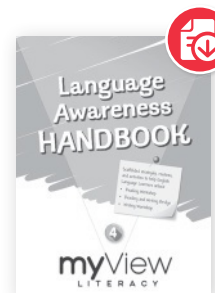
Independent  
Writing and  
Conferences

## SHARE BACK FOCUS

5–10 min.

Graphics

Text Features and  
Details







See the online  
*Language  
Awareness  
Handbook* for  
additional  
writing support.



See the *Small  
Group Guide*  
for additional  
writing support.

# Conferences Mentor STACK

During this time, assess for understanding of the basic characteristics of travel articles to gauge where students may need support in their informative nonfiction writing. Have stacks and minilessons available to reference during the conference.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Compose a Headline</b>		
<b>If</b> students need additional support,		<b>Then</b> review an article and discuss why its headline is strong.
<b>If</b> students show understanding,		<b>Then</b> ask: What headline will you use for your article? Why?
<b>Group Paragraphs into Sections</b>		
<b>If</b> students need additional support,		<b>Then</b> ask: What do these paragraphs have in common?
<b>If</b> students show understanding,		<b>Then</b> ask: How will you organize your travel article?
<b>Develop Transitions</b>		
<b>If</b> students need additional support,		<b>Then</b> discuss how transitions make a travel article clearer.
<b>If</b> students show understanding,		<b>Then</b> brainstorm a list of transitions for the students' articles.
<b>Compose with Multimedia</b>		
<b>If</b> students need additional support,		<b>Then</b> help them make a list of relevant multimedia sources.
<b>If</b> students show understanding,		<b>Then</b> invite them to begin scripting, sketching, or researching.

## Conference Support for ELL

### EMERGING

- Using a web graphic organizer, demonstrate how to put the subject of a body paragraph in the center circle and supporting information in the surrounding circles.
- Use modeled writing to help students plan their travel articles.

### DEVELOPING

- Learn transition words and phrases in students' home languages. For instance, *primero*, *luego*, and *finalmente* are Spanish for *first*, *later*, and *finally*.
- Use modeled writing to help students organize a body paragraph.

### EXPANDING

- Use a Think Aloud to model grouping paragraphs into sections.
- Use guided writing to help students brainstorm and plan their travel articles.

### BRIDGING

- Use visuals from stack texts to discuss worthwhile multimedia elements for students' travel articles.
- Invite students to read and discuss travel articles from the mentor stack.
- Use guided writing to teach the characteristics, structure, and style of travel articles.

## Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **analyzing figurative language** and **common and proper nouns**.



## ELL Minilesson Support

### Week 3: Develop Structure

This week, your ELL students will benefit from additional writing support to help them organize and enhance their travel articles. These targeted supports help students better understand the writing mode and the planning and drafting process.

Use this note for the minilesson on p. T392.

#### ELL Targeted Support

##### COMPOSE BODY PARAGRAPHS

Struggling writers often have trouble getting sentences on the page, so organizing sentences into body paragraphs can seem overwhelming. Explain to students that just as athletes perform the same exercises repeatedly, writers must practice to become skilled and to make writing easier and more fun.

Work individually with students as they write their body paragraphs. Encourage them to underline the most important sentence in each paragraph. Help students write at least two supporting detail sentences for each main idea sentence. **EMERGING**

Encourage students to read their body paragraphs aloud to edit for strength and clarity of supporting details. As they read their writing aloud, tell students to make sure that they use a variety of information, the details relate to the main idea, and the order of details is logical. **DEVELOPING**

If students are able to produce body paragraphs without much difficulty, challenge them to improve supporting details that are specific, accurate, and lively. **EXPANDING**

Support students as they develop and organize details by providing explicit feedback about relevance and clarity. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T396.

#### ELL Targeted Support

##### GROUP PARAGRAPHS INTO SECTIONS

Students often bristle at the idea that writing is a recursive process. They want to write a sentence or paragraph and move on to the next. Explain that professional writers edit and revise repeatedly. They rethink organizational structures and ideas until they have a polished piece.

Provide markers and either butcher paper or giant sticky notes. Ask students to create a graphic organizer that shows what the different sections of the article are or will be. This organizer could be as simple as a bulleted list or as complex as a web with numbered sections and subsections. **EMERGING/DEVELOPING**

Invite students to consider organizing each section using a different method. For instance, one section might build from least important to most important detail; another might describe what is in the north, south, east, and west of the location; and a third might describe the most expensive, less expensive, and least expensive options. **BRIDGING**

FAST TRACK

# Compose a Headline

## OBJECTIVE

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 331

**TRAVEL ARTICLE**      **WRITING WORKSHOP**

### Compose a Headline

To decide what to read in a newspaper, in a magazine, or online, a reader first scans headlines and photographs. A headline must grab the reader's attention. It must also

- be truthful.
- be easy to understand.
- use active, interesting verbs.
- make the reader want to read more.
- be concise, or use as few words as possible.

**My Turn** Read the article. Then combine words and phrases from the Headline Box to compose a headline that will make a reader want to read more. Write your headline on the line.

**Possible response: Arrows Pierce the Plains**  
You glimpse the arrow's feathers from the car window. "Stop!" your mom yells. Your dad walks back along the road. He studies an arrowhead drilled into the ground. Is the road under attack? No! Your family just found one of many markers along the Quannah Parker Trail in the Texas Panhandle.

Headline Box		
What You Can See	Arrows	Panhandle
Pierce	Plains	Pointed
Along Roads	Finding	Following
Rushing By	Look at This	Trail Marker

**My Turn** Use this skill when you compose a headline for your travel article.

331

## Minilesson

Mentor STACK



**TEACHING POINT** You can learn what an online article is about by reading the headline or looking at the visuals. Skilled nonfiction writers know that a strong headline can capture readers' attention. An effective headline must

- Tell the truth in a clear and simple way.
- Use lively, forceful verbs.
- Be short and to the point.

**MODEL AND PRACTICE** Tell students that they will compose an interesting, attention-getting, truthful headline.

- Read aloud the article on p. 331, modeling fluency and dramatic expression.
- Point out the Headline Box. Tell students to use one, two, or more of these words and phrases to create a strong headline for the article. Clarify that students may add words such as *of*, *the*, and *into*.
- Group students. Have each group briefly discuss the main idea of the article and then choose the words and phrases that make the best headline for it. Remind them to review the bulleted list near the top of the page so they know what the headline needs to include.

Come back together as a class, and invite each group to read aloud its headline. Have students discuss how and why the headlines grab their attention.



## Independent Writing

Mentor **STACK**

**FOCUS ON HEADLINES** Students should be ready to transition into independent writing.

- If students need more practice with headlines, they can write alternative headlines for articles in the mentor stack.

### WRITING SUPPORT

---

**Modeled** Choose a stack text and do a Think Aloud to model how the headline fits with the rest of the text.

- **Shared** Have students choose a stack text and evaluate how well it fits the criteria listed on p. 331 in the Student Interactive.
- **Guided** Use the stack texts to provide explicit instruction on the qualities of an effective headline.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, they should transition to writing a variety of headlines for their travel articles.

See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to share the headlines they have written. Discuss whether each headline could be shorter and still be effective.





# Spelling Spell Irregular Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

tooth	antenna
teeth	antennae
shelf	ox
shelves	oxen
halves	species
leaf	life
leaves	lives
scissors	moose
veto	echo
vetoed	echoes

## FLEXIBLE OPTION

### LESSON 1

#### Assess Prior Knowledge

Use the spelling sentences from Day 5 to assess students' prior knowledge of spelling patterns.

For students who seem comfortable with most irregular plural forms, present these words.

#### Challenge Words

embargoes  
nebulae  
phenomena

### ELL Targeted Support


**Irregular Spelling** Focus on words that are commonly used but are spelled in an unusual, nonphonetic way.

Present a list of simple words with uncommon spellings, such as *walk*, *sure*, *nation*, *fall*, and *thought*. Have students write the words and keep a running list of similar words. **EMERGING/DEVELOPING**

Add more challenging words to the list, such as *knife*, *pizza*, *colonel*, *island*, *receipt*, and *design*. **EXPANDING/BRIDGING**

## FLEXIBLE OPTION

### LESSON 1

 Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Irregular Plurals


## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Irregular Plurals

## FLEXIBLE OPTION

### LESSON 4

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

### LESSON 5

 Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Complex Sentences

**FOCUS ON STRATEGIES** Explain that a complex sentence has an independent clause and one or more dependent clauses. The dependent clauses begin with a conjunction or a preposition such as *when, because, until, before, or if*. See p. T151.

**MODEL AND PRACTICE** Write these sentences:

- After the party ended, we cleaned up.
- Rodney kept shooting free throws until he made five in a row.

Identify each independent clause. Discuss how it can stand by itself as a sentence that makes sense. Identify each underlined dependent clause. Discuss why it cannot stand by itself.

Write additional examples, and have students identify the dependent and independent clauses.

**APPLY** Have students write their own complex sentences and identify dependent and independent clauses.

### OBJECTIVE

Edit drafts using standard English conventions.

### ELL Targeted Support

**Edit** Explain to students that editing is an opportunity to correct their grammar, especially as their writing skills grow to include complex sentences.

Ask students to fill in the sentence frame: \_\_\_\_\_ *I get good grades, my mom makes my favorite meal.* **EMERGING**

In addition to the above activity, have students write the sentence frame in their notebooks. Then have them underline

the independent clause and circle the dependent clause.

**DEVELOPING**

Have students write their own complex sentences in their notebooks. Then ask them to explain the difference between the dependent and independent clauses. (*The independent clause can stand alone as a complete sentence, but the dependent clause cannot.*) **EXPANDING/BRIDGING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Complex Sentences

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

# Compose Body Paragraphs

## OBJECTIVES

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

Compose informational texts, including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 332



**TRAVEL ARTICLE**

### Compose Body Paragraphs

The first paragraph or two of a travel article is the **lead**, which includes a main idea and draws readers in with short answers to questions of *Who, What, Where, When, Why, and How*. **Body paragraphs** go beyond the lead to give readers more information.

In a travel article, body paragraphs can be short, but each one should have a topic sentence about an important characteristic of the destination. Each body paragraph should also include details that support the topic sentence. Details may be facts, definitions, concrete details, quotations, or examples.

Writers organize details logically within a paragraph. They may begin with the most important detail and end with the least important detail, or the reverse. Writers may also organize a paragraph using facts in chronological or numerical order. No matter what organization the writer chooses, all the information in the paragraph should relate to the topic sentence.

**My TURN** The topic sentence is number 1. Number the details to show the order in which they should go to support the topic sentence.

- 1 There are many places to stay.
- 6 Three of the campgrounds have all the modern conveniences.
- 4 For travelers on a budget, several motels offer rates under \$100 a night.
- 3 Expect to pay from \$100 to \$300 a night at a hotel.
- 5 For a small fee, you can park your camper at a county campground.
- 2 Options range from fancy hotels to campsites.

**My TURN** Compose body paragraphs for your travel article in your writing notebook.

332

## Minilesson

Mentor STACK



**TEACHING POINT** Body paragraphs are the longest part of a travel article. Skilled writers often plan their body paragraphs this way:

- Decide on the main idea of each paragraph.
- Add supporting details to each main idea. These can be facts, examples, quotations, definitions, or sensory details.
- Organize details logically within a paragraph. Some writers put the most important details first, while others put them last. For a series of events, time order is often best. For a series of steps in a process, numerical order is usually clearest.

**MODEL AND PRACTICE** Tell students: *Once you've captured your reader's attention with a headline and introduction, you need to live up to what you've promised. Body paragraphs are where professional writers add the details and examples that make the article a worthwhile read.*

Direct students to p. 332 of the *Student Interactive*. Have students work singly or in pairs to organize details to best support the topic sentence.

Invite students to choose a stack text and evaluate its body paragraphs for structure and organization.

## Possible Teaching Point

### Language & Conventions | Common and Proper Nouns

Tell students that proper nouns will make their travel articles specific and unique. Ask students to identify the common nouns they used in one of the paragraphs of their travel article. Which common nouns could be replaced with proper nouns to make the article more interesting?



## Independent Writing

### Mentor STACK



**FOCUS ON BODY PARAGRAPHS** Students should transition into independent writing.

- If students need to improve their understanding of body paragraphs, then encourage them to analyze the body paragraphs in one or more stack texts. Ask them to jot down notes about how the author organizes details and how the details improve the article.

### WRITING SUPPORT

---

- **Modeled** Using a stack text, do a Think Aloud to model how to examine the structure of body paragraphs and identify the most interesting details.
- **Shared** Prompt students to identify the body paragraphs in a stack text and describe their organization.
- **Guided** Use a web graphic organizer to identify the topic of a travel article and list possible body paragraphs for it.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students understand the lesson, they should begin drafting body paragraphs in their writing notebooks.

See the **Conference Prompts** on p. T386.

## Share Back

Invite students to share either their notes on the stack texts or their drafted body paragraphs. Discuss which types of organization students used. Might another way of organizing be clearer or more interesting? Which details are attention getters, and why?

# Spelling Spell Irregular Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

tooth	antenna
teeth	antennae
shelf	ox
shelves	oxen
halves	species
leaf	life
leaves	lives
scissors	moose
veto	echo
vetoed	echoes

## LESSON 2

### Teach

**FOCUS ON STRATEGIES** Point out that all of the spelling words have irregular plural forms. Have students identify each word on the list as either singular or plural. For each plural, ask students to explain why it is irregular.

**MODEL AND PRACTICE** Go over the words *tooth* and *teeth* from the spelling list. Ask: **Which form is plural?** (teeth) **What makes this plural irregular?** Repeat the sequence with *shelf*, *veto*, and *moose*.

**APPLY MyTURN** Ask students to mark the singular words in the activity on p. 329 of the *Student Interactive*.

READING-WRITING BRIDGE

**SPELLING WORDS**

**Spell Words with Irregular Plurals**

Regular plural nouns are nouns that end in -s or -es. The spelling of these words does not change. **Irregular plural nouns** change the original singular spellings of the words. Irregular plurals can also be nouns that have the same singular and plural form.

**MyTURN** Read the words. Spell and sort the list words by singular and plural forms. Nouns that have the same spelling in their singular and plural forms should be spelled in both columns.

tooth	teeth	shelf	shelves
halves	leaf	leaves	scissors
veto	vetoed	antenna	antennae
ox	oxen	species	life
lives	moose	echo	echoes

<p><b>Singular</b></p> <p>tooth _____</p> <p>shelf _____</p> <p>leaf _____</p> <p>veto _____</p> <p>antenna _____</p> <p>ox _____</p> <p>life _____</p> <p>moose _____</p> <p>echo _____</p> <p>species _____</p> <p>scissors _____</p>	<p><b>Plural</b></p> <p>teeth _____</p> <p>shelves _____</p> <p>leaves _____</p> <p>vetoed _____</p> <p>antennae _____</p> <p>oxen _____</p> <p>lives _____</p> <p>moose _____</p> <p>echoes _____</p> <p>species _____</p> <p>halves _____</p>
---	---

329

## LESSON 2

**Teach:** Spell Words with Irregular Plurals

FLEXIBLE OPTION  
**LESSON 1**

**Assess Prior Knowledge**

FLEXIBLE OPTION  
**LESSON 3**

**More Practice:** Spell Words with Irregular Plurals

FLEXIBLE OPTION  
**LESSON 4**

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

## LESSON 5

**Assess Understanding**



# Language & Conventions

## Common and Proper Nouns

FLEXIBLE OPTION

**LESSON 2****Oral Language: Common and Proper Nouns**

**FOCUS ON STRATEGIES** Define a common noun as any person, place, thing, or idea that does not have a specific name. Define a proper noun as the name of a specific person, place, or thing. Point out that proper nouns are always capitalized, and some proper nouns contain more than one word.

**MODEL AND PRACTICE** Display three common nouns and three proper nouns. Then have volunteers identify each as a proper noun or a common noun. Continue with additional examples.

**APPLY** Have students create their own lists of common nouns and related proper nouns.

**OBJECTIVE**

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

---

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Common and Proper  
Nouns

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Complex  
Sentences

**LESSON 3**

Teach Common and  
Proper Nouns

**LESSON 4**

Practice Common  
and Proper Nouns

FLEXIBLE OPTION

**LESSON 5**

Standards Practice

FAST TRACK

# Group Paragraphs into Sections

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing.

Compose informational texts, including brief compositions that convey information about a topic using a clear central idea and genre characteristics and craft.

STUDENT INTERACTIVE, p. 333

**Topic Box**

forests	family restaurants	hiking trails	trolley tour
water parks	bird watching	caves	balloon ride

**Possible responses:**

	Section Heading 1 In the Woods	Section Heading 2 Fun for All Ages
Paragraph 1 Topic	forests	trolley tour
Paragraph 2 Topic	hiking trails	balloon ride
Paragraph 3 Topic	caves	water parks
Paragraph 4 Topic	bird watching	family restaurants

## Minilesson

**TEACHING POINT** Encourage students to group related details and then come up with a specific subheading (nine words maximum) that describes each group of details. Invite them to try different ways to group items and generate subheadings, including

- Freewriting and then circling details with markers, using a different color for each section that the student plans to write.
- Creating a web graphic organizer with the main idea in the center, the subtopics in circles around that idea, and details about each subtopic in smaller circles.
- Writing details on sticky notes or index cards and then organizing those details in clusters on a wall or bulletin board.

**MODEL AND PRACTICE** Have students work in pairs or groups to complete the exercise on p. 333 of the *Student Interactive*. Select a few pairs or groups to present their results. Ask:

- Which organization do you believe is clearest, and why?
- Which subheading most accurately describes its section?
- Which subheading makes you want to keep reading, and why?

## Possible Teaching Point

## Writing Process

### Drafting | Clarity and Coherence

Students' writing should show clarity and coherence. Continue to focus on providing students with transferable writing skills and not just on improving their current piece of writing.

To help students check the organization of their travel article, have them ask these questions:

- Did I sufficiently narrow my topic?
- Did I gather enough research to inform my topic?
- Did I include enough information for each subheading?



## Independent Writing

Mentor STACK



**FOCUS ON SECTIONS** Direct students to write sections and subheadings for their travel articles.

- If individuals need more help, work with them to brainstorm subtopics to write about.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to group paragraphs into sections for a travel article.
- **Shared** Ask students to select a stack text, describe its sections, and point out how the writer organized the sections.
- **Guided** Use a stack text to provide explicit instruction on creating sections and subheadings.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students have already begun writing the body paragraphs of their travel articles, then they should continue and make any needed modifications based on today's minilesson.

See the **Conference Prompts** on p. T386.

## Share Back

Select a few students to share subheadings they have written. Discuss whether writing subheadings helped students clarify which details to include and in what order to place them.



# Spelling Spell Irregular Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

tooth	antenna
teeth	antennae
shelf	ox
shelves	oxen
halves	species
leaf	life
leaves	lives
scissors	moose
veto	echo
vetoed	echoes

## FLEXIBLE OPTION

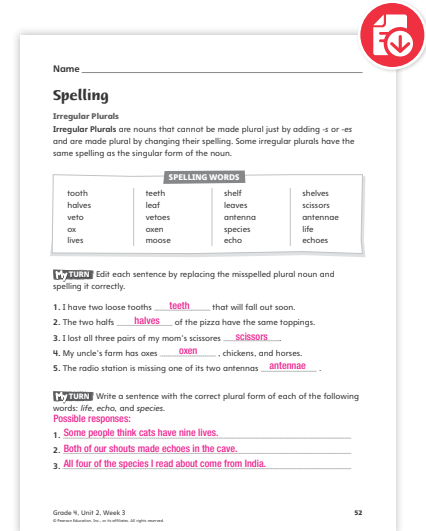
### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** Remind students that they should expect most words to have conventional plural spellings, but they should also be aware that irregular plural forms are not uncommon.

**MODEL AND PRACTICE** Read the following words aloud: *leaf*, *ox*, *antenna*, and *life*. Have students spell each word, then spell its plural. Discuss why each plural is irregular. Repeat the process with other words on the list.

**APPLY** Have students complete *Spelling* p. 52 from the *Resource Download Center*.



Name \_\_\_\_\_

**Spelling**

**Irregular Plurals**  
 Irregular Plurals are nouns that cannot be made plural just by adding -s or -es and are made plural by changing their spelling. Some irregular plurals have the same spelling as the singular form of the noun.

SPELLING WORDS			
tooth	teeth	shelf	shelves
halves	leaf	leaves	scissors
veto	vetoed	antenna	antennae
ox	oxen	species	life
lives	moose	echo	echoes

**My TURN** Edit each sentence by replacing the misspelled plural noun and spelling it correctly.

- I have two loose tooths teeth that will fall out soon.
- The two halves halves of the pizza have the same toppings.
- I lost all three pairs of my mom's scissors scissors.
- My uncle's farm has oes oxen, chickens, and horses.
- The radio station is missing one of its two antennae antennae.

**My TURN** Write a sentence with the correct plural form of each of the following words: life, echo, and species.

**Possible responses:**

- Some people think cats have nine lives.
- Both of our shouts made echoes in the cave.
- All four of the species I read about come from India.

Grade 4, Unit 2, Week 3  
 © Houghton Mifflin Harcourt Publishing Company. All rights reserved. 52

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Irregular Plurals

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Irregular Plurals

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Diphthongs ou, ow, oi, oy

### LESSON 5

Assess Understanding



# Language & Conventions

## Common and Proper Nouns

### LESSON 3

#### Teach Common and Proper Nouns

**FOCUS ON STRATEGIES** Go over the definition of a noun and the distinction between common nouns and proper nouns. Give several examples.

**MODEL AND PRACTICE** Draw a two-column table with the headings “Common Nouns” and “Proper Nouns.” Then say the word city and ask:

- *Is this a noun? How do you know?*
- *Is this a proper noun or a common noun? How do you know?*
- *What is a proper noun that corresponds to city?*

Repeat the process beginning with a proper noun and have students name a common noun that corresponds to it.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Subject-Pronoun Agreement** Review subject-pronoun agreement.

Display sentences: *Nilda plans her day. Nilda and Jeff bought their new home.*

Point out that subjects and pronouns must agree in both number and gender. The first sentence above uses the female *her* to agree with the female subject, *Nilda*. The second sentence uses the plural *their* to agree with the plural subject, *Nilda and Jeff*. **EMERGING**

In addition to above, write cloze sentences and have students fill in the pronouns.

**DEVELOPING**

### LESSON 3

#### Teach Common and Proper Nouns

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Complex  
Sentences

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Common and Proper  
Nouns

#### LESSON 4

**Practice Common  
and Proper Nouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

# Develop Transitions

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 334



**TRAVEL ARTICLE**

### Develop Transitions

Transition words and phrases guide readers from one idea to the next. Writers use transitions to connect sentences or paragraphs and to focus their writing. The chart shows examples of some transitions.

Time	Place	Cause and Effect	Comparison	Contrast	Conclusion
first next later	above below nearby	because as a result due to	similarly likewise in that way	otherwise however alternative	overall in the end to sum up

**My TURN** Insert a transition on each blank line in the paragraph to lead readers logically from one idea to the next.

Climb to the skydeck above the exhibit hall to view the surrounding city. Because the skydeck wraps around the building, you can see in every direction. Next, climb back down to the exhibit hall. As a result of seeing the city from up high, you can better appreciate the history of how it grew.

**My TURN** Use transitions to connect sentences and paragraphs as you compose a focused travel article in your writing notebook.

Add a transition whenever a reader might miss the connection between two ideas.

334

Mentor STACK



## Minilesson

**TEACHING POINT** A considerate writer uses transition words and phrases as signposts to guide a reader through text. The right transitions, carefully placed, can make a text more focused and easier to read. Here are some categories of transitions.

- Time: *at first, after that, finally*
- Location: *on top of, beneath, next to*
- Comparison and contrast: *in the same way, on the other hand, in contrast*

Challenge students to identify transitions in stack texts.

**MODEL AND PRACTICE** Have a volunteer read aloud the first paragraph on *Student Interactive* p. 334. Then point out and read the speech bubble at the bottom of that page. Encourage students to follow this advice as they complete the exercise and in their own writing.

Have groups of students complete the exercise on p. 334. Clarify that students should use words and phrases from the table above the exercise. When groups have finished, ask them to share their answers with the class. Challenge them to think of other transitions that are not in the chart but that make sense in the paragraph.

Ask the class: **What can you conclude about writers who use transitions?** (Possible responses: They care about their readers. They want readers to understand what they are writing.)

## Possible Teaching Point

### Spelling | Irregular Plurals

Tell students that some nouns, such as *fish, sheep, and deer*, have the same singular and plural forms. When the singular and plural form is the same, students have to look at the rest of the sentence to determine whether the noun is singular or plural. (*My brother caught a fish in the creek. All of the fish were swimming in a school.*) Remind students to check the spelling of irregular plurals as they begin to edit their drafts.



## Independent Writing

Mentor STACK



**FOCUS ON TRANSITIONS** Encourage students to begin or continue with independent writing.

- If students need more help, review previous examples of their own writing and figure out where transitions could go.

### WRITING SUPPORT

---

- **Modeled** Select a stack text and do a Think Aloud to model how to add or revise transitions within it.
- **Shared** Assign each student a stack text. Prompt the student to identify transitions within it.
- **Guided** Use a stack text to provide explicit instruction on how transitions can guide a reader through a challenging text.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students have already begun drafting their travel articles, ask them to review what they have written and add transitions where needed. If they are writing by hand rather than on a computer, show them how to add a caret (^) in the spot where they want to insert a transition.

See the **Conference Prompts** on p. T386.

## Share Back

Invite students to share transitions they have used. Which are clearest and most effective, and why?

# Spelling Spiral Review

## OBJECTIVE

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

## SPELLING WORDS

tooth	antenna
teeth	antennae
shelf	ox
shelves	oxen
halves	species
leaf	life
leaves	lives
scissors	moose
veto	echo
vetoed	echoes

## Writing Workshop

As students proofread their writing, remind them to check the spellings of words with diphthongs *ou*, *ow*, *oi*, *oy*.

## FLEXIBLE OPTION

### LESSON 4



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

**FOCUS ON STRATEGIES** Review the use of diphthongs *ou*, *ow*, *oi*, and *oy*. Point out that *ou* and *ow* can have more than one sound as in *growl*, *low*, *loud*, *trouble*, *youth*, and *young*.

**MODEL AND PRACTICE** Read these words aloud: *proud*, *tower*, *loyal*, *noise*. Ask students to pronounce and spell each word. Then ask students to search through a text for other examples of *ou*, *ow*, *oi*, *oy* diphthongs.

**APPLY** Invite students to keep a list of words that have unconventional pronunciations.

## FLEXIBLE OPTION

### LESSON 4



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

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Irregular Plurals

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Irregular Plurals

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Common and Proper Nouns

### LESSON 4

#### Practice Common and Proper Nouns

**APPLY MyTURN** Have students complete the editing activity on *Student Interactive* p. 330.

LANGUAGE AND CONVENTIONS

### Common and Proper Nouns

**Common nouns** name any person, place, or thing. **Proper nouns** name a specific person, place, or thing. Some proper nouns may contain more than one word. Proper nouns are always capitalized.

Type of Noun	Common Noun	Proper Noun
<b>person</b>	man woman friend author	Pablo Jones Mrs. Tibor Callie Kimberley Jane Pryor
<b>place</b>	school country state street	Jefferson Elementary Mexico Wyoming Main Street
<b>thing</b>	day book club game	Friday <i>Alice in Wonderland</i> Weston Drama Club World Series

**MyTURN** Edit this draft to replace the underlined common nouns with proper nouns.

Holling Clancy Holling.

Minn of Mississippi was written by an author. This story is about  
a turtle named turtle. This turtle spends the first part of her life  
caught in the river's rapids. Toward the end of the story, the turtle  
finds a pond called a place. She takes over the spot!

330

### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

### Writing Workshop

As students begin their Writing Workshop drafts, focus on using nouns correctly and creatively. For example, when students want to be direct and explicit, they should use proper nouns.

### LESSON 4

#### Practice Common and Proper Nouns

### LESSON 5

Standards Practice

### LESSON 1

**Spiral Review:**  
Complex Sentences

### LESSON 2

**Oral Language:**  
Common and Proper Nouns

### LESSON 3

**Teach Common and Proper Nouns**

**FAST TRACK**

# Compose with Multimedia

## OBJECTIVES

Plan, revise, and edit a draft for a specific topic, purpose, and audience using a range of strategies, such as brainstorming, freewriting, and mapping.

Compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.

Use an appropriate mode of delivery to present results.

STUDENT INTERACTIVE, p. 335



WRITING WORKSHOP

### Compose with Multimedia

A **medium** is a way of communicating, such as through written text. The plural of **medium** is **media**. When you include **multimedia** in a text, you communicate in more than one way.

In a travel article, your use of media can include illustrations, such as maps and photographs. If you publish your article online, you can also use video, sound, and animation.

**My Turn** Which media would work best in your travel article? Explain how each medium you check would help an audience understand the article's main idea. Share your chart with your Writing Club.

Medium	Use It?	Why?
Illustrations	<input type="checkbox"/>	
Photographs	<input type="checkbox"/>	
Video	<input type="checkbox"/>	
Sound	<input type="checkbox"/>	
Animation	<input type="checkbox"/>	

**My Turn** Identify a topic, purpose, and audience. Then select any genre, and plan a draft by mapping your ideas.

335

## Minilesson

Mentor **STACK**



**TEACHING POINT** Effective writers add elements of craft, such as media sources, to convey information in new ways and make texts even richer. For a travel article, these might include

- Photographs, maps, tables, charts, graphs, or hand-drawn illustrations.
- Video or audio interviews.
- A slide-show that combines media elements.

**MODEL AND PRACTICE** Direct students to p. 335 in the *Student Interactive*. Then read aloud the directions to the activity. Say: **Notice what the instructions say. They ask you to tell whether each form of media would make sense for your travel article, not for travel articles in general.** Have students complete the activity individually. If students have trouble coming up with answers, allow them to discuss the activity quietly with a partner.

When students have finished, ask the class:

- Which type of media do you believe would work best for your article? Why?
- Are there any forms of media that would not be helpful or practical? Why not?
- How has this exercise helped you develop ideas for including multimedia in your travel article?

## Independent Writing

Direct students to write down ideas for how to use elements of craft, such as multimedia elements, in their travel articles. If students struggle, review the kinds of media with them. If students are ready to begin creating multimedia elements, they can use their independent writing time to write scripts or interview questions, sketch visuals, or jot down ideas for video. See the **Conference Prompts** on p. T386.

## Share Back

Call on a few students to describe the multimedia items they want to include. Remind them that the multimedia elements must directly relate to their travel articles.



## SELECT A GENRE



**Topic** Ask students to brainstorm possible modifications to their travel articles. Have them record these in their writing notebooks.

Use these questions to guide students' brainstorming:

- Could the location that you chose be the setting for a short story, play, skit, radio drama, or commercial that you write?
- If you learned a great deal about a person from that place, could you write a biographical essay?

**Purpose** Explain that determining the purpose of their writing will help students select a genre in which to write. Discuss whether students want to

- express their feelings about the place they chose,
- inform others about someone who lived in or came from this place, or
- entertain others by writing a play about the place.

**Audience** As a class, brainstorm possible audiences that students would like to have read their writing, see their play, watch their slide-show, and so on. Then ask them to decide on an audience and write their decision in their writing notebooks.



### Genre of Choice

Students should consider their topic, purpose, and audience before selecting a genre. If students need help naming the genre, provide common options such as these as a starting point:

- Realistic Fiction
- Narrative Poetry
- Persuasive Writing

Tell students to begin a first draft in their writing notebooks.





# Spelling Spell Irregular Plurals

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

tooth	antenna
teeth	antennae
shelf	ox
shelves	oxen
halves	species
leaf	life
leaves	lives
scissors	moose
veto	echo
vetoed	echoes

## LESSON 5

### ✓ Assess Understanding

Read the following sentences aloud. Have students spell the bold words.

#### Spelling Sentences

1. The dried-up **leaves** were easy to rake into piles.
2. Maida heard the **echo** of a motorcycle engine.
3. Doris cut each cookie into **halves**.
4. Please put the clock back on the **shelf**.
5. How many **shelves** of books are in the library?
6. Eerie **echoes** bounced around the cave.
7. This mongoose is a fine example of its **species**.
8. Andres found a shark's **tooth** on the beach.
9. That insect seems to have six **antennae**.
10. An old legend says that cats have nine **lives**.

FLEXIBLE OPTION  
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with Irregular Plurals

FLEXIBLE OPTION  
LESSON 3

More Practice: Spell Words with Irregular Plurals

FLEXIBLE OPTION  
LESSON 4

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

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Common and Proper Nouns

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

Have students identify the common and proper nouns:

**The best friend of my dog Roscoe is Ginger, a cat who lives in a tree on Baker Street.**

- A common: friend, dog, cat, tree; proper: Roscoe, Ginger, Baker Street
- B common: dog, cat; proper: friend, Roscoe, best
- C common: friend, dog, tree; proper: Roscoe, Ginger
- D common: dog, tree; proper: Roscoe, Ginger, Baker

**APPLY** Have students complete *Language and Conventions* p. 57 from the *Resource Download Center*.

Name \_\_\_\_\_

### Language and Conventions

Common and Proper Nouns

A common noun names any person, place, or thing. A proper noun names a specific person, place, or thing. All proper nouns are capitalized. Some proper nouns contain more than one word.

**TURN** Write whether each noun is common or proper.

- ball common
- James proper
- Wednesday proper
- county common
- Atlantic Ocean proper
- castle common
- Lake Michigan proper
- Principal Franklin proper
- senator common
- lake common

**TURN** Read each sentence. Then underline each proper noun or nouns and circle each common noun or nouns.

- Kerry went to (chose) party.
- We went to the (beach) to meet Uncle Dave.
- The red (truck) in our driveway belongs to Diane.
- Who wants to walk to the (grocery store) and buy (ice cream)?
- Is the (principal) (jacket) hanging in the (auditorium)?

Grade 4, Unit 2, Week 3  
© Pearson Education, Inc., or its affiliates. All rights reserved. 57

## OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

## WEEKLY STANDARDS PRACTICE



To assess student progress on Language & Conventions, use the Weekly Standards Practice on SavvasRealize.com.

FLEXIBLE OPTION

## LESSON 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Complex  
Sentences

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Common and Proper  
Nouns

## LESSON 3

**Teach Common and  
Proper Nouns**

## LESSON 4

**Practice Common  
and Proper Nouns**

# Weekly Overview

Students will


- develop drafts effectively using linking words and phrases and precise language and vocabulary.
- edit for correct use of capitalization.
- edit for correct use of adverbs and coordinating conjunctions.

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.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	<b>FAST TRACK</b> LESSON 3
<b>MINILESSON</b> 5–10 min.	Use Linking Words and Phrases T412	Use Precise Language and Vocabulary T416	Edit for Capitalization T420
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T413	Independent Writing and Conferences T417	Independent Writing and Conferences T421
<b>SHARE BACK FOCUS</b> 5–10 min.	Linking Words and Phrases T413	Using Precise Language T417	Capitalization Strategies T421
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T414</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Spiral Review: Common and Proper Nouns T415</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling</b> Teach Spell Words with Greek Roots T418</li> </ul> <p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Singular and Plural Nouns T419</li> </ul>	<p><b>FLEXIBLE OPTION</b> ↩</p> <ul style="list-style-type: none"> <li>• <b>Spelling</b> More Practice T422</li> <li>• <b>Language &amp; Conventions</b> Teach Singular and Plural Nouns T423</li> </ul>



# Mentor STACK



Use the following criteria to add to your travel article stack:

- The article includes photographs with captions.
- The article is clearly organized with an interesting lead paragraph, text broken into sections, and a conclusion.

**FAST TRACK**

**LESSON 4**

**FAST TRACK**

**LESSON 5**

Edit for Adverbs T424

Edit for Coordinating Conjunctions T428

Independent Writing and Conferences T425

Writing Club and Conferences T428–T429

Adverbs T425

Forming Compound Sentences T428

- **Spelling** Spiral Review T426
- **Language & Conventions** Practice Singular and Plural Nouns T427

- **Spelling Assess Understanding** T430
  - **Language & Conventions** Standards Practice T431
- FLEXIBLE OPTION** →

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Newspaper Editors

Bylines

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

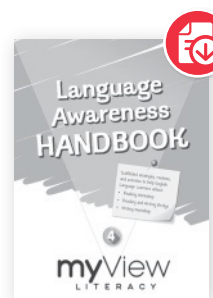
Independent Writing and Conferences

**SHARE BACK FOCUS**

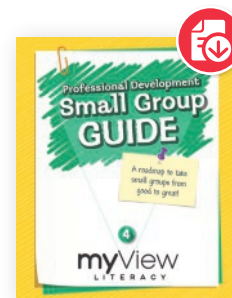
5–10 min.

Revisions

Headline, Byline, and Lead



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK


During this time, assess for understanding of revising and editing techniques to gauge where students may need support in their travel article writing. Have stacks and minilessons available to reference during the conferences.

## FORMATIVE ASSESSMENT

### Conference Prompts

#### Use Linking Words and Phrases

**If** students need additional support,


 **Then** ask: What is one word or phrase that will connect ideas?

**If** students show understanding,

**Then** ask: How do linking words and phrases improve your writing?

#### Use Precise Language and Vocabulary

**If** students need additional support,


 **Then** ask: What is the opposite of precise language?

**If** students show understanding,

**Then** ask: How can you use precise language?

#### Edit for Adverbs

**If** students need additional support,


 **Then** ask: Which adverb about place can you use to connect related clauses?

**If** students show understanding,

**Then** ask: What adverbs do you use often in your writing?

#### Edit for Coordinating Conjunctions

**If** students need additional support,

 **Then** ask: Why might you use the word *and*?

**If** students show understanding,

**Then** ask: How do coordinating conjunctions improve your writing?

## Conference Support for ELL

### EMERGING

- Use guided writing to teach students how to replace vague words in simple sentences with precise language. Use drawings to illustrate the specific language.
- Use stack texts to teach students to edit for capitalization, adverbs, and coordinating conjunctions.

### DEVELOPING

- Model correct use of linking verbs and phrases to connect ideas between two sentences.
- Use shared writing to have students correctly use adverbs such as *where*, *when*, *why*; *weekly* and *never*; and *extremely* and *slightly* in sentences.

### EXPANDING

- Provide several sentences with imprecise nouns or verbs. Have students orally replace the words with specific language and then write the sentences.
- Use shared writing to add adverbs and coordinating conjunctions to travel articles.

### BRIDGING

- With stack texts, help students analyze how writers use linking words and phrases between paragraphs.
- Use guided writing to teach students to use adverbs and coordinating conjunctions effectively.



### Reading-Writing Workshop Bridge

When conferring with students, refer back to the Bridge minilessons on **using figurative language** and **singular and plural nouns**.



## ELL Minilesson Support

### Week 4: Writer's Craft

During the Writer's Craft week, your ELLs will prepare to write a travel article that will be assessed. These targeted supports were chosen to help students develop skills using adverbs and coordinating conjunctions in compound sentences correctly.

Use this note for the minilesson on p. T424.

### ELL Targeted Support

#### EDIT FOR ADVERBS

Adverbs may present challenges to learners, especially those whose native language is Hmong, Chinese, or Korean. In Hmong, adverbs are not used. Instead, two adjectives or two verbs can describe an adjective or verb, for example, *I eat quick quick* instead of *I eat quickly*. In Chinese and Korean, adverbs can come before verbs, for example, *We hard fell*.

Focus on adverbs of frequency and adverbs of degree. Provide sentences from which the adverb has been omitted, such as *I \_\_\_ wear a hat on sunny days. My face would get \_\_\_ sunburned without it*. Provide a word bank of adverbs. Have students write the correct adverbs in the blanks. Point out the type of each adverb and its position in the sentence.

#### EMERGING

Provide simple sentences with adverbs of frequency and adverbs of degree. Guide students to identify the adverb in each sentence, its type, and its position in the sentence. Then have students replace the adverb with another of the same type, for example, *We often go to the movies on Sunday; We never go to the movies on Sunday*, and have them read the sentences aloud.

#### DEVELOPING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T428.

### ELL Targeted Support

#### EDIT FOR COORDINATING CONJUNCTIONS

Use of coordinating conjunctions may present challenges to English learners, especially those whose native language is Chinese, Farsi, or Vietnamese. In these languages, conjunctions are used in pairs. Therefore, learners may tend to add a conjunction when using *and*, *but*, or *or* to combine sentences or sentence parts.

Provide pairs of related simple sentences, such as, *I like merry-go-rounds. I like rollercoasters better*, along with a list of the three coordinating conjunctions. Then guide students to form a compound sentence by providing a cloze sentence, for example, *I like merry-go-rounds\_ \_\_\_ I like rollercoasters better*. Have students orally practice adding a comma and coordinating conjunction to complete the sentence. When they are confident responding orally, have them copy the cloze sentences and write the comma and coordinating conjunctions in the blanks. **EMERGING**

Provide pairs of related simple sentences. Guide students to form compound sentences orally, and have them explain where to place the comma. Then invite them to write the compound sentences. **DEVELOPING**

**FAST TRACK**

# Use Linking Words and Phrases

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing by organizing with purposeful structure, including an introduction, transitions, and a conclusion.

Choose words and phrases to convey ideas precisely.

STUDENT INTERACTIVE, p. 365

TRAVEL ARTICLE
WRITING WORKSHOP

### Use Linking Words and Phrases

Writers use transitions, or linking words and phrases, to connect ideas in a paragraph.

**Paragraph Topic: Museums**

Sentence Topic	Sentence with Linking Word or Phrase
Choice of museums	Families can choose from many memorable museum experiences.
Science museum	<b>For example</b> , the science museum has an exhibit on how to build robots.
Art museum	<b>Another</b> great stop for kids is the weekly hands-on sculpture workshop.

**MY TURN** Add linking words and phrases to connect the ideas in a paragraph from a travel article about Washington, D.C.

**Paragraph Topic: Eating Lunch in the Capital** Possible responses:

Sentence Topic	Sentence with Linking Word or Phrase
Lunch	In Washington, D.C., lunch is the main meal of the day.
What it includes	<b>BECAUSE</b> of this, the meal includes protein, such as fish or meat, plus vegetables, salad, and fruit.
Where to buy lunch	<b>For example</b> , at large family restaurants you can order a full lunch and have leftovers for later.

**MY TURN** Add linking words and phrases as you develop the draft of a travel article in your writing notebook.

**Learning Goal**

I can use elements of informational text to write an article.

365

## Minilesson

Mentor STACK



**TEACHING POINT** A draft contains many different ideas about a topic. Linking words and phrases connect the ideas in a single paragraph and between paragraphs. Linking verbs and phrases

- Show how ideas are related.
- Help readers follow the thoughts and ideas from one paragraph to another.

**MODEL AND PRACTICE** Point out that linking words and phrases improve the flow of ideas throughout an article by showing connections between ideas. Display the following sentences: *Carrying a lightweight suitcase makes traveling easier. Having a safe place to keep your plane tickets and other documents can take some stress out of traveling.* Then say: **The first sentence identifies a way to make traveling easier. The next sentence presents a second idea about making traveling easier. I can make the connection between the two ideas by adding the linking word *also* to the beginning of the second sentence. The word *also* tells readers that I am presenting an idea that is related to the one in the first sentence.**

Tell students that other common linking words and phrases include *for example*, *another*, and *because*.

Direct students to the second chart on p. 365 and have them complete the activity.



## Independent Writing

Mentor STACK



### FOCUS ON LINKING VERBS AND PHRASES

- If students need more opportunities to understand linking verbs and phrases, have them work with stack texts to identify examples, and have them explain the use of the linking verbs and phrases to you.

### WRITING SUPPORT

---

- **Modeled** Use a stack text to model use of linking words and phrases.
- **Shared** Have students work in pairs to complete the chart on p. 365. Then have each pair read aloud and explain their sentences.
- **Guided** Provide explicit instruction on how to add linking words and phrases to connect ideas.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, have them integrate linking words and phrases in their travel articles.

See the **Conference Prompts** on p. T410.

## Share Back

Ask several volunteers to share examples of linking verbs and phrases that they used in their drafts.





# Spelling Spell Words with Greek Roots

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.

## SPELLING WORDS

biography	telegraph
biology	pictograph
biologist	photograph
biome	kilometer
telephone	barometer
microphone	centimeter
headphones	diameter
gyroscope	teleport
telescope	phonics
periscope	perimeter

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Use the Spelling Sentences from Day 5 to assess students' prior knowledge of Greek roots.

For students who seem proficient with the main list, present these words.

#### Challenge Words

kaleidoscope  
biodegradable  
cacophony

#### ELL Targeted Support

**Word Endings** Point out that the ending of a word provides information about its meaning.

Write *biology* and *biologist*. Have students tell you how the spellings are different. Explain that one word refers to the study of life, and the other word refers to a person who studies life. **EMERGING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Greek Roots


## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Greek Roots

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Irregular Plurals

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Common Nouns and Proper Nouns

**FOCUS ON STRATEGIES** Review definitions and examples of common nouns and proper nouns. See p. T399.

**MODEL AND PRACTICE** Write these sentences:

- My friend lives in a leafy **Chicago** neighborhood.
- **Gus** played a game called **Trouble**.

Identify each common noun (underline) and proper noun (bold). Write additional examples and have students identify the common nouns and proper nouns.

**APPLY** Invite partners to write their own sentences, exchange papers, and identify common and proper nouns.

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### ELL Targeted Support

**Common and Proper Nouns** Review common and proper nouns.

Display sentences: *Nilda rides her bike after school. The bike used to belong to her sister, Anna.*

Point out the common and proper nouns in the first sentence. *Nilda* is a proper noun because it names a specific person. *Bike* and *school* are common nouns because they name things that are not specific. Support students in identifying the common and proper nouns in the second sentence. **EMERGING**

In addition to the above, write cloze sentences and have students fill them in with appropriate common and proper nouns. **DEVELOPING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Common Nouns  
and Proper  
Nouns

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Singular and Plural  
Nouns

### LESSON 3

Teach Singular and  
Plural Nouns

### LESSON 4

Practice Singular and  
Plural Nouns

FLEXIBLE OPTION

### LESSON 5

Standards Practice

FAST TRACK

# Use Precise Language and Vocabulary

## OBJECTIVES

Develop drafts into a focused, structured, and coherent piece of writing.

Use precise language and domain-specific vocabulary to inform about or explain the topic.

Choose words and phrases to convey ideas precisely.

STUDENT INTERACTIVE, p. 366



**TRAVEL ARTICLE**

### Use Precise Language and Vocabulary

Writers use precise language to give exact information to readers.

Not Precise/Approximate	Precise
It is kind of far to walk.	It is 1.5 miles away.
We will see you next week.	We will meet on Monday.

Writers use specific vocabulary in order to be precise about a topic.

Not Precise	Precise
Take the boat to Staten Island.	Take the ferry to Staten Island.

The word *ferry* describes a specific kind of boat that transports people.

**My TURN** Complete the paragraph with precise language from the Word Bank.

**Word Bank**  
bayou   brackish   concrete   waterway's

A bayou is a very slow-moving creek. In Houston, the bayou has sides paved in concrete. In the wild, the same waterway's banks are muddy and mucky. Because Houston's bayous are near the ocean, their water is often brackish, or salty.

**My TURN** Use precise language and vocabulary as you develop the draft of a travel article in your writing notebook.

366

## Mentor STACK



## Minilesson

**TEACHING POINT** Precise language and vocabulary are specific words that create vivid pictures in a reader's mind. Writers use precise language and specific vocabulary by

- Giving exact rather than vague or general information.
- Describing people, places, and things with specific, concrete words.
- Using specific vocabulary instead of general terms.

**MODEL AND PRACTICE** Explain that *precise* means "exact" or "specific" and that using precise language helps make a draft clear and more interesting. Say: If I say, "I waited a long time to get my food," you don't know for how long or what kind of food I waited for. But, if I say, "I waited for 30 minutes to get my fruit smoothie" you know exactly how long I waited and exactly what food I was waiting for.

Direct students to *Student Interactive* p. 366. Review the examples, and have students identify the vague or precise language in each sentence. Then ask volunteers to replace the vague language with their own examples.

Direct attention to the first My Turn activity. As needed, discuss the meaning of the words in the Word Bank. Then have students complete the activity.

## Possible Teaching Point

## Writing Process

### Revising and Editing | Revising a Draft

Tell students that the revision stage of the writing process comes after drafting and before editing. Revision is a time for writers to step back and take a broad view of what they have written.

Write the following checklist on the board and ask students to consider it as they revise their drafts:

- Will the travel article inform and excite my audience?
- Do I need to delete details not related to the topic?
- Do the ideas flow coherently or do sentences need to be rearranged?
- Are linking (transition) words used effectively?
- Did I use precise language and vocabulary to achieve vivid descriptions?



## Independent Writing

Mentor STACK



**FOCUS ON PRECISE LANGUAGE** Have students use precise language and specific vocabulary as they draft their travel articles.

- If students need more models, have them study stack texts for examples of precise language.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud to model how to complete the paragraph using precise language from the Word Bank.
- **Shared** Display simple sentences that include imprecise and nonspecific vocabulary. Have students replace that with precise and specific language.
- **Guided** Have students practice replacing vague language with precise language and vocabulary in sample sentences.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, have them develop their drafts.

See the **Conference Prompts** on p. T410.

## Share Back

Invite two or three students to share one or two of their favorite examples of precise language and vocabulary from their travel articles.

# Spelling Spell Words with Greek Roots

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.

### SPELLING WORDS

biography	telegraph
biology	pictograph
biologist	photograph
biome	kilometer
telephone	barometer
microphone	centimeter
headphones	diameter
gyroscope	teleport
telescope	phonics
periscope	perimeter

## LESSON 2

### Teach

**FOCUS ON STRATEGIES** Point out that being familiar with the Greek root will help students spell and understand many English words. Point out that *phon* may take a silent *e* to become *phone* and that in *graph* and *phon*, *ph* makes the *f* sound.

### MODEL AND

**PRACTICE** Point out that some words contain more than one Greek root. For example, *telegraph* is constructed from the Greek roots *tele* and *graph*.

### APPLY MyTURN

Ask students to complete the activity on p. 363 of the *Student Interactive*.

READING-WRITING BRIDGE

**SPELLING**

### Spell Words with Greek Roots

Knowing the Greek roots *bio*, *phon*, *scope*, *graph*, *meter*, and *tele* can help you spell English words with these roots. For example, if you recognize and know how to spell the Greek root *phon*, then it will help you correctly spell words with this root, such as the word *headphones*.

**MyTURN** Read the words. Then spell and alphabetize them. Be sure to spell each Greek root correctly.

SPELLING WORDS			
biography	biology	biologist	biome
telephone	microphone	headphones	gyroscope
telescope	periscope	telegraph	pictograph
photograph	kilometer	barometer	centimeter
diameter	teleport	phonics	perimeter

barometer

biography

biologist

biology

biome

centimeter

diameter

gyroscope

headphones

kilometer

microphone

perimeter

periscope

phonics

photograph

pictograph

telegraph

telephone

teleport

telescope

Copyright © Savvas Learning Company LLC. All Rights Reserved.

363

## LESSON 2

Teach: Spell Words with Greek Roots

## FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

## FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with Greek Roots

## FLEXIBLE OPTION LESSON 4

Spiral Review: Irregular Plurals

## LESSON 5

Assess Understanding



# Language & Conventions

## Singular and Plural Nouns

FLEXIBLE OPTION

**LESSON 2****Oral Language: Singular and Plural Nouns**

**FOCUS ON STRATEGIES** Define a singular noun as a word that names one thing and a plural noun as a word that names two or more things. Write and say *desk, desks, country, countries, dish, dishes*. Explain the spelling rules. In the simplest case, a singular noun is made plural by attaching *-s*. When a noun ends in *-y*, its plural ends *-ies*. Nouns ending in *-ch, -s, -x, or -sh* are made plural by adding *-es*. Point out that some words, such as *shelf*, have irregular plurals (*shelves*).

**MODEL AND PRACTICE** Write *goat, idea, lady, beach, worry, wolf*. Then have students pronounce the plural of each word. Continue with additional examples.

**APPLY** Have students work in pairs. Ask one partner to speak a sentence with one or more singular nouns. Have the other partner use the spelling rules to change the nouns to plurals and say the sentence back. Remind students to use and spell plural nouns correctly in their own writing.

**OBJECTIVES**

Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

FLEXIBLE OPTION

**LESSON 2**

**Oral Language:**  
Singular and Plural  
Nouns

FLEXIBLE OPTION

**LESSON 1**

**Spiral Review:**  
Common Nouns  
and Proper  
Nouns

**LESSON 3**

Teach Singular and  
Plural Nouns

**LESSON 4**

Practice Singular and  
Plural Nouns

FLEXIBLE OPTION

**LESSON 5**

Standards Practice

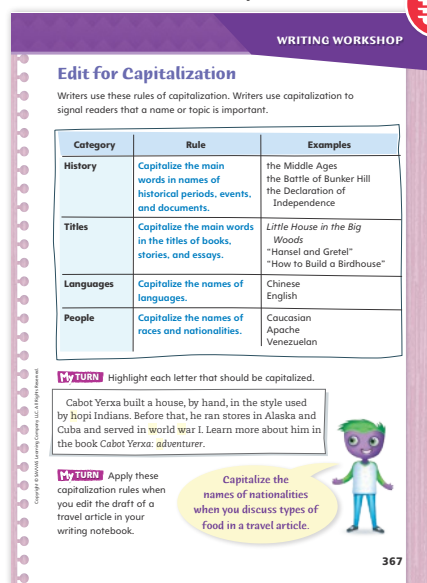
## FAST TRACK

## Edit for Capitalization

## OBJECTIVE

Edit drafts using standard English conventions, including: capitalization of historical periods, events, and documents; titles of books; stories and essays; and languages, races, and nationalities.

STUDENT INTERACTIVE, p. 367



**WRITING WORKSHOP**

### Edit for Capitalization

Writers use these rules of capitalization. Writers use capitalization to signal readers that a name or topic is important.

Category	Rule	Examples
History	Capitalize the main words in names of historical periods, events, and documents.	the Middle Ages the Battle of Bunker Hill the Declaration of Independence
Titles	Capitalize the main words in the titles of books, stories, and essays.	Little House in the Big Woods "Hansel and Gretel" "How to Build a Birdhouse"
Languages	Capitalize the names of languages.	Chinese English
People	Capitalize the names of races and nationalities.	Caucasian Apache Venezuelan

**My Turn** Highlight each letter that should be capitalized.

Cabot Yerxa built a house, by hand, in the style used by hopi Indians. Before that, he ran stores in Alaska and Cuba and served in world war I. Learn more about him in the book: Cabot Yerxa: adventurer.

**My Turn** Apply these capitalization rules when you edit the draft of a travel article in your writing notebook.

Capitalize the names of nationalities when you discuss types of food in a travel article.

367

## Minilesson

Mentor STACK



**TEACHING POINT** In English, many capitalized words are proper nouns. Capitalize the main words in the following categories:

- Historical names and terms
- Titles of written works
- Names of languages
- Names of races and nationalities

**MODEL AND PRACTICE** Point out that English has many rules for capitalization, which must be learned. Direct students to the chart on p. 367 in the *Student Interactive*. Discuss categories, rules, and examples, explaining that a *race* is a group of people who share some traits, and a *nationality* is a group of people who share the same traditions, language, and history, and may live together in a particular country. If you wish, point out that governments may use these terms to categorize people.

Ask students to identify the words in the examples that are not capitalized. Guide them to understand that articles (*a*, *and*, *the*) and prepositions such as *in* and *of* are not capitalized unless they are the first word in the sentence. Then challenge students to think of other examples in each category and write them on the board. Ask students to tell which words should be capitalized.

Have students work in pairs to complete the first My Turn on p. 367. Have them identify the category in which each name they capitalized belongs.

## Possible Teaching Point

## Language &amp; Conventions | Singular and Plural Nouns

Review with students the spelling rules for plural nouns:

- Add **-s** to form the plural of most singular nouns.
- Add **-es** to form the plural of singular nouns that end in *s*, *sh*, *ch*, or *x*.
- To form the plural of nouns ending in a consonant and *y*, change *y* to *i* and add **-es**.
- To form the plural of nouns ending in a vowel and *y*, add **-s**.

Have students check their drafts for correct use of singular and plural nouns.



## Independent Writing

**FOCUS ON EDIT FOR CAPITALIZATION** Have students edit the drafts in their writing notebooks.

- If students need more models, have them study stack texts for examples of capitalized names in the four categories covered in the lesson.

### WRITING SUPPORT

---

- **Modeled** Use a stack text to help students find and copy examples of names that fall into the four categories covered in the lesson.
- **Shared** Write sentences with lowercase historical periods, historical events, documents, titles of written works, languages, races, and nationalities. Guide students to identify names that should be capitalized and tell which words in the names should begin with capital letters.
- **Guided** Provide explicit instruction on capitalization of names in the four categories covered in the lesson.

 **Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, have them edit their drafts for correct capitalization of historical periods, events, and documents; titles of books, stories, and essays; and languages, races, and nationalities.

See the **Conference Prompts** on p. T410.

## Share Back

Ask several students to share one or two edits they made for capitalization and explain why they made the changes.



# Spelling Spell Words with Greek Roots

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.

## SPELLING WORDS

biography	telegraph
biology	pictograph
biologist	photograph
biome	kilometer
telephone	barometer
microphone	centimeter
headphones	diameter
gyroscope	teleport
telescope	phonics
periscope	perimeter

## FLEXIBLE OPTION

### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** To reinforce the use of Greek roots, as a class go over each spelling word and identify the Greek root or roots it contains.

**MODEL AND PRACTICE** Read aloud *microphone*, *periscope*, *diameter*, *pictograph*. Have students spell each word. Repeat the process with other words on the list.

**APPLY** Have students complete *Spelling* p. 53 from the *Resource Download Center*.

Name \_\_\_\_\_

### Spelling

Words with Greek Roots  
 Knowing the Greek roots *bio*, *phon*, *scope*, *graph*, *meter*, and *tele* can help you spell and define unfamiliar English words with the same roots. For example, if you recognize and know how to spell the Greek root *bio*, then it will help you correctly spell and understand the meaning of words with this root, such as *autobiography*.

SPELLING WORDS			
biography	biology	biologist	biome
telephone	microphone	headphones	gyroscope
telescope	periscope	telegraph	pictograph
photograph	kilometer	barometer	centimeter
diameter	teleport	phonics	perimeter

**TURN** Write an original sentence for each word listed below. Be sure to spell correctly. Possible responses:

- biology I want to study human biology so I can become a doctor.
- microphone No one could hear me because the microphone wasn't plugged in.
- gyroscope The Hubble telescope uses a gyroscope to help it stay steady.
- centimeter I was surprised the crack was only a centimeter wide.
- telegraph An electric telegraph used to be a popular way to send messages.

Grade 4, Unit 2, Week 4  
 © Pearson Education, Inc., or its affiliates. All rights reserved. 53

## FLEXIBLE OPTION

### LESSON 1

Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Greek Roots

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Greek Roots

## FLEXIBLE OPTION

### LESSON 4

Spiral Review: Irregular Plurals

### LESSON 5

Assess Understanding



# Language & Conventions

## Singular and Plural Nouns

### LESSON 3

#### Teach Singular and Plural Nouns

**FOCUS ON STRATEGIES** Go over the rules for making singular nouns into regular plurals. Write this sentence frame on the board: *The noun for more than one \_\_\_\_\_ is \_\_\_\_\_.*

**MODEL AND PRACTICE** Write *marble, peach, body, kiss*. Use *marble* to model filling in the sentence frame: *The noun for more than one marble is marbles.* Have students orally complete the sentence frame for the other words.

Write *flurries, bricks, benches, teeth* and the sentence frame, *The singular noun for \_\_\_\_\_ is \_\_\_\_\_.* Have students orally complete the sentence frame for each word.

#### OBJECTIVES

Edit drafts using standard English conventions including singular, plural, common, and proper nouns.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

#### ELL Targeted Support

**Parts of Speech** Review simple sentences and the parts of speech nouns, verbs, and pronouns.

Use a sentence and an example to define each term. Give students simple sentences with singular and plural common nouns, and have them identify the nouns, verbs, and pronouns. **EMERGING**

Use a sentence and an example to define each term. Then provide students with sentences that include a mix of singular and plural common and proper nouns and pronouns. Have students identify nouns, pronouns, and verbs. **DEVELOPING/EXPANDING**

### LESSON 3

#### Teach Singular and Plural Nouns

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Common Nouns  
and Proper  
Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

#### LESSON 4

**Practice Singular and  
Plural Nouns**

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Edit for Adverbs

## OBJECTIVE

Use relative pronouns and relative adverbs.

STUDENT INTERACTIVE, p. 368



**TRAVEL ARTICLE**

### Edit for Adverbs

The relative adverbs *where*, *when*, and *why* connect **two related clauses**.

*Where* is about place: **I found the tickets where Cindy left them.**  
*When* is about time: **You will return to Paris when you are ready to fly home.**  
*Why* is about a reason: **He told me why the park was closed.**

Adverbs of frequency, such as *often* and *never*, describe a **verb** by telling how often it happens.

I **always** take the train.  
 Sometimes visitors **stay** an extra day.

Adverbs of degree, such as *very*, *highly*, and *slightly*, describe an adjective or another **adverb** by telling how strongly it applies to a situation.

You must be quite athletic to complete this hike.  
 The guide read the words very **slowly**.

Often adverbs are words that modify a verb and end in *ly*, such as *quietly* in the following sentence: The students **talked quietly** during free time.

**My TURN** Edit this paragraph to correct five adverb errors. Cross out the incorrect adverb and write the correct one above it.

In England, you will ~~never~~ <sup>often</sup> see many flags in one place. These flags should ~~guide~~ <sup>always</sup> be displayed in a ~~sometimes~~ <sup>very</sup> respectful way. The most ~~slightly~~ <sup>highly</sup> honored flag, called the Royal Standard, only flies over a British castle ~~why~~ <sup>when</sup> the ruler is there.

**My TURN** Edit for adverbs when you revise the draft of a travel article in your writing notebook.

368

## Minilesson

Mentor STACK



**TEACHING POINT** Adverbs serve several functions in sentences. They provide readers with necessary information by

- Connecting related clauses to tell where, when, or why actions take place.
- Describing how often and to what extent actions take place.

**MODEL AND PRACTICE** Explain that some adverbs connect two related clauses in a sentence. A clause is a complete sentence with a subject and verb. Provide the following sentence: *I don't know when I will get back from vacation.* Say: *The word **when** connects the two clauses in the sentence. Circle **when**. Then say: **When** tells about time. It is called a relative adverb. Two other relative adverbs are *where* and *why*.*

Then explain that an adverb of frequency describes how often an action takes place. Say: *Words such as **often**, **occasionally**, **daily**, and **rarely** are adverbs of frequency.* Have students add each adverb to the following sentence: *We \_\_\_\_\_ camp on vacation.* Ask: *Which word in the sentence does the adverb describe?*

Next, explain that *amount* is another word for “degree.” Say: *If I say, “I am very excited,” you know how **much** excitement I feel. **Very** is an adverb of degree.* Guide students to name other adverbs of degree such as *partly*, *completely*, *greatly*, and *deeply*. Point out that an adverb of degree sometimes describes an adjective and, sometimes, another adverb.

Direct students to edit the paragraph on p. 368. As needed, give students a list of adverbs to use.

### Possible Teaching Point

#### Spelling | Greek Roots

Have students check their work to be sure any words with Greek roots are spelled correctly.



## Independent Writing

**FOCUS ON EDITING FOR ADVERBS** Have students edit for adverbs of degree and frequency as they revise their travel articles.

- If students need more models, have them study stack texts for examples.

### WRITING SUPPORT

---

- **Modeled** Use a stack text to model use of different types of adverbs. Help students find, copy, and label relative adverbs, adverbs of frequency, and adverbs of degree.
- **Shared** Provide one example each of relative adverbs, adverbs of frequency, and adverbs of degree. Have students work in pairs to create sentences using each type of adverb. Write the sentences students create.
- **Guided** Provide explicit instruction on using adverbs to connect related clauses and to modify verbs, adjectives, and other adverbs.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, have them edit their drafts.

See the **Conference Prompts** on p. T410.

## Share Back

Have several students share one or two edits they made for adverbs. Ask students to describe the function the adverb performs in each example.

# Spelling Spiral Review

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

biography	telegraph
biology	pictograph
biologist	photograph
biome	kilometer
telephone	barometer
microphone	centimeter
headphones	diameter
gyroscope	teleport
telescope	phonics
periscope	perimeter

### Writing Workshop

Remind students to check for irregular plurals as they revise and edit drafts in their writing notebooks.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Irregular Plurals

**FOCUS ON STRATEGIES** Review words with irregular plural forms. Point out that some of these words are unique, and no other words in English follow the same pattern.

**MODEL AND PRACTICE** Read aloud *tooth, leaf, life, moose*. Ask students to spell the plural of each word.

**APPLY** Invite students to add to the list of words with irregular plurals in their reading notebooks.

FLEXIBLE OPTION

## LESSON 4



### Spiral Review: Irregular Plurals

FLEXIBLE OPTION

## LESSON 1

Assess Prior Knowledge

## LESSON 2

Teach: Spell Words with Greek Roots

FLEXIBLE OPTION

## LESSON 3

More Practice: Spell Words with Greek Roots

## LESSON 5

Assess Understanding



# Language & Conventions

## Singular and Plural Nouns

### LESSON 4

#### Practice Singular and Plural Nouns

**APPLY My TURN** Have students complete the My Turn section on *Student Interactive* p. 364. Remind students to use the rules for spelling plurals when they edit their own drafts.

**LANGUAGE AND CONVENTIONS**

#### Singular and Plural Nouns

**Singular nouns** name one person, place, thing, or idea. **Plural nouns** name more than one person, place, or thing and can be formed in different ways. Some plural nouns are formed by adding *-s* or *-es*. For some nouns ending in *y*, the *y* is replaced with *i* when the noun changes from the singular to plural form. Other plural nouns use a different spelling from the singular form. For example, the singular noun *woman* changes to *women* in the plural form. Follow these rules when you edit drafts.

Singular Nouns	Plural Nouns	Sentences
man, canoe	men, canoes	The <b>man</b> built himself a <b>canoe</b> . Two <b>men</b> are paddling their <b>canoes</b> .
woods, berry	woods, berries	I ate a <b>berry</b> while I walked in the <b>woods</b> . A bear wandered through the <b>woods</b> looking for <b>berries</b> to eat.
caterpillar, butterfly	caterpillars, butterflies	A <b>caterpillar</b> turns into a <b>butterfly</b> . Monarch <b>butterflies</b> and <b>caterpillars</b> eat milkweed.

**My TURN** Edit this draft to make sure the correct singular or plural form of the noun is used in each sentence.

Butterflies play an important part as pollinators of flowers. The flowers have patterns that surround their centers. Butterflies can see these patterns, but people cannot. For butterfly, the colors are like a secret code.

**My TURN** When you edit your writing, make sure to use and spell plural nouns correctly.

364

#### OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

#### Writing Workshop

As students edit their Writing Workshop drafts, focus on forming plurals correctly. Suggest that they exchange drafts with a partner and proofread each other's work for correct use of singular and plural nouns.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Common Nouns  
and Proper  
Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

#### LESSON 3

**Teach Singular and  
Plural Nouns**

### LESSON 4

#### Practice Singular and Plural Nouns

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Edit for Coordinating Conjunctions

## OBJECTIVE

Edit drafts using standard English conventions, including: coordinating conjunctions to form compound subjects, predicates, and sentences.

STUDENT INTERACTIVE, p. 369



WRITING WORKSHOP

### Edit for Coordinating Conjunctions

Writers use the three coordinating conjunctions—*and*, *but*, and *or*.  
Writers use *and* to combine subjects or predicates. The **subject** of a sentence is a noun or a pronoun. The **predicate** of a sentence is a **verb**.  
*People drive cars.*

- If two sentences have the same verb, combine them into one sentence with a **compound subject**:  
*Trains and buses run between the cities.*
- If two sentences have the same subject, combine them into one sentence with a **compound predicate**:  
*Planes take off and land every 30 seconds.*

Writers use a comma plus *and*, *but*, and *or* to combine whole related sentences. This makes a **compound sentence**. Each conjunction does its own job.

- **And** adds information:  
The Capitol is where lawmakers meet, *and* it bustles with activity.
- **But** shows a difference:  
It can be nice at the National Mall, *but* it quickly gets muddy in the rain.
- **Or** shows a choice:  
Show your ticket, *or* wait in the line over there.

**WYTURN** Rewrite each pair of sentences into a single sentence.

1. The dolphins put on a show. The killer whales put on a show.  
*The dolphins and killer whales put on a show.*
2. The sailors undid the ropes. The sailors pushed the boat from the dock.  
*The sailors undid the ropes and pushed the boat from the dock.*

**WYTURN** Use coordinating conjunctions when you edit the draft of a travel article in your writing notebook.

369

## Minilesson

Mentor STACK



**TEACHING POINT** Writers use coordinating conjunctions to combine sentences or parts of sentences. Coordinating conjunctions may join

- Two subjects that have the same verb.
- Two verbs that have the same subject.
- Two complete sentences that are related.

**MODEL AND PRACTICE** Write *Spiders scare me. Wasps scare me.* Ask students to identify the subject and predicate in each sentence. Say: **Because the predicate “scare me” is the same, I can combine the subjects to form one sentence.** Write: *Spiders and wasps scare me.* Have students identify the word that connects the two subjects. Say: **The word *and* is a coordinating conjunction.** Have students echo-read the sentence with you. Explain that “Spiders and wasps” is a compound subject.

Repeat the exercise with the sentences *Spiders spin webs. Spiders catch bugs in them.* Explain that “spin webs and catch bugs in them” is a compound predicate.

Say: ***But* and *or* are two more coordinating conjunctions.** Write *Spiders scare me. They are amazing creatures.* Say: **I can use the coordinating conjunction *but* to combine these two sentences into one sentence.** Write *Spiders scare me, but they are amazing creatures.* Say: **I used the coordinating conjunction *but* to form a compound sentence. *But* shows a difference in the ideas in the two parts of the sentence.** Point out that a comma always comes before the coordinating conjunction in a compound sentence. Walk students through the sample compound sentences on p. 369 of the *Student Interactive*.

Direct students to complete the activity on p. 369 of the *Student Interactive*.

## WRITING CLUB

Place students into Writing Club groups. See p. T429 for details of how to run Writing Club. See the **Conference Prompts** on p. T410.

## Share Back

Call on volunteers to explain when to use coordinating conjunctions *and*, *but*, and *or* to form compound subjects, predicates, and sentences.



## WRITING CLUB

**What's Happening This Week?** In this week's Writing Club, students will share revised drafts of their travel articles.

To gain confidence in giving and receiving constructive feedback, students should spend the first 5–10 minutes in their groups discussing how to

- tell a writer what is good or strong about his or her draft
- make specific, concrete suggestions for a writer to consider
- listen actively and ask relevant questions for clarification

**What Are We Sharing?** Before sharing their travel articles, students should decide which elements of their work they would like feedback on in today's Writing Club. Students should tell the club their concerns before they begin reading their articles. This will help the group focus.



### How Do We Get Started? *Conversation Starters*

Use these prompts to help students begin discussions in their Writing Club.

- What linking verbs and phrases should the writer add to make the writing clearer?
- Where might the writer use more precise language?
- Where does the writer use specific vocabulary that creates vivid pictures in the reader's mind?
- Are capital letters used correctly in names of languages, races, nationalities; titles of written works; and names of historical periods, events, and documents?
- When does the writer use relative adverbs, adverbs of frequency, and adverbs of degree?
- Where might the writer use coordinating conjunctions to combine subjects, predicates, or related sentences?





# Spelling Spell Words with Greek Roots

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.

## SPELLING WORDS

biography	telegraph
biology	pictograph
biologist	photograph
biome	kilometer
telephone	barometer
microphone	centimeter
headphones	diameter
gyroscope	teleport
telescope	phonics
periscope	perimeter

## LESSON 5


### Assess Understanding

Read the following sentences aloud. Have students spell the bold words.

### Spelling Sentences

1. Wendy studied **biology** in college and became a doctor.
2. Before the radio interview, Jed adjusted his **microphone**.
3. The rising **barometer** indicates good weather ahead.
4. Toni's cabin is 8 **kilometers** from here, or about 5 miles.
5. **Phonics** should help you sound out words in English.
6. We walked around the **perimeter** of the field, outside the fence.
7. The **telephone** was so old that it had a dial instead of buttons.
8. Using a **telescope**, you can see the moon clearly.
9. Lam is listening to music on **headphones**, so he can't hear us.
10. The **telegraph** uses a wire to transmit messages in code.

FLEXIBLE OPTION   
LESSON 1

 Assess Prior Knowledge


LESSON 2

Teach: Spell Words with Greek Roots

FLEXIBLE OPTION   
LESSON 3

More Practice: Spell Words with Greek Roots

FLEXIBLE OPTION   
LESSON 4

 Spiral Review: Irregular Plurals

## LESSON 5

 Assess Understanding



# Language & Conventions

## Singular and Plural Nouns

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

Have students identify the sentence with the correct plural nouns.

- A At both party, we ran out of dishes and plate.
- B** At both parties, we ran out of dishes and plates.
- C At both parties, we ran out of dishes and plate.
- D At both party, we ran out of dishes and plates.

**APPLY** Have students complete *Language and Conventions* p. 58 from the *Resource Download Center*.

Name \_\_\_\_\_

**Language and Conventions**

**Singular and Plural Nouns**

A singular noun names one person, place, thing, or idea. A plural noun names more than one person, place, thing, or idea. Some plural nouns are formed by adding *-s* or *-es* to the end. Nouns that end in *y* are made plural by replacing the *y* with *i*. Some singular nouns use a different spelling than the singular form. Some nouns have the same spelling for the singular and plural forms.

**My Turn** Write the singular form of each plural noun. Write the plural form of each singular noun.

- bridges bridge
- babies babies
- potatoes potato
- stories story
- child children
- address addresses
- class classes
- inch inches
- houses house
- man men

**My Turn** Complete each sentence with the plural form of each word in parentheses.

- We saw three deer (deer) when we were hiking.
- Jackson saw both movies (movie) last week.
- I memorized all of the capital cities (city).

Grade 4, Unit 2, Week 4  
© Pearson Education, Inc., or its affiliates. All rights reserved.

#### OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

#### 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:**  
Common Nouns  
and Proper  
Nouns

FLEXIBLE OPTION

### LESSON 2

**Oral Language:**  
Singular and Plural  
Nouns

### LESSON 3

**Teach Singular and  
Plural Nouns**

### LESSON 4

**Practice Singular and  
Plural Nouns**

FLEXIBLE OPTION

### LESSON 5

#### Standards Practice

# Weekly Overview

Students will


- edit drafts of travel articles.
- share, publish, and reflect on the writing experience.
- follow a six-step plan to prepare for assessment and write a travel article in response to a prompt.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

## Minilesson Bank

### Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	<b>FAST TRACK</b> LESSON 1	<b>FAST TRACK</b> LESSON 2	LESSON 3
<b>MINILESSON</b> 5–10 min.	Edit Complete Sentences T436	Edit for Nouns T440	Publish and Celebrate T444
<b>INDEPENDENT WRITING AND CONFERENCES</b> 30–40 min.	Independent Writing and Conferences T437	Independent Writing and Conferences T441	Independent Writing and Conferences T445
<b>SHARE BACK FOCUS</b> 5–10 min.	Complete Sentences and Subject-Verb Agreement T437	Proper Nouns T441	Reflection on Writing T445
 <b>READING-WRITING WORKSHOP BRIDGE</b> 5–10 min.	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling Assess Prior Knowledge</b> T438</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Singular and Plural Nouns T439</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Spelling Teach: Spell Words with Latin Roots</b> T442</li> </ul> <p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Language &amp; Conventions</b> Oral Language: Subject-Verb Agreement T443</li> </ul>	<p><b>FLEXIBLE OPTION</b> ←</p> <ul style="list-style-type: none"> <li>• <b>Spelling More Practice</b> T446</li> <li>• <b>Language &amp; Conventions</b> Teach Subject-Verb Agreement T447</li> </ul>



# Mentor STACK



Use the following criteria to add to your travel article stack:

- The article includes photographs with captions.
- The article is written in inverted pyramid style, with the most important information at the beginning.

**FAST TRACK**

**LESSON 4**

**LESSON 5**

Prepare for Assessment T448

Assessment T452

Independent Writing and Conferences T449

Assessment T452–T453

Topics and Headlines T449

Assessment T452

- **Spelling** Spiral Review T450
- **Language & Conventions** Practice Subject-Verb Agreement T451

- **Spelling Assess Understanding** T454
  - **Language & Conventions** Standards Practice T455
- FLEXIBLE OPTION**

**ADDITIONAL RESOURCES**

**MINILESSON**

5–10 min.

Apply Coordinating Conjunctions

Make a Travel Brochure

**INDEPENDENT WRITING AND CONFERENCES**

30–40 min.

Independent Writing and Conferences

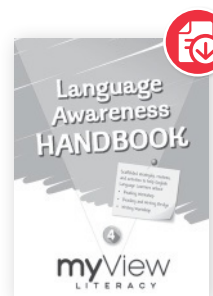
Independent Writing and Conferences

**SHARE BACK FOCUS**

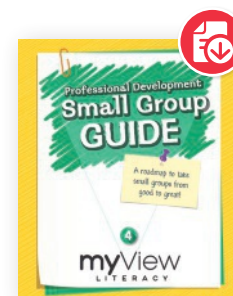
5–10 min.

Coordinating Conjunctions

Engaging Features







See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

# Conferences Mentor STACK

During this time, assess for understanding of revising and editing techniques in order to gauge where students may need support in their travel article writing. Have stacks and minilessons available to reference during the conference.

FORMATIVE ASSESSMENT		Conference Prompts
<b>Edit Complete Sentences</b>		
If students need additional support,	 <b>Then</b> ask: What is subject-verb agreement?	
If students show understanding,	<b>Then</b> ask: How do you check your sentences?	
<b>Edit for Nouns</b>		
If students need additional support,	 <b>Then</b> ask: What is the difference between a common and a proper noun?	
If students show understanding,	<b>Then</b> ask: What proper nouns appear in your travel article?	
<b>Publish and Celebrate</b>		
If students need additional support,	 <b>Then</b> ask: What is one question you can ask yourself about your writing experience?	
If students show understanding,	<b>Then</b> ask: What can you learn by thinking about writing?	
<b>Prepare for Assessment</b>		
If students need additional support,	 <b>Then</b> ask: What details could you include in your article?	
If students show understanding,	<b>Then</b> ask: How do you decide which media to use in your article?	

## Conference Support for ELL

### EMERGING

- Model correct subject-verb agreement using pairs of short, simple sentences such as *The bird sings* and *Birds sing*.
- Model writing sentence with plural nouns and proper nouns.
- Use modeled writing to help students plan a travel article.

### DEVELOPING

- Use modeled writing to help students write complete sentences with subject-verb agreement.
- Use stack texts to teach correct use of singular and plural nouns and capitalization of proper nouns.
- Use shared writing to help students plan their travel articles.

### EXPANDING

- Use shared writing to edit text for complete sentences and subject-verb agreement.
- Use guided writing to teach students proper use of singular and plural nouns and capitalization of proper nouns.
- Use guided writing to help students plan and draft their travel articles.

### BRIDGING

- Invite students to form complete sentences and discuss subject-verb agreement.
- With stack texts, help students identify correct use of singular and plural nouns and capitalization of proper nouns.
- Use guided writing to help students write their travel articles.

## Reading-Writing Workshop Bridge

When conferring with students, refer back to the Bridge minilessons on **text structure** and **subject-verb agreement**.



## ELL Minilesson Support

### Week 5: Publish, Celebrate, and Assess

During the publish, celebrate, and assess week, your ELLs will benefit from additional support that helps prepare them to write a travel article that will be assessed. These targeted supports were chosen to help students edit their writing.

Use this note for the minilesson on p. T436.

#### ELL Targeted Support

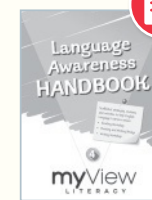
##### EDIT COMPLETE SENTENCES

Writing complete sentences may present challenges to some English learners, especially those in whose native language the verb precedes the subject, for example, “Sat the boy on the chair.” Also, in Spanish, Korean, or Chinese, a subject pronoun may be omitted when the subject is clear, for example, “Am tired.”

Write these cloze sentences: *The \_\_\_\_ is red. \_\_\_\_ has soft cloth seats. My grandma \_\_\_\_\_ it every day. Often, \_\_\_\_\_ asks me to come with her.* Help students orally practice forming complete sentences. List these missing subjects and present-tense verbs *car, It, drives, she*. When students are confident responding orally, have them copy the cloze sentences and write the correct subjects and verbs in the blanks. Point out the subject-verb agreement in each sentence. **EMERGING**

List four subjects (singular and plural), and four present-tense verbs (two singular and two plural). Have partners write sentences using the subjects and verbs. **EXPANDING**

Challenge students to write several sentences that have subject-verb agreement. Have them form sentences using singular and plural subjects and verbs. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T440.

#### ELL Targeted Support

##### EDIT FOR NOUNS

Plural nouns may present challenges to English learners, especially those whose native language is Chinese, Korean, Hmong, or Vietnamese. In these languages, there is no plural form for most nouns. Often the plural form is expressed through the use of an adjective qualifier, for example, *I have several hobby*. Also in these languages there is no plural after a number, for example, *Mai has three sister*.

Provide pairs of sentences—a complete sentence and a cloze sentence—to help students use plural nouns, such as *I have one pencil. I have two \_\_\_\_\_*. Help students fill in the blank with the plural form of the noun. Include sentences with nouns whose plural is formed by adding *-es* (for example, *lunches*) and *-ies* (for example, *bunnies*). Have students echo your words as you read the completed pairs of sentences aloud. When students are confident responding orally, have them copy the sentence pairs and complete the cloze sentences in writing. **EMERGING/DEVELOPING**

Have student pairs choose a stack text and list the singular nouns they find in a paragraph. Then have partners write original sentences using the nouns in the plural form. **EXPANDING**

**FAST TRACK**

# Edit Complete Sentences

## OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with subject-verb agreement.

STUDENT INTERACTIVE, p. 403

**TRAVEL ARTICLE** **WRITING WORKSHOP**

**Edit Complete Sentences**

**Learning Goal**  
I can use elements of informational text to write an article.

A complete sentence is one with a subject and a predicate. The subject of a sentence is a noun or a pronoun, and the predicate of a sentence is a verb. A complete sentence must have subject-verb agreement. A singular subject must have a singular verb, and a plural subject must have a plural verb.

Subject	Verb Rules	Examples
Singular	<ul style="list-style-type: none"> <li>Add -s or -es to the present-tense verb to make a singular verb.</li> <li>Use is or was.</li> </ul>	Rob <b>runs</b> faster than Jewel runs. The big cat <b>watche</b> s the people passing by. The pilot <b>is</b> from Utah. Our bus driver <b>was sing</b> ing a song.
Plural	<ul style="list-style-type: none"> <li>Do not add an ending to the present-tense verb.</li> <li>Use are or were.</li> </ul>	Ostriches <b>run</b> beside the jeep. Bobcats <b>watch</b> cottontail rabbits. The pilots <b>are</b> all women. The racecar drivers <b>were taking</b> a break.

**MY TURN** Edit these sentences so that they have subject-verb agreement. Cross out three incorrect words and write the correct words above them.

The chickens ~~is~~ eating corn. Bailey ~~threw~~ more on the ground, and the birds ~~run~~ after the new pieces.

**MY TURN** Apply this skill when you edit the draft of a travel article in your writing notebook.

403

## Minilesson

Mentor **STACK**



**TEACHING POINT** A complete sentence has both a subject and predicate. In a complete sentence

- The subject is a noun or pronoun.
- The predicate is a verb.
- A singular subject has a singular verb, and a plural subject has a plural verb.

**MODEL AND PRACTICE** Inform students that they will be editing drafts of their travel articles for complete sentences. Say: **Every sentence must have a subject, which tells who or what the sentence is about, and a verb, which tells what the subject does.** Have students transcribe the following sentences as you say them: **The dog loves chicken treats. The dogs love chicken treats.** Have students underline the subject and circle the verb in each sentence. Say: **In the first sentence, dog is the singular subject and loves is the singular verb. In the second sentence, dogs is the plural subject and love is the plural verb.**

Use the chart on p. 403 in the *Student Interactive* to review rules for forming singular and plural verbs in the present tense and the singular and plural forms of the irregular verb *be*. Have students echo-read each sentence in the chart and identify its subject and the verb. Have them state whether the subject and verb are singular or plural.

Have pairs of students work together to edit the sentences on p. 403.



## Independent Writing

### FOCUS ON EDITING FOR COMPLETE SENTENCES

- Direct students to edit one of their drafts for complete sentences. Remind them to be sure each sentence has a subject and predicate and that the subject and verb agree. Invite pairs of students to review each other's work and make any further edits.

### WRITING SUPPORT

---

- **Modeled** Use a stack text to model subject-verb agreement. Help students find and copy examples of complete sentences with present-tense singular and plural verbs and with the verbs *is*, *was*, *are*, and *were*.
- **Shared** Write simple sentences that have errors in subject-verb agreement and that are missing either a subject or verb. Have students identify and correct the errors. Make their corrections, and then have students read aloud the corrected sentences.
- **Guided** Provide explicit instruction on how to write sentences that have subject-verb agreement.

 **Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T434.



## Share Back

Call on a few students to share complete sentences from their writing. They may want to describe any errors they found in subject-verb agreement, and how they corrected them.



# Spelling Spell Words with Latin Roots

## OBJECTIVE

Demonstrate and apply spelling knowledge.

## SPELLING WORDS

attract	traction
distract	abstact
distraction	aquatic
erupt	aquamarine
eruption	aquarium
disrupt	abrupt
interrupt	diction
territory	dictionary
territorial	dictate
terrain	verdict

## FLEXIBLE OPTION

### LESSON 1

#### ✓ Assess Prior Knowledge

Use the Spelling Sentences from Day 5 to assess students' prior knowledge of words with Latin roots *tract*, *rupt*, *terr*, *aqua*, and *dict*.

For students who understand the meanings of the Latin roots, include the following Challenge Words with the spelling list.

#### Challenge Words

jurisdiction  
corruption  
extractable

#### ELL Targeted Support

Write *aquarium*, *aquatic*. Say each letter sound and have students repeat it. Then say the whole word and have students repeat. **EMERGING**

Use the above activity. Point out the difference in the sound of *qua* between the two words. Have partners look for other pronunciation differences between words that share a root. **DEVELOPING/EXPANDING**

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Latin Roots


## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Latin Roots

## FLEXIBLE OPTION

### LESSON 4

 Spiral Review: Greek Roots *bio*, *phon*, *scope*, *graph*, *meter*, *tele*

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Spiral Review

FLEXIBLE OPTION

### LESSON 1



#### Spiral Review: Singular and Plural Nouns

**FOCUS ON STRATEGIES** Review the language and conventions topic, singular and plural nouns. See p. T423.

**MODEL AND PRACTICE** Write *flower, dog, chair, desk, pencil*. Say that if you refer to more than one flower, you write *flowers*. Have student volunteers make each remaining noun plural.

**APPLY** Have students list five singular nouns of their own. Then have them write the plural form of each noun.

### OBJECTIVES

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

### ELL Targeted Support

**Parts of Speech** Review simple sentences and the parts of speech nouns, pronouns, and verbs. Use a sentence and an example to define each term. Give students simple sentences with singular and plural common nouns, and have them identify the nouns, verbs, and pronouns. **EMERGING**

Use a sentence and an example to define each term. Then provide students with sentences that include a mix of singular and plural common and proper nouns and pronouns. Have students identify nouns, pronouns, and verbs. **DEVELOPING/EXPANDING**

FLEXIBLE OPTION

### LESSON 1



Spiral Review:  
Singular and  
Plural Nouns

FLEXIBLE OPTION

### LESSON 2

Oral Language:  
Subject-Verb  
Agreement

### LESSON 3

Teach Subject-Verb  
Agreement

### LESSON 4

Practice Subject-Verb  
Agreement

FLEXIBLE OPTION

### LESSON 5

Standards Practice

FAST TRACK

# Edit for Nouns

## OBJECTIVE

Edit drafts using standard English conventions, including singular, plural, common, and proper nouns.

STUDENT INTERACTIVE, p. 404

**TRAVEL ARTICLE**

**Edit for Nouns**

A **singular noun** names one person, place, or thing. A **plural noun** names more than one person, place, or thing.

A **common noun**, such as *city*, names any person, place, or thing. Common nouns begin with lowercase letters unless they are at the beginning of a sentence.

A **proper noun**, such as *Chicago*, names a particular person, place, or thing. Proper nouns begin with capital letters. When a proper noun has more than one word, then the first letter of each important word is capitalized (for example, *Statue of Liberty*).

**✎ PRACTICE** Edit the nouns in the paragraph to correct capitalization errors and to make nouns singular or plural so they go with the rest of the sentence.

The world's largest bar <sup>colony</sup> colonies is in <sup>Bracken Cave</sup> bracken-cave. The <sup>cave</sup> caves is near <sup>San Antonio, Texas</sup> san-antonio-texas. People love to watch the millions of <sup>bats</sup> bats fly out at <sup>sunset</sup> sunset.

**✎ PRACTICE** Correctly capitalize proper nouns when you edit the draft of a travel article in your writing notebook.

Make sure all proper nouns are capitalized in your travel article.

404

## Minilesson

Mentor STACK



**TEACHING POINT** Nouns name people, places, or things. Different types of nouns are used in sentences:

- A singular noun names one person, place, or thing.
- A plural noun names more than one person, place, or thing.
- A common noun names any person, place, or thing, and begins with a small letter.
- A proper noun names a particular person, place, or thing, and begins with a capital letter.

**MODEL AND PRACTICE** Prepare a copy of several paragraphs from a stack text that include several examples of each type of noun. Distribute copies to students and use a Think Aloud to identify examples of singular, plural, common, and proper nouns and to explain the function of each. Have students write an *s* for *singular*, *p* for *plural*, *c* for *common*, or *pr* for *proper* above each type of noun. For proper nouns say: **Proper nouns include places, languages, holidays, people's names, monuments, and companies.** Point out that in proper nouns, only important words are capitalized. Say: **In proper nouns, prepositions such as *of* or *as* in *Statue of Liberty* or *on* as in *High Street on Hudson* do not begin with a capital letter.** Invite students to name a few more nouns in each category.

Direct students to p. 404 in the *Student Interactive*. Have pairs of students work together to edit the nouns in the paragraph.

## Possible Teaching Point

## Writing Process

### Language & Conventions | Subject-Verb Agreement

Remind students that a complete sentence must have subject-verb agreement.

- If the subject is a singular noun, add *-s* or *-es* to the verb to form the present tense.
- If the subject is a plural noun, do not add an ending to the verb to form the present tense.

Have students work with a partner to read p. 376 in the *Student Interactive*. Have students find simple sentences in paragraphs 1 through 4 and explain the subject-verb agreement in each.



## Independent Writing

Mentor STACK



### FOCUS ON EDITING FOR NOUNS

Direct students to select one of their draft travel articles to edit for singular, plural, common, and proper nouns.

- If students need more models of types of nouns, have them study stack texts for examples.

### WRITING SUPPORT

---

- **Modeled** Do a Think Aloud about using singular, plural, common, and proper nouns correctly. Write one or two correct sentences using each type of noun and have students copy them.
- **Shared** Give students several examples singular, plural, common, and proper nouns. Do not capitalize words in the proper nouns. Invite partners to write sentences using the nouns correctly.
- **Guided** Prepare a chart with four columns, one for each type of noun. Have students name and record the nouns in the correct columns, form sentences orally using nouns from the chart, and then write the sentences.



**Intervention** Refer to the *Small Group Guide* for support.

---

- If students demonstrate understanding, have them edit nouns in their writing notebooks.

See the **Conference Prompts** on p. T434.

## Share Back

Call on two or three students to share examples of proper nouns from their travel articles. If a proper noun has more than one word, have students identify which words are capitalized.

# Spelling Spell Words with Latin Roots

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

attract	traction
distract	abstract
distraction	aquatic
erupt	aquamarine
eruption	aquarium
disrupt	abrupt
interrupt	diction
territory	dictionary
territorial	dictate
terrain	verdict

## LESSON 2

### Teach

**FOCUS ON STRATEGIES** Explain that words with Latin roots often repeat the spelling of the root. The words may be pronounced differently.

**MODEL AND PRACTICE** Write the word pairs *aquatic* and *aquamarine*, *distract* and *traction*. Point out that the root is spelled the same in each pair, though syllables are stressed differently.

**APPLY My TURN**  
 Have students complete the activity on p. 401 of the *Student Interactive* independently.

SPELLING
READING-WRITING BRIDGE

### Spell Words with Latin Roots

Some words in English come from Latin. Knowing the Latin roots *terr*, *rupt*, *tract*, *aqua*, and *dict* can help you spell English words with these roots. For example, if you know how the Latin root *rupt* is spelled, then it can help you correctly spell words with this root, such as *abruptly*.

**My TURN** Read the words. Spell and sort the words by their Latin roots.

SPELLING WORDS			
attract	distract	distraction	erupt
eruption	disrupt	interrupt	territory
territorial	terrain	traction	abstract
aquatic	aquamarine	aquarium	abrupt
diction	dictionary	dictate	verdict

<p><b>terr</b></p> <p>territory _____</p> <p>territorial _____</p> <p>terrain _____</p> <p>_____</p> <p>_____</p>	<p><b>rupt</b></p> <p>erupt _____</p> <p>eruption _____</p> <p>disrupt _____</p> <p>interrupt _____</p> <p>abrupt _____</p>	<p><b>dict</b></p> <p>diction _____</p> <p>dictionary _____</p> <p>dictate _____</p> <p>verdict _____</p>
<p><b>tract</b></p> <p>attract _____</p> <p>distract _____</p> <p>distraction _____</p> <p>traction _____</p> <p>abstract _____</p>	<p><b>aqua</b></p> <p>aquatic _____</p> <p>aquamarine _____</p> <p>aquarium _____</p> <p>_____</p>	

401

## LESSON 2

Teach: Spell Words with Latin Roots

FLEXIBLE OPTION  
**LESSON 1**

Assess Prior Knowledge

FLEXIBLE OPTION  
**LESSON 3**

More Practice: Spell Words with Latin Roots

FLEXIBLE OPTION  
**LESSON 4**

Spiral Review: Greek Roots  
*bio, phon, scope, graph, meter, tele*

**LESSON 5**

Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

FLEXIBLE OPTION **LESSON 2****Oral Language: Subject-Verb Agreement**

**FOCUS ON STRATEGIES** Introduce subject-verb agreement in complete simple sentences by giving oral examples of disagreement, such as *They goes to school*. Ask what is wrong with each sentence. Guide students to recognize that verbs and subjects should agree in number.

**MODEL AND PRACTICE** Help students list three verbs orally. Ask students to change each verb depending on how many people or things are doing the action—for example, *it goes, they go*. Help students practice modifying verbs with different subjects.

**APPLY** Have students work in pairs. One student should say a complete simple sentence. The other student should then restate it with a different subject, changing the verb as necessary.

**OBJECTIVE**

Edit drafts using standard English conventions including complete simple and compound sentences with correct subject-verb agreement.

FLEXIBLE OPTION **LESSON 2**

**Oral Language:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION **LESSON 1**

**Spiral Review:**  
Singular and  
Plural Nouns

**LESSON 3**

Teach Subject-Verb  
Agreement

**LESSON 4**

Practice Subject-Verb  
Agreement

FLEXIBLE OPTION **LESSON 5**

Standards Practice

**FAST TRACK**

# Publish and Celebrate

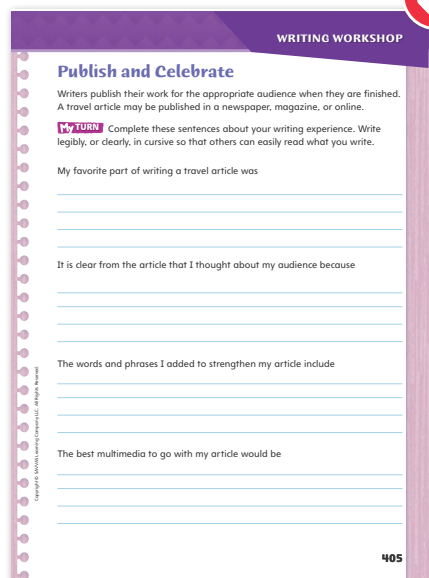
## OBJECTIVES

Write legibly in cursive to complete assignments.

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

STUDENT INTERACTIVE, p. 405



## Minilesson

Mentor STACK



**TEACHING POINT** After completing a travel article, writers

- Publish their work in a newspaper, magazine, or online.
- Reflect on their writing to help improve future writing.

**MODEL AND PRACTICE** Guide students to identify an appropriate audience for their writing, and have them publish their articles accordingly. If needed, suggest options such as the school newspaper or a classroom blog.

Then say: *After publishing your article, you should think about your writing experience to make your future writing stronger and more effective.* Direct students to *Student Interactive* p. 405 and say: *Reflecting on my experience writing a travel article helps me identify my strengths as a writer. It also helps me notice what I should work on more. By deciding what I liked and what went well, I can incorporate good habits into my future writing. Recognizing challenges and how I overcame them helps me avoid trouble and make the same good choices in the future.*

Give students time to review their writing notebooks and think about the changes they have made to drafts of a travel article. Then have students complete the page. Encourage them to write legibly, or clearly, in cursive.

## Possible Teaching Point

## Writing Process

### Publishing | Adding Media

The publishing step in the writing process celebrates the success of each student. Tell students they are almost ready to share a carefully edited copy of their favorite travel article with others.

Discuss with students how the use of media will make their travel articles more interesting to their readers. It's not too late for students to add

- photographs and illustrations
- maps

If students publish their articles online, they can also add

- video and sound
- animation

Remind students that travel articles are a type of informational text. Captions and labels must be factually accurate.



## Independent Writing

### FOCUS ON PUBLISHING

- Invite students to write a new travel article, integrating what they learned from thinking about their writing experience.

### WRITING SUPPORT

---

- **Modeled** Use a Think Aloud to model completing each of the sentence starters.
- **Shared** Have students discuss their reflections on writing a travel article. Then invite volunteers to restate their most helpful reflections as you transcribe them.
- **Guided** Provide explicit instruction on reflecting on writing a travel article.



**Intervention** Refer to the *Small Group Guide* for support.

---

- Alternatively, have them select an unpublished draft of a travel article to edit or revise, integrating what they learned.

See the **Conference Prompts** on p. T434.

## Share Back

Invite two or three volunteers who chose to write a new travel article to explain how their thoughts on earlier writing experiences helped them craft a new article. Then invite two or three volunteers who chose to edit or revise an unpublished work to share several examples of the changes they made and explain how those changes improved their work.



# Spelling Spell Words with Latin Roots

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

attract	traction
distract	abstract
distraction	aquatic
erupt	aquamarine
eruption	aquarium
disrupt	abrupt
interrupt	diction
territory	dictionary
territorial	dictate
terrain	verdict

## FLEXIBLE OPTION

### LESSON 3

#### More Practice

**FOCUS ON STRATEGIES** Remind students that Latin roots may be paired with different prefixes or suffixes.

**MODEL AND PRACTICE** Write or display the following sentences. Have students work in pairs to fill in the blanks. Point out that finding the right part of speech is part of finding the right word.

- Lee's constant singing is a noisy \_\_\_\_\_ . (**distraction**)
- The judge ruled that cell phones \_\_\_\_\_ drivers dangerously. (**distract**)

**APPLY** Have students complete Spelling p. 54 from the *Resource Download Center*.

The thumbnail shows a worksheet with the following content:

Name: \_\_\_\_\_

**Spelling**  
 Words with Latin Roots terr-, rupt-, tract-, equo-, and dicit- can help you spell many English words. If you know how the Latin root terr- is spelled, for example, then it can help you spell words with this root, such as territory.

**SPELLING WORDS**

attract	disrupt	traction	abrupt
distract	interrupt	abstract	diction
distraction	territory	aquatic	dictionary
erupt	territorial	aquamarine	dictate
eruption	terrain	aquarium	verdict

**Write** Based on your knowledge of Latin roots, write an original sentence for each word listed below. Be sure to spell correctly. **Possible responses:**

- attract The scent of food will attract flies.
- erupt The volcano will erupt and cover the island with ash.
- terrain The terrain surrounding the cabin is flat and dry.
- aquatic I like aquatic sports like swimming and sailing.
- dictate The new rules dictate that no one can walk in the park after dark.
- dictionary I used a dictionary to find the definition of the words on the list.

Grade 4, Unit 2, Week 5  
 © Pearson Education, Inc., or its affiliates. All rights reserved.

## FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Latin Roots

## FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Latin Roots

## FLEXIBLE OPTION

### LESSON 4

🌀 Spiral Review: Greek Roots  
 bio, phon, scope, graph, meter, tele

### LESSON 5

✓ Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

### LESSON 3

#### Teach Subject-Verb Agreement

**FOCUS ON STRATEGIES** A subject is the person, place, or thing that does the action in a sentence. The verb is the word or phrase that shows the action in a sentence. A complete sentence has a subject and a verb that agree in number.

The subject may be a singular noun or a plural noun. The form of the verb depends on the subject of the sentence. Most verbs end in s when the subject is third-person singular (*it changes*, *they change*).

**MODEL AND PRACTICE** Have a seated volunteer mime an action (yawning, waving, writing). Describe the action in a complete simple sentence: *She yawns*. Have a second volunteer join the first. Ask students how they would change the sentence to make it plural. Have students say or write the new complete simple sentence with correct subject-verb agreement.

#### OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

#### ELL Targeted Support

**Subject-Verb Agreement** Give students practice editing for subject-verb agreement.

Wave your hand, and say *The teacher waves*. Then have two students wave. Write *They \_\_\_\_* and have students write the correct verb. **EMERGING**

Display: *Melissa (walk/walks) her dog. Melissa and Nick (walk/walks) their dog*. Call on a student to edit for subject-verb agreement. **DEVELOPING**

Display two sentences with a singular subject. Have pairs edit each to correctly include plural subjects and subject-verb agreement. **EXPANDING**

Display three sentences. Have a volunteer identify the number of the subject and verb, and edit for subject-verb agreement as needed. **BRIDGING**

### LESSON 3

#### Teach Subject-Verb Agreement

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Subject-Verb  
Agreement

FLEXIBLE OPTION

#### LESSON 5

#### LESSON 4

**Practice Subject-Verb  
Agreement**

**Standards Practice**

# Prepare for Assessment

## OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 406



TRAVEL ARTICLE

### Prepare for Assessment

**My TURN** Follow a plan as you prepare to write a travel article in response to a prompt. Use your own paper.

- Study the prompt.**  
You will receive an assignment called a writing prompt. Carefully read the prompt below. **Highlight** the type of writing you must do. **Underline** the topic you must write about.  
Prompt: Write a **feature article** about a nearby travel destination where visitors can learn about local plants or animals.
- Brainstorm.**  
List three destinations you could write about. Then highlight your favorite.
- Assemble details and photographs.**
- Map out your article.**  
Lead Paragraph → Next Paragraph → Next Paragraph → Conclusion
- Write your draft.**  
Write a first-draft headline and article. Remember to incorporate photographs, captions, and multimedia if appropriate.
- Revise and edit your article.**  
Apply the skills and rules you have learned to polish your writing.

Always keep your audience in mind when you write a travel article.

406

## Minilesson

Mentor STACK



**TEACHING POINT** Following a plan helps writers respond to a writing prompt. Such a plan includes

- Understanding the prompt, brainstorming the topic.
- Gathering details and photographs.
- Deciding the order in which to present information.
- Writing a draft, and revising and editing the draft.

**MODEL AND PRACTICE** Tell students they will write a travel feature in response to a prompt, and this activity will provide practice responding to a prompt that they may see on an assessment. Direct students to *Student Interactive* p. 406, and say: **Following the six steps helps you plan, organize, and write a travel article.**

Have students read the steps with you. Discuss the following questions:

- Why is it important to identify the type of writing and the topic in the prompt? (Step 1)
- What is the purpose of brainstorming? (Step 2)
- What types of details might you gather? What types of photographs? (Step 3)
- What is a lead paragraph? What is the purpose of a conclusion? (Step 4)
- What is the purpose of a headline? Why might you want to add photographs and captions? (Step 5)
- What do you look for when you edit and revise a draft? (Step 6)

Have students complete Steps 1–4.

## Possible Teaching Point

### Spelling | Latin Roots

Have students check their work to be sure any words with Latin roots are spelled correctly.



## Independent Writing

### FOCUS ON ASSESSMENT PRACTICE

- Have students use Steps 5 and 6 on Student Interactive p. 406 to draft, revise, and edit a travel article in response to the writing prompt in Step 1.

### WRITING SUPPORT

---

- **Modeled** Use Think Alouds to model brainstorming destinations and assembling details for the selected destination.
- **Shared** Invite students to share how they map out their article. Encourage them to describe the key ideas in each paragraph.
- **Guided** Provide explicit instruction on steps in the drafting process that students find difficult.



**Intervention** Refer to the *Small Group Guide* for support.

---

See the **Conference Prompts** on p. T434.

## Share Back

Invite several students to share the locations they chose to write about. Also ask volunteers to share details and images they selected.

# Spelling Spiral Review

## OBJECTIVES

Demonstrate and apply spelling knowledge by spelling multisyllabic words with multiple sound-spelling patterns.

Demonstrate and apply spelling knowledge by spelling words using advanced knowledge of syllable division patterns.

## SPELLING WORDS

attract	traction
distract	abstact
distraction	aquatic
erupt	aquamarine
eruption	aquarium
disrupt	abrupt
interrupt	diction
territory	dictionary
territorial	dictate
terrain	verdict

## Writing Workshop

Have students proofread their work for Latin roots.

FLEXIBLE OPTION

## LESSON 4

### Spiral Review


**FOCUS ON STRATEGIES** Review the spelling rule from the previous week about the Greek roots *bio*, *phon*, *scope*, *graph*, *meter*, and *tele*.

**MODEL AND PRACTICE** Display this sentence: *I asked the star for an autograf.* Call on a volunteer to correct the misspelled word. Explain that if writers know how to spell the Greek root *graph*, then they can correctly spell English words that contain it, such as *autograph*.

**APPLY** Using the Spelling Words from the previous week, invite students to make as many words as possible by combining two or more Greek roots. Have students confirm spellings and definitions in a dictionary.

FLEXIBLE OPTION

## LESSON 4

 **Spiral Review:**  
 Greek Roots  
*bio*, *phon*, *scope*,  
*graph*, *meter*, *tele*

## LESSON 5

**Assess Understanding**

FLEXIBLE OPTION

## LESSON 1

**Assess Prior Knowledge**

## LESSON 2

Teach: Spell Words with Latin Roots

FLEXIBLE OPTION

## LESSON 3

More Practice: Spell Words with Latin Roots



# Language & Conventions

## Subject-Verb Agreement

### LESSON 4

#### Practice Subject-Verb Agreement

**APPLY My TURN** Have students edit the draft paragraph on *Student Interactive* p. 402.

LANGUAGE AND CONVENTIONS

### Subject-Verb Agreement

A complete sentence must have subject-verb agreement. A singular subject must have a singular verb, and a plural subject must have a plural verb.

If the subject is a **singular noun**, add -s or -es to the verb to form the present tense.

The **puppy** **plays** with a chew toy.

The **duck** **splashes** in the pond.

If the subject is a **plural noun**, do not add an ending to the verb to form the present tense.

The **puppies** **play** with a chew toy.

The **ducks** **splash** in the pond.

**My TURN** Edit this draft to correct the subject-verb agreement in each sentence.

Monotremes <sup>use</sup> ~~uses~~ their unusual features to survive. Echidnas <sup>use</sup> ~~uses~~ their beaks and tongues to find prey. They <sup>stick</sup> ~~sticks~~ out their spikes for protection. <sup>Platypuses use</sup> ~~Platypus uses~~ similar adaptations. They also <sup>sense</sup> ~~senses~~ food with their beaks. To protect themselves, they <sup>swim</sup> ~~swims~~ away or <sup>use</sup> ~~uses~~ their poison.

Copyright © Savvas Learning Company LLC. All Rights Reserved.

402

### OBJECTIVE

Edit drafts using standard English conventions, including complete simple and compound sentences with correct subject-verb agreement.

### Writing Workshop

As students finalize their drafts, remind them to think carefully about subject-verb agreement. Reading drafts aloud is a handy way to check whether verbs agree with subjects.

FLEXIBLE OPTION

#### LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

#### LESSON 2

**Oral Language:**  
Subject-Verb  
Agreement

#### LESSON 3

**Teach Subject-Verb  
Agreement**

### LESSON 4

#### Practice Subject-Verb Agreement

FLEXIBLE OPTION

#### LESSON 5

**Standards Practice**

FAST TRACK

# Assessment

## OBJECTIVE

Compose informational texts using genre characteristics and craft.

STUDENT INTERACTIVE, p. 407

**Assessment**

**WRITING WORKSHOP**

**WRITING** Before you write a travel article for your assessment, rate how well you understand the skills you have learned in this unit. Go back and review any skills you mark "No."

		Yes!	No
Ideas and Organization	I can brainstorm and plan an article.	<input type="checkbox"/>	<input type="checkbox"/>
	I can write a lead paragraph.	<input type="checkbox"/>	<input type="checkbox"/>
	I can organize relevant details into paragraphs and sections.	<input type="checkbox"/>	<input type="checkbox"/>
	I can choose illustrations and photos.	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I can convey a clear idea about a destination.	<input type="checkbox"/>	<input type="checkbox"/>
	I can include different types of details.	<input type="checkbox"/>	<input type="checkbox"/>
	I can write a headline.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use precise language and vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use transition words.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use linking words and phrases.	<input type="checkbox"/>	<input type="checkbox"/>
	I can incorporate multimedia.	<input type="checkbox"/>	<input type="checkbox"/>
Conventions	I can capitalize and use nouns correctly.	<input type="checkbox"/>	<input type="checkbox"/>
	I can edit for subject-verb agreement.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use adverbs effectively.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use coordinating conjunctions correctly.	<input type="checkbox"/>	<input type="checkbox"/>

407

## Minilesson

**TEACHING POINT** Making a checklist of elements to include when writing a travel article helps writers ensure their articles are strong. Checking off each item on the list helps them

- Evaluate how well they understand each element.
- Identify which aspects of ideas and organization, craft, and conventions they need to review and practice.

**MODEL AND PRACTICE** Remind students that *craft* includes the language and techniques a writer uses to write a text, for example, writing a headline. Review that *conventions* includes correct use of grammar and punctuation.

Direct students to the checklist on p. 407 in the *Student Interactive*. Explain that before they write the travel article that will be assessed, they will complete this checklist. Say: **You have learned all of these skills in this unit. Now, ask yourself whether or not you understand how to use each one in your writing. If you do not fully understand one of them, you should go back to review and practice it. Then you will be better prepared to write the travel article for your assessment.**

Direct students to complete the checklist.

## Assessment

Inform students that they are going to complete a writing assessment. Using the skills they have learned in this unit, they should respond to the prompt. If students answer the prompt on a separate sheet of paper, a line limit may be placed if the teacher would like this assessment to emulate other writing assessments students will take.

Have students complete the Writing Assessment on p. T453, or assess students' published writing by using the rubric.



## WRITING ASSESSMENT

**Travel Article**

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

WRITTEN COMPOSITION: Informational Travel Article

**READ** the information in the box below.

Living things adapt to the world around them.

**THINK** about travelers who visit places so that they can see animals.

**WRITE** a travel article about a place where animals are adapted to a particular environment. Describe the place and the unique animals.

Be sure to

- include a strong lead paragraph.
- have a clear organization.
- choose relevant, concrete details.
- use correct spelling, punctuation, and grammar.

## 4-Point Informational Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informational text is clearly focused around a topic developed with relevant details throughout.	Informational text has a well-developed, logical structure and clear transitions.	Informational text includes thorough and effective use of supporting details and relevant text features.	Informational text uses precise, relevant, and accurate domain-specific language.	Informational text has correct grammar, usage, spelling, capitalization, and punctuation.
3	Informational text is mostly focused and developed throughout.	Informational text has a mostly logical structure, but may lack transitions.	Informational text includes adequate use of supporting details. Some details may be weak or unrelated.	Informational text uses mostly relevant language, including adequate domain-specific language.	Informational text has a few conventions errors but is clear and coherent.
2	Informational text is somewhat developed but may occasionally lose focus.	Informational text's structure is somewhat unclear and inconsistent, and transitions may be ineffective or absent.	Informational text includes few supporting details, or supporting details are irrelevant or inaccurate.	Language in informational text may be overly general or sometimes inaccurate.	Informational text has some errors in usage, grammar, spelling, and/or punctuation that may affect clarity.
1	Informational text may be confusing, unfocused, or too short.	Informational text has little or no apparent structure.	Informational text includes few or no relevant, accurate supporting details.	Language in informational text is vague, unclear, or confusing.	Informational text is hard to follow because of frequent errors.
0	Informational text gets no credit if it does not demonstrate adequate command of informational text writing traits.				



# Spelling Spell Words with Latin Roots

## OBJECTIVE

Demonstrate and apply spelling knowledge.

### SPELLING WORDS

attract	traction
distract	abstract
distraction	aquatic
erupt	aquamarine
eruption	aquarium
disrupt	abrupt
interrupt	diction
territory	dictionary
territorial	dictate
terrain	verdict

## LESSON 5

### ✓ Assess Understanding

Use the following sentences for a spelling test.

#### Spelling Sentences

1. Michael made an **abrupt** exit half way through dinner.
2. After days of debate, the jury reached a **verdict**.
3. Settlers claimed the **territory** as their own.
4. I'm sorry to **interrupt** your chat.
5. The volcanic **eruption** blasted ash into the sky.
6. Juana has four fish in her **aquarium**.
7. Carl is interested in **abstract** artwork.
8. We walked carefully on the rocky **terrain**.
9. These flat-soled shoes don't have much **traction**.
10. He has a strict schedule to **dictate** every hour of his day.

FLEXIBLE OPTION

### LESSON 1

✓ Assess Prior Knowledge

### LESSON 2

Teach: Spell Words with Latin Roots

FLEXIBLE OPTION

### LESSON 3

More Practice: Spell Words with Latin Roots

FLEXIBLE OPTION

### LESSON 4

Spiral Review: Greek Roots  
*bio, phon, scope, graph, meter, tele*

## LESSON 5

✓ Assess Understanding



# Language & Conventions

## Subject-Verb Agreement

FLEXIBLE OPTION

## LESSON 5

## Standards Practice


Display the sentence and have students respond independently.

**The sensors detects electrical signals.**

Which revision corrects subject-verb agreement?

- A *sensor detect*
- B *sensor's detect*
- C *sensors detect***
- D No change

**APPLY** Have students complete *Language and Conventions* p. 59 from the *Resource Download Center*.



Name \_\_\_\_\_

### Language and Conventions

**Subject-Verb Agreement**  
The form of a verb must agree with the subject of the sentence. If the subject is a singular noun, form the present tense of the verb by adding -s or -es to it. If the subject is a plural noun, do not add an ending to the verb to form the present tense.

**My TURN** Underline the form of the verb that correctly completes each sentence.

- The student council (debates / debate) these questions carefully.
- Our teachers (leads / lead) the tour of the museum.
- Mom and dad (greet / greet) everyone as they arrive for Thanksgiving.
- Kara (lives / live) on my street.
- The book (takes / take) about two days to read.
- I (listens / listen) to music when I go hiking.
- Grandma (talks / talk) very quietly.
- Santiago and Keesha both (writes / write) with a pen when taking notes.
- Serena (wears / wear) a scarf when it is chilly out.
- My brother (sings / sing) in the shower.

**My TURN** Write a sentence for each verb. Make sure the subject and verb agree.

**Possible responses:**

- drive You cannot drive, because the car is out of gas.
- swims Dave swims the butterfly faster than the breast stroke.
- runs The track team runs a mile every day for training.
- cook I cook when mom works late.
- appears The full moon appears just once a month.

Grade 4, Unit 2, Week 5  
© Pearson Education, Inc., or its affiliates. All rights reserved. 59

## 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 5

## Standards Practice

FLEXIBLE OPTION

## LESSON 1



**Spiral Review:**  
Singular and  
Plural Nouns

FLEXIBLE OPTION

## LESSON 2

**Oral Language:**  
Subject-Verb  
Agreement

## LESSON 3

**Teach Subject-Verb  
Agreement**

## LESSON 4

**Practice Subject-Verb  
Agreement**



**Week 6**

**PROJECT FOCUS**

**This week students will**

- research animals and their adaptations.
- create an informational poster about an endangered animal.

**Lesson 1 Compare Across Texts**

T460–T461  
T462–T463

- Answer the Essential Question

**Inquire**

- Introduce the Project
- Read “Adapting to Urban Habitats”
- Generate questions
- Use Academic Words

**Lesson 2 Explore and Plan**

T464–T465  
T466–T467

- Informational Writing
- Read “An Unlikely Friendship”
- Plan your research

**Conduct Research**

- Library Databases
- Carry out an advanced search

**Lesson 3 Collaborate and Discuss**

T468–T469  
T470–T471

- Analyze Student Model
- Identify features of informational texts
- Write first draft

**Refine Research**

- Develop a Bibliography
- Read “Biomimicry: Shaping the Shinkansen”

**Lesson 4 Extend Research**

T472–T473  
T474–T475

- Incorporate Media
- Add maps, photos, and other media into poster

**Collaborate and Discuss**

- Revise and Edit: Language
- Peer Review

**Lesson 5 Celebrate and Reflect**

T476–T477

- Share posters
- Reflect on your project

**Reflect on the Unit**

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



# INTEGRATE your INSTRUCTION

## English Language Arts

- Write informative/explanatory pieces.
- Conduct short research projects.
- Gather information from print and digital sources.

## uEngineer It!



For alternative inquiry projects with a science focus, go online to [SavvasRealize.com](http://SavvasRealize.com).

## Science

- Use science findings to recognize patterns.
- Use science knowledge and processes to gain new knowledge.

## 4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic is clear. The main idea is clearly related to the topic.	The research is thorough with relevant evidence. Sources are cited accurately.	The organization is effective and logical. Ideas are supported by relevant information.	Language and vocabulary are clear and precise. Language conventions are present throughout.	Delivery method, including eye contact, referring to information on the poster, and tone and volume of voice, is effective.
3	The topic is mainly clear. The main idea is somewhat related to the topic.	The student identifies some relevant evidence. Most sources are cited accurately.	The organization is mostly effective and logical. Most statements are supported.	Language and vocabulary are mainly clear and precise. Language conventions are generally present.	Delivery method is mainly effective.
2	The topic is stated, but not clearly. The main idea is not connected to the topic.	The research is somewhat thorough and relevant. Sources are incompletely cited.	The organization is partly effective and has some logic behind it. Statements are rarely supported.	Language and vocabulary are vague and often imprecise. Language conventions are sometimes incorrect.	Delivery method is somewhat effective.
1	The topic and main idea are unclear or missing.	Research is often missing or irrelevant. Sources are not cited.	The organization is neither effective nor logical. Statements are seldom supported.	Language and vocabulary are imprecise. Language conventions are often incorrect.	Delivery method is generally ineffective.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> <li>• No response is given.</li> <li>• Student does not demonstrate adequate command of informational writing or presentation skills.</li> <li>• Response is unintelligible, illegible, or off topic.</li> </ul>				



Have students complete a student-friendly Research Project Checklist, p. 88, from the *Resource Download Center*.

# Compare Across Texts

## OBJECTIVES

Evaluate details read to determine key ideas.

Synthesize information to create new understanding.

## Adaptations

In this unit, students read about adaptations and how living things adjust to different habitats and environments.

**TURN, TALK, AND SHARE** **Question the Answers** Have students review each selection as needed to identify the question whose answer is given. Encourage students to explain their answers. Model questioning the answer for Week 5.

The answer tells me that we are asking about a country. I remember that these two animals are found in only one part of the world. I think that place was Australia. I'll double-check to make sure. Thumb through either or both of these selections and read aloud text that confirms your question.

### Compare Across Texts

Point to each selection pictured on the opener. Have student volunteers tell the titles and share one fact they learned from reading one of the selections. Then use the questions below to guide students to compare across texts.

- How do the animals described in *Animal Mimics* use adaptations? How is this different from the adaptations of the birds described in *Feathers: Not Just for Flying*? (Possible response: the animals in *Animal Mimics* often use adaptations to protect themselves, but feathers are often used to help birds find a mate.)
- How is the narrative of *Minn of the Mississippi* different from the narrative of *Butterfly Eyes and Other Secrets of the Meadow*? (Possible response: one text is fiction, though it is based on the real habits of turtles, and the other is nonfiction.)

### Essential Question

**MyTURN** Remind students of the Unit 2 Essential Question: *How do living things adapt to the world around them?* Have students write answers to the question in their notebooks. If they struggle to answer:

- Have students work in pairs and share their ideas.
- Then have students make connections to what they have read in other texts and to their own personal experiences.



**ELL Targeted Support Make Connections** Tell students that they can make connections about the unit and the essential question by thinking about animals they have seen and how those animals have adapted to their environments.

Read aloud the Essential Question. Help students generate simple phrases that tell how animals survive, such as *thick fur*, *strong legs*, or *when it is hot*. Help students create simple oral sentences with these phrases, such as *Rabbits use strong legs to run away*. **EMERGING/DEVELOPING**

Have students ask and answer simple questions about animals and the adaptations they make. For instance, write *Rabbits have strong legs* on the board. Have one student ask another *How do rabbits use their strong legs?* Have another student respond *Strong legs help rabbits run from danger*. Repeat with *Eagles have good eyesight*, *Lions have sharp teeth*, and *Some dogs have thick fur*. Use pictures of animals from reference books or the Internet as needed. **EXPANDING/BRIDGING**



Use the ELL Observational Assessment Checklists to monitor student progress for this unit.



STUDENT INTERACTIVE, pp. 408–409

COMPARE ACROSS TEXTS

UNIT THEME  
**Adaptations**

**WEEK 1**  
**Feathers: Not Just for Flying**  
These feathers attract attention and maybe even a mate.  
**What are peacock feathers?**

**WEEK 2**  
**Animal Mimics**  
This kind of animal copies the appearance, action, or sound of another animal.  
**What is a mimic?**

**WEEK 3**  
**from Minn of the Mississippi**  
She is the “monster” in the boys’ swimming hole.  
**Who is Minn the turtle?**

**WEEK 4**  
**from Butterfly Eyes and Other Secrets of the Meadow**  
Monarch butterflies lay their eggs on this plant that has pods and lavender flowers.  
**What is milkweed?**

**WEEK 5**  
**The Weird and Wonderful Echidna and The Very Peculiar Platypus**  
This country is home to both the echidna and the platypus.  
**What is Australia?**

**WEEK 6**  
**Project**  
Now it is time to apply what you learned about Adaptations in your WEEK 6 PROJECT: Saving Species!

**Essential Question**  
**MyTURN**  
In your notebook, answer the Essential Question:  
How do living things adapt to the world around them?

408

409



# Inquire

## OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Compose informational texts using genre characteristics and craft.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Develop and follow a research plan with adult assistance.

## Introduce the Project

This week students will address the theme of adaptation in nature by sharing responsibility with a partner to develop and follow a research plan, and create a poster describing an animal from an endangered species. Before introducing the first of the three research articles for the week, motivate students by activating background knowledge and setting a purpose for the project.

Start by reading the Activity prompt on p. 410. Ask students to identify a question that they might ask about endangered animals. Point out that some questions are implied in the prompt, such as “What does the animal eat?” Then have volunteers interpret the prompt.

### RESEARCH ARTICLES



Adapting to Urban Habitats	770L, 820L, 910L
An Unlikely Friendship	750L, 810L, 900L
Biomimicry: Shaping the Shinkansen	760L, 840L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

### ELL Language Transfer

**Cognates** Point out the Spanish cognates related to the research topic:

- adaptation : *adaptacion*
- species : *especie*
- animal : *animal*

### CRITICAL LITERACY

### Build Background

**Read-Pause-Annotate** Distribute copies of “Adapting to Urban Habitats.” Use the article to help students activate background knowledge and generate questions for research. Write the bulleted items below on the board and have partners take turns reading the article aloud. Have students pause from time to time and annotate the following:

- Underline the most interesting parts.
- Circle anything you find confusing.
- Highlight words and phrases that describe specific adaptations animals have made.

Have students discuss their annotations with the class.

### COLLABORATE

Have students work in pairs or trios to generate questions they would like to have answered about adaptations. Explain that students will look for information that answers these questions as they carry out their research. Remind students that their plan for research should include details about how each student will share in the responsibility.

### EXPERT’S VIEW Alfred Tatum, University of Illinois at Chicago



“Before students read a text, it is important to understand the benefits of that text. There has to be more than just a reading agenda. There need to be personal and intellectual agendas also. Intellectual development is extremely important. We want to balance reading skill and strategy development with personal and intellectual development. Both are powerful for advancing students’ literacy. We can’t neglect one for the other.”

See [SavasRealize.com](http://SavasRealize.com) for more professional development on research-based best practices.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students struggle to think of questions about animals and adaptations, show them photos of various animals. Model several “I wonder...” statements about the animals, such as “I wonder what it eats/how it moves/how many babies it has.” Help students generate statements like these. Then guide them to put the statements into question form.

**OPTION 2 Extend** If students show understanding, have them sort questions into two groups: those they think will be easy to answer and those they think will be more difficult. Ask students to develop a plan for finding answers to the questions in the second category.

## ELL TARGETED SUPPORT

Put students in pairs or groups to support their comprehension of the material. Students who have lived outside the United States, for example, may be familiar with animals that other students are not. Encourage them to describe these animals in words and drawings.

## Use Academic Words

**COLLABORATE** Have students complete the activity on p. 411. Ask students to share their responses using newly acquired vocabulary with the class. Encourage students to use these words and word forms in their posters as appropriate.

STUDENT INTERACTIVE, pp. 410–411



INQUIRE
PROJECT-BASED INQUIRY

### Saving SPECIES

**Activity**

Create a poster about an endangered animal. Research important information about the animal, such as what it eats, where it lives, what adaptations it has made to survive, and why it is now endangered.

**Research Articles**

With your partner, read “Adapting to Urban Habitats” to generate and clarify questions you have about the inquiry topic. Next, begin developing a research plan to help you create your poster. Be sure to share responsibilities with your partner.

- 1 Adapting to Urban Habitats
- 2 An Unlikely Friendship
- 3 Biomimicry: Shaping the Shinkansen

**Generate Questions**

**COLLABORATE** Read “Adapting to Urban Habitats” and generate three questions you have about the article. With your partner, answer any questions you can before sharing them with the class.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### Use Academic Words

**COLLABORATE** Work with your partner to complete the chart. If appropriate, use this vocabulary when you create your poster.

Academic Vocabulary	Word Forms	Word in Context
survive	survives survival survived	Plants need water and sunlight for their survival. _____
defense	defenses defend defender	The defender blocked the rebound shot. _____
classified	classify classifies classification	Ladybugs can be classified by the number of spots they have. _____
acquire	acquires acquired acquisition	Animals acquire, or learn, survival skills from other animals. _____
sufficient	sufficiently insufficient self-sufficient	The family gathered sufficient supplies for their camping trip. _____

# Explore and Plan

## OBJECTIVES

Recognize characteristics and structures of informational text.

Develop and follow a research plan with adult assistance.

### RESEARCH ARTICLES

Adapting to Urban Habitats	770L, 820L, 910L
An Unlikely Friendship	750L, 810L, 900L
Biomimicry: Shaping the Shinkansen	760L, 840L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

## Informational Writing

Use the informational article “An Unlikely Friendship” and the Plan Your Research chart to help students gather information by identifying the characteristics and structures of informational text, notably the need for a main idea with supporting details.

### CRITICAL LITERACY

### Main Ideas and Facts

#### COLLABORATE

Distribute copies of “An Unlikely Friendship.” Use the article to help students understand the features of informational text. Tell students that every informational text presents facts about a topic, and that these facts are used to support a main idea. Explain that a good way to start reading an informational article is by identifying the main idea of the text and the facts that support it. Add that informational texts are designed to help readers learn about a particular subject, and that the author usually chooses facts and details that will teach readers what the author wants them to know. Tell students to identify

- the main idea and details in the text,
- the text structure used by the author, and
- what the author wants the reader to learn about the topic.

After students have finished reading “An Unlikely Friendship,” have them discuss the article. To help students think critically about the text, ask questions such as the following:

- Where did the author find this information?
- What text structure did the author use?
- How do the facts support the main idea of the text?
- How well do the facts help teach the audience about the topic?

#### COLLABORATE

Have partners use the **Plan Your Research** activity on p. 413 to help them determine how they will find the information for their posters. They should also use the chart to help them decide on a text structure for their poster and to begin the process of determining which examples, facts, and other supporting evidence they plan to use. Check students’ work to ensure that they are on target.



**ELL Targeted Support Vocabulary** Students need a clear understanding of what *description* and *compare-and-contrast* mean before they can comprehend the features of these structures.

Write *description* on the board. Read it aloud. Explain that a description tells about an object. Display a red marker. *Here is a description of this object. It is a marker. It has a cap. It is red. You can draw with it.* Model each of these features in turn by touching the cap, sketching a simple picture with the marker, and so forth. Then write *compare-contrast* on the board and read these words aloud. Explain that these words tell how objects are the same or different. Display a blue marker and the red marker side by side. *They are the same because they are both markers. They both have caps. They both can draw. They are different because one marker is red and one marker is blue.* **EMERGING**

Write *description* on the board and read it aloud. *When you tell about an object, you are describing it. You are giving a description.* Display a red marker. Have students generate sentences to tell about the marker. Then write *compare-contrast* on the board and read it aloud. Explain that this phrase refers to telling how things are alike and different. Display a blue marker and a red marker. Have students generate simple sentences to tell how they are alike and how they are different. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 412–413



EXPLORE AND PLAN

PROJECT-BASED INQUIRY

### Just the Facts

Informational texts should include lots of facts.



People write **informational texts** to give a reader facts. When reading informational texts, you can gather information by identifying or using

- a main idea
- supporting details or evidence, such as facts and examples
- text features, such as headings and pictures
- a logical text structure, such as description, compare and contrast, or cause and effect



**COLLABORATE** Read “An Unlikely Friendship” with your partner. Then answer the questions about the article and the information the author uses.

1. Who is the intended audience for the article?  
\_\_\_\_\_
2. What does the author want the reader to think?  
\_\_\_\_\_
3. Which text structure does the author use? How does this help you understand the text?  
\_\_\_\_\_

### Plan Your Research

**COLLABORATE** Before you begin researching your animal, you will need to come up with a research plan. Use this activity to plan how you will look for information for your poster.

Definition	Examples
<p><b>TEXT STRUCTURE</b> shows how ideas are related.</p> <ul style="list-style-type: none"> <li>• Use <b>compare-and-contrast text structure</b> to show similarities and differences.</li> <li>• Use <b>description text structure</b> to give images and details.</li> </ul> <p>Read the two examples in the right column. Then, with your partner, identify the best way to structure information on your poster.</p>	<ul style="list-style-type: none"> <li>• Both butterflies use mimicry, but they use it in different ways. <a href="#">Compare-and-contrast text structure</a></li> <li>• Viceroy butterfly caterpillars store acid in their bodies. This acid gives the butterflies a bitter taste, which keeps birds away. <a href="#">Description text structure</a></li> </ul> <p>Which text structure would work best to organize your ideas?</p>
<p><b>EVIDENCE</b> Develop and support your ideas with</p> <ul style="list-style-type: none"> <li>• facts</li> <li>• examples</li> <li>• quotations</li> <li>• pictures</li> </ul>	<p><b>Fact:</b> A volcano is a landform with an opening.</p> <p><b>Example:</b> Japan, Indonesia, and Hawaii are all places that have volcanoes.</p> <p><b>Quote:</b> “Four volcanoes could erupt this year,” wrote noted volcanologist Elena Marquez.</p> <p><b>Pictures:</b> photograph of a volcano, map showing active volcanoes</p>

With your partner, list some possible options for finding information for your poster.

# Conduct Research

## OBJECTIVES

Identify and gather relevant information from a variety of sources.

Develop a bibliography.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

## PRIMARY SOURCES

Tell students that primary sources are pieces of direct evidence. People who experienced an event or a situation themselves qualify as primary sources, while people who only read about other people's experiences do not. Give the following examples of primary sources that could be useful as students create their posters:

- Images: photographs of the animal, especially in its native habitat
- Documents: descriptions of the animal by naturalists who observed them in the wild

## Library Databases

**TEACHING POINT** Library databases are excellent research tools because they provide access to thousands of published articles and other resources. One advantage to a library database as opposed to a search engine is that the articles in a database have been gathered from reputable sources.

**MODEL AND PRACTICE** Use the example on p. 414 to model using a library database.

- When you use a library database, you will probably have to narrow your search at least once. This reduces the number of results and makes it more likely that each of the results is useful to you. In the example, DeShawn narrows the search by telling Lindy not to include results from her right side, “Now, look to your left.” To do this in a database, use increasingly specific keywords: not just “endangered species” but “endangered animal,” for instance, or “gray whale” instead of just “whale.”
- Tell students that they need to record the information they get through a library database, and that they also need to record where they got the information. Explain that recording this information will help them if they need to go back and check facts, but also explain that recording will help make sure their readers trust the facts on their finished poster.

**COLLABORATE** Have students carry out the activity on p. 415. Encourage them to refer to p. 414 as they work. Help pairs identify keywords that will be especially appropriate for their topic. Discuss with students whether it makes sense for them to limit their results by year, audience, or content.



### EXPERT'S VIEW Julie Coiro, University of Rhode Island

“When conducting a search on the Internet, it’s tempting to let kids just click. The perception is that it’s easy—type in a key word and information magically appears. But it is not that easy. Once kids have located information, they have to sort through it. They have to evaluate the information. Is it relevant? Is it reliable? Is it useful for their particular needs? To figure these things out, they should have models of how to evaluate the author’s purpose and the quality of the author’s claims.”

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



## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Model searching for a general term such as “endangered” and evaluate the top results. Most will not include information that the student can use on their poster about an endangered animal. Then model using a narrower search, and point out that specific keywords generate more usable results.

**OPTION 2 Extend** Extend the activity by having students make two lists: one of broad keywords that will return too many results, and one of narrower, more specific search terms. Have them do searches to check their predictions.

## ELL TARGETED SUPPORT

Have students use a web or other graphic organizer to help them compare and evaluate keywords according to specificity. Have students put a term such as *bird* in the middle of a web and then list specific examples, such as *bald eagle*.

**NEXT STEPS** Once students have found information on the endangered animal species they have chosen, they should start working on a first draft of the text on their posters. As students start to write, be sure they know the topic and main idea of their work, which facts and examples they will use as supporting evidence, and who their intended audience will be. In the following activity, students will learn about the characteristics of an informational poster, including visuals as well as text.

STUDENT INTERACTIVE, pp. 414–415



CONDUCT RESEARCH

PROJECT-BASED INQUIRY

## BIG DATA

You can use a **library database** to find the information you need. You may get a lot of pages that are *not* useful to you. When that happens, use the advanced search buttons. Using advanced search is a lot like giving specific directions.

**EXAMPLE** DeShawn is giving Lindy instructions to help her find a certain book in the bookcase. **DeShawn:** “Stand facing the bookcase. Now, look to your left. Next, look up one shelf. Take out the tallest book. It should have a volcano on the cover.”

Notice that DeShawn makes the instructions more specific as Lindy gets closer. Similarly, when you use advanced search buttons, you are giving the database specific directions about what information to find.

In an advanced search, you can identify key words, words not to include, language, audience, date published, format, and availability. By filling out an advanced search form, you are more likely to get results that are relevant to your topic.



**COLLABORATE** Give your partner instructions to get from one side of your classroom to the other. Give the directions one at a time. Have your partner carry out each instruction before you give the next one. Restate any instructions as needed. Then change roles so your partner is directing you. When you are finished, discuss which directions were easiest to follow. Tell your partner how this activity is like using a library database to narrow down a search.

Now apply the concept to your research. In the advanced search fields, write key words and anything else that will help you narrow down your research. Put these skills into practice the next time you use a library database.

**Advanced Search**

Enter search terms in at least one of the fields below

**Keyword**

but do not include:

**Keyword**

Narrow your search (optional)

Year  to   
e.g. 1971 e.g. 1977

Audience  Any audience  Juvenile  Adult

Content  Any content  Fiction  Non-fiction  Textbooks

**Advanced Search**

Enter search terms in at least one of the fields below

**Keyword**

but do not include:

**Keyword**

Narrow your search (optional)

Year  to

Audience  Any audience  Juvenile  Adult

Content  Any content  Fiction  Non-fiction  Textbooks

# Collaborate and Discuss

## OBJECTIVES

Recognize characteristics and structures of informational text.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

Compose informational texts using genre characteristics and craft.

## CUSTOMIZE IT!

Posters are most often created on a large sheet of tagboard or other thick type of paper. Some students may decide to use markers and pencils to write their text by hand on the poster itself. Others may prefer to write their text on paper and then tape or glue the paper to the poster. Students may also type their text using a word processing program and then print it; if they choose this method, they should consider the type size they use before printing. Remind students that however their posters are created, the text needs to be easy to read.

## Analyze Student Model

**TEACHING POINT** Point out to students that their assignment is to create a poster about an endangered species, but that the Student Model shows a poster about volcanoes. Use the Student Model to review the important features of a poster, along with the characteristics of informational text.

**MODEL AND PRACTICE** Use the sample poster on p. 417 of the *Student Interactive* to demonstrate the features of an informational poster.

When you are creating an informational poster, you need to make sure that the poster has visual appeal. You are trying to catch people's attention, so you should focus on including pictures and titles that will make your audience want to look at your poster and learn from it. For instance, notice the word BOOM! In the corner of the poster about volcanoes. It's a dramatic word, and it's written in big letters; people will see it and become curious. The pictures are clear, and they show interesting things happening. In the same way, the map adds interest. Notice also that the focus of the poster is on information. It gives facts about volcanoes, such as where they can be found, what they look like, and how they work. This is not an argumentative text; you are not trying to convince your audience of anything. You should only give the facts. What else do you notice about this poster? Give students time to respond. Then have a volunteer read the introductory paragraph. Use the callouts to teach students how to find the topic and details of an informational text, as well as how to design a poster so it will best capture the attention of audiences.

**COLLABORATE** Have students work in pairs to draft a first version of the text that will appear on their poster. Remind them to use the checklist on p. 416 as they write. Tell students to paraphrase, or put in their own words, details from their research.

## Write for a Reader

**Audience** Tell students that informational posters are often hung on walls near sidewalks, or hung with other posters as part of a display. Explain that if posters do not look immediately interesting, people will not read them. Thus, students need to ensure that the posters look good, with large headings, titles, and subheadings to attract—and keep—the attention of readers, and images designed to capture attention as well. Tell students that they may use contractions, exclamation marks, and other examples of casual language in their work, but that they must write using complete sentences, correct spellings, and other features of standard written English.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** Students may have difficulty distinguishing facts from opinions. Review with students that argumentative text deals with what they think, but that informational text deals with facts—ideas that everyone agrees are true. Go through the statements in the Student Model poster with students, emphasizing that all the information is true and therefore that these are facts. Give examples of opinions regarding volcanoes, like *Volcanoes are frightening* or *It would be fun to see a volcano explode*, and point out that these are opinions that some people may share and others may not. Review with students that everything on their posters must be factual rather than opinion.

**OPTION 2 Extend** Students who have a thorough grasp of the features of informational text can be asked to put together a short booklet about informational writing for classmates to use. Students can use words and diagrams to describe what informational text is and what it is not.

## ELL TARGETED SUPPORT

Have students work with academic vocabulary such as *diet*, *habitat*, and *adaptations*, each of which appear in the checklist on p. 416. Explain that *diet* means “what an animal eats,” and that *habitat* means “where an animal lives.” Have students ask and answer simple questions using these words, like *What animal lives in a cold habitat?* or *Does a lion’s diet include cereal?*

## STUDENT INTERACTIVE, pp. 416–417

## COLLABORATE AND DISCUSS

## Get NOTICED!

One type of informational text is an **informational poster**. With a poster, writers can display information in a way that will attract the audience’s attention. When you create an informational poster, you will

- Include a title related to your topic
- Use bright colors and big letters
- Use images such as photographs, drawings, diagrams, and graphs
- Express information using sentences and short paragraphs

**COLLABORATE** Study the Student Model. Talk with your partner about how you can make a poster that helps readers learn more about your topic.

## Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps as you create your poster.

## Make sure your informational poster

- includes facts about your animal that are paraphrased, or put in your own words, from your research
- includes information about your animal’s diet, habitat, and adaptations
- includes both text and graphic features
- is logically organized
- is engaging and easy to read

416

## PROJECT-BASED INQUIRY

## Student Model

**BOOM! All About Volcanoes!**

A volcano is a landform with an opening. Underneath is a pool of melted rock. The pressure under the ground gets very high. Gases and rocks shoot up. That’s called an eruption!

A volcano might look like this when it erupts.

Smoke comes out of the volcanoes when they erupt. It can be very hard to breathe.

Lava is melted rock. It flows downhill, like water. It can burn you badly!

Some countries on the Pacific Ocean have a lot of volcanoes.

Scientists try to predict when volcanoes are close to erupting. Then they can tell people if they should leave their houses to stay safe.

By Peter and Virginia in Ms. Mitchell’s 4th grade class

**Highlight the topic.**

**Underline two facts.**

**Highlight a caption.**

**Underline the most engaging part of the poster.**

417



# Refine Research

## OBJECTIVES

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.

Develop a bibliography.

Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.

### RESEARCH ARTICLES



Adapting to Urban Habitats	770L, 820L, 910L
An Unlikely Friendship	750L, 810L, 900L
Biomimicry: Shaping the Shinkansen	760L, 840L, 900L

See the *Small Group Guide* for additional information on how to distribute the articles.

## Develop a Bibliography

**TEACHING POINT** Researchers keep track of their sources by taking notes. A bibliography helps writers ensure they give credit to sources used, and lets readers check that a writer’s sources are reliable.

**MODEL AND PRACTICE** Model putting together a bibliography:

- For a book, start with the name of the author. Most bibliographic formats put the last name first: *Gray, Susan H.* instead of *Susan H. Gray.* Put a period after the author’s name.
- The next piece of information is the book’s title. Use italics (or underline, if not typing) to write the title. End with a period.
- After that, list the city where the book was published, followed by a colon, the name of the publisher, a comma, and the year of publication. Most of this information is given on the title page at the beginning of the book.
- The rules for an Internet source are similar. Look closely at the rules on p. 418 to see how to list these sources.

### CRITICAL LITERACY

### References



Distribute copies of “Biomimicry: Shaping the Shinkansen.” Use the article to model citing a source. Have student pairs find additional sources. Guide students to create a bibliographic reference for each source. Display the following for students as they read:

- Circle information that comes from a primary source, such as direct scientific observation.
- Write the author’s purpose at the bottom of the article.
- Ask yourself how the author chose which facts to include in the text.

### COLLABORATE

Give student pairs time to answer the questions on p. 419. Review with students how and where they can find the book title in a bibliographic reference, along with the date, the author’s name, the name of the publisher, and the year of publication. Have students pay particular attention to the third question, which asks students to determine how they could find the reliability of the source. Encourage students to discuss their ideas with their partner and other pairs.



**ELL Targeted Support** **Questions with *wh*-** In addition to listing sources, compiling bibliographic information is a good way to help English language learners ask and answer questions with *wh*- words such as *who*, *what*, *where*, and *when*.

Review the meanings of *who* and *what*. Display a book and read the name of the author and the book's title. Show where those two pieces of information can be found on the book. Ask *Who is the author of this book?* Provide the sentence frame \_\_\_\_\_ *is the author of this book.* Repeat with *What is the title of this book?* \_\_\_\_\_ *is the title of this book.* Have students take turns asking and answering questions like these using other books. **EMERGING**

Review *who*, *what*, *where*, and *when*. Have students use these words to ask and answer questions as above, adding *This book was published in* \_\_\_\_\_. and *This book was published by* \_\_\_\_\_. **DEVELOPING**

**NEXT STEPS** Have students create standard bibliographic references for each of their sources.

STUDENT INTERACTIVE, pp. 418–419



REFINE RESEARCH

PROJECT-BASED INQUIRY

## Develop a Bibliography

Writers keep track of the sources they use. Often they make a list of sources called a **bibliography**. Writers usually include a bibliography with the informational texts that they write.

There are several different ways to list sources in a bibliography.

**Example for a book listed in a bibliography:**

To list a book, you need the title and the name of the author. You will also need the name of the publisher, the city where the book was published, and the date of publication.

- Gray, Susan H. *Geology: The Study of Rocks*. New York, NY: Scholastic, 2012.

**Example for an Internet source in a bibliography:**

To list an Internet source, you need the name of the article. You also need the author's name, if it is given, and the company or organization that runs the Web page. Always include the address of the Web site.

- "Volcano Hazards Program." *United States Geological Survey (USGS)*. [www.fake.url.com](http://www.fake.url.com)

**COLLABORATE** With your partner, read "Biomimicry: Shaping the Shinkansen." Then find an article and a Web site on the same topic. Develop and record a bibliography entry for each source. Then take notes on any interesting information you read.

**COLLABORATE** Read the information about volcanoes, including the bibliography entry. Then answer the questions.

Around the world there are many very old volcanoes that no longer erupt. Some of these volcanoes are dead and will not erupt again. These are called extinct. Others can be inactive for as long as 50,000 years and then reawaken. These are called dormant.

Source: Simon, Seymour. *Volcanoes*. New York, NY: Children's Books, 1998.

1. What is the title of the book given in the bibliography entry?

*Volcanoes*

2. In what city was that book published?

*New York*

3. What steps could you take to evaluate this source?

*Possible response: I could look up information about Seymour Simon to see if he is an expert on volcanoes.*

# Extend Research

## OBJECTIVES

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

**Primary Source** SCIENCE



Go online to SavvasRealize.com for primary sources that will help students with their research.

## Incorporate Media

**TEACHING POINT** Informational posters should never consist only of text. Part of the point of a poster is to catch the reader's attention visually. Moreover, visual images often convey information more easily and quickly than text can. Thus, adding media in the form of images can make a poster more accessible, more informative, and more appealing.

**MODEL AND PRACTICE** Use the media examples on p. 420 to demonstrate ways of including media images into student posters.

- Photographs are an excellent addition to any informational poster. You can describe an animal in words, but it is much easier for an audience to understand what you are talking about if you show a photo of the animal. Readers can use a photo to see at a glance what the animal looks like, how big it is, how many legs it has, and much more.
- Many informational posters also include maps. Maps are especially useful in telling readers where animals make their homes. You can write “This animal lives in South and Central America”—or you can show a map of the world with those regions colored in. The map is often a better choice.
- Writers sometimes use diagrams when they create informational posters, too. A diagram might show a food web, for instance, so readers can see what the animal eats and what other animals prey on it. Diagrams can add visual interest and provide useful information in a quick and simple way.

**COLLABORATE** Discuss with students the types of visuals that might be especially valuable for their posters. Have pairs use the chart on p. 421 to help them decide which visuals will work best for their projects. Emphasize that students must provide facts about their animals, such as diet and habitat. Encourage students to look for visuals that will help give this information. Remind students that while visual appeal is important, the media they choose must provide information as well.



**ELL Targeted Support Media** Review with students that the use of media can add visual interest and information to a poster about an endangered animal species.

Display photographs, maps, and diagrams taken from books, magazines, or the Internet. (The images do not need to have anything to do with animals.) For each say, *This is a photograph/map/diagram*. Have students repeat the sentence. Then ask them to describe what the image shows, using a simple sentence frame such as *The photograph shows \_\_\_\_*. For example, if a photograph shows an erupting volcano, a student might respond *The photograph shows a volcano/fire/mountain*. **EMERGING**

Display photographs, maps, and diagrams taken from books, magazines, or the Internet. Have students identify each as *photograph, map, or diagram*. Then have them describe what is in the image, using a complete sentence with the word *photograph, map, or diagram*. **DEVELOPING/EXPANDING**

Have students look through magazines, books, or Internet sites in search of maps, photographs, or diagrams. When students identify one of these images, have them describe to a partner what they found in addition to mentioning the type of image (map, photograph, or diagram). Ask students to use complete, complex sentences such as *This is a map that shows most of Asia/a photograph of a forest in Hawaii*. **BRIDGING**

STUDENT INTERACTIVE, pp. 420-421



PROJECT-BASED INQUIRY

EXTEND RESEARCH

**Incorporate MEDIA**

Informational posters need visuals to support the information they present. Adding maps, diagrams, and pictures can make your poster much more appealing to your audience.

Include **photographs** of your animal so your audience knows what the animal looks like. Photos will also give information such as the shape of the animal's mouth and the number of legs it has.



**Maps** can be very helpful for showing where your animal lives. Shade the places where the animal makes its home.



You can also include a **diagram**. A diagram might show the den or the nest where the animal lives. A diagram could also show the foods that your animal eats.



**COLLABORATE** Work with your partner to decide what types of visuals would work best for your poster. Remember that you need to provide information about your animal's habitat, diet, and adaptations, along with interesting facts about your animal.

In the graphic organizer below, write what you want to show in different visuals.

Drawing or Photograph	Map	Diagram
Visuals:	Visuals:	Visuals:
Other Visuals:		

# Collaborate and Discuss

## OBJECTIVES

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Edit drafts using standard English conventions, including: complete simple and compound sentences with subject-verb agreement.

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

## CUSTOMIZE IT!

Students may be reluctant to say very much when presenting their posters; they may be tempted instead to let the information and visuals on their posters speak for themselves. Remind students that they need to do more than just point out the highlights of their work. Rather, they need to speak with enthusiasm about what they've done to ensure that their audience members do not lose interest. You may wish to model speaking about a book or other item in two different ways: one, in an enthusiastic, upbeat voice and the other using a clipped, uninterested tone. Ask, *Which tone of voice made you more likely to want to read the book?*

## Revise and Edit

**TEACHING POINT** Writers rarely declare their work done as soon as they have completed a first draft. Instead, they revise to ensure that they are saying exactly what they mean to say, and that they are using words that are appropriate to the situation. In this case, it's important that students use standard English conventions, but they do not need to be overly formal in their sentence structure or word choice.

**MODEL AND PRACTICE** Use the information on p. 422 to demonstrate how to revise for clarity and again for language. Refer back to the Student Model on p. 417 as needed.

The students who created the volcano poster recognized that their writing was not always clear and correct, so they made several important changes. In the first example, they edited to correct subject-verb agreement. In the second example, the changes help show cause and effect: high pressure *makes* gases and rock shoot out the opening. The change also eliminates some words that are not needed. Have students explain why they think the authors made the third change, from *it erupts* to *they erupt*. Guide them to see that the original was incorrect because *volcanoes* is plural and requires the plural pronoun *they* rather than the singular *it*.

## Peer Review

**COLLABORATE** Have partners exchange posters with another pair. Have students listen as the other group practices its presentation. Encourage them to paraphrase what they heard the other group say. This ensures that the feedback they provide will be accurate and useful. Have each group provide pointers on how to make the poster and the presentation clearer and more interesting. Review with students that they need to be respectful if they make comments that could be perceived as negative.

**Clarity** First, have students revise the text on their posters by using the Revise for Clarity checklist on p. 422. Tell students that they should be able to check off each question on the list once they are finished revising. Have students pay particular attention to the item about the structure of the information.

**Conventions** Next, have students use the Conventions checklist on *Student Interactive* p. 423 to revise the text on their posters according to conventions. Guide students to check that they have used each of these conventions in their posters. Review the meaning of each item as needed. Students should check each item off their list as they identify it in their work.

## DIFFERENTIATED SUPPORT

**OPTION 1 Intervention** If students have trouble with issues such as subject-verb agreement or creating grammatically correct complex sentences, have them read their work aloud and ask them to listen carefully to what they say. Often hearing words read out loud can help students identify and fix errors.

**OPTION 2 Extend** Students who have a solid grasp of conventions can create a flyer with examples of each of the language conventions on p. 423. Have students fold a sheet of paper into thirds and give an example of each convention on one of the six parts (front and back) of the flyer, reserving the sixth section for a title. For example, one section would have the label *Complex Sentences* and provide an example of a complex sentence.

## ELL TARGETED SUPPORT

Provide students with choices if they are uncertain about how to phrase a particular sentence. For example, ask: *Would we say “The volcano is about to erupt” or would we say “The volcano are about to erupt?”* Encourage students to listen carefully to each option and guide them to choose the correct one.

**NEXT STEPS** Have students revise for clarity and edit for conventions, including complete compound sentences with subject-verb agreement. Then have them produce a clean copy of their poster, including visuals as well as text.

## STUDENT INTERACTIVE, pp. 422–423

**COLLABORATE AND DISCUSS**

### Revise

**Revise for Clarity** Reread your poster with your partner. Have you

- included facts about your topic?
- given interesting information about your topic?
- presented your information using a clear text structure?
- made a poster that appeals to the reader's eye?
- included a list of your sources?

**Revise Language**

The students who created the **Student Model** informational poster reread an earlier draft of their work. They saw that they needed to make some changes so their writing would be clearer and easier to read.

A volcano might look like this when it erupts.

When the pressure under the ground gets very high, gases and rock shoot up. They come out the opening.

Smoke comes out of the volcanoes when they erupt.

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

**PROJECT-BASED INQUIRY**


### Edit

**Conventions** Read your text again. Did you use language conventions correctly?

- compound sentences
- complex sentences
- common and proper nouns
- singular and plural nouns
- subject-verb agreement

**Peer Review**

**COLLABORATE** Exchange posters with another pair. Read the other pair's poster, and look at the visuals. Look for all the required information, and check that the information is clear. Listen as they practice presenting the poster. Show that you understood by paraphrasing what they said. Provide feedback about how they can improve their presentation.



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

# Celebrate and Reflect

## OBJECTIVES

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

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

Synthesize information to create new understanding.

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

---

## Celebrate!

Before students formally present their work, have them show their posters to another team and describe their work. Be sure students have included text and visuals in their posters and refer to each during their presentations. Explain that this part of the process is simply for practice.

Use the Student Model on p. 424 (under the heading Collaborate) to demonstrate the best ways of presenting students' posters.

- **Skilled presenters make eye contact when they speak. That doesn't mean staring directly at individual people in the audience, but it does mean that you shouldn't be looking at your feet or staring off into space when you are speaking. Think about how you connect with other people during an ordinary conversation, and aim for that with your audience. It's fine to shift your gaze frequently from one person to another.**
- **Using a normal speaking rate means not speaking too quickly or too slowly. If you talk too fast, your audience will have a hard time understanding you. If your speech rate is too slow, people will think your presentation isn't very interesting.**

**COLLABORATE** After students have heard peer reactions, they should be given time to make necessary changes to their presentations. They might decide that they need to spend more time focusing on one of the visuals, for example, or that they need to speak more loudly or more slowly. Students should have at least one more opportunity to practice before giving their final presentation.

## Reflect

**My TURN** Students should use their own words to fill out this section. However, they may consult with their partners for ideas. Review with them that they need to consider what went well and what still could use changes. Tell students to be as honest and realistic as possible in their self-assessments; though it can be difficult to admit that a presentation was less than perfect, acknowledging flaws is an important pathway to improvement.



# Reflect on the Unit

**Reflect on Your Goals** Have students look back over the goals they set for themselves earlier in the unit. Have them rate themselves in each category.

*How close did you come to reaching each goal?*

**Reflect on Your Reading** Readers think about what they read, with the broader goal of understanding how each text helped them learn more about adaptations and animals.

*Which of the texts that you read most helped you to understand adaptations? How?* Have students answer the Reflect on Your Reading question on p. 425.

**Reflect on Your Writing** Writers think about what they found easy and what they found difficult about this unit. They should see areas in which their writing has improved and areas in which they can continue to make progress. Ask students how they can see the progress that they have made.

*What will tell you that your writing is improving? How will you know in the future that you are making progress as a writer?* 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. 424–425



### CELEBRATE AND REFLECT

#### Time to Celebrate!

**COLLABORATE** Present your poster to another group. Make eye contact with your audience as you present. Speak clearly, and use a natural speaking rate and normal volume. Indicate the visuals and read any captions you wrote.

Allow time for students in the other group to make comments and ask questions. How did they react? What did they like about your presentation? What suggestions for changes or improvements did they make? Write their reactions here.

---

---

---

---

---

#### Reflect on Your Project

**My TURN** Think about your poster. What parts of the poster do you think are most effective? Which parts could be improved? How might you improve them? Write your ideas here.

**Strengths**

---

**Areas of Improvement**

---

424

### REFLECT ON THE UNIT

#### Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.



#### Reflect on Your Reading

Of the adaptations described in this unit, which one would you most like to learn more about? Explain.

---

---

---

---

---

#### Reflect on Your Writing

During this unit, what new ideas or strategies did you learn that helped you improve your writing? Explain.

---

---

---

---

---

425



# 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 *Animal Camouflage*, available online at [SavvasRealize.com](http://SavvasRealize.com).

## Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book or choose one for them from the list on p. T479.
- 2 PLAN THE BOOK** Book Club will meet twice per week, during Small Group time. Help the club decide how to divide the book across these ten days. Choose enough chapters or pages so that groups can have a lively conversation each day, but help students pace the book so they will have clearly defined reading expectations before each meeting.
- 3 KNOW THE BOOK** Have a clear idea of what the text is about, so that you can participate in groups' conversations if necessary.
- 4 PREVIEW THE BOOK** Present the book in assembled groups. Provide a brief preview of the setting or topic. Then allow students the chance to discover the book on their own.
- 5 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in the group, they will practice some of the same thinking they've been introduced to in the *Student Interactive*. More importantly, the goal of the activity is to focus on their interactions with the book and their fellow club members.



- ★ **CONNECT TO THE THEME** So that students can make connections, you might help them choose a book related to the theme, Adaptations, or the Essential Question for the unit: *How do living things adapt to the world around them?* As a class, discuss how the book relates to both.
- ★ **CONNECT TO THE SPOTLIGHT GENRE** To help students further practice their strategies for reading informational texts and to make comparisons between main ideas, key details, and other characteristics of the genre, you might help them choose a book that has informational text.

## Each Day

**DISCUSSION CHART** Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that 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 on how to phrase their ideas productively and respectfully. **SEL**

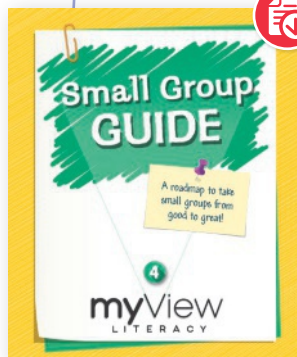
- One question I have is \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- Would you show me where that is in the book?



### 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



**Animal Camouflage** by Vicky Franchino



**Look Up! Birdwatching in Your Own Backyard** by Annette LeBlanc Cate



**Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea** by Sy Montgomery



**Esperanza Rising** by Pam Muñoz Ryan



**What Is a Rodent?** by Bobbie Kalman and Jaqueline Langille



**The Wild Robot** by Peter Brown

Preview these selections for appropriateness for your students and for title availability.

# 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.

## BOOK CLUB CHOICE

The following pages offer instruction specific to one of this unit's books, *Animal Camouflage*. If you would like students to read a different book, you can use one from the list provided or a book of your own choosing or one chosen by the book club. On p. T478 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 *Animal Camouflage*

### Teacher's Role

**GUIDE BOOK CLUB** Have students move into book clubs. Remind them that in Book Club, they are responsible for guiding and assessing their own reading and writing. The role of the teacher in Book Club is as a guide who does not ask specific questions to get specific answers, but who instead helps guide students toward new understandings.



**CONNECT TO THE THEME** The text connects to both the unit theme, Adaptations, and the Essential Question for the unit: *How do living things adapt to the world around them?*

**CONNECT TO THE SPOTLIGHT GENRE** As students read *Animal Camouflage*, listen for moments in their Book Club conversations when they are using strategies for reading informational texts. You can prompt them to use reading strategies. Ask students to take notes on different types of camouflage as well as how and why animals use them. In addition, students should pay attention to the author's method of organizing the text to demonstrate the relationship between main ideas and details.

**LAUNCH THE BOOK** Over the course of this unit, students will read *Animal Camouflage* by Vicky Franchino. *Animal Camouflage* is an informational text on how animals physically adapt to their environment to increase their chances of survival. It provides examples of the different types of camouflage animals use in various environments.



### EXPERT'S VIEW Frank Serafini, Arizona State University

“Building a community of readers is important. In our classrooms, we all read and we all talk about our reading. We read some texts together and some independently. Some texts we choose and some are chosen for us based on our needs and interests. As a teacher, you need to know the material that children are reading. If you don't know the material, you just talk *at* children rather than engaging them in rich discussions of a text.”

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



# Book Support

**DISCUSSION CHART** The Discussion Chart provides three distinct focuses students can use when they are responding to a new book or experience.

- **Noticings** is a place for students to note what catches their attention in the text.
- **Connections** encourages students to read the book through the lens of their own lives.
- **Wonderings** allows students to share any questions that remain after reading the text.

Noticings	Connections	Wonderings



## Book Club Options

See the *Small Group Guide* for help with

- choosing a different book for your class to read.
- conducting Book Club with a book of your or your students' choosing.
- guiding a student-led book club.
- facilitating Book Club when there aren't enough books for all students.

### Small Group GUIDE

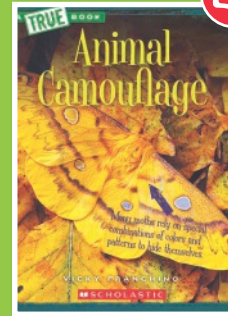
A roadmap to take  
small groups from  
good to great!

4

myView  
LITERACY

## READING WORKSHOP

### SMALL GROUP



### CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette LeBlanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

# BOOK CLUB

## OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

## Week 1

### TEACHER'S SUMMARY

**Chapter 1 - Masters of Disguise** This chapter introduces how and why animals use camouflage. Camouflage is a disguise or a natural coloring that allows animals, people, or objects to hide by blending into their surroundings. Animals of prey use camouflage to protect themselves from predators, and predators use it to hide as they stalk their prey. Some animals copy the colors and textures of their surroundings, while others modify their behavior. For example, the emerald moth uses its leaf-shaped wings and green coloring to camouflage itself among leaves, while stick insects blend in with twigs by staying very still. Not all animals try to blend in with their environment. Some use the method of mimicry, which is a type of camouflage where an animal imitates another organism so that it looks like something it is not.

**KEY IDEAS** If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward elements the class has been working on.

So far, most of the examples focus on how animals of prey use camouflage to hide from predators. Why might a predator need to use camouflage? What are some examples of how predators camouflage themselves?

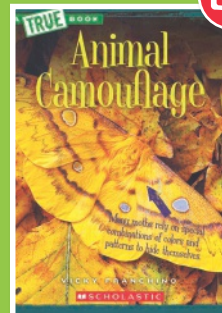
What is the difference between camouflage and mimicry?

On page 11, we learn how insects rely on cryptic coloration to blend in with things like bark. What is cryptic coloration?

**COLLABORATION** Remind students that group discussion is necessary for the development of thoughts and questions that arise when they are reading alone. Students should listen carefully and build on the ideas of others. Offer sentence stems like these as examples of how students should phrase their ideas productively and respectfully. **SEL** SOCIAL-EMOTIONAL LEARNING

- I notice \_\_\_\_\_.
- Another reason might be \_\_\_\_\_.
- One detail I find interesting is \_\_\_\_\_.

## SMALL GROUP



## CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette LeBlanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

## Session 1

Present the book to the groups. Explain that the book is about how animals physically adapt to their environment to increase their chances of survival. Point out that this text is informational text. Ask students to take note of different methods of camouflage as well as how and why animals use them.

Tell the groups that they should begin reading today. Before Session 2, they should finish reading Chapter 1 and be ready to discuss it.

Display a sample of the **Discussion Chart** and ask students to create something similar in their notebooks. Explain that as they read, they will fill in their charts with details they notice, connections they make, and things they wonder about as they read.

Allow students to use any remaining Book Club time to begin reading.

## Session 2

By Session 2, students will have read Chapter 1 of *Animal Camouflage*. Now they are ready to begin their conversation about the book.

Circulate around the room and notice how each group's conversation is going. When appropriate, ask questions to guide their conversation.

When groups sit down for their first conversation, they might have trouble getting started or continuing their conversation. If so, ask groups questions like the following to spark collaboration.

## CONVERSATION STARTERS

- Which detail did you find the most interesting?
- What would you like to learn more about?
- What are some examples of camouflage that you see in your town?

Students should refer to details and ideas from their Discussion Charts. Students should be prepared to discuss Chapter 2 next week.

# BOOK CLUB

## OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

## Week 2

### TEACHER'S SUMMARY

**Chapter 2 - Hide and Seek** We learn more about the different ways insects use camouflage. Some must change their manner of camouflage to adapt to a changing environment. For example, the peppered moth of Britain once darkened in color in order to continue to blend in with the bark of trees darkened by pollution in the air. Now that there is less pollution, the moths are slowly lightening in color once again. You can tell where different animals of the same species live according to their body and shape. For example, black and brown crickets are found in the ground or in piles of decaying leaves. Green crickets, on the other hand, hide in fresh leaves, bushes, and gardens. Animals aren't the only ones that use camouflage. Humans use camouflage in hunting and in war. We also learn a new term related to camouflage, *deflection*, which is the act of making something go in a different direction.

**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.

Animals rely on objects in nature to camouflage themselves and hide in plain sight. What kinds of objects do the animals and insects in Chapter 2 use to blend in with their environment?

Observe the image of the peppered moths on page 20. How does the image help us to better understand the text on the page?

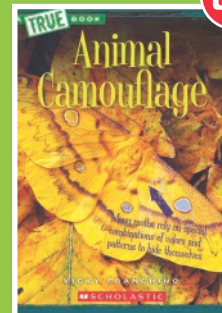
On pages 24 and 25, we learn ways that humans use camouflage. What are similarities between the ways humans and animals use camouflage? What are the differences?

**COLLABORATION** Offer sentence stems like these as examples of ways to talk about the text. **SEL** **SOCIAL-EMOTIONAL LEARNING**

- One example of \_\_\_\_\_ is \_\_\_\_\_.
- Would you explain that again please?

## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette Leblanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

## Session 3

By Session 3, students will have read the first half of Chapter 2 (pp. 17–20) of *Animal Camouflage*.

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 does the author organize the text to demonstrate the relationships between ideas and details?
- How can images help you better understand an informational text?

## Session 4

By Session 4, the students will have completed Chapter 2 (pp. 21–25) of *Animal Camouflage*.

## CONVERSATION STARTERS

- What do you think is the author's overall point in this section?
- What might happen to animals if they aren't able to adapt to the environment?

Students should refer to details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 3 next week.



# BOOK CLUB

## OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

## Week 3

### TEACHER'S SUMMARY

**Chapter 3 - Hiding Underwater** This chapter provides many examples of underwater creatures' methods of camouflage. Jellyfish have dark-colored bodies and transparent bodies to hide in plain sight in the ocean. Pygmy sea horses can change the color of their body to match coral reefs. Cuttlefish expand and contract their muscles around special cells called *chromatophores* to change the color, texture, and shape of their bodies. Flounders develop eyes on one side of their bodies so they can look out for predators as they lie flat on the sea floor. The decorator crab hides by attaching plants and animals to its shell. We also learn how the false cleaner fish mimics the striped cleaner wrasse, which eats parasites off other fish. Fish swim up to false cleaner fish, expecting them to clean off their parasites, but the false cleaner fish bites them instead.

### 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.

Compare underwater animals' methods of camouflage to those of insects. What are the similarities? What are the differences?

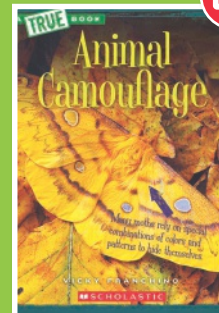
What is the effect of the chromatophores in the cuttlefish's skin?

What type of camouflage allows the false cleaner fish to be mistaken for the cleaner wrasse?

**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**

- What I hear you saying is \_\_\_\_\_.
- I don't agree with \_\_\_\_\_ because \_\_\_\_\_.
- What do you think about \_\_\_\_\_?

## SMALL GROUP



## CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette Leblanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

## Session 5

By Session 5, students will have read the first half of Chapter 3 (pp. 27–29) of *Animal Camouflage*.

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 do you know now that you didn't know at the start of the book?
- Did you already know anything on this topic? If so, from where did you learn it?

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 6

By Session 6, students will have completed Chapter 3 (pp. 30–33) of *Animal Camouflage*.

## CONVERSATION STARTERS

- What was the purpose of this chapter?
- How well does the author explain different types of underwater camouflage?
- In your own words, how would you describe the decorator crab's method of camouflage?

Ask students to share details and ideas from the **Discussion Charts**. Tell students that they should be prepared to discuss pp. 35–41 of Chapter 4 next week.

# BOOK CLUB

## OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

## Week 4

### TEACHER'S SUMMARY

**Chapter 4 - A Good Match** In this chapter, we learn more about how mammals in various ecosystems and landscapes rely on camouflage to survive and thrive in their environment. Many animals use their sight and sense of touch to transform their bodies to blend in with their surroundings. For example, the Moorish gecko uses cells in its skin to know what color to turn. We also learn several more terms related to the process of camouflage. Molting is the process in which animals shed their coat of fur or feathers and grow a new one to match seasonal landscapes. For example, the arctic fox has a white winter coat to match the winter landscape and a brown coat for warmer months.

**KEY IDEAS** If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

How do dragon lizards hide from predators?

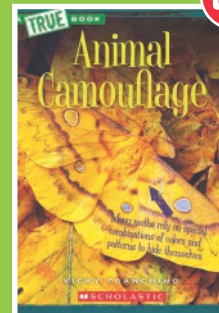
How does the Moorish gecko determine what color to change its skin to?

On page 38, we learn that mother deer occasionally need to leave newborn fawns alone while they search for food. How do fawns disguise themselves in the forest?

**COLLABORATION** Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL** SOCIAL-EMOTIONAL LEARNING

- I'd like to add to that \_\_\_\_\_.
- I see it another way. For example, \_\_\_\_\_.
- Based on \_\_\_\_\_, I think \_\_\_\_\_.

## SMALL GROUP



## CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette LeBlanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

## Session 7

By Session 7, students will have read the first portion of Chapter 4 (pp. 35–37) of *Animal Camouflage*.

## CONVERSATION STARTERS

- Did the reading leave you with any unanswered questions?
- Do you agree with the author? Why or why not? Find the place in the book that supports your point.
- How might the type of camouflage used by an animal in a desert differ from an animal in a rain forest?

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 first half of Chapter 4 (pp. 38–40) of *Animal Camouflage*.

## CONVERSATION STARTERS

- How and why do the types of camouflage vary between landscapes?
- Can you think of any examples of other animals that engage in the process of molting?
- How well does the author explain new terms and concepts?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss the rest of Chapter 4 next week.

# BOOK CLUB

## OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

## Week 5

### TEACHER'S SUMMARY

**Chapter 4 - A Good Match (continued)** Zebras' stripes blend in together so predators have a hard time picking out one to attack. This is called disruptive coloration, which is a form of camouflage that uses a contrasting pattern to make it hard to see the outline of an animal or object. Sharks use countershading to hide as they stalk their prey. Countershading is a protective coloring that makes animals darker on the upper side and lighter on the underside. Sloths move so slowly that fungi and algae grow on their fur. These plants serve as both a food source and a method of camouflage. Some poisonous frogs have bright colors to signal that they are poisonous. Other frog species mimic these bright colors to ward off potential predators.

**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.

Zebras' stripes are in stark contrast to their environment. One would think that the pattern on their coats makes them more visible to predators. How do zebras use their stripes to stay safe from predators?

According to "The Statistics" on page 44, how many different animals can a mimic octopus copy?

When viewed from above, a shark's body looks like the water below. When viewed from below, a shark's body blends in with the sky above the water. What is the name of this type of camouflage?

Poison dart frogs have brightly colored skin to warn predators of their powerful toxins. How does this differ from how parrots use their brightly colored bodies?

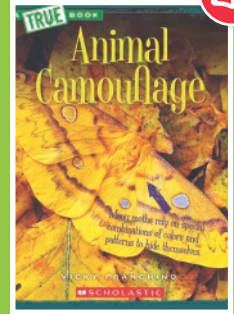
**COLLABORATION** Remind students that it is important in any group discussion for people to be part of the conversation and share what they are thinking. Offer sentence stems like these examples: **SEL**

- Would you show me where that is in the book?
- This reminds me of \_\_\_\_\_.
- I think we all agree that \_\_\_\_\_.



## READING WORKSHOP

## SMALL GROUP



## CHOOSE YOUR

## BOOK



**Animal  
Camouflage** by  
Vicky Franchino



**Look Up!**  
*Birdwatching in  
Your Own Backyard*  
by Annette LeBlanc  
Cate



**Quest for the Tree  
Kangaroo: An  
Expedition to the  
Cloud Forest of New  
Guinea** by Sy  
Montgomery



**Esperanza Rising**  
by Pam Muñoz  
Ryan



**What Is a Rodent?**  
by Bobbie Kalman  
and Jaqueline  
Langille



**The Wild Robot**  
by Peter Brown

## Session 9

By Session 9, student will have read another portion of Chapter 4 (pp. 41–43) of *Animal Camouflage*. When appropriate, touch base with each group and support students to keep the conversation going.

## CONVERSATION STARTERS

- What different opinions have you heard about camouflage?
- How well does the author support their ideas?
- What might you have explained differently?

## Session 10

By Session 10, students will have finished reading *Animal Camouflage*. On the final day of the unit's Book Club, the groups should widen the focus of their discussion to the entire book.

## CONVERSATION STARTERS

- What idea do you think the author wants you to walk away with?
- What did you find the most surprising?
- What more would you like to learn about this topic in the future?

# 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. 426 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, *acquire* begins with the letter *a* so I know that it will be at the beginning of the glossary. When I find *acquire*, I can see that it is divided into two syllables.
- In parentheses, I see how *acquire* is pronounced, and I also see that the second syllable is stressed.
- Next, I find the word's part of speech, or function in a sentence, and its definition.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

## ASSESS UNDERSTANDING

### Apply

**My TURN** Have students try this process independently as they complete the My Turn activity on p. 426 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.

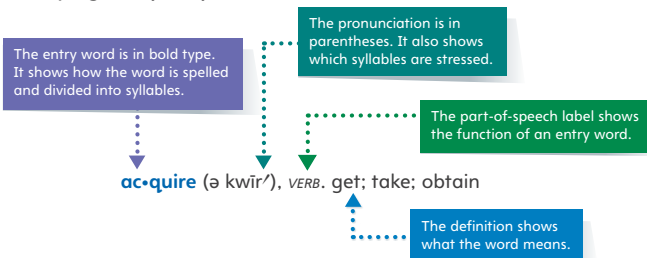
### STUDENT INTERACTIVE, p. 426

#### GLOSSARY INSTRUCTION

### How to Use a Glossary

This glossary can help you understand the meaning, part of speech, pronunciation, and syllabication of some of the words in this book. The entries in this glossary are in alphabetical order. The guide words at the top of each page show the first and last words on the page. If you cannot find a word, check a print or digital dictionary. 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 *survive*.

**stay alive; live through a dangerous event**

Write the syllabication of the word. **sur•vive**

Use the pronunciation guide to help you say the word aloud.

What other words do you know that share the same base word as *survive*?

**Possible response: survived, surviving, survivor, survival**

**TURN and TALK** With a partner, discuss how you can use a print or digital dictionary to find the meaning of a word that is not in this glossary.



# GLOSSARY

STUDENT INTERACTIVE, p. 427

## GLOSSARY

acquire • capacity

### Aa

**ac-quire** (ə kwīr'), *VERB*. get; take; obtain

**ad-ap-ta-tions** (ad'ap tã'shanz), *NOUN*. changes that make a plant or animal better suited to an environment

**ar-ranged** (ə rãnjd'), *VERB*. organized or designed

**as-sem-bled** (ə sem'bald), *VERB*. put or brought together

### Bb

**bris-tle** (briss'əl), *ADJECTIVE*. short and rough

**brit-tle** (brit'l), *ADJECTIVE*. very easily broken

**bur-row** (bër'ō), *VERB*. dig a hole

### Cc

**ca-pac-i-ty** (kə pas'ə tē), *NOUN*. the ability to contain something

## Pronunciation Guide

Use the pronunciation guide to help you pronounce the words correctly.

a in <i>hat</i>	ō in <i>open</i>	sh in <i>she</i>
ā in <i>age</i>	ó in <i>all</i>	th in <i>thin</i>
ā in <i>care</i>	ō in <i>order</i>	ʃ in <i>then</i>
ā in <i>far</i>	oi in <i>oil</i>	zh in <i>measure</i>
e in <i>let</i>	ou in <i>out</i>	ə = a in <i>about</i>
ē in <i>equal</i>	u in <i>cup</i>	ə = e in <i>taken</i>
ēr in <i>term</i>	ū in <i>put</i>	ə = i in <i>pencil</i>
i in <i>it</i>	ū in <i>rule</i>	ə = o in <i>lemon</i>
ī in <i>ice</i>	ch in <i>child</i>	ə = u in <i>circus</i>
o in <i>hot</i>	ng in <i>long</i>	

427

STUDENT INTERACTIVE, p. 428

## GLOSSARY

chromosomes • DNA

**chro-mo-somes** (krō'mə sōmz), *NOUN*. parts of DNA in cells that hold the genes

**clas-si-fied** (klas'ə fid), *VERB*. categorized; grouped with

**com-par-i-son** (kəm par'ə sən), *NOUN*. examination of things to see how they are similar

**con-fi-dence** (kon'fə dəns), *NOUN*. a feeling that a person can succeed or do well

**con-tour** (kon'túr), *ADJECTIVE*. related to the shape or outline of something

**con-trib-ute** (kən trib'yüt), *VERB*. donate; assist

### Dd

**de-fense** (di fens'), *NOUN*. someone or something that protects

**de-scent** (di sent'), *NOUN*. the family background or national origin of a person

**de-sert-ed** (di zér'tid), *VERB*. left someone or something alone

**de-sire** (di zīr'), *NOUN*. a powerful wish or longing for something

**des-o-late** (des'ə lit), *ADJECTIVE*. empty, lonely, and unhappy

**de-ter-mi-na-tion** (di tēr'mə nã'shən), *NOUN*. the will to achieve a difficult task

**di-vert-ed** (dã vér'tid), *VERB*. changed the direction of

**DNA** *NOUN*. the substance in cells that determines the characteristics of a living thing

428

STUDENT INTERACTIVE, p. 429

drive • motivation

**drive** (drív), *NOUN*. the ambition or motivation to carry on

**du-ple-cate** (dū'plə kit), *ADJECTIVE*. exactly the same as another

### Ee

**en-dur-ance** (en dúr'əns), *NOUN*. the ability to keep going

**en-vi-ron-ment** (en ví'rən mənt), *NOUN*. all the living things and conditions of a place

**ex-cel** (ek sel'), *VERB*. do well or be the best at something

**ex-cret-ed** (ek skrē'tid), *VERB*. separated and removed from the body

**ex-posed** (ek spōzd'), *ADJECTIVE*. revealed; unprotected

### Hh

**hab-it** (hab'it), *NOUN*. usual practice

**hab-i-tat** (hab'ə tat), *NOUN*. the place where a living thing lives or grows

### Ii

**iden-ti-cal** (i den'tə kəl), *ADJECTIVE*. appearing to be exactly the same

**in-de-pend-ence** (in'di pən'dəns), *NOUN*. freedom from being controlled or needing help from others

**in-tern-ment** (in tēr'n mənt), *ADJECTIVE*. related to confinement, as if in a prison, often during a war

### Mm

**mim-ic-ry** (mim'ik rē), *NOUN*. the ability to look or act like something else

**mon-o-tremes** (mon'ə trēmz), *NOUN*. animals that are mammals but lay eggs

**mo-ti-va-tion** (mō'tə vã'shən), *NOUN*. a reason for doing something

429

STUDENT INTERACTIVE, p. 430

## GLOSSARY

poverty • spectators

### Pp

**pov-er-ty** (pov'ər tē), *NOUN*. the state of being extremely poor

**prey** (prā), *NOUN*. an animal hunted by others for food

**pur-sued** (pær súd'), *VERB*. worked without stopping to get or accomplish something

### Rr

**ra-di-a-tion** (rã'dē ä'shən), *NOUN*. energy that travels in the form of waves outward from a source, such as the sun

**rap-ids** (rap'idz), *NOUN*. very fast-moving parts of a river

**re-mark-a-ble** (ri mār'kə bəl), *ADJECTIVE*. extraordinary or outstanding

### Ss

**sense** (sens), *ADJECTIVE*. related to sight, sound, touch, taste, or smell

**se-vere** (sə vir'), *ADJECTIVE*. harsh; serious

**shal-low** (shal'ō), *ADJECTIVE*. not very deep

**shim-mer-ing** (shim'ər ing), *ADJECTIVE*. shining with a soft, flickering light

**sig-nif-i-cant** (sig nif'ə kənt), *ADJECTIVE*. important; relevant

**spe-cial-ized** (spesh'ə lizd), *VERB*. gained specific knowledge

**spe-cies** (spē'shēz), *NOUN*. categories of living things

**spec-ta-tors** (spek'tä tərz), *NOUN*. people who watch an event

430

steeped • vessels

**steeped** (stēpd), *VERB*. soaked; drenched

**strug-gled** (strug'əld), *VERB*. made a great and difficult effort

**suf-fi-cient** (sə fish'ent), *ADJECTIVE*. enough for a particular purpose

**sur-vive** (sər vīv'), *VERB*. stay alive; live through a dangerous event

**sys-tem** (sis'təm), *NOUN*. set of connected things

### Tt

**ten-der** (ten'dər), *ADJECTIVE*. soft or gentle; easily damaged

**treach-er-ous** (trech'ər əs), *ADJECTIVE*. unsafe because of hidden dangers

### Uu

**ul-tra-vi-o-let** (ul'trə vī'ə lit), *ADJECTIVE*. related to a color that is invisible to the human eye

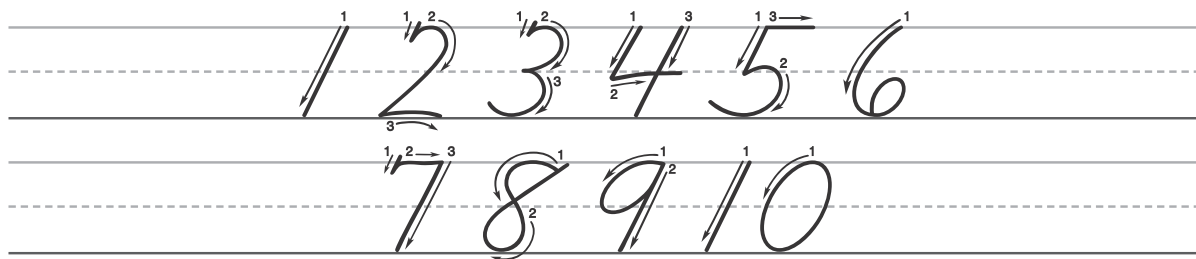
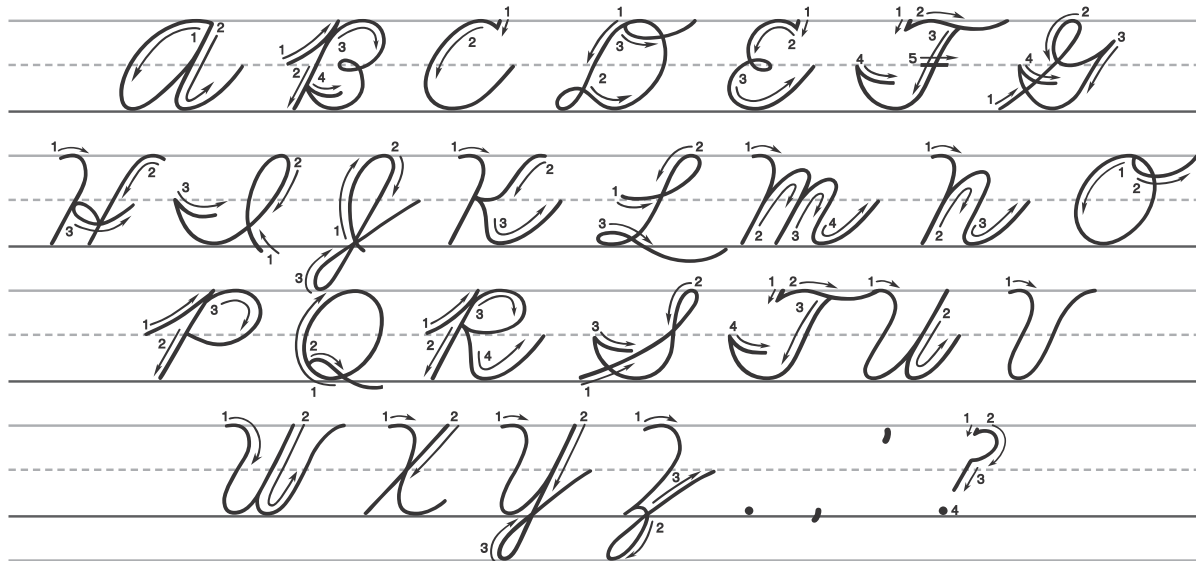
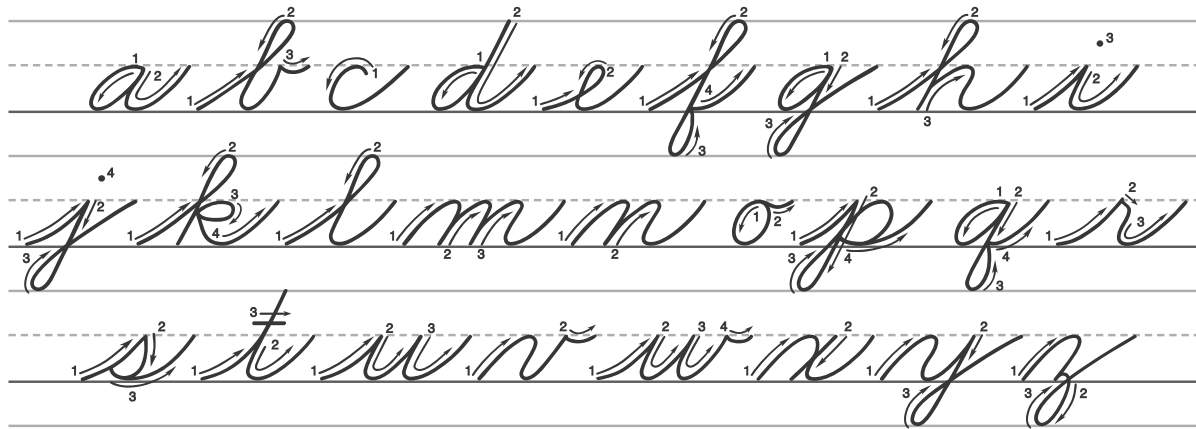
**u-nique** (yū nēk'), *ADJECTIVE*. unusual; unlike anything else

### Vv

**ves-sels** (ves'əlz), *NOUN*. tubes or passageways carrying fluid around an organism; containers

# Handwriting Model

## Cursive



# Handwriting Model

## D'Nealian™ Cursive

a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

A B C D E F G  
H I J K L M N O  
P Q R S T U V  
W X Y Z . , ' ?

1 2 3 4 5 6  
7 8 9 10

## CREDITS

### Text

#### Abrams Books

Barbed Wire Baseball written by Marissa Moss and Illustrated by Yuko Shimizu. Text copyright (c) 2013 Marissa Moss. Illustrations copyright (c) 2013 Yuko Shimizu. Used with the permission of Express Permissions on behalf of Abrams Books, an imprint of Harry N. Abrams, Inc., New York. All rights reserved.

#### Don Brown

Rare Treasure: Mary Anning and Her Remarkable Discoveries by Don Brown. Published by Houghton Mifflin. Used with permission from the author.

#### Charlesbridge Publishing

Feathers: Not Just for Flying, text copyright© 2014 by Melissa Stewart. Illustration copyright© 2014 by Sarah S. Brannen. Used with permission by Charlesbridge Publishing, Inc. 85 Main Street Watertown, MA 02472 All rights reserved.

#### Cricket Media

Twins in Space by Rebecca Boyle. Used with permission from Cricket Media.

#### HarperCollins Publishers

Reaching for the Moon, text copyright (c) 2005 by Buzz Aldrin. Used by permission of HarperCollins Publishers.

#### Houghton Mifflin Harcourt Publishing Company

Minn of the Mississippi by Holling C. Holling. Copyright© 1951 by Holling C. Holling, renewed 1979 by Lucille Webster Holling. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved. Bubble Song, Sap Song, Heavenly, Ultraviolet, Milkweed and Butterflies, The Gray Ones, We Are Waiting, and Deer and Trees from Butterfly Eyes and Other Secrets of the Meadow by Joyce Sidman, illustrated by Beth Krommes. Text copyright© 2006 by Joyce Sidman. Illustrations copyright© 2006 by Beth Krommes. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

#### The Rosen Publishing Group Inc.

Animal Mimics by Marie Racanelli, 2010. Reprinted by permission from Rosen Publishing Group.

### Photographs

Photo locators denoted as follows Top (T), Center (C), Bottom (B), Left (L), Right (R), Background (Bkgd)

**8** (Bkgd) Grigorii Pisotsckii/Shutterstock, (BL) Hurst Photo/Shutterstock; **9** Stocktrek Images/Getty Images; **14** (TR) Peiyang/Shutterstock, (BL) LouieLea/Shutterstock, (BR) Bernhard Richter/Shutterstock; **15** (TL) Anderm/Shutterstock, (BR) Fer Gregory/Shutterstock; **18** (TL) NASA/Kim Shiflett; **50** (Bkgd) Rawpixel.com/Shutterstock, (TL) Dervin Witmer/Shutterstock, (TR) Alfred Bartnik/Shutterstock, (BL) Babaroga/Shutterstock, (BR) Max Topchii/Shutterstock; **51** (T) Lakov Filimonov/Shutterstock, (B) Wavebreakmedia/Shutterstock; **84** (Bkgd) Nienora/Shutterstock, (C) JSC/NASA, (TL) Surachai/Shutterstock, (B) WhiteJack/Shutterstock; **85** (T) Leonid Dorfman/123RF, (B) Cathy Yeulet /123RF; **90** (L) NASA, (R) Maridav/Shutterstock; **90-99** Vladi333/Shutterstock; **96** (B) Science Picture Co/Superstock; **116** (Bkgd) JBoy/Shutterstock, Gurnars/Shutterstock, (T) Sergey Uryadnikov/Shutterstock, (C) Peachananr/Shutterstock, (B) Aureliy/Shutterstock; **117** (T) Dossyl/Shutterstock, (C) Nathapol Kongseang/Shutterstock, (B) Twinlynx/Shutterstock; **121** Sam DCruz/Shutterstock; **122** Nigel Pavitt/John Warburton-Lee Photography/Alamy Stock Photo; **124** Simon Maina/AFP/Getty Images; **125** Antony Njuguna/Reuters/Alamy Stock Photo; **126** Roger

Sedres/Alamy Stock Photo; **130** Michael Steele/Contour/Getty Images; **132** Polifoto/Alamy Stock Photo; **133** Frank Rocco/Alamy Stock Photo; **135** Jessica Rinaldi/The Boston Globe/Getty Images; **152** (T) Oleksandr Kovalchuk/123RF, (C) DRogatnev/Shutterstock, (B) Topic Images Inc./Getty Images; **152** (Bkgd) Jess Kraft/Shutterstock; **153** (B) Wisanu Boonrawd/Shutterstock; **156** Used with permission from Express Permissions; **200** America/Alamy Stock Photo; **204** (L) Ezra Lathouwers/Shutterstock, (C) Wdnet/iStock/Getty Images, (R) Oknarit/iStock/Getty Images; **207** (BR) Monkey Business Images/Shutterstock; **213** Ulrike Schmitt-Hartmann/The Image Bank/Getty Images; **216** Doug Lemke/Shutterstock; **216** Puhha/Shutterstock; **217** (Bkgd) Borja Andreu/Shutterstock; **222** (TL) TJ Brown/Shutterstock, (TR) Snowleopard1/E+/Getty Images, (BL) Moosehenderson/Shutterstock, (BR) Andrea Izzotti/123RF; **222** Chin797/Shutterstock; **223** Don Fink/123RF; **226** Used with permission from Charlesbridge Publishing; **262** Luke Suen/Shutterstock; **262** (L) Sascha Janson/Shutterstock, (R) Supermaw/Shutterstock; **263** (T) Jiri Prochazka/Shutterstock, (B) Anne Powell/Shutterstock; **267** Avalon/Photoshot License/Alamy Stock Photo; **269** Darlyne A. Murawski/National Geographic Creative/Alamy Stock Photo; **271** Nechaevkon/Shutterstock; **273** (T) Rusty Dodson/Shutterstock, (B) John Cancalosi/Photolibary/Getty Images; **275** Leena Robinson/Alamy Stock Photo; **277** Chris Alcock/Shutterstock; **278** Sergey Dubrov/Shutterstock; **281** Hugh Clark/Alamy Stock Photo; **283** Meyers/Blickwinkel/Alamy Stock Photo; **286** Kamnuan/Shutterstock; **287** Lovely Bird/Shutterstock; **302** (C) Donna Heatfield/Shutterstock; **302** (L) 123RF, (R) Mark Caunt/Shutterstock; **304** (Bkgd) Sap Ibrahim/Shutterstock, (T) Simon Eeman/Shutterstock, (C) Volodymyr Nikitenko/Shutterstock, (B) Topic Images Inc./Getty Images; **336** (Bkgd) Sittipan Suwannabandit/Shutterstock, (C) PBNJ Productions/Blend Images/Getty Images; **340** Courtesy of Houghton Mifflin Harcourt; **370** (Bkgd) Milan M/Shutterstock, (B) Soaring4031/Shutterstock; **371** (T) Ali Iyob Photography/Shutterstock, (B) Magnetix/Shutterstock; **375** Clearviewstock/Shutterstock; **376** Paul Looyen/Shutterstock; **377** Jean-Paul Ferrero/Auscape International Pty Ltd/Alamy Stock Photo; **378** Simon McGill/Moment Open/Getty Images; **379** Eric Isselee/Shutterstock; **380** Australia, Australian, Australasian, Wildlife, Animal/Mary Evans Picture Library Ltd/AGE Fotostock; **382** (L) Marc Anderson/Alamy Stock Photo, (R) Steve Lovegrove/Shutterstock; **383** Tier Und Naturfotografie J und C Sohns/Photographer's Choice RF/Getty Images; **385** Dave Watts/Alamy Stock Photo; **387** (T) Marie Read/Science Source; **388** (L) Gerard Lacz/VWPics/Newscom; **389** DEA PICTURE LIBRARY Universal Images Group; **410** Robert Schöll/Alamy Stock Photo; **414** Mike Kemp/Getty Images; **417** (L) Corey Ford/Stocktrek Images, Inc./Alamy Stock Photo, (R) Beboy/Shutterstock; **418** Suronin/Shutterstock; **420** (L) Marosbauer/123RF, (R) Michael Steden/Shutterstock; **423** Ian Shaw/Alamy Stock Photo.

### Illustrations

**17, 265** Valentina Belloni; **53, 339** Ilana Exelby; **87, 119, 225, 373** Olga & Aleksey Ivanov; **124** Joe Lemmier; **129** Peter Hoey; **155** Valeria Cis; **207, 210** Karen Minot; **307** Ken Bowser; **370-371** Jun Park; **377, 387, 414-15, 417, 420** Rob Schuster



# TEXT COMPLEXITY CHARTS

***Feathers: Not Just for Flying***

By Melissa Stewart  
Genre: Informational  
Text

**Recommended Placement**

The **Quantitative Measures** place this text slightly below the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Similes
- Knowledge Demands: Different types of feathers and birds

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: 720L

Average Sentence Length: 13.78

Word Frequency: 3.353

Word Count: 744

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



Simple

Very Complex

The author's purpose is **explicitly stated** on the first page: *That's because feathers have so many different jobs*. The different roles of feathers is clearly organized by concept and supporting ideas. Students should understand that the author's purpose is to **inform** the reader on how feathers work.

**Text Structure**



Simple

Very Complex

**Connections between ideas** are **explicit and clear**. The **description text structure** organizes ideas **clearly** and provides supporting details. **Text features** such as headings help the reader navigate and understand the text. **Graphics**, such as illustrations, **support and assist readers** in understanding the text.

**Language Conventionalty and Clarity**



Simple

Very Complex

The sentences are mainly **simple** with some **complex sentences**, and the vocabulary is mostly **familiar**; however, students may need assistance with words like *tricolored*, *junco*, and *manakin*. The author uses **similes** in headings to help readers understand the different purposes of feathers.

**Knowledge Demands**



Simple

Very Complex

Subject matter includes **simple, concrete ideas** that students will relate to. There are no references to other texts; however, students may need some **background knowledge** on different types of birds and feathers to fully understand the text.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Use a **web graphic organizer** to discuss feather similes. Use this example: *This pillow is as light as a feather. Say: A feather is not heavy at all. It is very small. So it does not weigh much.* Then, use the **sentence frames** below and help students understand the meanings.

- Feathers are soft as a \_\_\_\_\_.
- Feathers can move like a \_\_\_\_\_.
- Feathers can cover like a \_\_\_\_\_.

**Text Structure** Use a **two-column chart** to have students brainstorm and discuss text features and how they assist readers' understanding. Ask students to consider how these text features might aid understanding of a text about animal parts.

- Have students explore online media to build background of birds in their state.
- Have students draw what they imagine different types of feathers look like.

**Knowledge Demands** Have students work with a partner to create a **list** of three ways animals have adapted to their environment. Encourage students to focus on birds. You may also want to

- explore online media to build background knowledge on different kinds of birds and their adaptations.
- have students make predictions about what they think they will learn in the text.

**Animal Mimics**

By Marie Racanelli  
Genre: Informational  
Text

**Recommended Placement**

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.

The **Qualitative Measures** suggest that students might need additional support with

- Language: Subject-specific vocabulary
- Knowledge Demands: Understanding of animal adaptation and mimicry

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

**Quantitative Measures**

LEXILE: **920L**

Average Sentence Length: **12.939**

Word Frequency: **3.372**

Word Count: **1,268**

**Complexity Level**

**Qualitative Measures**

**Author's Purpose**



The author's purpose is **explicitly stated** on the first page: *These features fool their predators and help the animals live longer.* Students should **clearly** note that the author is sharing information about the features of animal mimicry.

**Text Structure**



In this **description text structure**, ideas are **explicit and clear**, and **text features** like headings introduce the main idea of each section. **Photographs** of animals that mimic enhance the reader's understanding of how animals use mimicry to stay safe from predators and make finding food easier.

**Language Conventinality and Clarity**



The sentences are **compound and complex**, and the vocabulary is largely **subject-specific**. Students may need support with understanding vocabulary like *Batesian mimicry*, *Müllerian mimicry*, and *adaptation*, as well as animals' names.

**Knowledge Demands**



The subject matter includes **concrete ideas** that students might relate to; however, students may need some **background knowledge** of animals and adaptation to understand how and why some animals mimic others.

**Reader and Task Considerations**

**English Language Learners**

**Intervention**

**On Level/Advanced**

**Language** Use a **web graphic organizer** to preteach the words *mimicry* and *adaptation*. Have students explain how and why animals adapt to their environments. Then, work with students to generate a list of synonyms of mimicry to add to the organizer, such as *copycat*, *copy*, *resemble*, etc.

**Knowledge Demands** Use a **KWL chart** to determine what students know and want to know about mimicry. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- explore online media to build background for mimicry.
- have students discuss why mimicry is important for survival.

**Structure** Explain to students that most animals in the wild need to stay safe from predators. Have students

- **research** a jungle animal and find details on how it stays safe.
- **write** a short fact sheet on who its predators are and how it stays safe.
- present the details to the class.



# TEXT COMPLEXITY CHARTS

**from *Minn of the Mississippi***  
By Holling Clancy Holling  
Genre: Fiction

### Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band.  
The **Qualitative Measures** suggest that students might need additional support with

- Language: Figurative language
- Knowledge Demands: River life and turtles

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

### Quantitative Measures

LEXILE: **860L**      Average Sentence Length: **11.352**      Word Frequency: **3.321**      Word Count: **1,226**

#### Complexity Level

#### Qualitative Measures

##### Levels of Meaning



Simple      Very Complex

This story has **one level of meaning**. In the first two paragraphs, it is clear that the story will outline Minn's struggle to survive: *Minn the turtle was rather small for this Mississippi! For miles she was a chip caught in rapids and falls.* The story continues describing how Minn the turtle fights to survive.

##### Text Structure



Simple      Very Complex

Organization is **clear and chronological**; as the setting frequently changes, Minn faces many challenges that affect her survival. **Illustrations support the main events** and help readers visualize the main character and the setting.

##### Language Conventuality and Clarity



Simple      Very Complex

Sentences are primarily **simple and compound**, with some **complex sentences**. Vocabulary is mostly **contemporary and conversational**, but students may need help with **figurative language** and understanding the different animals and sounds, such as *cawing, spearheads, flocking, and crawfish*.

##### Knowledge Demands



Simple      Very Complex

Experiences portrayed are **uncommon** to most readers. There are no references or allusions to other texts, but students may need **background knowledge** of river life and snapping turtles.

### Reader and Task Considerations

#### English Language Learners

#### Intervention

#### On Level/Advanced

**Language** Use a **concept map** to help students generate ideas about the animals that live in and near a river. Use online and print resources to show images of different animals, insects, and birds. Have students help you complete the map, guiding them to write and spell the name of living things correctly.

**Knowledge Demands** Focus on the setting of river life. Explain that living things exist in and out of the water. Ask students to give examples of how different settings might affect a turtle. You may also want to

- explore online media to build background for river life and snapping turtles.
- have students **draw** a picture of what they imagine life on and in a river looks like.

**Text Structure** Tell students that this story is set in and around the Mississippi River. **Ask: What might life be like for an animal living there?**

Have students

- **research** the Mississippi River and the animals that live there.
- choose an animal and **write** a short fact sheet about what it looks like, where it lives, and what it eats.
- share the fact sheet with a partner or small group.

from *Butterfly Eyes and Other Secrets of the Meadow*

By Joyce Sidman  
Genre: Poetry

Recommended Placement

The **Quantitative Measures** are not generated for poetry and drama. See the **Qualitative** analysis for support.

The **Qualitative Measures** suggest that students might need additional support with

- Text Structure: Poetic elements
- Language: Figurative language and scientific vocabulary

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Complexity Level	Qualitative Measures
<p><b>Levels of Meaning</b></p> <p>Simple Very Complex</p>	<p>The poetry and prose have a <b>single level of meaning</b>: to describe animals, insects, and plants in a meadow and their interaction. Students may need assistance <b>making connections between ideas</b> in the poems and prose, but the <b>theme</b> is introduced early and is <b>clear</b>.</p>
<p><b>Text Structure</b></p> <p>Simple Very Complex</p>	<p>The selection combines <b>poetry and prose</b> to explore life in a meadow. Each poem is a riddle with poetic elements (alliteration, repetition, figurative language) describing the animal, insect, or plant. The prose uses a <b>description text structure</b> and provides the answer to the poem's riddle. Students may need support understanding the <b>formatting</b> of the poems.</p>
<p><b>Language Conventinality and Clarity</b></p> <p>Simple Very Complex</p>	<p>The text includes <b>figurative language and domain-specific vocabulary</b>. Students will need help with words such as <i>predators</i>, <i>parasites</i>, <i>xylem</i>, and <i>toxins</i>. For the poetry, students will need support understanding the figurative language (<i>tiny wingscales like valentines</i>, <i>crowns of velvet</i>) as well as <b>unfamiliar</b> vivid language (<i>munching</i>, <i>attract</i>, <i>thrive</i>, <i>fade</i>).</p>
<p><b>Knowledge Demands</b></p> <p>Simple Very Complex</p>	<p>Students may be <b>familiar</b> with some of the animals, insects, and plants described in the poetry and prose, but they will likely need <b>background knowledge of content-area vocabulary</b>.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Structure</b> Explain that poems have short lines and different formatting than in prose. Display a poem with creative line breaks from a poet such as Shel Silverstein, William Carlos Williams, or Emily Dickinson. Point out how the lines differ from prose, and explain how multiple lines might express one thought or idea. Read the poem aloud, showing line breaks, and point out each idea.</p>	<p><b>Knowledge Demands</b> Use a <b>web graphic organizer</b> to record living things in a meadow. Have students share prior knowledge of meadow insects, plants, and animals. Complete the web, and then discuss how living things rely on each other for food and shelter.</p>	<p><b>Language Say:</b> <i>Poems use figurative language to help readers visualize what is being described.</i></p> <ul style="list-style-type: none"> <li>• Have partners use classroom resources to research a type of figurative language (simile, metaphor, or personification).</li> <li>• Have partners write an example of their chosen type of figurative language.</li> <li>• Discuss how figurative language adds to the meaning of a poem.</li> </ul>

# TEXT COMPLEXITY CHARTS

**The Weird and Wonderful Echidna**  
By Mike Jung  
Genre: Informational Text

### Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Physical features and adaptations

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: **11.071**      Word Frequency: **3.359**      Word Count: **1,406**

#### Complexity Level

#### Qualitative Measures

##### Author's Purpose



Simple      Very Complex

The central idea is **explicitly stated** on the first page: *Of all the creatures that live in Australia, the echidna is one of the strangest.* Students will understand that the text will inform about the features that make the echidna the strangest animal.

##### Text Structure



Simple      Very Complex

The informational text follows a **description text structure**. Connections between ideas are **clear**: features of the echidna are described, and the ways the feature helps the echidna survive are explained. The photographs, captions, and map **directly support the content** and help readers understand the echidna's adaptations.

##### Language Conventinality and Clarity



Simple      Very Complex

The sentences are **simple** with some **compound and complex sentences**. The vocabulary is mostly **familiar**. Students may need support with **domain-specific vocabulary, such as** *classify, keratin, predator, camouflage, adapted, prey, adaptations, and torpor.*

##### Knowledge Demands



Simple      Very Complex

Subject matter will be **unfamiliar** to students, as well as the concept of adaptations. Students may need some **background knowledge** to understand the physical features of the animal and how an echidna's adaptations help protect it.

### Reader and Task Considerations

#### English Language Learners

**Language** Use a **web graphic organizer** to preteach the word *adaptation*. Help students define the word, and then discuss common adaptations (camouflage, body coverings, hibernation). You might want to

- show images of animal coverings: fur, feathers, scales.
- show images of animals who use camouflage (moths, snakes, fish).

#### Intervention

**Structure** Have students preview the text, paying close attention to the photographs and captions. Point out the bolded phrases in each photograph and explain that these are like headings and provide the main ideas. You may also want to

- explore online media to build background for echidnas.
- explore online media for adaptations.

#### On Level/Advanced

**Knowledge Demands Say:** *You are going to read a text about echidnas. Echidnas have many fascinating adaptations.* Then have students

- work with a partner to use online media to find at least one way the echidna has adapted to its environment.
- **list** the features and adaptations that make the echidna “the strangest” animal.

**The Very Peculiar  
Platypus**  
By Wade Hudson  
Genre: Informational Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Adaptation and using physical features to survive

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **840L**      Average Sentence Length: **11.575**      Word Frequency: **3.346**      Word Count: **926**

Complexity Level	Qualitative Measures
<p><b>Author's Purpose</b></p> <p>Simple      Very Complex</p>	<p>The author's purpose is <b>clear and explicitly stated by</b> the text's title and the sentence on the first page: <i>its seemingly strange collection of features and adaptations helps the platypus to survive</i>. The text describes each feature and how it helps the platypus survive in Australia.</p>
<p><b>Text Structure</b></p> <p>Simple      Very Complex</p>	<p>The text has a <b>description text structure</b>. Maps, photographs, illustrations, and captions <b>enhance readers' understanding of content</b>. <b>Text features</b> such as <b>headings</b> help readers navigate the text and recognize the main idea of each section.</p>
<p><b>Language Conventinality and Clarity</b></p> <p>Simple      Very Complex</p>	<p>Sentences are mostly <b>simple with some complex constructions</b>. The language includes <b>several instances of domain-specific vocabulary</b>: <i>adaptation, monotreme, webbed feet, sense organ, incubation, venom</i>. Students will benefit from support with scientific terminology describing the features of the platypus.</p>
<p><b>Knowledge Demands</b></p> <p>Simple      Very Complex</p>	<p>Subject matter relies on a <b>moderate level of discipline-specific content knowledge</b>. Students should be familiar with physical features of animals, but they will need support with terminology and with the concept of adaptation and how animals use features to survive.</p>

Reader and Task Considerations

English Language Learners	Intervention	On Level/Advanced
<p><b>Language</b> Preteach the words <i>adapt</i>, <i>survive</i>, and <i>feature</i>. Write each word and work with students to use a dictionary to find each word's meaning. Direct students to meanings that relate to physical features and adaptation. Then use <b>sentence frames</b> to help students use the words in sentences.</p> <ul style="list-style-type: none"> <li>• <i>Adapt</i> means ____.</li> <li>• To <i>survive</i> means to ____.</li> <li>• A <i>feature</i> is a ____.</li> </ul>	<p><b>Knowledge Demands</b> Draw a <b>KWL chart</b> on the board and ask students what they know about the physical features of animals (skin covering, body structure, facial features, etc.). Explain that you will read about platypuses. You may also want to</p> <ul style="list-style-type: none"> <li>• use online media to find images and videos of platypuses.</li> <li>• locate a diagram that shows each physical feature.</li> </ul>	<p><b>Structure Say:</b> <b>Read the title and look at the graphics and headings in the book. What do platypuses and mammals have in common? What do platypuses and reptiles have in common?</b> Have students</p> <ul style="list-style-type: none"> <li>• think of one way they are alike.</li> <li>• think of ways they are different.</li> <li>• explain your thinking to a partner.</li> </ul>

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>FOUNDATIONAL SKILLS</b>						
<b>Print Concepts</b>						
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		•	•			
<b>Phonological Awareness</b>						
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	•	•				
<b>Phonics</b>						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
<b>High-Frequency Words</b>						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Structure and Knowledge</b>						
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	•	•	•	•		
<b>Fluency</b>						
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		•	•	•	•	•
<b>READING COMPREHENSION</b>						
<b>Genre Characteristics</b>						
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					•	•
<b>Key Ideas and Details</b>						
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	<b>Analysis</b>						
	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)	•	•	•	•	•	•
<b>Response to Sources</b>							
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	•	•	•	•	•	•	
<b>Comparison Across Texts</b>							
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	<b>Independent and Self-Selected Reading</b>						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	<b>Oral Language</b>						
	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	<b>VOCABULARY ACQUISITION</b>						
	<b>High-Frequency Words</b>						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	<b>Word Study</b>						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
	Understand adages and proverbs						•



SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Word Learning Strategies</b>						
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				•	•	•
<b>Academic Language</b>						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
<b>ANALYZE AUTHOR'S CRAFT</b>						
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	•	•	•	•	•	•
<b>DEVELOP WRITER'S CRAFT</b>						
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			•	•	•	•
<b>CONVENTIONS OF LANGUAGE</b>						
<b>Spelling</b>						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
<b>Spelling (cont.)</b>						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
<b>Grammar and Usage</b>						
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)					•	•
<b>Capitalization and Punctuation</b>						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	<b>Capitalization and Punctuation (cont.)</b>						
	Learn how and when to use quotation marks with dialogue				•	•	•
	<b>FOUNDATIONAL SKILLS FOR WRITING</b>						
	<b>Letter Formation, Handwriting, Cursive</b>						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	<b>Ways of Writing</b>						
	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	•	•	•	•	•	•
	<b>Speaking and Listening</b>						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	<b>COMPOSITION</b>						
	<b>The Writing Process: Plan, Draft, Revise, Edit, Publish</b>						
	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	•	•	•	•	•	•
	<b>Genre Immersion: Modes and Products</b>						
	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	<b>SPEAKING</b>						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	<b>LISTENING</b>						
	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	<b>COLLABORATION</b>						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	<b>RESEARCH SKILLS AND PROCESS</b>						
	<b>Conduct Short Research Projects</b>						
	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		•	•	•	•	•	
<b>Identify and Gather Information</b>							
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
	<b>Identify and Gather Information (cont.)</b>						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	<b>TEST PREPARATION</b>						
	<b>Editing</b>						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	<b>Extended Writing Prompts</b>						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
	<b>Author's Craft and Structure</b>						
Identify the author's purpose and craft	•	•	•	•	•	•	





**Academic vocabulary, U1:T322; U5:T240, T376**

integration, **U1:T54, T62, T70, T114, T122, T130, T172, T180, T188, T234, T242, T306, T314; U2:T58, T66, T74, T126, T134, T184, T192, T200, T244, T252, T308, T316, T324; U3:T46, T54, T62, T106, T114, T122, T172, T180, T188, T246, T254, T262, T300, T308, T316; U4:T56, T64, T118, T126, T134, T180, T188, T196, T246, T254, T262, T312, T320, T328; U5:T52, T60, T68, T112, T120, T128, T180, T196, T248, T256, T304, T312, T320**

language of ideas, **U1:T14, T80, T140, T198, T260; U2:T14, T84, T152, T210, T270; U3:T18, T72, T132, T198, T272; U4:T18, T82, T144, T206, T272; U5:T18, T76, T138, T206, T266**

synonyms, **U4:T99, T107, T111**

synthesize/synthesis, **U1:T250; U2:T142, T260; U4:T72**

use/using academic vocabulary, **U1:T322, T461; U2:T463; U3:T455; U4:T467; U5:T188, T240, T444**

Word Wall, **U1:T12; U2:T12; U3:T12; U4:T12; U5:T12**

See also Vocabulary skills/strategies, academic vocabulary strategies

**Accuracy.** See Fluency, reading, accuracy

**Achieving English proficiency.** See ELL (English Language Learners)

**Adjectives, U1:T418; U4:T375, T379, T383, T387, T395; U5:T339**

comparative, **U4:T423, T427, T443**

superlative, **U4:T447, T451, T455, T459; U5:T343, T347, T351, T355, T363**

**Advanced-high learners.** See ELL (English Language Learners)

**Advanced learners.** See ELL (English Language Learners)

**Adverbs, U1:T422; U2:T424; U4:T399, T403, T407, T411, T419**

relative, **U5:T343, T347, T351, T355, T363**

**Affixes.** See Spelling, Word Study, prefixes; Spelling, Word Study, suffixes

**Agreement, subject-verb, U2:T304–T305, T312–T313, T320–T321, T326–T327; U3:T335, T363, T367, T371, T375**

**Alliteration.** See Literary devices/terms, alliteration; Sound devices and poetic elements, alliteration

**Anchor chart, U1:T22, T84, T144, T202, T264; U2:T22, T88, T156, T214, T274; U3:T22, T76, T136, T202, T276; U4:T22, T86, T148, T210, T276; U5:T22, T82, T142, T210, T270**

**Antonyms, U1:T97; U2:T90–T91, T118; U3:T78–T79; U5:T84–T85, T97, T100, T104.** See also Vocabulary development, antonyms

**Assess and Differentiate**

myView Digital. See SavvasRealize.com to access Realize Reader and all other digital content

Quick Check, **U1:T23, T49, T55, T63, T71, T85, T109, T115, T123, T131, T145, T167, T173, T181, T189, T203, T229, T235, T243, T251, T265, T301, T307, T315, T323; U2:T23, T53, T59, T67, T75, T89, T121, T127, T135, T143, T157, T179, T185, T193, T201, T215, T239, T245, T253, T261, T275, T303, T309, T317, T325; U3:T23, T41, T47, T55, T63, T77, T101, T107, T115, T123, T137, T167, T173, T181, T189, T203, T241, T247, T255, T263, T277, T295, T275, T309, T317; U4:T23, T51, T57, T65, T73, T87, T113, T119, T127, T135, T149, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T307, T313, T321, T329; U5:T23, T47, T53, T61, T69, T83, T107, T113, T121, T129, T143, T175, T181, T189, T197, T211, T235, T241, T249, T257, T271, T299, T305, T313, T321**

Small Group, **U1:T28–T31, T52–T53, T60–T61, T68–T69, T74–T75, T90–T93, T112–T113, T120–T121, T128–T129, T134–T135, T150–T153, T170–T171, T178–T179, T186–T187, T192–T193, T208–T211, T232–T233, T240–T241, T248–T249, T254–T255, T270–T273, T304–T305, T312–T313, T320–T321, T326–T327; U2:T28–T31, T56–T57, T64–T65, T72–T73, T78–T79, T94–T97, T124–T125, T132–T133, T140–T141, T146–T147, T162–T165, T182–T183, T190–T191, T198–T199, T204–T205, T220–T223, T242–T243, T250–T251, T258–T259, T264–T265, T280–T283, T306–T307, T314–T315, T322–T323, T328–T329; U3:T28–T31, T44–T45, T52–T53, T60–T61, T66–T67, T82–T86, T104–T105, T112–T113, T120–T121, T126–T127, T142–T145, T170–T171, T178–T179, T186–T187, T192–T193, T210–T211, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T298–T299, T306–T307, T314–T315, T320–T321; U4:T28–T31, T54–T55, T62–T63, T70–T71, T76–T77, T92–T95, T116–T117, T124–T125, T132–T133, T138–T139, T154–T157, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267, T282–T285, T310–T311, T318–T319, T326–T327, T332–T333; U5:T28–T31, T50–T51, T58–T59, T66–T67, T72–T73, T88–T91, T106–T111, T118–T119, T126–T127, T132–T133, T148–T151, T178–T179, T186–T187, T194–T195, T200–T201, T216–T219, T238–T239, T246–T247, T254–T255, T260–T261, T276–T279, T302–T303, T310–T311, T318–T319, T324–T325**

Independent/Collaborative, **U1:T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; U2:T31, T57, T65, T73, T79, T97, T125,**

T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T171, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Book Club, **U1:**T31, T75, T93, T135, T153, T193, T211, T255, T273, T327; **U3:**T31, T67, T85, T127, T145, T193, T211; **U4:**T95, T139, T157, T201, T219, T267, T285, T333

Conferring, **U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T170, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Independent Reading, **U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T171, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Leveled Readers, **U1:**T29, T31, T53, T61, T69, T75, T91, T93, T113, T121, T129, T135, T151, T153, T171, T179, T187, T193, T209, T211, T233, T241, T249, T255, T271, T273, T305, T313, T321, T327; **U2:**T29, T31, T57, T65, T73, T79, T95, T97, T125, T133, T141,

T147, T163, T165, T183, T191, T199, T205, T221, T223, T243, T251, T259, T265, T281, T283, T307, T315, T323, T329; **U3:**T29, T31, T45, T53, T61, T67, T83, T85, T105, T113, T121, T127, T143, T145, T170, T179, T187, T193, T209, T211, T245, T253, T261, T267, T283, T285, T299, T307, T321; **U4:**T29, T31, T55, T63, T71, T77, T93, T95, T117, T125, T133, T139, T155, T157, T179, T187, T195, T201, T217, T219, T245, T253, T261, T267, T283, T285, T311, T319, T327, T333; **U5:**T29, T31, T51, T59, T67, T73, T89, T91, T111, T119, T127, T133, T149, T151, T179, T187, T195, T201, T217, T219, T239, T247, T255, T261, T277, T279, T303, T311, T319, T325

Literacy Activities, **U1:**T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2:**T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T170, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4:**T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5:**T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325

Teacher-Led Options, **U1:**T30–T31, T52–T53, T60–T61, T68–T69, T74–T75, T92–T93, T112–T113, T120–T121, T128–T129, T134–T135, T152–T153, T170–T171, T178–T179, T186–T187, T192–T193, T210–T211, T232–T233, T240–T241, T248–T249, T254–T255, T272–T273, T304–T305, T312–T313, T320–T321, T326–T327; **U2:**T30–T31, T56–T57, T64–T65, T72–T73, T78–T79, T96–T97, T124–T125, T132–T133, T140–T141, T146–T147, T164–T165, T182–T183, T190–T191, T198–T199, T204–T205, T222–T223, T242–T243, T250–T251, T258–T259, T264–T265, T282–T283, T306–T307, T314–T315, T322–T323, T328–T329; **U3:**T30–T31, T44–T45, T52–T53, T60–T61, T66–T67, T84–T85, T104–T105, T112–T113, T120–T121, T126–T127, T144–T145, T170–T171, T178–T179, T186–T187, T192–T193, T210–T211, T244–T245, T252–T253, T260–T261, T266–T267, T284–T285, T298–T299, T306–T307, T314–T315, T320–T321; **U4:**T30–T31, T54–T55, T62–T63, T70–T71, T76–T77, T94–T95, T116–T117, T124–T125, T132–T133, T138–T139, T156–T157, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T244–T245, T252–T253, T260–T261, T266–T267,



T284–T285, T310–T311, T318–T319, T326–T327, T332–T333; **U5**:T30–T31, T50–T51, T58–T59, T66–T67, T72–T73, T90–T91, T106–T111, T118–T119, T126–T127, T132–T133, T150–T151, T178–T179, T186–T187, T194–T195, T200–T201, T218–T219, T238–T239, T246–T247, T254–T255, T260–T261, T278–T279, T302–T303, T310–T311, T318–T319, T324–T325

Fluency, **U1**:T52, T60, T68, T112, T120, T128, T170, T178, T186, T232, T240, T248, T304, T312, T320; **U2**:T56, T64, T72, T124, T132, T140, T182, T190, T198, T242, T250, T258, T306, T314, T322; **U3**:T44, T52, T60, T104, T112, T120, T170, T178, T186, T244, T264, T260, T272, T306; **U4**:T54, T62, T70, T116, T124, T132, T178, T186, T194, T244, T252, T260, T310, T318, T326; **U5**:T50, T58, T66, T106, T118, T126, T178, T186, T194, T238, T246, T254, T302, T310, T318

Intervention Activity, **U1**:T30, T52, T60, T68, T74, T92, T112, T120, T128, T134, T152, T170, T178, T186, T192, T210, T232, T240, T248, T254, T272, T304, T312, T320, T326; **U2**:T30, T56, T64, T72, T78, T96, T124, T132, T140, T146, T164, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T306, T314, T322, T328; **U3**:T30, T44, T52, T60, T66, T84, T104, T112, T120, T126, T144, T170, T178, T186, T192, T210, T244, T252, T260, T266, T284, T318, T306, T320; **U4**:T30, T54, T62, T70, T76, T94, T116, T124, T132, T138, T156, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T310, T318, T326, T332; **U5**:T30, T50, T58, T66, T72, T90, T106, T118, T126, T132, T150, T178, T186, T194, T200, T218, T238, T246, T254, T260, T278, T302, T310, T318, T324

On-Level and Advanced, **U1**:T30, T74, T92, T134, T152, T192, T210, T254, T272, T326; **U2**:T30, T78, T96, T146, T164, T204, T222, T264, T282, T328; **U3**:T30, T66, T84, T126, T144, T192, T210, T266, T284, T300; **U4**:T30, T76, T94, T138, T156, T200, T218, T266, T284, T332; **U5**:T30, T72, T90, T132, T150, T200, T218, T260, T278, T324

Strategy Group, **U1**:T30, T52, T60, T68, T74, T92, T112, T120, T128, T134, T152, T170, T178, T186, T192, T210, T232, T240, T248, T254, T272, T304, T312, T320, T326; **U2**:T30, T56, T64, T72, T78, T96, T124, T132, T140, T146, T164, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T306, T314, T322, T328; **U3**:T30, T44, T52, T60, T66, T84, T104, T112, T120, T126, T144, T170, T178, T186, T192, T210, T244, T264, T260, T266, T284, T298, T306, T330; **U4**:T30, T54, T62, T70, T76, T94, T116, T124, T132, T138, T156, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T310, T318, T326,

T332; **U5**:T30, T50, T58, T66, T72, T90, T106, T118, T126, T132, T150, T178, T186, T194, T200, T218, T238, T246, T254, T260, T278, T302, T310, T318, T324

ELL Targeted Support, **U1**:T30, T52, T60, T68, T74, T92, T112, T120, T128, T134, T152, T170, T178, T186, T192, T210, T232, T240, T248, T254, T272, T304, T312, T320, T326, T340, T341, T364, T365, T373, T388, T389, T397, T412, T413, T421, T436, T437, T445; **U2**:T30, T56, T64, T72, T78, T96, T124, T132, T140, T146, T164, T182, T190, T198, T204, T222, T242, T250, T258, T264, T282, T306, T314, T322, T328, T343, T351, T367, T375, T391, T399, T415, T423, T439, T447; **U3**:T30, T44, T52, T60, T66, T84, T104, T112, T120, T126, T144, T170, T178, T186, T192, T210, T244, T252, T260, T266, T284, T306, T320, T335, T343, T357, T365, T381, T389, T405, T413, T430, T438; **U4**:T30, T54, T62, T70, T76, T94, T116, T124, T132, T138, T156, T178, T186, T194, T200, T218, T244, T252, T260, T266, T284, T310, T318, T326, T332, T370, T371, T379, T394, T395, T403, T418, T419, T427, T442, T443, T451; **U5**:T30, T50, T58, T66, T72, T90, T106, T118, T126, T132, T150, T178, T186, T194, T200, T218, T238, T246, T254, T260, T278, T302, T310, T318, T324, T347, T371, T395, T419, T443. *See also* ELL (English Language Learners)

Whole Group, **U1**:T31, T53, T61, T69, T75, T93, T113, T121, T129, T135, T153, T171, T179, T187, T193, T211, T233, T241, T249, T255, T273, T305, T313, T321, T327; **U2**:T31, T57, T65, T73, T79, T97, T125, T133, T141, T147, T165, T183, T191, T199, T205, T223, T243, T251, T259, T265, T283, T307, T315, T323, T329; **U3**:T31, T45, T53, T61, T67, T85, T105, T113, T121, T127, T145, T170, T179, T187, T193, T211, T245, T253, T261, T267, T285, T299, T307, T321; **U4**:T31, T55, T63, T71, T77, T95, T117, T125, T133, T139, T157, T179, T187, T195, T201, T219, T245, T253, T261, T267, T285, T311, T319, T327, T333; **U5**:T31, T51, T59, T67, T73, T91, T111, T119, T127, T133, T151, T179, T187, T195, T201, T219, T239, T247, T255, T261, T279, T303, T311, T319, T325.

*See also* ELL (English Language Learners)

## Assessment

classroom-based. *See under* Assessment, progress monitoring

formative, **U1**:T23, T49, T55, T63, T71, T85, T109, T115, T123, T131, T145, T167, T173, T181, T189, T203, T229, T235, T243, T251, T265, T301, T307, T315, T323, T336, T360, T384, T408, T432; **U2**:T23, T53, T59, T67, T75, T89, T121, T127, T135, T143, T157, T179, T185, T193, T201, T215,

T239, T245, T253, T261, T275, T303, T309, T317, T325, T338, T362, T386, T410, T434; **U3**:T23, T25, T41, T47, T49, T55, T57, T63, T77, T97, T107, T115, T123, T137, T167, T173, T181, T189, T203, T241, T247, T255, T263, T277, T295, T301, T309, T317, T330, T354, T378, T402, T426; **U4**:T23, T51, T57, T65, T73, T87, T113, T119, T127, T135, T149, T175, T181, T189, T197, T211, T241, T247, T255, T263, T277, T307, T313, T321, T329, T342, T366, T390, T414, T438; **U5**:T23, T47, T53, T61, T69, T83, T107, T113, T121, T129, T143, T175, T181, T189, T197, T211, T235, T241, T249, T257, T271, T299, T305, T313, T321, T334, T358, T382, T406, T430

performance-based assessment, **U1**:T331; **U2**:T333; **U3**:T325; **U4**:T337; **U5**:T329

progress monitoring

- final stable syllables, **U3**:T382, T398
- Greek roots, **U2**:T248–T249, T262–T263
- homophones, **U4**:T330
- irregular plurals, **U2**:T188–T189, T202–T203
- Latin roots, **U2**:T312–T313, T326–T327; **U5**:T70–T71
- plurals, **U2**:T62–T63, T76–T77
- prefixes, **U1**:T324; **U4**:T74, T264; **U5**:T258–T259
- r*-controlled, **U3**:T124–T125
- related words, **U3**:T64–T65
- silent letters, **U3**:T318–T319
- suffixes, **U1**:T72, T132; **U4**:T136; **U5**:T130–T131
- syllable patterns, **U1**:T190; **U3**:T265; **U4**:T198; **U5**:T198–T199
- vowel diphthongs, **U2**:T130–T131, T144–T145
- vowel teams and digraphs, **U1**:T252
- word parts *sub-*, *inter-*, *fore-*, **U5**:T322–T323

scoring guide/rubric, **U1**:T457; **U2**:T453, T459; **U3**:T445, T451; **U4**:T457, T463; **U5**:T455

spelling, **U1**:T356, T380, T404, T428, T452; **U2**:T358, T382, T406, T430, T454; **U3**:T350, T374, T398, T424, T446; **U4**:T362, T386, T410, T434, T458; **U5**:T354, T378, T402, T426, T450

writing, **U1**:T450–T451; **U2**:T452–T453; **U3**:T444–T445; **U4**:T456–T457; **U5**:T448–T449

**Audience.** See Literary devices/terms, audience

**Author's craft,** **U2**:T293; **U3**:T428–T429; **U4**:T182–T183

- alliteration, **U2**:T176; **U5**:T158, T165
- allusion, **U5**:T163
- anecdotes, **U1**:T104; **U5**:T94
- concluding or final statement, **U1**:T402; **U2**:T380; **U4**:T380–T381, T392–T393
- develop situations and characters through dialogue and description, **U1**:T277, T281; **U3**:T210, T218
- dialect, **U2**:T177
- dialogue in narrative poetry, **U3**:T292
- exaggeration, **U4**:T100, T109, T120–T121, T128–T129

- facts and details, **U1**:T370–T371; **U2**:T368, T372
- figurative language, **U1**:T124–T125; **U2**:T194–T195
- foreshadowing, **U4**:T225, T227
- forms of poetry, **U2**:T235
- graphic features, **U5**:T103
- illustrations, **U1**:T295
- imagery, figurative language, **U1**:T98, T290, T294; **U2**:T38, T170, T172, T175, T186–T187, T194–T195, T230, T246–T247, T254–T255; **U3**:T36, T95, T149, T152, T216, T223, T293; **U4**:T42, T230, T248–T249, T278–T279, T303; **U5**:T38, T98, T172
- linking words and phrases, **U2**:T412
- literary devices, **U3**:T287–T289
- mood, **U1**:T293; **U3**:T114–T117; **U4**:T256–T257
- narration, **U4**:T167
- plot, **U4**:T235
- point of view, **U3**:T234
- print and graphic features, **U1**:T34, T36, T44, T47, T56–T57, T64–T65, T217, T221, T224, T236–T237, T244–T245, T283; **U2**:T36, T44, T60–T61, T68–T69, T103, T107, T119; **U3**:T159, T182–T183; **U4**:T38, T44, T103, T105
- purpose and message, **U1**:T282, T285, T286, T289, T298, T308–T309, T316–T317; **U2**:T352; **U3**:T92, T98, T172–T173, T225, T239, T248–T249; **U4**:T164, T169, T171, T190–T191, T295, T314–T315, T322–T323; **U5**:T105, T114–T115, T132–T133, T294, T306–T307, T314–T315
- quotations, **U5**:T161
- reasons and evidence, **U4**:T352–T353, T372–T373, T396–T397
- repetition, **U3**:T54–T57, T155
- rhetorical devices, **U5**:T182–T183, T190–T191
- rising action, **U4**:T228
- simile and metaphor, **U1**:T297; **U4**:T110; **U5**:T368–T369
- sound devices, **U5**:T283
- stage directions, **U4**:T163
- text features, **U2**:T128–T129, T136–T137; **U4**:T172; **U5**:T233, T242–T243, T250–T251
- text structure, **U1**:T102, T158, T161, T164, T174–T175, T182–T183, T292, T299; **U2**:T43, T51, T318–T319; **U3**:T88; **U4**:T161, T291, T293; **U5**:T34, T43, T54–T63, T289, T295
- theme, **U3**:T165
- tone, **U3**:T114–T117
- voice, **U3**:T164, T238; **U4**:T35, T48, T58–T59, T66–T67, T299, T301; **U5**:T173
- word choice, **U1**:T101

**Author's message.** See Author's purpose

**Author's purpose,** **U1**:T28, T34, T37–T40, T42, T44–T47, T54–T55, T282, T285, T286, T289, T298, T308–T309, T316–T317; **U2**:T352; **U3**:T92, T98, T142, T148, T149, T151, T155, T157, T159, T161, T163, T165, T172–T173, T225, T239, T248–T249; **U4**:T164, T169, T171,

# INDEX

T190–T191, T295; **U5**:T105, T114–T115, T132–T133, T294, T306–T307, T314–T315. *See also* Listening, listening comprehension

**Autobiography.** *See* Genres, autobiography

## B

**Background, build.** *See* Background knowledge

**Background knowledge, U1**:T33, T95, T155, T213, T275, T460; **U2**:T33, T99, T167, T225, T285, T462; **U3**:T33, T87, T133, T147, T213, T227, T287, T454; **U4**:T33, T97, T159, T223, T287, T297, T466; **U5**:T33, T93, T153, T221, T232, T281, T458

**Base words.** *See* Word study

**Bilingual children.** *See* ELL (English Language Learners)

**Biography.** *See* Genres, biography

**Book Club, U1**:T31, T75, T93, T135, T153, T193, T211, T255, T273, T327, T476–T489; **U2**:T31, T79, T97, T147, T165, T205, T223, T265, T283, T329, T478–T491; **U3**:T31, T85, T145, T211, T267, T285, T321, T470–T483; **U4**:T31, T77, T95, T157, T201, T219, T267, T285, T482–T495; **U5**:T31, T73, T91, T133, T151, T201, T219, T261, T279, T325, T474–T487

## C

**Capitalization, U5**:T367, T371, T375, T379, T387, T391, T395, T399, T403

**Cause and Effect.** *See* Listening, listening comprehension

**Central idea, of informational text.** *See* Informational text

**Central message.** *See* Literary devices/terms

**Characters, U3**:T356–T35, T360–T36  
analyze, **U3**:T28, T34, T37, T38, T46–T47; **U4**:T28, T35–T37, T41, T42, T45, T47, T56–T57  
*See also* Listening, listening comprehension; Make inferences, about characters

**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**:T415, T419, T423, T427, T435

**Communication, oral.** *See* Listening, Speaking

**Compare and contrast.** *See* Listening, listening comprehension

**Compare texts, U1**:T29, T70–T71, T91, T130–T131, T151, T188–T189, T209, T250–T251, T271, T322–T323, T458–T459; **U2**:T29, T74–T75, T95, T142–T143, T163, T200–T201, T221, T260–T261, T281, T284, T294, T302, T316, T324–T325, T460–T461; **U3**:T29, T62–T63, T83, T122–T123, T143, T188–T189, T209, T212, T226, T262–T263, T283, T294–T295, T453–T454; **U4**:T29, T72–T73, T93, T134–T135, T155, T217, T262, T283, T286, T296, T328–T329, T464–T465; **U5**:T29, T68–T69, T89, T128–T129, T149, T196–T197, T217, T256–T257, T280, T296, T298, T304, T320–T321, T456–T457. *See also* Characters, analyze

**Composition.** *See* Writing forms/products; Writing mode; Writing traits

**Comprehension strategies/skills.** *See* Strategies/skills

**Computers, using.** *See* Technology

**Conclusions, draw.** *See* Listening, listening comprehension

**Conferring.** *See* Assess and Differentiate, Small Group, Independent/Collaborative, Conferring

**Conjunctions, coordinating, U2**:T428; **U3**:T414. *See also* Language and conventions

### Connections

make, **U3**:T143, T150, T154, T156, T160, T180–T181; **U4**:T93, T98, T102, T104, T108, T126–T127, T217, T222, T224, T227, T231, T237, T254–T255

text to learning, **U1**:T28–T29, T90–T91, T150–T151, T208–T209, T270–T271; **U2**:T28–T29, T94–T95, T162–T163, T220–T223, T280–T281; **U3**:T28–T29, T82–T83, T142–T143, T208–T209, T282–T283; **U4**:T28–T29, T92–T93, T154–T155, T216–T217, T282–T283; **U5**:T28–T29, T88–T89, T148–T149, T216–T217, T276–T277

*See also* Compare texts; Cross-Curricular Perspectives; ELL (English Language Learners)

**Consonants.** *See* Phonics/decoding, consonants

**Content knowledge**  
build oral vocabulary, **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12; **U5**:T12

**Context clues.** *See* Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Contrasting.** *See* Listening, listening comprehension

**Conventions of standard English.** *See* Language and conventions

## Cross-Curricular Perspectives

science, **U1**:T96, T99, T100, T103, T105, T107; **U2**:T34, T39, T41, T49, T100, T102, T109, T110, T113, T115, T117, T168, T173, T227, T228, T232, T233, T236, T287, T289, T290, T292, T296, T298, T299; **U3**:T34, T39; **U5**:T35, T36, T44, T95, T107, T154, T164, T223, T226, T227, T228, T231, T282, T286, T288, T290, T292, T293, T455

social studies, **U1**:T38, T40, T42, T157, T159, T160, T215, T216, T220, T222, T227, T276, T278, T288, T291, T296, T457; **U3**:T96, T148, T150, T154, T157, T158, T162, T163, T215, T220, T221, T228, T289, T291, T451; **U4**:T34, T41, T45, T98, T101, T104, T108, T160, T165, T222, T224, T229, T231, T236, T288, T290, T294, T298, T300, T302, T304, T463

**Cross-text evaluation.** See Compare texts

## D

**Decodable Readers.** See Assess and Differentiate, Small Group, Independent/Collaborative, Decodable Reader

**Demonstratives.** See Adjectives; Language and Conventions

**Details, identify.** See Main idea, and details

**Dialogue (punctuating),** **U5**:T439, T443, T447, T451

**Dictionary/glossary.** See Reference sources; Spelling; Vocabulary skills/strategies, dictionary/glossary

**Differentiated instruction.** See Assess and Differentiate

**Digital texts.** See SavvasRealize.com to access Realize Reader and all other digital content

**Discussion.** See Listening, listening comprehension

**Drama.** See Genres, drama/play

## E

**Electronic information.** See Technology

### ELL (English Language Learners)

access, **U1**:T33, T54, T83, T95, T114, T143, T155, T172, T201, T213, T234, T263, T275, T306; **U2**:T21, T33, T58, T87, T99, T126, T155, T167, T184, T213, T225, T244, T273, T285, T295; **U3**:T25, T33, T46, T75, T87, T135, T147, T172, T201, T213, T227, T246, T275, T287, T300; **U4**:T21, T33, T56, T85, T97, T118, T147, T159, T180, T209, T221, T246, T275, T297, T312; **U5**:T21, T33, T52, T81, T93, T112, T141, T153, T180, T209, T221, T240, T269, T281

conference support, **U1**:T336, T360, T384, T408, T432; **U2**:T338, T362, T386, T410, T434; **U3**:T330, T354, T378,

T402, T426; **U4**:T342, T366, T390, T414, T438; **U5**:T74, T358, T382, T406, T430

insights, **U4**:T287

language transfer, **U1**:T24; **U3**:T11, T12, T134, T138; **U4**:T24, T88, T278; **U5**:T144, T212, T268, T272

actions and visualization, **U3**:T78

base words and affixes, **U2**:T274

cognates, **U1**:T12, T22, T82, T94, T142, T144, T146, T200, T202, T262, T264, T266, T460; **U2**:T12, T20, T24, T88, T90, T154, T156, T158, T212, T214, T216, T272, T462; **U3**:T12, T20, T22, T24, T74, T76, T136, T200, T202, T204, T274, T276, T454; **U4**:T12, T22, T84, T86, T146, T148, T150, T208, T210, T246, T274, T466; **U5**:T12, T22, T24, T80, T82, T84, T140, T208, T210, T270, T458

consonant blends, **U2**:T22

consonants, **U5**:T20

consonant sounds, **U3**:T138

digraphs, **U2**:T86, T276

double final consonants, **U4**:T20

false cognates, **U4**:T212

letter sounds, **U4**:T276

parts of speech, **U3**:T278

past tense, **U1**:T204

phonics, **U1**:T20

prior knowledge, **U3**:T9

syllable pattern VCCV, **U1**:T86

vowel digraphs, **U5**:T142

targeted support, **U1**:T21, T149, T185, T207, T245, T251, T340, T461, T465, T469, T473; **U2**:T52, T88, T142, T214, T438, T463, T467, T469; **U3**:T248, T455, T457, T463, T467; **U4**:T72, T153, T467, T471, T475, T479; **U5**:T174, T270, T386, T410, T459, T463, T467, T471

academic vocabulary/language, **U1**:T13, T24, T86, T146, T162, T165, T204, T266; **U2**:T13, T24, T90, T158, T216, T276; **U3**:T13, T24, T78, T138, T219, T204, T236; **U4**:T13, T24, T88–T89, T150, T212, T278; **U5**:T13, T24, T84, T144, T212, T272

accessible language, **U2**:T274; **U4**:T86, T97

adding and deleting ideas for coherence and clarity, **U5**:T431

adjective placement, **U4**:T443

adjectives, **U4**:T379

analyzing a lead paragraph, **U2**:T339

analyzing photographs, **U2**:T339

analyzing text features, **U5**:T229

asking and answering questions, **U1**:T122; **U5**:T82, T120

assessment, **U3**:T427

author's craft, **U4**:T182; **U5**:T54, T114, T122

author's purpose, **U1**:T316; **U4**:T314, T322; **U5**:T314

auxiliary verbs, **U3**:T439

background knowledge, **U3**:T133; **U4**:T223; **U5**:T232

brainstorming a topic and opinion, **U3**:T331; **U4**:T343

- claims, **U5:T461**
- cognates, **U2:T37; U5:T156**
- collaborating, **U4:T469**
- combining ideas, **U4:T415**
- comma rules, **U5:T419**
- communicating ideas, **U2:T324**
- compare texts, **U3:T262**
- comparing and contrasting, **U2:T295; U3:T122; U4:T262**
- comparing words, **U5:T93**
- comparisons, **U4:T465**
- composing a character description, **U3:T355**
- composing a plot, **U3:T355**
- composing a setting, **U1:T361**
- composing body paragraphs, **U2:T387**
- composing dialogue, **U3:T379**
- composing from point of view, **U3:T379**
- composing introduction and conclusion, **U4:T391**
- composing line breaks, **U5:T383**
- composing with alliteration and assonance, **U5:T359**
- composing with rhyming words, **U5:T359**
- compound subjects and predicates, **U1:T373, T389**
- compound words, **U2:T112**
- comprehend vocabulary, **U3:T256**
- concept mapping, **U1:T213; U2:T33, T99, T167, T225; U3:T33; U4:T33; U5:T33, T153**
- confirm understanding, **U5:T22**
- connecting graphics to a story, **U1:T56**
- context clues, **U4:T162**
- contextual support, **U2:T101, T105, T153, T231, T234; U4:T83; U5:T39, T41**
- contradiction, **U4:T190**
- contrasting, **U1:T95**
- description, **U1:T84; U3:T24, T136, T227; U5:T210**
- descriptive language, **U2:T46**
- descriptive words, **U1:T182**
- developing and composing a conclusion, **U1:T385**
- developing an introduction, **U2:T363**
- developing concluding statements, **U4:T367**
- developing different types of details, **U2:T363**
- developing supporting details and facts, **U4:T367**
- digraph *ch*, **U4:T106**
- diphthongs, **U2:T366**
- directional and positional words, **U5:T87**
- discussion, **U4:T22, T465, T473**
- distinguishing sounds, **U3:T26, T80, T102, T110, T124**
- drawing, **U3:T147, T182; U4:T297; U5:T281**
- editing, **U2:T375**
- editing complete sentences, **U2:T435**
- editing for adjectives, **U1:T409; U5:T407**
- editing for adverbs, **U2:T411**
- editing for complete sentences, **U4:T415**
- editing for coordinating conjunctions, **U2:T411; U3:T403**
- editing for irregular verbs, **U1:T433**
- editing for nouns, **U2:T435**
- editing for prepositional phrases, **U3:T403**
- editing for pronouns, **U1:T409**
- editing for punctuation, **U1:T433**
- endings and suffixes, **U3:T278**
- end punctuation, **U5:T371**
- environmental print, **U1:T433; U5:T19, T215, T275, T457**
- evaluate details, **U4:T320**
- exaggeration, **U4:T120, T128**
- explaining, **U1:T62; U2:T316; U3:T246; U4:T126**
- exploring what poetry looks like, **U5:T335**
- exploring what poetry sounds like, **U5:T335**
- expressing an opinion, **U2:T74**
- expressing ideas, **U3:T62, T316; U4:T254; U5:T256**
- expressing opinions, **U1:T70, T322; U5:T68, T128**
- expressions, **U1:T39, T106, T218; U2:T291; U3:T38, T94, T214, T231; U4:T166, T292; U5:T162, T171**
- figurative language, **U2:T186, T194, T246, T254; U4:T248**
- finding text evidence, **U1:T114; U3:T172; U4:T312**
- following directions, **U3:T343**
- forming complete sentences, **U1:T445**
- genre, **U1:T264**
- genre language, **U3:T106**
- graphic features, **U2:T60, T68; U3:T164**
- graphic organizers, **U1:T172; U2:T285**
- graphics, **U1:T244**
- Greek and Latin roots, **U4:T27, T131**
- grouping paragraphs into sections, **U2:T387**
- headings, **U5:T242**
- homophones, **U4:T281, T442**
- identification, **U1:T144**
- identifying author's purpose, **U5:T306**
- identifying elements of plays, **U4:T148**
- identifying patterns, **U3:T406**
- identifying text evidence, **U5:T312**
- incorporating media, **U1:T471; U3:T465**
- irregular plurals, **U2:T161**
- irregular spelling, **U2:T390**
- irregular verbs, **U3:T391**
- language structure, **U1:T37, T218; U2:T93, T475; U3:T207; U4:T106, T190, T215, T375, T475; U5:T182, T212, T459, T461**
- Latin roots, **U2:T278–T279, T304–T305**
- learning prefixes, **U1:T436**
- learning techniques, **U1:T275**
- le* ending, **U5:T362**
- literary devices, **U3:T302, T310; U5:T182**
- long and short vowel, **U1:T388**
- main idea and details, **U2:T22**
- make inferences, **U4:T246**
- making connections, **U1:T459; U2:T461; U3:T180**

memorizing, **U1**:T155; **U4**:T287  
 modal verbs, **U3**:T461  
 monitoring comprehension, **U4**:T180, T188; **U5**:T180, T188  
 monitoring comprehension verbally, **U2**:T66  
 monitor understanding, **U3**:T308  
 mood and tone, **U3**:T116  
 mood words, **U3**:T108  
 nouns and verbs, **U1**:T397  
 number, **U2**:T447  
 opinions, **U1**:T467  
 -or and -er endings, **U5**:T338  
 parts of speech, **U2**:T423  
 peer and teacher support, **U3**:T273  
 personal connections, **U4**:T134  
 planning your personal narrative, **U1**:T337  
 plot elements, **U3**:T76  
 plurals, **U2**:T27, T342  
 prefixes, **U4**:T418; **U5**:T215  
 prefix pronunciation, **U4**:T215  
 preparing for assessment, **U4**:T439; **U5**:T431  
 prepositional phrases, **U5**:T347  
 prereading, **U2**:T156  
 prereading supports, **U1**:T22  
 present progressive, **U5**:T27  
 pre-teach vocabulary, **U3**:T287  
 prior knowledge, **U1**:T11; **U2**:T11; **U3**:T73; **U4**:T207;  
     **U5**:T11  
 progressive verb tenses, **U3**:T415  
 pronouns, **U4**:T355, T371  
 pronunciation, **U3**:T206  
 publishing and celebrating, **U4**:T439  
 punctuating dialogue, **U5**:T443  
 question, **U4**:T276  
 r-controlled vowels, **U3**:T81  
 rearranging and combining ideas, **U3**:T427  
 recognizing elements of realistic fiction, **U3**:T331  
 recognizing figurative language, **U1**:T116  
 recounting a story, **U4**:T196  
 recounting information, **U5**:T196  
 related words, **U2**:T219; **U3**:T281  
 repetition, **U3**:T48, T56  
 responding to questions, **U1**:T54, T180; **U2**:T200, T308;  
     **U3**:T46, T254, T300; **U4**:T118; **U5**:T240  
 retelling, **U3**:T202  
 retelling or summarizing, **U1**:T234, T314; **U2**:T58, T126,  
     T184, T244; **U3**:T90; **U4**:T11, T56, T226, T232;  
     **U5**:T52  
 rhetorical devices, **U5**:T190  
 schwa sound, **U3**:T382  
 selecting punctuation, **U5**:T383  
 sentence parts, **U1**:T341  
 sentences and ideas, **U1**:T421, T437  
 sharing information, **U4**:T477  
 sight vocabulary, **U5**:T284  
 silent letters, **U3**:T281, T430  
 sound relationships, **U1**:T412  
 spelling patterns, **U4**:T346, T370; **U5**:T434  
 spelling with suffixes, **U1**:T364  
 spoken language, **U2**:T192  
 stating an opinion, **U2**:T260  
 story mapping, **U4**:T159  
 strategy language, **U3**:T120  
 subject-pronoun agreement, **U2**:T399  
 subject-verb agreement, **U3**:T367  
 suffixes, **U4**:T91, T193  
 superlative adjectives, **U4**:T451  
 syllable patterns, **U4**:T394  
 taking notes, **U1**:T306  
 text evidence, **U4**:T72; **U5**:T304  
 text features, **U1**:T236; **U2**:T128, T136; **U5**:T250  
 text structure, **U2**:T310, T318; **U5**:T62  
 text to self, **U1**:T242; **U2**:T134, T252; **U3**:T54; **U4**:T64;  
     **U5**:T60, T248, T457  
 thinking about diversity, **U3**:T453  
 title capitalization, **U5**:T395  
 understand contractions, **U3**:T161  
 understanding personal narrative, **U1**:T337  
 understanding prefixes, **U1**:T269; **U5**:T275  
 understanding reasons and information, **U4**:T343  
 understanding suffixes, **U1**:T27, T65, T89  
 using concrete words and phrases, **U1**:T361  
 using figurative language, **U1**:T124  
 using graphics in a story, **U1**:T64  
 using syllable patterns, **U5**:T147  
 using transition words and phrases, **U1**:T385; **U4**:T391  
 using verbs, **U5**:T407  
 using visuals, **U5**:T96, T102, T221  
 varying sentences, **U1**:T130  
 visuals, **U3**:T213  
 visual support, **U1**:T15, T81, T141, T188, T199, T261;  
     **U2**:T19, T35, T48, T85, T101, T105, T211, T231,  
     T234, T271; **U3**:T19, T199; **U4**:T19, T39, T83, T145,  
     T170, T273; **U5**:T19, T39, T41, T79, T139, T168,  
     T207, T267  
 vivid verbs, **U2**:T171  
 voice, **U4**:T58, T66  
 vowel digraphs, **U4**:T40  
 vowel diphthongs, **U2**:T92–T93, T122–T123  
 word choice, **U4**:T256  
 word endings, **U2**:T414  
 words for compare and contrast, **U1**:T174  
 Word Web, **U5**:T297  
 work together, **U5**:T112  
 writing, **U2**:T351

targeted text

reviewing, **U4**:T221

vocabulary support, **U1**:T33, T37, T46, T48, T108, T166, T228, T280, T284, T287, T300, T463; **U2**:T42, T120, T178, T238, T288, T302, T465; **U3**:T40, T87, T104, T166, T188, T250, T294, T459; **U4**:T50, T112, T174, T240, T306, T328; **U5**:T46, T101, T234, T298, T320, T465, T469

**English, conventions of.** See Language and conventions

**Essential Question, U1**:T2, T7, T10, T458; **U2**:T2, T7, T10, T460; **U3**:T2, T7, T10, T452; **U4**:T2, T7, T10, T464; **U5**:T2, T7, T10, T456. See *also* Unit Overview

**Evaluation.** See Assessment

**Expert's View**

Coiro, Julie, **U1**:T464; **U2**:T466; **U3**:T458; **U4**:T470; **U5**:T462

Cummins, Jim, **U1**:T140; **U2**:T152; **U3**:T132; **U4**:T144;

**U5**:T138

Hiebert, Elfrieda “Freddy,” **U1**:T12; **U2**:T12; **U3**:T12; **U4**:T12;

**U5**:T12

Mason, Pamela, **U1**:T212; **U2**:T224; **U3**:T146; **U4**:T206;

**U5**:T220

Morrell, Ernest, **U1**:T80; **U2**:T84; **U3**:T72; **U4**:T82; **U5**:T78

Pearson, P. David, **U1**:T32; **U2**:T32; **U3**:T32; **U4**:T32; **U5**:T32

Serafini, Frank, **U2**:T480; **U3**:T472; **U4**:T484; **U5**:T476

Tatum, Alfred, **U1**:T460; **U2**:T462; **U3**:T454; **U4**:T466;

**U5**:T458

Vaughn, Sharon, **U1**:T314; **U2**:T308; **U3**:T286; **U4**:T312;

**U5**:T304

Wallis, Judy, **U1**:T180; **U2**:T192; **U3**:T172; **U4**:T180; **U5**:T180

Wright, Lee, **U1**:T234; **U2**:T252; **U3**:T254; **U4**:T246;

**U5**:T240

**Expository text/article.** See Genres, article

**Expression/intonation.** See Fluency, reading



**Fact(s), opinion and.** See Listening, listening comprehension

**Fairy tale.** See Genres, fairy tale

**Fiction.** See Genres, fiction

**First read, U1**:T34–T47, T96–T107, T156–T165, T214–T227, T276–T299; **U2**:T34–T51, T168–T177, T226–T237, T286–T293, T296–T301; **U3**:T34–T39, T87–T99, T148–T165, T224–T225, T234–T238; **U4**:T34–T49, T98–T111, T160–T173, T222–T239, T288, T290–T303; **U5**:T34–T45, T154–T171, T222–T233, T282–T295. See *also* First-read strategies

**First-read strategies**

connect, **U1**:T32, T34, T40, T41, T46, T94, T99–T101, T103, T106, T154, T162, T164, T212, T215, T220, T225, T226, T274, T279, T281, T283, T285, T290, T293, T295, T296; **U2**:T32, T37, T41, T46, T49, T98, T100, T108, T114, T115, T166, T173, T224, T228, T229, T233, T236, T284, T288, T294, T297; **U3**:T32, T36, T38, T86, T93, T95, T99, T146, T149, T151, T153, T162, T163, T212, T216, T224, T226, T229, T232, T235, T286, T289, T291; **U4**:T32, T37, T41, T43, T46, T47, T96, T103, T107–T108, T158, T165, T170, T220, T227, T286, T290, T296, T303; **U5**:T32, T35, T42, T45, T92, T97, T103, T152, T155, T160, T164, T220, T225, T227, T228, T233, T280, T289, T295, T296

generate questions, **U1**:T32, T37, T38, T42, T44, T45, T94, T97, T154, T156, T161, T212, T218, T222, T274, T278, T282, T284, T299; **U2**:T32, T36, T39, T42, T48, T98, T101, T105, T110, T116, T166, T170, T174, T224, T232, T284, T286, T290, T291, T292, T294, T299; **U3**:T32, T37, T86, T91, T94, T146, T155, T212, T218, T222, T225, T226, T231, T237, T286, T292; **U4**:T32, T34, T39, T40, T44, T49, T96, T101, T104, T158, T161, T164, T168, T169, T220, T223, T225, T226, T228, T232, T234, T237, T286, T289, T292, T296, T299, T301, T302; **U5**:T32, T40, T43, T92, T94, T107, T101, T105, T152, T154, T156, T162, T165, T169, T173, T220, T224, T226, T229–T231, T280, T283, T284, T290, T292, T294, T296

notice, **U1**:T32, T39, T47, T94, T96, T98, T104, T154, T158, T163, T212, T214, T216, T217, T221, T274, T276, T286, T287, T292, T294; **U2**:T32, T34, T35, T40, T43–T45, T47, T51, T98, T102, T103, T106, T111, T113, T117, T118, T119, T166, T168, T169, T171, T177, T224, T226, T227, T230, T231, T234, T284, T294, T296, T298, T301; **U3**:T32, T34, T39, T86, T88, T90, T97, T146, T148, T150, T154, T156, T159–T161, T164, T212, T217, T219, T220, T223, T226, T230, T234, T238, T286, T288, T290; **U4**:T32, T35, T36, T42, T45, T96, T98, T100, T102, T110, T158, T160, T166, T172, T173, T220, T222, T238, T286, T288, T291, T294, T296, T304; **U5**:T32, T34, T36, T37, T39, T41, T44, T92, T95, T98, T102, T152, T158, T159, T163, T166, T168, T170, T172, T220, T222, T223, T280, T282, T286, T287, T291, T296

respond, **U1**:T32, T35, T36, T94, T102, T105, T107, T154, T157, T159, T160, T165, T212, T219, T223, T224, T227, T274, T277, T280, T288, T289, T291, T297, T298; **U2**:T32, T38, T50, T98, T104, T107, T109, T112, T166, T172, T175, T176, T224, T235, T237, T284, T287, T289, T293, T294, T300; **U3**:T32, T35, T86, T89, T92, T96, T98, T146, T152, T165, T212, T214, T215, T221, T226, T228, T233, T236, T239, T286, T293; **U4**:T32, T38, T48, T96, T105, T106, T111, T158, T162, T163, T167, T171, T220, T224, T229–T231, T233, T235, T236, T239, T286, T293, T295, T296, T298, T300, T305; **U5**:T32, T38, T92, T96, T100, T104, T152, T157, T161, T167, T171, T220, T232, T280, T285, T288, T293, T296

**Fluency, reading, U1:T202, T227; U4:T210**

accuracy, **U1:T52, T60, T68, T112, T120, T128, T170, T178, T186, T232, T240, T248, T304, T312, T320; U2:T56, T64, T72, T124, T132, T140, T182, T190, T198, T242, T250, T258, T306, T314, T322; U3:T44, T52, T60, T104, T112, T120, T170, T178, T186, T244, T264, T260, T298, T306; U4:T54, T62, T70, T116, T124, T132, T178, T186, T194, T244, T252, T260, T310, T318, T326; U5:T50, T58, T66, T106, T118, T126, T178, T186, T194, T238, T246, T254, T302, T310, T318**

modeling by teacher, **U1:T20, T82, T142, T200; U2:T20, T86, T154, T212, T272; U3:T20, T74, T134, T200, T274; U4:T22, T84, T146, T208, T274; U5:T20, T80, T140, T208, T268**

rate, **U4:T124**

See also Oral reading ability

**Formative assessment.** See Assessment, formative

**Foundational skills.** See Fluency, reading; Phonics/decoding

**Fragments and run-ons, U1:T413, T417, T421, T425, T429, T437, T441, T445, T449, T453; U2:T343**

**Genres**

argumentative text, **U1:T462–T463; U3:T456–T457; U5:T142–T143**

article, article, **U1:T144–T145; U2:T340, T344**

autobiography, **U3:T136–T137**

biography, **U1:T84–T85, T264–T265**

drama/play, **U4:T148–T149**

fairy tale, **U4:T144–T145**

fiction, **U2:T156–T157; U3:T202–T203**

historical fiction, **U4:T210–T211**

informational text, **U1:T202–T203; U2:T22–T23, T88–T89, T274–T275, T464–T465; U4:T468–T469; U5:T22–T23, T82–T83, T210–T211, T270–T271**

magazine article, **U1:T144–T145**

myth, **U4:T276–T277**

narrative nonfiction, **U1:T22–T23**

opinion essay, **U4:T344–T345, T348–T349**

personal narrative, **U1:T338, T342**

poetry, **U2:T214–T215; U3:T72–T73, T376–T277;**

**U4:T82–T83; U5:T336–T344**

realistic fiction, **U3:T22–T23, T76–T77, T202–T203, T332–T333, T340–T341**

selecting, **U1:T403; U2:T405; U3:T396; U4:T409;**

**U5:T400–T401**

tall tale, **U4:T86–T87**

traditional literature, **U4:T22–T23.** See also *specific types, e.g.: fable*

travel article, **U2:T340, T344**

video, **U5:T270–T271**

**Gifted students.** See *Assess and Differentiate*

**Goals**

learning, **U1:T14, T22, T24, T76, T84, T86, T136, T144, T146, T194, T202, T204, T256, T264, T266; U2:T14, T22, T24, T80, T88, T90, T148, T156, T158, T206, T214, T216, T266, T274, T276; U3:T16, T22, T24, T70, T76, T78, T130, T136, T138, T196, T202, T204, T270, T276, T278; U4:T14, T22, T24, T78, T86, T88, T140, T148, T150, T202, T210, T212, T268, T276, T278; U5:T13, T22, T24, T74, T82, T84, T134, T142, T144, T202, T210, T212, T262, T270, T272**

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, T76, T136, T194, T256; U2:T14, T80, T148, T206, T266; U3:T16, T70, T130, T196, T270; U4:T14, T78, T140, T202, T268; U5:T13, T74, T134, T202, T262**

**Grammar and usage.** See Adjectives; Adverbs;

Agreement, subject-verb; Conjunctions; Nouns;

Prepositions; Pronouns; Sentences; Verbs

**Graph.** See Graphic sources

**Graphic organizers**

cause-and-effect organizer, **U2:T213**

character analysis, **U4:T275**

four-square graphic organizer, **U2:T273**

list, **U4:T21**

main idea and details organizer, **U2:T21**

main idea chart, **U1:T83**

plot diagram, **U3:T74**

sequence chart, **U2:T155; U3:T201**

story chart, **U4:T209**

T-chart, **U1:T21, T143, T201; U3:T21, T275; U4:T85, T147; U5:T21, T81, T141**

three-box graphic, **U5:T269**

two-box sequence chart, **U2:T87**

web, **U5:T209**

**Graphics, simple.** See Informational text

**Graphic sources**

diagram/scale drawing, **U3:T75; U5:T138–T139**

time line, **U1:T263; U3:T135**

**Grouping students for instruction.** See *Assess and Differentiate*

**Guided reading, U1:T28–T29, T90–T91, T150–T151, T208–T209, T270–T271; U2:T28–T29, T94–T95, T162–T163, T220–T223, T280–T281; U3:T28–T29, T82–T83,**



T142–T143, T208–T209, T282–T283; **U4**:T28–T29, T92–T93, T154–T155, T216–T217, T282–T283; **U5**:T28–T29, T88–T89, T148–T149, T216–T217, T276–T277

## H

**Higher-order thinking skills.** See Conclusions, draw; Inferring

**High-frequency words,** **U3**:T42–T43; **U4**:T176–T177

**Homonyms.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues

**Homophones,** **U5**:T64–T65, T350. 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

**Infographic,** **U1**:T80–T81, T198–T199; **U2**:T18–T19, T210–T211, T270–T271; **U3**:T20–T21, T198–T199, T272–T273; **U4**:T272–T273; **U5**:T18–T19, T266–T267

**Informal assessment.** See Assessment, progress monitoring

### Informational text

*Animal Camouflage,* **U2**:T480

*Animal Mimics,* **U2**:T98–T121

“The Babe,” **U1**:T262–T263

*Barbed Wire Baseball,* **U1**:T274–T301

“Big Bend: Land of Contrasts,” **U5**:T208–T209

*Bye Bye Plastic Bags on Bali,* **U5**:T296–T299

“Defying Gravity,” **U1**:T82–T83

“Early Exploration,” **U1**:T200–T203

“Energy Recovery of Waste,” **U5**:T20–T21

“Exploring Mars,” **U1**:T142–T143

“The Footprints Across Earth’s Back,” **U5**:T268–T269

“Garage Girl,” **U3**:T134–T135

*The Himalayas,* **U5**:T220–T235

*Launch Geology: The Study of Rocks,* **U5**:T476

*Life at the Top,* **U1**:T212–T229

*Life in the West,* **U1**:T478

“Moths in Hiding,” **U2**:T86–T87

“Mount Vesuvius,” **U5**:T80–T81

“The New Downtown,” **U5**:T140–T141

*Planet Earth,* **U5**:T32–T47

“Primates of Madagascar,” **U2**:T272–T273

*Rare Treasure,* **U1**:T94–T109

*Reaching for the Moon,* **U1**:T32–T49

“Sally Ride,” **U1**:T20–T21

“Snowy Owls,” **U2**:T20–T21

*The Top Ten Ways You Can Reduce Waste,* **U5**:T152–T175

*Trashing Paradise,* **U5**:T280–T295

*Twins in Space,* **U1**:T154–T167

*The Very Peculiar Platypus,* **U2**:T294–T303

*Volcanoes,* **U5**:T92–T107

*The Weird and Wonderful Echidna,* **U2**:T284–T293

See also Genres, informational text

**Integrated curriculum.** See Cross-Curricular Perspectives

### Interact with Sources

explore diagrams, **U5**:T138–T139

explore fairy tales, **U4**:T144–T145

explore infographics, **U1**:T80–T81, T198–T199; **U2**:T18–T19, T210–T211, T270–T271; **U3**:T18–T19, T198–T199, T272–T273; **U4**:T272–T273; **U5**:T18–T19, T266–T267

explore media, **U1**:T140–T141; **U2**:T84–T85; **U3**:T132–T133; **U4**:T18–T19; **U5**:T78–T79

explore poetry, **U3**:T72–T73; **U4**:T82–T83

explore primary sources, **U1**:T260–T261; **U2**:T152–T153; **U4**:T206–T207; **U5**:T206–T207

explore the map, **U1**:T18–T19

**Internet.** See Technology

**Intervention.** See Assess and Differentiate

**Interview.** See Listening

## J

**Judgments, making.** See Author’s purpose; Make inferences; Predict

## L

**Language, oral.** See Fluency, reading; Listening; Oral reading ability

### Language and conventions

adjectives, **U4**:T375, T379, T383, T387

adverbs, **U4**:T399, T403, T407, T411

auxiliary verbs, **U3**:T435, T439, T443, T447

comma rules, **U5**:T411, T415, T419, T427, T435

common nouns and proper nouns, **U2**:T395, T399, T403, T407

comparative adjectives, **U4**:T423, T427, T443  
complete sentences, **U1**:T393, T397, T401, T405, T413  
complex sentences, **U2**:T371, T375, T379, T383  
compound sentences, **U2**:T347, T351, T355, T359  
compound subjects and predicates, **U1**:T369, T373,  
T377, T381, T389  
dialogue punctuation, **U5**:T439, T443, T447, T451  
irregular verbs, **U3**:T387, T391, T395, T399, T407  
prepositions, **U3**:T339, T343, T347, T351, T359  
progressive verb tenses, **U3**:T411, T415, T419, T423, T431  
pronouns, **U4**:T351, T355, T359, T363, T371  
relative adverbs, **U5**:T343, T347, T351, T355, T363  
run-on sentences, **U1**:T417, T421, T425, T429, T437  
sentence fragments, **U1**:T441, T445, T449, T453  
singular and plural nouns, **U2**:T419, T423, T427, T431  
subjects and predicates, **U1**:T341, T345, T349, T353, T357, T365  
subject-verb agreement, **U2**:T443, T447, T451, T455;  
**U3**:T335, T363, T367, T371, T375, T383  
superlative adjectives, **U4**:T447, T451, T455, T459  
*See also all grammar usage and punctuation entries;*  
Capitalization; Spelling, Unit Overview

**Learning goal.** *See* Goals, learning

**Less-able readers.** *See* Assess and Differentiate

**Leveled readers, U1**:T8–T9, T29, T31, T53, T61, T69, T75,  
T91, T93, T113, T121, T129, T135, T151, T153, T171,  
T179, T187, T193, T209, T211, T233, T241, T249, T255,  
T271, T273, T305, T313, T321, T327; **U2**:T8–T9, T29, T31,  
T57, T65, T73, T79, T95, T97, T125, T133, T141, T147,  
T163, T165, T183, T191, T199, T205, T221, T223, T243,  
T251, T259, T265, T281, T283, T307, T315, T323, T329;  
**U3**:T8–T9, T29, T31, T45, T53, T61, T67, T83, T85, T105,  
T113, T121, T127, T143, T145, T170, T179, T187, T193,  
T209, T211, T245, T253, T261, T267, T283, T285, T299,  
T307, T321; **U4**:T10–T11, T29, T31, T55, T63, T71, T77,  
T93, T95, T117, T125, T133, T139, T155, T157, T179,  
T187, T195, T201, T217, T219, T245, T253, T261, T267,  
T283, T285, T311, T319, T327, T333; **U5**:T8–T9, T29, T31,  
T51, T59, T67, T73, T89, T91, T111, T119, T127, T133,  
T149, T151, T179, T187, T195, T201, T217, T219, T239,  
T247, T255, T261, T277, T279, T303, T311, T319, T325

**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

**Listening, listening comprehension, U1**:T20–T21, T82–  
T83, T142–T143, T200–T203, T262–T263; **U2**:T20–  
T21, T86–T87, T154–T155, T212–T213, T272–T273;  
**U3**:T20–T21, T74–T75, T134–T135, T200–T201,

T274–T275; **U4**:T20–T21, T84–T85, T146–T147, T208–  
T209, T274–T275; **U5**:T20–T21, T80–T81, T140–T141,  
T208–T209, T268–T269

**Literacy activities.** *See* Assess and Differentiate

**Literary devices/terms**

alliteration, **U2**:T176; **U5**:T158, T165, T364–T365  
audience, **U1**:T466; **U2**:T468; **U3**:T460; **U4**:T472; **U5**:T464  
characters, **U3**:T356–T357, T360–T361  
details, **U1**:T90, T96, T99, T100, T103, T106, T114–T115;  
**U2**:T28, T34, T35, T38, T40, T42, T43, T45–T47, T49,  
T51, T58–T59; **U5**:T88, T94, T95, T98, T107, T102, T103,  
T112–T113  
dialogue, **U1**:T277, T398–T399; **U3**:T388–T389; **U5**:T439,  
T443, T447, T451  
events, **U1**:T346–T347  
main idea, **U1**:T90, T96, T99, T100, T103, T106, T114–T115;  
**U2**:T28, T34, T35, T38, T40, T42, T43, T45–T47, T49, T51,  
T58–T59, T464; **U5**:T88, T94, T95, T98, T107, T102, T103,  
T112–T113. *See also* Listening, listening comprehension  
mood, **U1**:T293; **U3**:T108–T109, T126–T127; **U4**:T256–T257  
narrator, **U1**:T342  
plot, **U2**:T162, T168, T170, T173, T175, T177, T184–T185;  
**U3**:T82, T88, T96–T99, T106–T107, T336–T337, T368–T369,  
T372–T373; **U4**:T235  
point of view, **U3**:T208, T214, T216–T218, T222, T225, T228,  
T229, T231, T233, T234, T237–T239, T246–T247, T380–  
T381; **U4**:T348–T349  
purpose, **U1**:T28, T34, T37–T40, T42, T44–T47, T54–T55,  
T282, T285, T289, T298, T308–T309, T316–T317, T350–  
T351; **U2**:T352; **U3**:T92, T98, T142, T148, T149, T151,  
T155, T157, T159, T161, T163, T165, T172–T173, T225,  
T239, T248–T249; **U4**:T164, T169, T171, T190–T191, T295;  
**U5**:T114–T115, T132–T133, T294, T306–T307, T314–T315  
purpose and message, **U5**:T105  
repetition, **U3**:T54–T57, T155; **U5**:T376  
rhyme, **U5**:T396–T397  
rhythm, **U5**:T360–T361  
sensory details, **U1**:T378  
sequence (of events), **U1**:T391  
setting, **U1**:T346–T347, T366–T367; **U2**:T162, T168, T170,  
T173, T175, T177, T184–T185; **U3**:T82, T93, T94, T98, T99,  
T106–T107, T364–T365  
theme, **U3**:T165; **U4**:T92, T99, T101, T105, T107, T109, T110,  
T118–T119, T216, T225, T226, T228, T232, T235, T236,  
T238, T239  
tone, **U3**:T108–T109, T126–T127  
*See also* Sound devices and poetic elements

**Literary genres.** *See* Genres

**Literary response, Reflect and Share, U1**:T70–T71,  
T130–T131, T188–T189, T250–T251, T322–T323;  
**U2**:T74–T75, T142–T143, T200–T201, T260–T261,

T324–T325; **U3**:T62–T63, T122–T123, T188–T189, T262–T263, T316–T317; **U4**:T72–T73, T134–T135, T196–T197, T262–T263, T328–T329; **U5**:T68–T69, T128–T129, T196–T197, T256–T257, T320–T321

## Literature selections

*Butterfly Eyes and Other Secrets of the Meadow*,

**U2**:T224–T239

*Can You Guess My Name?*, **U4**:T32–T33

“Chameleon,” **U2**:T212–T213

*The Circuit*, **U3**:T240–T241

“A Day on a Boat,” **U3**:T288

“Earth’s Tears,” **U4**:T274–T275

“Encounter,” **U2**:T154–T155

*Feathers: Not Just for Flying*, **U2**:T32–T53

“The Harvest,” **U3**:T274–T275

“How Ijapa the Tortoise Tricked the Hippopotamus,”

**U4**:T40–T43

“I ♥ Mozart,” **U3**:T290–T293

“I Will Be a Chemist,” **U3**:T389

“Just Lunch,” **U3**:T20–T21

“La Culebra (The Snake),” **U4**:T158–T175

*Mama’s Window*, **U3**:T87–T99

*Minn of the Mississippi*, **U2**:T166–T179

“Oniroku,” **U4**:T44–T49

*Out of My Mind*, **U3**:T40–T41

*Pandora*, **U4**:T286–T307

“Pecos Bill and the Coyotes,” **U4**:T84–T85

“The Princess and the Troll,” **U4**:T20–T21

“The Race,” **U3**:T74–T75

*The Race to the Top*, **U4**:T286–T307

*Rickshaw Girl*, **U3**:T472

*The Secret of the Winter Count*, **U4**:T220–T241

*Thunder Rose*, **U4**:T96–T113

“Titeliture,” **U4**:T34–T39

“Too Much of a Good Thing,” **U4**:T146–T147

“To Trying New Things,” **U3**:T200–T201

*Trombone Shorty*, **U3**:T146–T167

“Waiting for Pa,” **U4**:T208–T209

*Westlandia*, **U3**:T212–T225

*Where the Mountain Meets the Moon*, **U4**:T484

See also Genres

T98, T107, T102, T103, T112–T113. See also Listening, listening comprehension of informational text. See Informational text

**Make connections.** See Compare texts

## Make inferences

about characters, **U3**:T35, T36, T54–T55

about theme, **U4**:T99, T101, T105, T107, T109, T110, T118–T119, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247

**Map/globe.** See Graphic sources

**Mechanics.** See Capitalization; Comma; Dialogue (punctuating)

## Media

explore, **U1**:T140–T141; **U2**:T84–T85; **U3**:T132–T133; **U4**:T18–T19; **U5**:T78–T79

incorporating, **U1**:T470–T471; **U3**:T464–T461

magazine, **U1**:T144–T145

message for, **U4**:T476–T477

video/film, **U5**:T270–T271

**Media center/library.** See Reference sources

**Mentor Stacks**, **U1**:T335, T336, T338–T339, T342–T343, T346–T347, T350–T351, T354, T359, T360, T362–T363, T366–T367, T370–T371, T374–T375, T378, T383, T384, T386–T387, T390–T391, T394–T395, T398–T399, T402, T407, T408, T410–T411, T414–T415, T418–T419, T422–T423, T426, T431, T432, T434–T435, T438–T439, T442–T443, T447–T448, T450; **U2**:T337, T338, T340–T341, T344–T345, T348–T349, T352–T353, T356, T361, T362, T364–T365, T368–T369, T372–T373, T376–T377, T380, T385, T386, T388–T389, T392–T393, T396–T397, T400–T401, T404, T409, T410, T412–T413, T416–T417, T420–T421, T424–T425, T428, T433, T434, T436–T437, T440–T441, T444–T445, T448–T449, T452; **U3**: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; **U4**:T62, T342, T344–T345, T348–T349, T352–T353, T356–T357, T360, T364, T366, T368–T369, T372–T373, T376–T377, T380–T381, T384, T388, T390, T392–T393, T396–T397, T400–T401, T404–T405, T408, T412, T414, T416–T417, T420–T421, T424–T425, T428–T429, T432, T436, T438, T440–T441, T444–T445, T448–T449, T452–T453, T456; **U5**:T332, T334, T336–T337, T340–T341, T344–T345, T348–T349, T352, T356, T358, T360–T361, T364–T365, T368–T369, T372–T373, T376, T380, T382,



**Magazine.** See Genres, magazine article; Reference sources

**Main idea and details**, **U1**:T90, T96, T99, T100, T103, T106, T114–T115; **U2**:T28, T34, T35, T38, T40, T42, T43, T45–T47, T45, T51, T58–T59; **U5**:T88, T94, T95,

T384–T385, T388–T389, T392–T393, T396–T397, T400, T404, T406, T408–T409, T412–T413, T416–T417, T420–T421, T424, T428, T430, T432–T433, T436–T437, T440–T441, T444–T445, T448

**Monitor progress.** See Assessment, progress monitoring

**Multiple-meaning words, U4:**T289; **U5:**T287. See also 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, U2:**T440

common, **U2:**T395, T399, T403, T407, T415  
plural, **U2:**T138–T139, T256–T257, T342, T346, T350, T358, T378, T390, T394, T398, T406, T419, T423, T426, T427, T431  
proper, **U2:**T395, T399, T403, T407, T415  
singular, **U2:**T419, T423, T427, T431

## O

**On-level learners.** See Assess and Differentiate

**Online student resources.** See SavvasRealize.com to access Realize Reader and all other digital content

**Oral language.** See Listening

**Oral reading ability**

assessment of, **U1:**T52, T60, T68, T112, T120, T128, T170, T178, T186, T232, T240, T248, T304, T312, T320; **U2:**T56, T64, T72, T124, T132, T140, T182, T190, T198, T242, T250, T258, T306, T314, T322; **U3:**T44, T52, T60, T104, T112, T120, T170, T178, T186, T244, T252, T260, T298, T306, T314; **U4:**T54, T62, T70, T116, T124, T132, T178, T186, T194, T244, T252, T260, T310, T318, T326; **U5:**T50, T58, T66, T106, T118, T126, T178, T186, T194, T238, T246, T254, T302, T310, T318

**Oral vocabulary development.** See Academic vocabulary; Content knowledge; Oral Reading Ability

## P

**Parts of speech.** See Adjectives; Adverbs; Conjunctions; Interjections; Nouns; Prepositions; Pronouns; Verbs

**Performance task.** See Assessment, progress monitoring

**Phonics/decoding**

common syllable patterns

final stable syllable, **U3:**T380, T384, T388, T416  
VCCCV, **U5:**T146–T147, T155, T159, T167, T176–T177, T184–T185, T198–T199, T252–T253  
VCe, **U1:**T148–T149, T163, T168–T189, T176–T177, T190–T191, T388, T392, T396, T404  
V/CV, **U3:**T206–T207, T217, T242–T243, T250–T251, T264–T265  
VC/V, **U3:**T224, T230, T237, T242–T243, T250–T251, T264–T265  
V/CV and VC/V, **U3:**T312–T313, T442  
VV, **U4:**T152–T153, T173, T176–T177, T184–T185, T198–T199, T394, T398, T402, T410, T258–T259, T430

consonants, silent, **U4:**T68–T69, T358

vowels

digraphs, **U1:**T206–T207, T214, T223, T225, T230–T231, T238–T239, T252–T253, T316–T317, T412, T416, T420, T428, T448  
diphthongs, **U2:**T92–T93, T106, T114, T122–T123, T130–T131, T144–T145, T196–T197, T366, T370, T374, T382, T402  
*r*-controlled, **U3:**T80–T81, T91, T102–T103, T110–T111, T124–T125, T184–T185, T394  
vowel teams, **U1:**T206–T207, T214, T223, T225, T230–T231, T238–T239, T252–T253, T316–T317, T412, T416, T420, T428, T448  
words, multisyllabic, **U3:**T382, T386, T390, T398; **U5:**T386, T390, T394, T402, T422

**Phrasing.** See Fluency, reading

**Pictures.** See Text features, illustrations/photographs

**Play.** See Genres, drama/play

**Plot, U2:**T162, T168, T170, T173, T175, T177, T184–T185; **U3:**T82, T88, T96–T99, T106–T107, T336–T337, T368–T369, T372–T373; **U4:**T235. See also Listening, listening comprehension

**Plurals.** See Nouns, plural; Word Study, plurals

**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 predictions, **U1:**T209, T215, T219, T223, T225, T242–T243; **U3:**T83  
make predictions, **U3:**T83

**Prefixes, U1:**T268–T267, T302–T303, T310–T311, T324–T325; **U2:**T70–T71, T354; **U4:**T26–T27, T52–T53, T58–T59, T74–T75, T130–T131, T382, T214–T215, T242–T243, T250–T251, T264–T265, T324–T325, T454; **U5:**T214–T215, T236–T237, T244–T245, T258–T259, T316–T317. *See also* Spelling, Word Study, prefixes; Word Study, prefixes

**Prepositions and prepositional phrases, U3:**T335, T339, T343, T347, T351, T359; **U5:**T424

**Prior knowledge.** *See* Background knowledge; ELL (English Language Learners)

**Progress monitoring.** *See* Assessment, progress monitoring

**Project-Based Inquiry, U1:**T457–T475; **U2:**T459–T477;

**U3:**T451–T469; **U4:**T463–T481; **U5:**T455–T473

celebrate and reflect, **U1:**T474–T475; **U2:**T476–T477;

**U3:**T468–T469; **U4:**T480–T481; **U5:**T472–T473

collaborate and discuss, **U1:**T466–T467, T472–T473;

**U2:**T468–T469, T474–T475; **U3:**T460–T461, T462–T463;

**U4:**T472–T473, T478–T479; **U5:**T464–T465, T470–T471

compare across texts, **U1:**T458–T459; **U2:**T460–T461;

**U3:**T452–T453; **U4:**T464–T465; **U5:**T456–T457

explore and plan, **U1:**T462–T463; **U2:**T464–T465; **U3:**T456–T457; **U4:**T468–T469; **U5:**T460–T461

inquire, **U1:**T460–T461; **U2:**T462–T463; **U3:**T454–T455;

**U4:**T466–T467; **U5:**T458–T459

research, **U1:**T464–T465, T468–T471; **U2:**T466–T467, T470–T473; **U3:**T458–T459, T462–T465; **U4:**T470–T471, T474–T477; **U5:**T462–T463, T466–T469

**Pronouns, U1:**T426; **U3:**T418; **U4:**T351, T355, T359, T363, T371

**Proofreading.** *See* Writing Workshop, composition, writing process

**Prosody, U1:**T60, T112, T120, T128, T178, T304, T312, T320; **U2:**T56, T64, T72, T182, T198, T242, T306, T322; **U3:**T44, T52, T60, T104, T112, T120, T170, T178, T186, T244, T264, T260, T298, T306; **U4:**T54, T62, T70, T116, T124, T132, T178, T186, T194, T244, T252, T260, T310, T318, T326; **U5:**T50, T58, T66, T106, T118, T126, T178, T186, T194, T238, T246, T296, T302, T310. *See also*

Assess and Differentiate; Small Group

Publish, Celebrate, and Assess, **U1:**T430–T435, T438–T439, T442–T443, T446–T447, T450–T451; **U2:**T432–T437, T440–T441, T444–T445, T448–T449, T452–T453; **U3:**T424–T445; **U4:**T436–T457; **U5:**T428–T449

**Punctuation.** *See* Comma; Dialogue (punctuating)

**Purpose and audience.** *See* Author's purpose

## Q

**Quick Check.** *See* Assess and Differentiate, Quick Check

## R

**Rate.** *See* Fluency, reading

**Read aloud.** *See* Reading to students

**Reader response.** *See* Connections; Literary response

**Reading fluency.** *See* Fluency, reading; Oral reading ability

**Reading rate.** *See* Fluency, reading

**Reading to students, U1:**T20, T82, T142, T200, T262;

**U2:**T20, T86, T154, T212, T272; **U3:**T20, T74, T134,

T200, T274; **U4:**T20, T84, T146, T208, T274; **U5:**T20,

T80, T140, T208, T268

### Reading Workshop

#### Foundational Skills

fluency. *See* Fluency, reading

listening comprehension. *See* Listening, listening comprehension

phonics. *See* Phonics/decoding

word structure and knowledge. *See* Phonics/decoding; Prefixes; Spelling; Suffixes

reading comprehension

analysis. *See* Strategies/skills

compare across texts

compare two or more texts, **U1:**T29, T91, T151, T209,

T271; **U2:**T29, T95, T163, T221, T281, T284, T294,

T302, T316; **U3:**T29, T83, T143, T209, T212, T226,

T283; **U4:**T29, T93, T155, T217, T283, T286, T296;

**U5:**T29, T89, T149, T217, T280, T296, T298, T304

genre characteristics. *See* Genres

independent and self-selected reading

self-select texts, **U1:**T11, T31, T53, T61, T69, T75, T93,

T113, T121, T129, T135, T153, T171, T179, T187, T193,

T211, T233, T241, T249, T255, T273, T305, T313, T321,

T327; **U2:**T11, T31, T57, T65, T73, T79, T97, T125,

T133, T141, T147, T165, T183, T191, T199, T205, T223,

T243, T251, T259, T265, T283, T307, T315, T323, T329;

**U3:**T11, T31, T45, T53, T61, T67, T85, T105, T113, T121,

T127, T145, T170, T179, T187, T193, T211, T245, T253,

T261, T267, T285, T299, T307, T321; **U4:**T11, T31, T55,

T63, T71, T77, T95, T117, T125, T133, T139, T157, T179,

T187, T195, T201, T219, T245, T253, T261, T267, T285,

T311, T319, T327, T333; **U5:**T11, T31, T51, T59, T67,

T73, T91, T111, T119, T127, T133, T151, T179, T187,  
T195, T201, T219, T239, T247, T255, T261, T279, T303,  
T311, T319, T325

key ideas and details

make inferences, **U4**:T99, T101, T105, T107, T109, T110,  
T118–T119, T225, T226, T228, T232, T235, T236, T238,  
T239; **U5**:T29, T35, T37, T40, T45, T60–T61, T217, T228–  
T230, T241

make predictions, **U3**:T83

response to sources

interact with sources, **U1**:T18–T19, T80–T81, T140–T141,  
T198–T199, T260–T261; **U2**:T18–T19, T84–T85, T152–  
T153, T210–T211, T270–T271; **U3**:T18–T19, T72–T73,  
T132–T133, T198–T199, T272–T273; **U4**:T18–T19, T82–  
T83, T144–T145, T206–T207, T272–T273; **U5**:T18–T19,  
T78–T79, T138–T139, T206–T207, T266–T267

make connections, **U4**:T93

reflect on reading and respond, **U1**:T48–T49, T108–T109,  
T166–T167, T228–T229, T300–T301; **U2**:T52–T53, T120–  
T121, T178–T179, T238–T239, T302–T303; **U3**:T40–  
T41, T100–T101, T166–T167, T240–T241, T294–T295;  
**U4**:T50–T51, T112–T113, T174–T175, T240–T241, T306–  
T307; **U5**:T46–T47, T106–T107, T174–T175, T234–T235,  
T298–T299

### Reading-Writing Workshop Bridge

analyze author's craft, **U2**:T293; **U3**:T232; **U4**:T182–T183

alliteration, **U2**:T176; **U5**:T158, T165

allusion, **U5**:T163

anecdotes, **U1**:T104; **U5**:T94

descriptive language, **U1**:T281; **U3**:T218

dialect, **U2**:T177

dialogue, **U1**:T277; **U3**:T292

exaggeration, **U4**:T100, T109, T120–T121

foreshadowing, **U4**:T225, T227

forms of poetry, **U2**:T235

graphic features, **U5**:T103

illustrations, **U1**:T295

imagery, figurative language, **U1**:T98, T290, T294;  
**U2**:T38, T170, T172, T175, T186–T187, T230, T246–  
T247; **U3**:T36, T95, T149, T152, T216, T293; **U4**:T42,  
T230, T248–T249, T303; **U5**:T38, T98, T172

images, **U3**:T223

literary devices, **U3**:T248–T249

mood, **U1**:T293; **U3**:T108–T109, T126–T127

narration, **U4**:T167

plot, **U4**:T235

point of view, **U3**:T234

print and graphic features, **U1**:T34, T36, T44, T47, T56–  
T57, T116–T117, T217, T221, T224, T236–T237, T283;  
**U2**:T36, T44, T60–T61, T107, T119; **U3**:T159, T174–  
T175; **U4**:T38, T44, T103, T105

purpose and message, **U1**:T282, T285, T286, T289, T298,  
T308–T309, T316–T317; **U3**:T94, T98, T172–T173, T225,  
T239, T248–T249; **U4**:T164, T169, T171, T190–T191, T295,  
T314–T315, T322–T323; **U5**:T105, T114–T115, T306–T307

quotations, **U5**:T161

repetition, **U3**:T48–T49, T155

rhetorical devices, **U5**:T182–T183

rising action, **U4**:T228

simile and metaphor, **U1**:T297; **U4**:T110; **U5**:T368–T369

sound devices, **U5**:T283

stage directions, **U4**:T163

text features, **U2**:T103, T128–T129; **U4**:T172; **U5**:T233,  
T242–T243

text structure, **U1**:T102, T158, T161, T164, T174–T175,  
T292, T299; **U2**:T43, T51; **U3**:T88; **U4**:T161, T291, T293;  
**U5**:T34, T43, T54–T63, T289, T295

theme, **U3**:T165

tone, **U3**:T108–T109, T126–T127

voice, **U3**:T164, T238; **U4**:T35, T48, T58–T59, T299, T301;  
**U5**:T173

word choice, **U1**:T101

conventions of language. See Language and conventions

develop author's craft

concluding or final statement, **U1**:T402; **U2**:T380; **U4**:T380–  
T381, T392–T393

develop situations and characters through dialogue and  
description, **U1**:T277, T281; **U3**:T386

exaggeration, **U4**:T128–T129

facts and details, facts and details, **U1**:T370–T371;  
**U2**:T368, T372

figurative language, **U1**:T124–T125; **U2**:T194–T195;  
**U4**:T256–T257

graphics, **U1**:T64–T65, T124–T125, T244–T245

imagery, **U2**:T254–T255

linking words and phrases, **U2**:T412

literary devices, **U3**:T310–T311

mood, **U3**:T116–T117; **U4**:T256–T257

print and graphic features, **U2**:T68–T69; **U3**:T182–T183

public message, **U5**:T294

purpose and message, **U1**:T316–T317; **U2**:T352; **U3**:T278–  
T279; **U5**:T122–T123, T314–T315

reasons and evidence, **U4**:T352–T353, T372–T373,  
T396–T397

repetition, **U3**:T56–T57

rhetorical devices, **U5**:T190–T191

text features, **U2**:T136–T137; **U5**:T250–T251

text structure, **U1**:T182–T183; **U2**:T318–T319; **U5**:T62–T63

tone, **U3**:T116–T117

voice, **U4**:T66–T67

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, U2:**T470

Internet. See Technology

primary, **U1:**T260–T261, T464, T468–T469; **U2:**T152–T153,  
T466; **U3:**T458; **U4:**T206–T207, T470; **U5:**T206–T207, T462,  
T466–T467

secondary, **U1:**T468–T469; **U4:**T206–T207, T470;

**U5:**T466–T467

technology. See Technology

See also Research/study skills

**Research/study skills**

avoiding plagiarism, **U3:**T462–T463

create bibliography, **U4:**T474–T475

develop biography, **U2:**T470–T471

expert assistance, **U5:**T462–T463

field research, **U1:**T464–T465

library databases, **U2:**T466–T467

primary and secondary sources, **U1:**T468–T469; **U5:**T466–T467

request information, **U4:**T470–T471

review/revise topic, **U1:**T472–T473; **U3:**T466–T467; **U4:**T478–  
T479; **U5:**T470–T471

search engines, **U3:**T458–T459

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



**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, T53, T61, T69, T75, T93,  
T113, T121, T129, T135, T153, T171, T179, T187, T193,  
T211, T233, T241, T249, T255, T273, T305, T313, T321,  
T327; **U2:**T11, T31, T57, T65, T73, T79, T97, T125, T133,  
T141, T147, T165, T183, T191, T199, T205, T223, T243,  
T251, T259, T265, T283, T307, T315, T323, T329; **U3:**T11,  
T31, T45, T53, T61, T67, T85, T105, T113, T121, T127,  
T145, T170, T179, T187, T193, T211, T245, T253, T261,  
T267, T285, T229, T307, T321; **U4:**T11, T31, T55, T63, T71,  
T77, T95, T117, T125, T133, T139, T157, T179, T187, T195,  
T201, T219, T245, T253, T261, T267, T285, T311, T319,  
T327, T333; **U5:**T11, T31, T51, T59, T67, T73, T91, T111,  
T119, T127, T133, T151, T179, T187, T195, T201, T219,  
T239, T247, T255, T261, T279, T303, T311, T319, T325

**Sensory details.** See Literary devices/terms, sensory  
details

**Sentences**

complete, **U1:**T393, T397, T401, T405, T413; **U2:**T436

fix run-on, **U1:**T417, T421, T425, T429, T437

parts of

predicate, **U1:**T341, T345, T349, T353, T357, T365

compound, **U1:**T369, T373, T377, T381, T389

structure

complex, **U2:**T371, T375, T379, T383, T391

compound, **U2:**T343, T347, T351, T355, T359, T367

subject, **U1:**T341, T345, T349, T353, T357, T365

compound, **U1:**T369, T373, T377, T381, T389

subject-verb agreement, **U2:**T443, T447, T451, T455;

**U3:**T363, T367, T375, T383

**Sequence**

sequence of events, **U1:**T390–T391; **U3:**T382

See also Listening, listening comprehension

**Setting, U1:**T346–T347, T366–T367; **U2:**T162, T168, T170,  
T173, T175, T177, T184–T185; **U3:**T82, T93, T94, T98,  
T99, T106–T107, T382. See also Listening, listening  
comprehension; Literary devices/terms, setting

**Shared Read, U1:**T32–T49, T94–T109, T154–T167, T212–  
T229, T274–T301; **U2:**T32–T53, T98–T121, T166–T179,  
T224–T239, T284–T303; **U3:**T82, T93, T94, T98, T99,  
T106–T107, T364–T365; **U4:**T32–T51, T96–T113, T158–  
T175, T220–T241, T286–T307; **U5:**T32–T47, T92–T107,  
T152–T175, T220–T235, T280–T299

**Small Group.** See Assess and Differentiate, Small Group

**Social studies activities.** See Cross-Curricular  
Perspectives, social studies

**Social studies in reading.** See Cross-Curricular  
Perspectives, social studies

## Sound devices and poetic elements

alliteration, **U2**:T176; **U5**:T158, T165, T364–T365  
imagery, **U1**:T98, T290, T294; **U2**:T38, T170, T172, T175,  
T186–T187, T194–T195, T230, T255; **U3**:T36, T95, T149,  
T152, T216, T223, T293; **U4**:T42, T230, T248–T249, T256–  
T257; **U5**:T38, T98, T172  
rhyme, **U5**:T396–T397  
rhythm, **U5**:T360–T361  
sensory details, **U1**:T378

**Sources.** See Interact with Sources; Reference sources;  
Technology

**Sources, Interact with.** See Interact with Sources

**Speaking.** See Listening, listening comprehension

## Spelling

### Word Study

Greek and Latin word parts, **U4**:T346, T350, T354, T362, T382  
Greek roots, **U2**:T414, T418, T422, T430  
homophones, **U4**:T442, T446, T450, T458  
Latin roots, **U2**:T438, T442, T446, T454; **U5**:T338, T342,  
T346, T354, T374  
multisyllabic words, **U3**:T382, T386, T390, T398, T420;  
**U5**:T386, T390, T394, T402, T422  
plurals, **U2**:T342, T346, T350, T358, T390, T394, T398,  
T406  
prefixes, **U1**:T436, T440, T444, T452; **U4**:T418, T422, T426,  
T434, T454; **U5**:T410, T414, T418, T426, T446  
related words, **U3**:T26–T27, T42–T43, T50–T51, T64–T65  
silent letters, **U3**:T430, T434, T438, T446  
suffixes, **U1**:T340, T344, T348, T356, T364, T368, T372,  
T376, T380, T400; **U4**:T90–T91, T114–T115, T122–T123,  
T136–T137, T192–T193, T370, T374, T378, T386, T406;  
**U5**:T362, T366, T370, T378, T398  
syllable patterns  
VCe, **U1**:T388, T392, T396, T404, T424  
V/CV and VC/V, **U3**:T406, T410, T414, T424, T442  
VV, **U4**:T394, T398, T402, T410, T430  
vowel diphthongs, **U2**:T366, T370, T374, T382  
vowels, *r*-controlled, **U3**:T358, T362, T366, T374, T394  
vowel teams and digraphs, **U1**:T412, T416, T420, T428,  
T448  
words with *sub-*, *inter-*, *fore-*, **U5**:T434, T438, T442, T450

**Spiral review, U1**:T126–T127, T184–T185, T244–T245,  
T316–T317, T365, T376, T389, T400, T413, T424, T448,  
T437; **U2**:T70–T71, T138–T139, T196–T197, T256–T257,  
T278–T279, T320–T321, T343, T354, T367, T378, T391,  
T402, T426, T450; **U3**:T58–T59, T118–T119, T184–T185,  
T258–T259, T312–T313, T335, T346, T359, T370, T383,  
T394, T407, T420, T431, T442; **U4**:T68–T69, T130–T131,  
T192–T193, T258–T259, T324–T325, T347, T358, T371,  
T382, T395, T406, T419, T430, T443, T454; **U5**:T64–T65,

T124–T125, T192–T193, T252–T253, T316–T317, T339,  
T350, T363, T374, T387, T398, T411, T422, T435, T446

**Story elements.** See under Literary devices/terms

**Story structure.** See Plot

**Strategies/skills, U1**:T62–T63

analyze argument, **U5**:T148, T154–T156, T158, T159, T161,  
T164, T165, T167, T168, T172, T173, T180–T181  
analyze characters, **U3**:T28, T34, T37, T38, T46–T47; **U4**:T29,  
T35–T37, T41, T42, T45, T47, T56–T57  
analyze informational media, **U5**:T276  
analyze main idea and details, **U1**:T90, T96, T99, T100, T103,  
T106, T114–T115; **U2**:T28, T34, T35, T38, T40, T42, T43,  
T45–T47, T49, T51, T58–T59; **U5**:T88, T94, T95, T98, T102,  
T103, T107, T112–T113  
analyze myths, **U4**:T282, T288, T292, T293, T295, T298, T300,  
T303, T304, T305, T312–T313  
analyze plot and setting, **U2**:T162, T168, T170, T173, T175,  
T177, T184–T185; **U3**:T88, T93, T94, T96–T99, T106–T107  
analyze text features, **U1**:T208, T214, T216, T217, T218, T220,  
T222, T234–T235; **U5**:T28, T34, T38, T43, T44, T52–T53  
analyze text structure, **U1**:T150, T157, T159, T161, T162,  
T164, T172–T173, T270, T276, T281, T285, T286, T293,  
T296, T306–T307; **U2**:T94, T100, T102, T104, T106, T108,  
T111, T112, T114, T116, T126–T127; **U5**:T36  
compare and contrast texts  
point of view, **U3**:T208, T214, T216–T218, T222, T225, T228,  
T229, T231, T233, T238–T239, T246–T247; **U5**:T277,  
T282, T284, T287, T289, T290, T292, T295, T304–T305  
confirm and correct predictions, **U1**:T209, T215, T219, T223,  
T225, T242–T243; **U2**:T95, T101, T103, T105, T107, T109,  
T113, T115, T117, T134–T135; **U3**:T89, T91, T92, T95,  
T114–T115  
evaluate details, **U1**:T151, T158, T160, T163, T180–T181;  
**U4**:T283, T289–T291, T294, T301, T320–T321  
explain author's purpose, **U1**:T28, T34, T37–T40, T42, T44,  
T54–T55; **U3**:T142, T148, T149, T151, T155, T157, T159,  
T161, T163, T165, T172–T173  
explain elements of a drama, **U4**:T154, T160–T164, T168,  
T180–T181  
explain ideas, **U5**:T216, T223, T226, T227, T232, T233,  
T240–T241  
explain poetic elements/language, **U2**:T220, T226, T227,  
T230, T231, T234, T235, T244–T245  
examine poetic elements, **U3**:T282, T288, T291, T300–T301  
fluency, **U5**:T173  
generate questions, **U1**:T91, T97, T98, T101, T102, T107,  
T122–T123; **U3**:T209, T215, T219–T221, T232, T234, T236,  
T254–T255  
identify plot and setting, **U3**:T82  
make and/or confirm predictions, **U3**:T83



make connections, **U3**:T143, T150, T154, T156, T160, T180–T181; **U4**:T93, T98, T102, T104, T108, T126–T127, T217, T222, T224, T227, T231, T237, T254–T255

make inferences, **U5**:T29, T35, T37, T40, T45, T60–T61, T217, T225, T228–T230, T248–T249

about characters, **U3**:T29, T35, T36, T54–T55

infer theme, **U4**:T92, T99, T101, T105, T107, T109, T110, T118–T119, T216, T225, T226, T228, T232, T235, T236, T238, T239, T246–T247

monitor comprehension, **U2**:T29, T37, T39, T41, T44, T48, T66–T67, T281, T286, T288, T289, T291, T301, T316–T317; **U5**:T89, T96, T97, T100, T104, T120–T121

prepare for assessment, **U1**:T446–T447

summarize text, **U5**:T149

argumentative text, **U5**:T157, T162, T166, T171, T188–T189

informational text, **U1**:T271, T279, T282, T290, T298, T314–T315

literary text, **U4**:T155, T167, T170–T172, T188–T189

synthesize details/information, **U2**:T280, T287, T290, T293, T296, T298–T300, T308–T309; **U3**:T29; **U4**:T29, T38, T43, T46, T48, T64–T65

use text evidence, **U1**:T29, T35, T43, T62–T63; **U2**:T163, T172, T176, T192–T193

to explain concepts, **U5**:T277, T285, T286, T291, T293, T294, T312–T313

visualize, **U3**:T283, T289, T290, T292, T308–T309

imagery, **U2**:T221, T228, T229, T233, T236, T252–T253

See also Unit Overview

**Strategy Group.** See Assess and Differentiate, TeacherLed Options

**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, U1**:T26–T27, T50–T51, T58–T59, T64–T65, T72–T73, T88–T89, T110–T111, T116, T118–T119, T126–T127, T132–T133, T364, T368, T372, T380, T400; **U4**:T192–T193, T406; **U5**:T192–T193, T398. See also Spelling, Word Study; Word Study

**Summarize.** See Strategies/skills, summarize

**Syllables.** See Phonics/decoding; Word Study, syllable patterns

**Synonyms, U4**:T99, T107, T111. See also Connections; Vocabulary development, synonyms

**Synthesize.** See Strategies/Skills, synthesize details/information



**Taking notes.** See Research/study skills, take notes

**Tall tale.** See Genres, tall tale

## Teaching strategies

classroom-based assessment. See Assessment, progress monitoring

Possible Teaching Point (Reading Workshop), **U1**:T31, T34–T36, T41, T43, T45, T47, T53, T61, T69, T75, T93, T97, T98, T101, T102, T104, T113, T121, T129, T135, T153, T156, T158, T161, T163, T164, T171, T179, T187, T193, T211, T214, T217, T221, T223–T226, T233, T241, T249, T255, T273, T277, T279, T281–T283, T285, T286, T289, T290, T292–T295, T297–T299, T305, T313, T321, T327; **U2**:T31, T36, T38, T40, T43, T44, T45, T50, T51, T57, T65, T73, T79, T97, T103, T106, T107, T111, T114, T118, T119, T125, T133, T141, T147, T165, T169, T170, T172, T174, T175, T176, T177, T183, T191, T199, T205, T223, T226, T229, T230, T235, T237, T243, T251, T259, T265, T283, T286, T293, T297, T307, T315, T323, T329; **U3**:T31, T35–T37, T45, T53, T61, T67, T85, T88, T89, T91, T92, T95, T97, T98, T105, T114, T121, T127, T145, T151, T152, T155, T156, T159, T164, T170, T179, T187, T193, T211, T216–T218, T224–T225, T229, T230, T232, T238–T239, T245, T253, T261, T267, T285, T288, T290, T292, T293, T299, T307, T321; **U4**:T31, T35, T37, T38, T42, T44, T46–T48, T55, T63, T71, T77, T95, T99, T100, T102, T103, T105, T107, T109–T111, T117, T125, T133, T139, T157, T161, T163, T164, T167–T169, T171–T173, T187, T195, T201, T219, T225, T227, T228, T230, T234, T235, T237–T239, T245, T253, T261, T267, T285, T289, T291, T293, T295, T299, T301, T303, T305, T311, T319, T327, T333; **U5**:T31, T34, T37, T38, T43, T45, T51, T59, T67, T73, T91, T94, T97, T98, T100, T102–T105, T111, T119, T127, T133, T151, T155, T157–T161, T163, T165, T167, T169, T172, T173, T179, T187, T195, T201, T219, T222, T224, T230, T233, T239, T247, T255, T261, T279, T283, T287, T289, T294, T295, T303, T311, T319, T325

Possible Teaching Point (Writing Workshop), **U1**:T342, T346, T350, T366, T370, T374, T390, T394, T398, T414, T418, T422, T438, T442, T446; **U2**:T344, T348, T352, T368, T372, T376, T392, T396, T400, T416, T420, T424, T440, T444, T448; **U3**:T336, T340, T344, T360, T364, T368, T384, T388, T392, T408, T412, T416, T432, T436, T440; **U4**:T348, T352, T356, T372, T376, T380, T396, T400, T404, T420, T424, T428, T444, T448, T452; **U5**:T340, T344, T348, T364, T368, T372, T388, T392, T296, T412, T416, T420, T436, T440, T444 routines

Book Club. See Book Club

read-aloud, **U1**:T20, T82, T142, T200, T262; **U2**:T20, T86, T154, T212, T272; **U3**:T20, T74, T134, T200, T274; **U4**:T20, T84, T146, T208, T274; **U5**:T20, T80, T140, T208, T268

See also Assessment; Writing Club

**Technology, U4:T384**

collaboration, **U4:T408**  
 online archives, **U5:T468–T469**

**Testing, formal and informal.** See Assessment

**Text Complexity Charts, U1:R2–R6; U2:R2–R7, U3:R2–R9, U4:R2–R7, U5:R2–R6**

**Text elements.** See Text features

**Text evidence, U1:T29, T35, T43, T62–T63**

**Text features, U2:T128–T129, T136–T137; U4:T172;**

**U5:T233, T242–T243, T250–T251**  
 graphic sources. See Graphic sources  
 illustrations/photographs, **U2:T348**  
 See also Graphic sources, Parts of a book

**Text structure.** See Text features

**Text types.** See Genres

**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**

**Unknown words.** See Vocabulary skills/strategies, academic vocabulary strategies, unknown words

**Usage.** See Adjectives; Adverbs; Agreement; Conjunctions; Fragments and run-ons; Nouns; Prepositions; Pronouns; Sentences; Verbs

**V****Verbs**

auxiliary, **U3:T435, T439, T443, T447; U4:T347**  
 irregular, **U1:T434; U3:T387, T391, T395, T399, T407**  
 tense  
 progressive, **U3:T411, T415, T419, T423, T431**  
 See also Agreement, subject-verb

**Visualize.** See Strategies/skills, visualize

**Vocabulary development, U1:T48–T49, T108–T109, T166–T167, T228–T229, T300–T301; U2:T52–T53, T120–T121, T178–T179, T238–T239, T302–T303; U3:T40–T41, T100–T101, T166–T167, T240–T241; U4:T50–T51, T112–T113, T174–T175, T240–T241, T306–T307; U5:T46–T47, T106–T107, T174–T175, T234–T235, T298–T299**

antonyms, **U4:T88–T89**

preteach. See ELL (English Language Learners), vocabulary support

preview, **U1:T32, T94, T154, T212, T274; U2:T32, T98, T166, T224, T284, T294; U3:T32, T86, T146, T212, T226, T286; U4:T32, T96, T158, T220, T286, T296; U5:T32, T92, T152, T220, T280, T296**

selection vocabulary, **U1:T28, T90, T150, T208, T270; U2:T28, T94, T162, T220, T280; U3:T28, T82, T142, T208, T282; U4:T28, T92, T154, T216, T282; U5:T28, T88, T148, T216, T276**

synonyms, **U4:T88–T89**

See also Vocabulary skills/strategies

**Vocabulary skills/strategies**

academic vocabulary strategies

analogies, **U2:T226**

context clues, **U1:T156; U2:T158–T159, T174; U3:T138–T139; U4:T150–T151, T168, T239; U5:T144–T145, T157, T160, T169**

figurative language, **U1:T204–T205, T226; U2:T216–T217; U3:T204–T205, T229, T233; U4:T212–T213, T234, T237; U5:T212–T213, T222, T224**

multiple-meaning words, **U4:T289**

oral language, **U1:T12; U2:T12; U3:T12; U4:T12; U5:T12**

parts of speech, **U1:T266–T267, T279; U2:T276–T277, T286; U3:T278–T279; U4:T278–T279, T289; U5:T272–T273**

parts of speech and multiple-meaning words, **U3:T288**

related words, **U1:T24–T25, T40; U2:T24–T25, T45, T50;**

**U3:T24–T25, T35, T156; U4:T24–T25, T47; U5:T24–T25, T37**  
 synonyms and antonyms, **U1:T86–T87, T97; U2:T90–T91, T118; U3:T78–T79, T89, T97; U5:T84–T85, T97, T100, T104**

vocabulary in context, **U1:T36, T104, T156, T226, T289;**

**U2:T36, T118, T174, T292, T297; U3:T39, T152, T235, T293; U4:T38, T100, T106, T165, T223, T230, T234, T294, T302; U5:T42, T101, T163, T169, T222, T283, T288**

See also Word Study

**Vowels.** See Phonics/decoding, vowels

**W**

**Web.** See Graphic organizers, web

**Word attack skills.** See Phonics/decoding; Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

**Word identification.** See Vocabulary skills/strategies, academic vocabulary strategies, context clues; Word Study

**Word Study, U1:**T29, T74, T91, T134, T151, T192, T209, T254, T326; **U2:**T29, T78, T95, T146, T163, T204, T221, T264, T281, T328; **U3:**T29, T66, T83, T126, T143, T192, T209, T266, T282, T320; **U4:**T29, T76, T93, T138, T155, T200, T217, T266, T283, T332; **U5:**T29, T72, T89, T132, T149, T200, T217, T260, T277, T324

final stable syllables, **U3:**T151, T140–T141, T168–T169, T177–T178, T190–T191

Greek roots, **U2:**T218–T219, T229, T237, T240–T241, T248–T249, T256–T257, T262–T263

high-frequency words, **U2:**T111

homophones, **U4:**T280–T281, T305, T308–T309, T316–T317, T330–T331

Latin roots, **U2:**T278–T279, T304–T305, T312–T313, T326–T327; **U5:**T45, T48–T49, T56–T57, T64–T65, T70–T71

multiple-meaning words, **U5:**T287

plurals, **U2:**T26–T27, T40, T47, T62–T63, T76–T77, T160–T161, T169, T180–T181, T188–T189, T202–T203

prefixes

*dis-*, **U5:**T230

*dis-*, *over-*, *non-*, and *under-*, **U5:**T214–T215, T236–T237, T244–T245, T258–T259, T316–T317

Greek and Latin, **U4:**T26–T27, T37, T46, T52–T53, T58–T59, T74–T75, T130–T131

*im-*, *in-*, *ir-*, **U4:**T214–T215, T238, T242–T243, T250–T251, T264–T265, T324–T325

*mis-*, *en-*, *em-*, **U1:**T268–T269, T302–T303, T310–T311, T324–T325

related words, **U3:**T26–T27, T37, T42–T43, T50–T51, T64–T65

silent letters, **U3:**T280–T281, T290, T296–T297, T304–T305, T318–T319

*sub-*, *inter-*, *fore-* word parts, **U5:**T274–T275, T300–T301, T308–T309, T322–T323

suffixes, **U4:**T102

*-able*, *-ible*, **U4:**T66–T67, T90–T91, T114–T115, T122–T123, T136–T137, T192–T193, T370, T374, T378, T386

*-ed*, *-ing*, *-s*, *-er*, *-est*, **U1:**T26–T27, T35, T43, T45, T50–T51, T58–T59, T64–T65, T72–T73, T126–T127

*-en*, *-ent*, *-ence*, **U5:**T86–T87, T102, T108–T109, T116–T117, T130–T131, T192–T193

*-ty*, *-ity*, *-ic*, *-ment*, **U1:**T88–T89, T110–T111, T118–T119, T132–T133, T184–T185

syllable pattern

VCCCV, **U5:**T146–T147, T155, T159, T167, T176–T177, T184–T185, T198–T199, T252–T253

VCe, **U1:**T148–T149, T163, T168–T169, T176–T177, T190–T191, T244–T245

V/CV, **U3:**T217

VC/V, **U3:**T224, T230, T237

V/CV and VC/V, **U3:**T206–T207, T217, T242–T243, T250–T251, T264–T265

VV, **U4:**T152–T153, T173, T176–T177, T184–T185, T198–T199

vowels

diphthongs, **U2:**T92–T93, T106, T114, T122–T123, T130–T131, T144–T145

*r*-controlled, **U3:**T80–T81, T91, T102–T103, T110–T111, T124–T125, T184–T185

vowel teams and digraphs, **U1:**T206–T207, T214, T223, T225, T230–T231, T238–T239, T252–T253, T316–T317

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:**T354, T355, T378, T379, T426, T427; **U2:**T356, T357, T380, T381, T428, T429; **U3:**T348, T349, T372, T373, T420, T421; **U4:**T360, T361, T384, T385, T432, T433; **U5:**T352, T353, T376, T377, T424, T425

**Writing forms/products**

article, **U2:**T336–T341, T344–T345, T348–T349, T352–T353, T356–T357, T360–T365, T368–T369, T372–T373, T376–T377, T380–T381, T384–T389, T392–T393, T396–T397, T400–T401, T404–T405, T408–T413, T416–T417, T420–T421, T424–T425, T428–T429, T432–T437, T440–T441, T444–T445, T448–T449, T452–T453

caption, **U2:**T376

description, **U3:**T356–T357, T360–T361

opinion essay, **U4:**T340–T361, T364–T384, T388–T409, T412–T433, T426–T457

personal narrative, **U1:**T334–T339, T342–T343, T346–T347, T350–T351, T354–T355, T358–T363, T336–T367, T370–T371, T374–T375, T378–T379, T382–T403, T406–T411, T414–T415, T418–T419, T422–T423, T426–T427, T430–T435, T438–T439, T442–T443, T446–T447, T450–T451

poem, **U5:**T332–T353, T356–T377, T380–T401, T404–T405, T428–T449

realistic fiction, **U3:**T328–T349, T352–T373, T376–T397, T400–T421, T424–T445

rhyme, **U5:**T396–T397

## Writing mode

argumentative, **U4**:T457  
informational, **U2**:T453  
narrative, **U3**:T445  
poetry, **U5**:T449

**Writing process.** See Writing Workshop, composition

**Writing rubrics, U1**:T451; **U4**:T457; **U5**:T449

**Writing traits, word choice, U5**:T416–T417

## Writing Workshop

composition, **U4**:T67

adding and deleting ideas for coherence and clarity,

**U1**:T410–T411, T414–T415; **U5**:T432–T433

alliteration and assonance, **U5**:T364–T365

analyzing photographs, **U2**:T348

arranging stanzas, **U5**:T388–T389

assessment, **U2**:T452; **U3**:T444–T445; **U4**:T456–T457;  
**U5**:T448–T449

body paragraphs, **U2**:T392

brainstorming ideas, **U2**:T352; **U5**:T348–T349

capitalization, **U5**:T375, T399

captions for visuals, **U2**:T376

character description, **U3**:T356–T357, T360–T361

combining ideas, **U4**:T420–T421

commas, **U5**:T423

complete sentences, **U1**:T393, T397, T401, T405, T413;  
**U2**:T436

concluding statement and conclusion, **U1**:T402; **U2**:T380;  
**U4**:T380–T381, T392–T393

concrete words and phrases, **U1**:T374–T375

developing ideas and details, **U1**:T370–T371; **U2**:T368, T372

dialogue, **U3**:T388–T389

event sequences, **U3**:T384–T385

exaggeration, **U4**:T129

figurative language, **U1**:T124–T125; **U2**:T195

graphics, **U1**:T65, T245

grouping paragraphs into sections, **U2**:T396

headlines, **U2**:T388

imagery, **U2**:T255

information, **U4**:T352–T353

introduction, **U1**:T386–T387; **U2**:T364; **U4**:T392–T393

lead paragraph, **U2**:T344

line breaks, **U5**:T384–T385

linking words and phrases, **U2**:T412

literary devices, **U3**:T311

message, **U5**:T123

mood, **U4**:T257

with multimedia, **U2**:T400

peer and teacher suggestions, **U4**:T440

plot, **U3**:T368–T369, T372

portray people, **U1**:T162–T163

precise language and vocabulary, **U2**:T416

prepare for assessment, **U2**:T448; **U3**:T440–T441;  
**U4**:T452–T453; **U5**:T444–T445

prepare for the celebration, **U5**:T436–T437

print and graphic features, **U2**:T69; **U3**:T183

punctuation, **U1**:T438–T439; **U5**:T392–T393, T447

purpose, **U1**:T316–T317; **U2**:T352; **U3**:T257; **U5**:T315

rearranging ideas, **U3**:T428–T429; **U4**:T416–T417

reasons, **U4**:T352–T353, T372–T373, T396–T397

repetition, **U3**:T57; **U5**:T376

rhetorical devices, **U5**:T191

rhyme schemes, **U5**:T396–T397

rhyming words, **U5**:T372–T373

rhythm, **U5**:T360–T361

run-on sentences, **U1**:T417, T421, T425, T429, T437

selecting genre, **U3**:T396

sentence fragments, **U1**:T441, T445, T449, T453

sentences

complex, **U2**:T371, T375, T379, T383

compound, **U2**:T347, T351, T355, T359

setting, **U3**:T364–T365

similes and metaphors, **U5**:T368–T369

subjects

compound predicates and, **U1**:T369, T373, T377, T381,  
T389

and predicates, **U1**:T341, T345, T349, T353, T357, T365

subject-verb agreement, **U2**:T443, T447, T451, T455;

**U3**:T371

supporting details, **U4**:T376–T377, T400–T401

text features, **U2**:T137; **U5**:T251

text structure, **U1**:T182–T183; **U2**:T319; **U5**:T63, T412–T413

topics and opinions, **U3**:T344–T345; **U4**:T356–T357,  
T389–T369

transitions and transition words/phrases, **U1**:T394–T395;

**U2**:T400; **U4**:T404–T405

voice, **U4**:T67

word choice, **U5**:T416–T417

writing process

edit, **U1**:T418–T419, T422–T423, T426, T434–T435,  
T438–T439; **U2**:T420–T421, T424–T425, T428, T436–  
T437, T440–T441; **U3**:T408–T409, T410, T412–T413,  
T416–T417, T432–T433; **U4**:T424–T425, T428–T429;  
**U5**:T420–T421, T424

plan and prewrite, **U1**:T354; **U2**:T356; **U3**:T348, T392–  
T393; **U4**:T360; **U5**:T352

publish, **U1**:T442–T443; **U2**:T444–T445; **U3**:T436–T437;  
**U4**:T444–T445, T449–T450; **U5**:T440–T441

revise, **U5**:T412–T413, T416–T417

contradiction, **U4**:T191

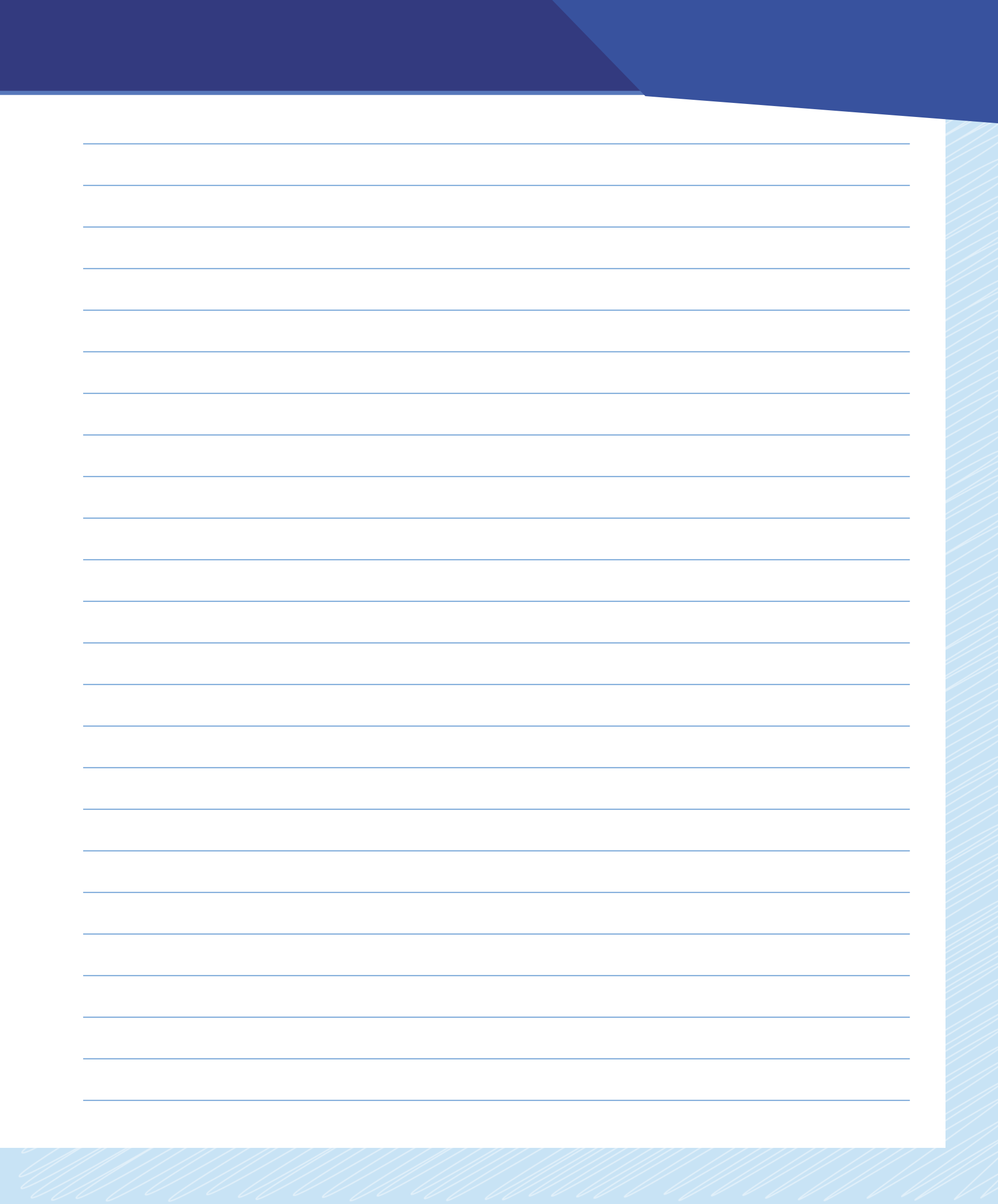
Foundational Skills for Writing

speaking and listening. See Listening

- spelling, **U1**:T352, T376, T400, T424, T448; **U2**:T354, T378, T402, T426, T450; **U3**:T346 T370, T394, T420, T442; **U4**:T358, T382, T406, T430, T454; **U5**:T350, T374, T398, T422, T446
- genre immersion. *See* Genres
- parts of speech
- adjectives, **U1**:T418–T419; **U4**:T383; **U5**:T420–T421
    - comparative, **U4**:T423, T427, T443
    - superlative, **U4**:T455
  - adverbs, **U1**:T422–T423; **U2**:T424; **U4**:T399, T403, T407, T411
    - relative, **U5**:T351
  - conjunctions, coordinating, **U2**:T428; **U3**:T416–T417
  - nouns, **U2**:T440
    - proper and common nouns, **U2**:T403
    - singular and plural, **U2**:T427
  - prepositions and prepositional phrases, **U3**:T347, T412–T413; **U5**:T424
  - pronouns, **U1**:T426; **U4**:T359 **U5**:T408–T409
    - auxiliary, **U3**:T443
    - irregular, **U1**:T434–T435; **U3**:T395, T404–T405
    - progressive tense, **U3**:T419
- See also* Literary devices/terms

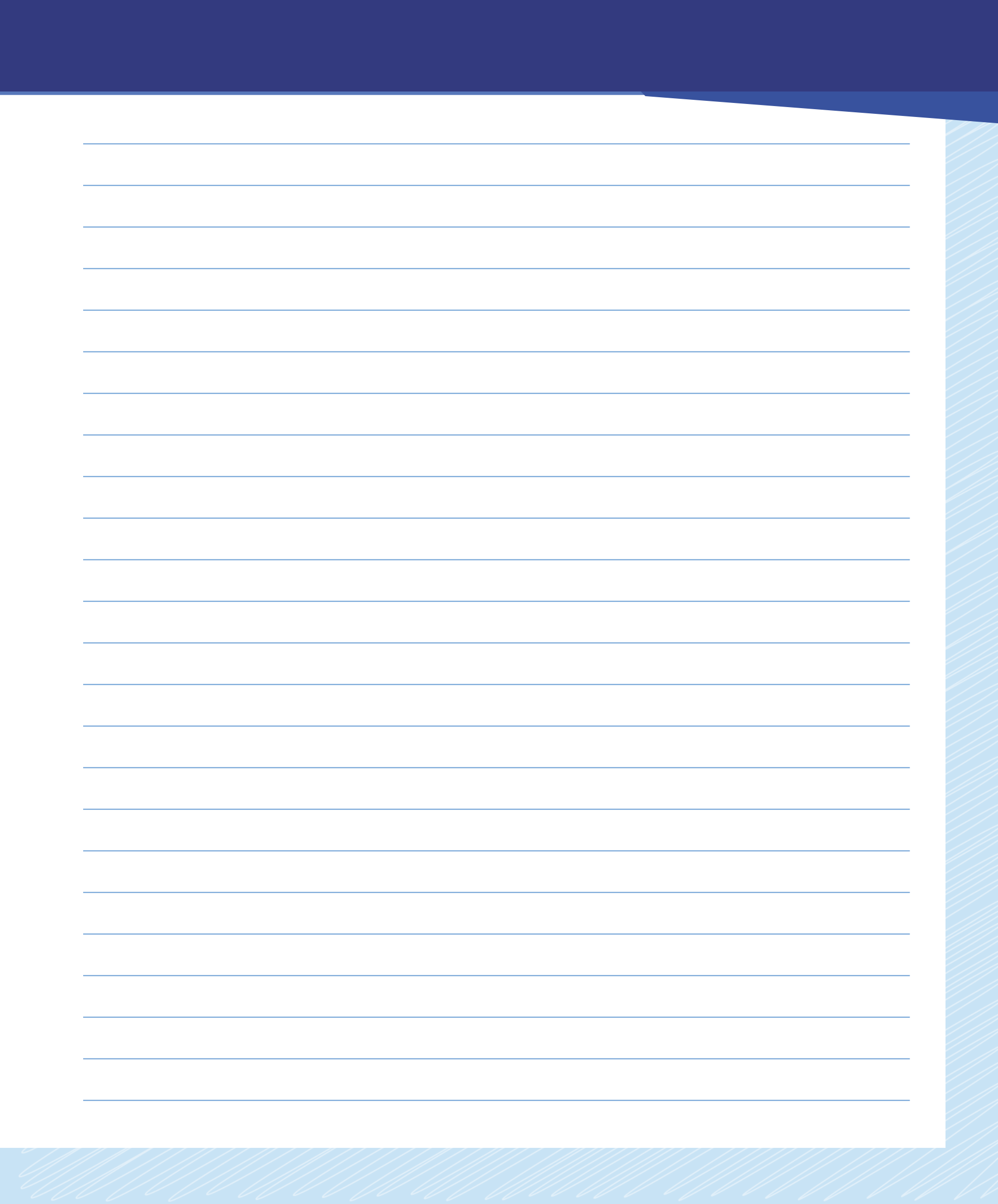








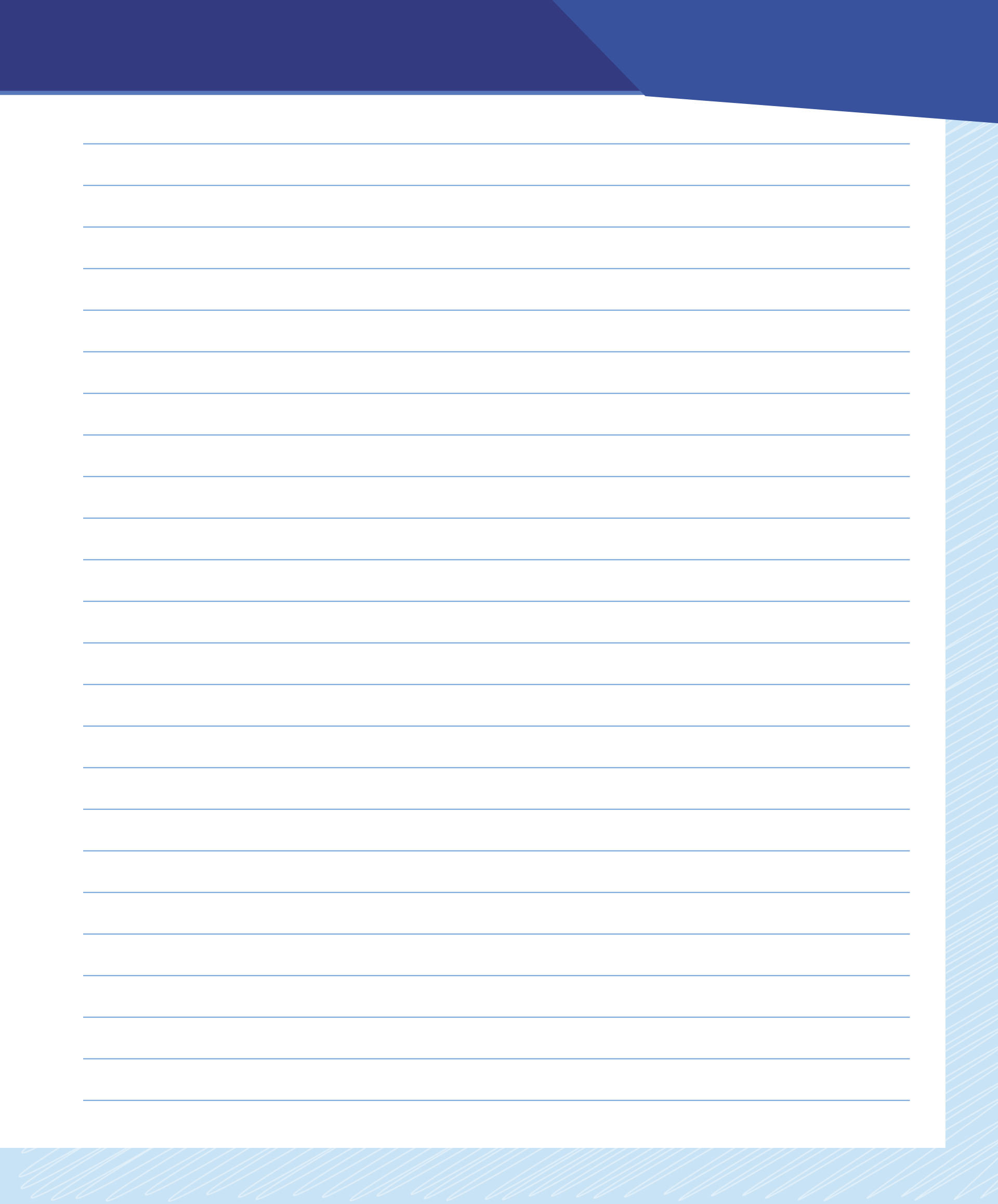




A series of 25 horizontal blue lines on a white background, providing a space for writing.









myView<sup>®</sup>  
LITERACY

UNIT 2

**SAVVAS**  
LEARNING COMPANY

SavvasRealize.com

ISBN-13: 978-0-13-490955-4  
ISBN-10: 0-13-490955-0

