

Teacher's Edition



COMMON CORE
myview[®]
L I T E R A C Y

4.5

SAVVAS

Teacher's Edition

COMMON CORE
myView
L I T E R A C Y

4.5

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For more information about our author contributions and advisory board members, visit 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



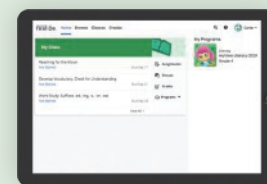
Student Interactive
2 Volumes



Trade Book Read Alouds

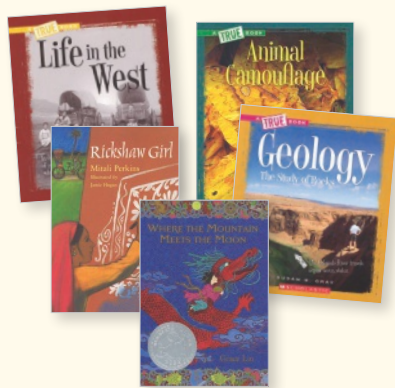


Genre, Skill, and Strategy Videos

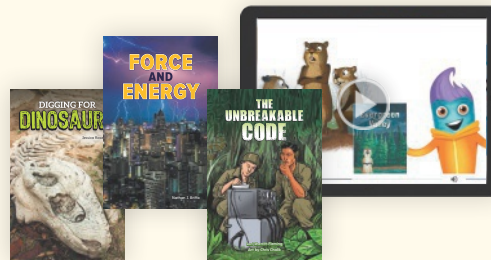


Savvas Realize™ Intermediate Student Interface

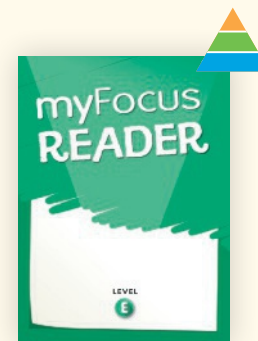
Small Group & Independent



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

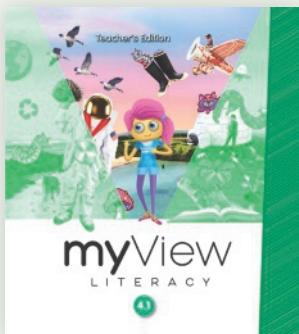


Savvas Realize™

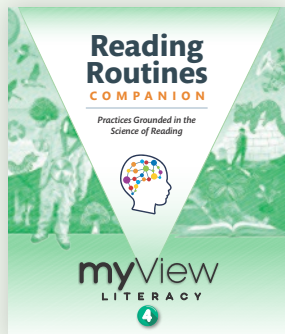
- Seamless Google Integration
- Interactive PDFs
- Distance Learning Teacher's Guide
- Downloadable/Printable Content
- Customizable Playlists
- Upload files and video
- Assign, Submit, and Grade
- Access to Realize Reader™ on and offline

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

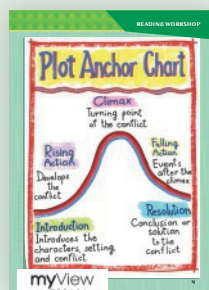
TEACHER RESOURCES



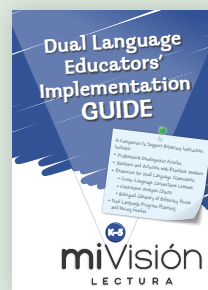
Teacher's Edition
5 Volumes



Reading Routines Companion



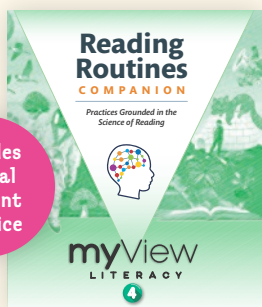
Anchor Charts



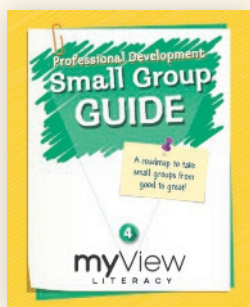
Dual Language Educators' Implementation Guide

Printables Include:

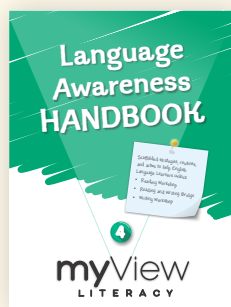
- Handwriting Practice
- Handwriting Models
- Writing Minilessons and Student Practice
- Language & Conventions Resources
- Spelling Resources
- Read Aloud Trade Book Lesson Plans



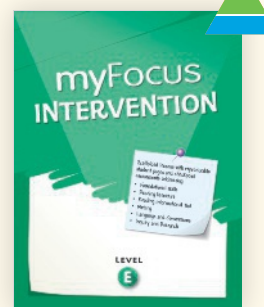
Reading Routines Companion



Small Group Professional Development Guide



Language Awareness Handbook

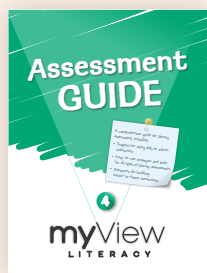


myFocus Intervention Teacher's Guide

Printables Include:

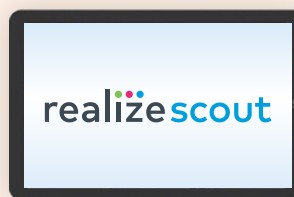
- Extension Activities
- Quest and uEngineer It! Cross-curricular projects
- Project-Based Inquiry Rubrics & Leveled Research Articles
- Writing Conference Notes & Student Feedback Template
- Leveled Literacy Stations
- Leveled Content Reader Teacher's Guide

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.

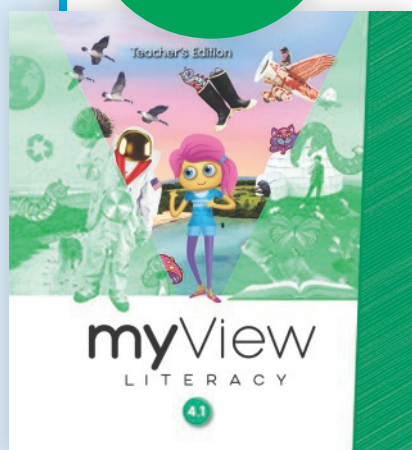
A Continuum of Resources to Meet the Needs of Your Students



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

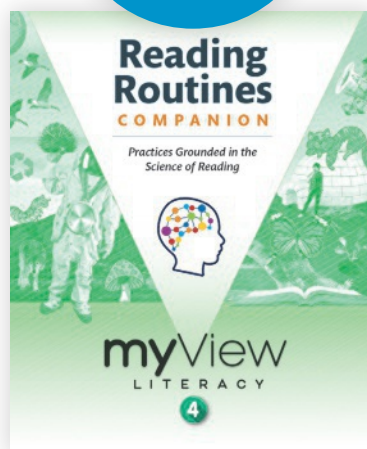
Teacher's Edition



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

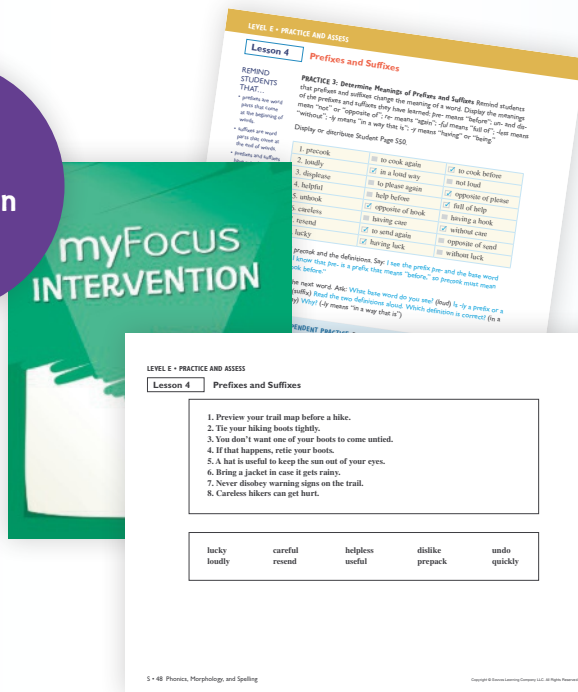


SuccessMaker®

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



myFocus Intervention



myFocus Intervention

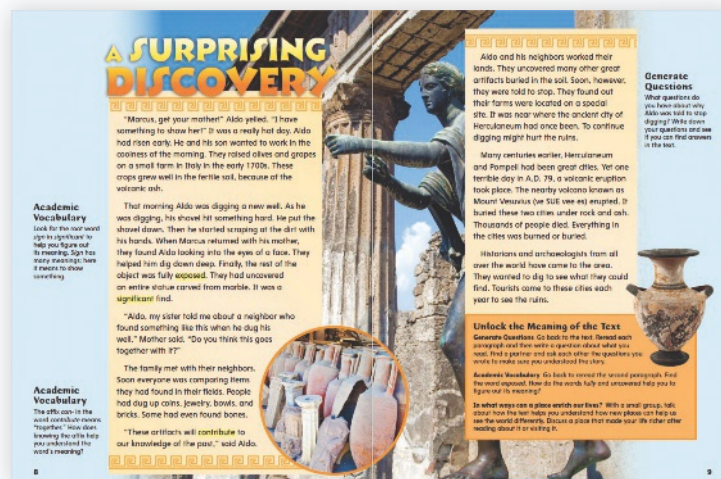
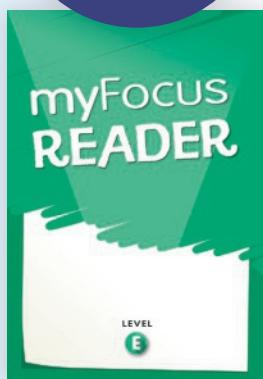
Small group instruction related to core lessons for students needing significant support to master key skills and concepts.

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)

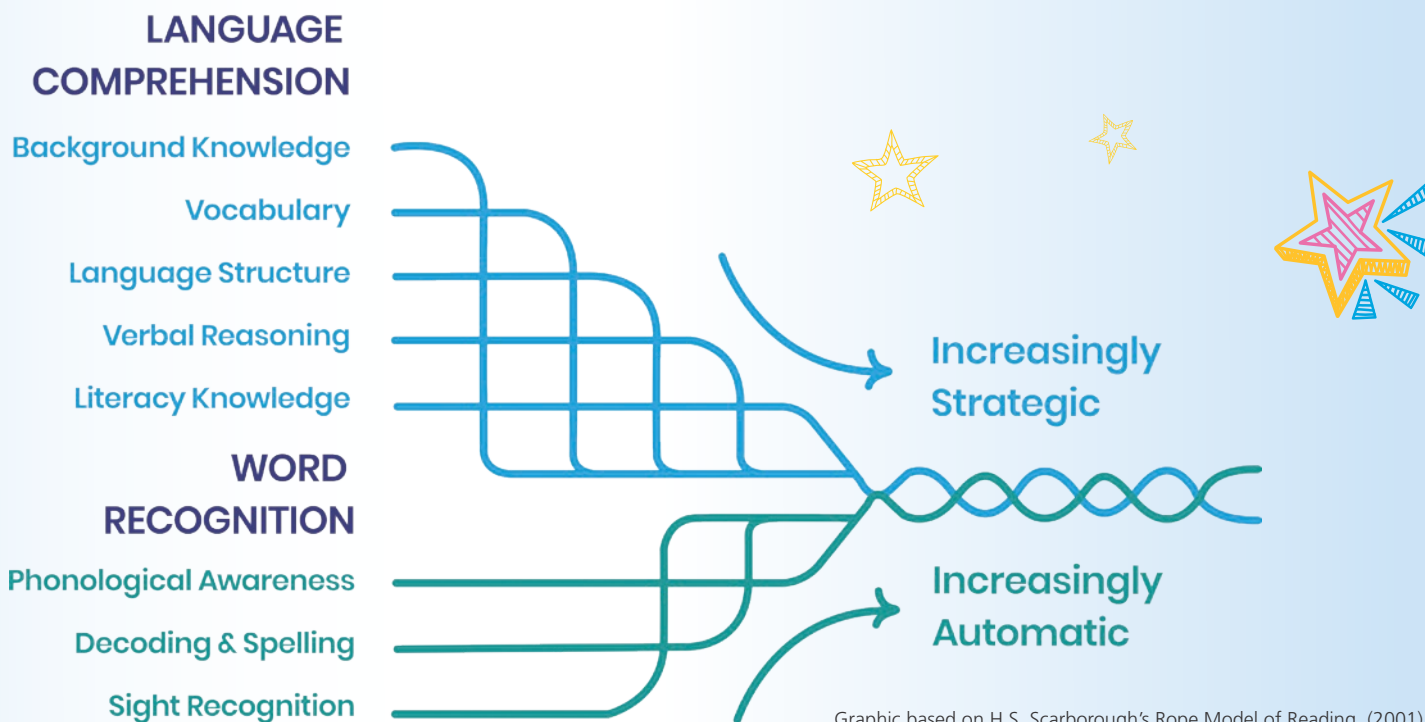
Foundational Skills for Intermediate Students



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

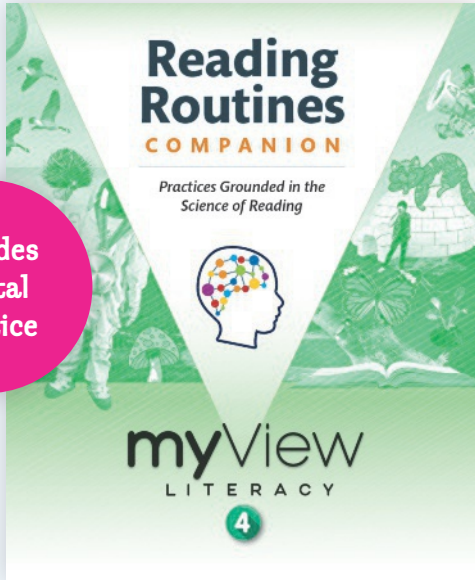
Meets the various needs of learners, including students with dyslexia and other challenges, using organized and deliberate instruction

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

OBJECTIVE
Demonstrate and apply phonemic knowledge by decoding words with specific orthographic patterns and rules.

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

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

OBJECTIVE
Demonstrate and apply phonemic knowledge by decoding words with specific orthographic patterns and rules.

LESSON 2
Apply Vowel Teams oo, ew, ue, ui, eu
APPLY MyTURN Direct students to complete of the Student Interactive.

SPELLING WORDS

balloon	reuse
choose	spoon
feud	stair
newest	suitable
renew	these

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

WEEK 4 LESSON 2
READING-WRITING WORKSHOP BRIDGE

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

OBJECTIVE
Demonstrate and apply spelling knowledge by spelling multisyllabic words with closed syllables, open syllables, VCE syllables, vowel teams, including digraphs and sightwords, nonfinal syllables, and final stable syllables.

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 *stair*. Have volunteers identify the letters that form the vowel team in each word. Then have them orally spell each word.

APPLY MyTURN Direct students to complete the activity on p. 157 of the Student Interactive.

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

MyTURN 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

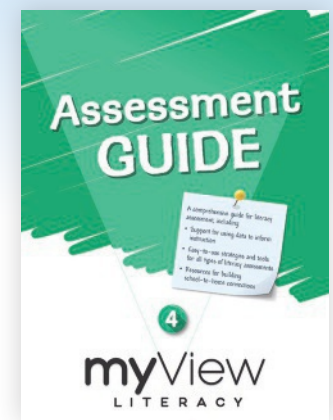
- Quick Checks
- Assess and Differentiate
- Assess Prior Knowledge
- Assess Understanding
- Observational Checklists
- Conferring Checklists
- Reading and Writing Rubrics for Student Self-Assessment
- Weekly Progress Check-Ups
- Weekly Cold Read Assessments for Fluency and Comprehension (Grades 1-5)

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

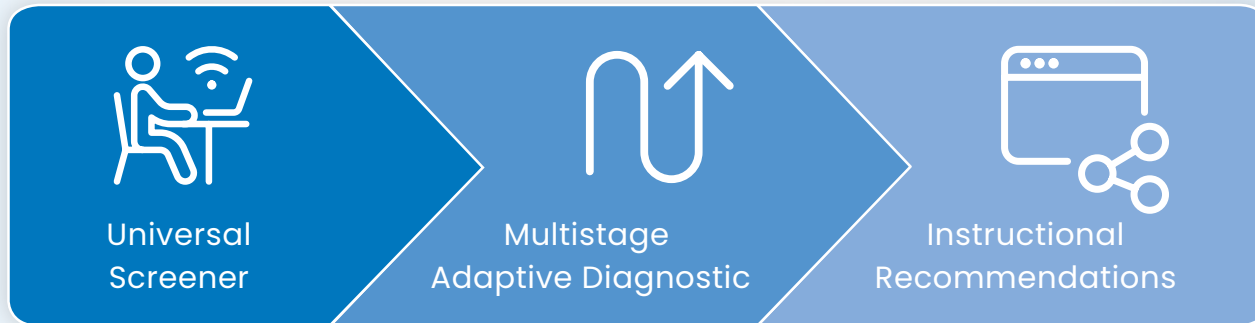
Test Preparation (Grades 2–5)



- 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.

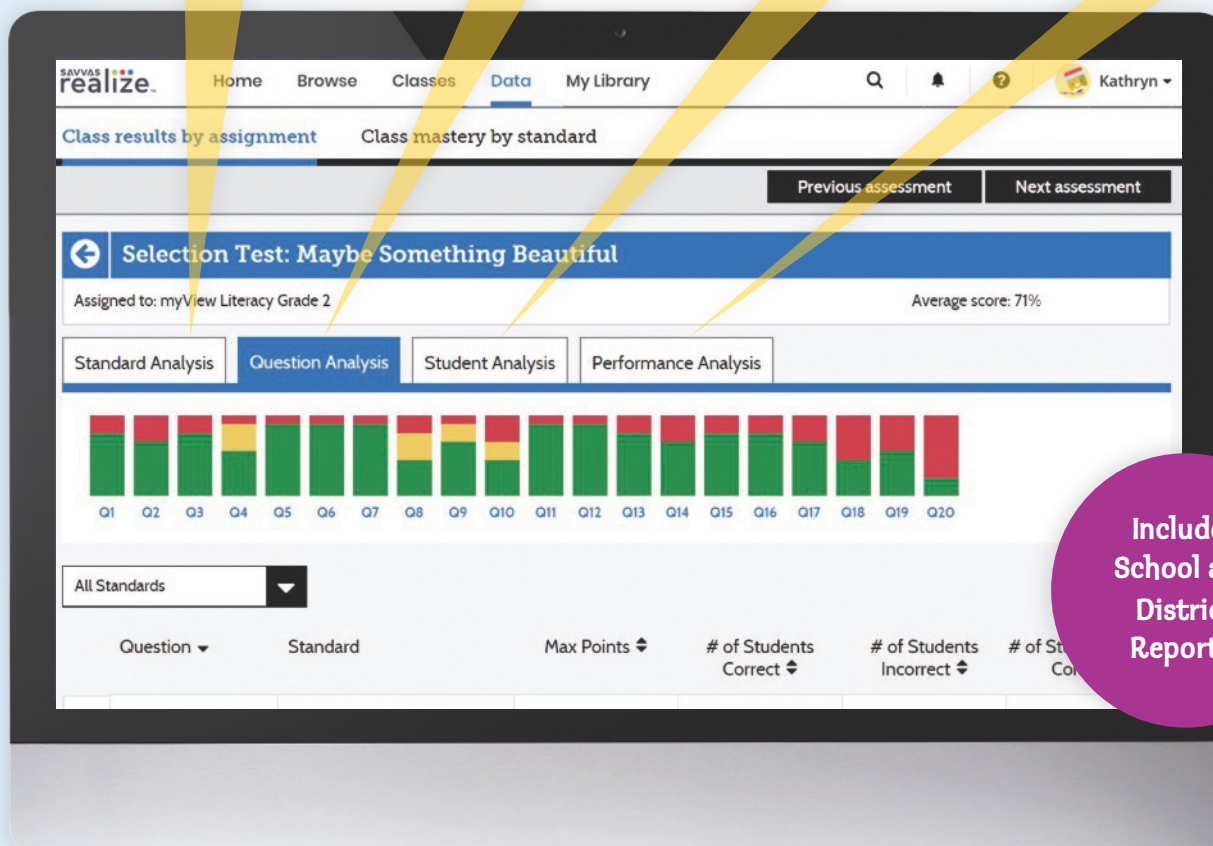


A short screening assessment identifies proficiency in precursor skills, including foundational skills in Grades K-3.

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.

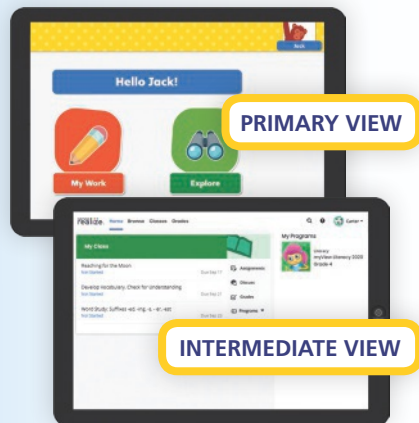
The Digital Difference



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

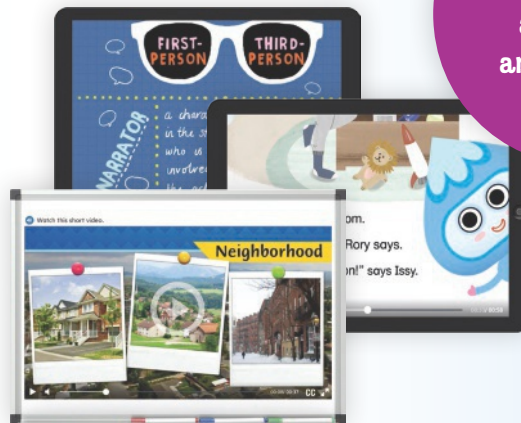
The Student Experience

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.

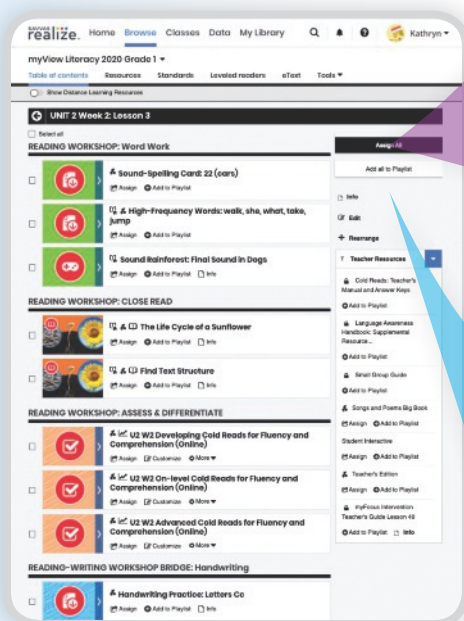


Digital Games

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

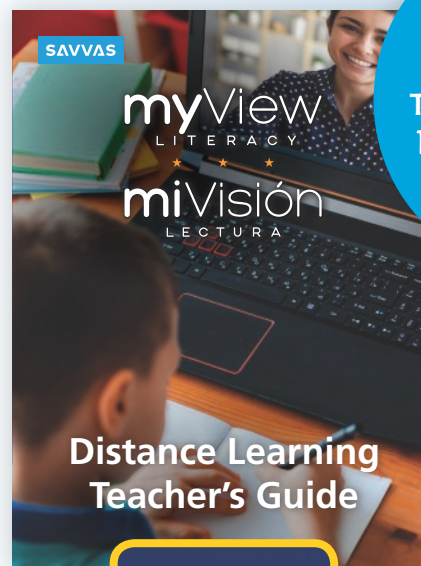
Add content, rearrange lessons, delete what you don't need—**make it your own!**

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

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

Features

Essential Question

Why is it important to understand our planet?

SAVVAS
realize™ Go ONLINE for all lessons.

myView
Digital



REALIZE
READER



NOTEBOOK



AUDIO



GAME



ANNOTATE



DOWNLOAD



VIDEO



RESEARCH



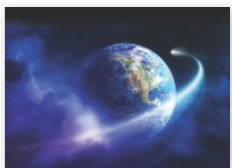
INTERACTIVITY



ASSESSMENT



WEEK 1



from *Planet Earth* pp. T14–T73
by Christine Taylor-Butler

Informational Text

WEEKLY QUESTION What do we know about Earth's features and processes?

WEEK 2

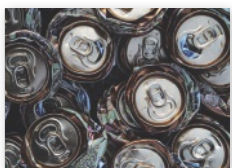


Volcanoes pp. T74–T133
by Seymour Simon

Informational Text

WEEKLY QUESTION In what ways do volcanoes impact Earth?

WEEK 3

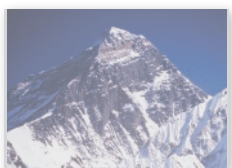


from *The Top 10 Ways You Can Reduce Waste* pp. T134–T201
by Nick Winnick

Argumentative Text

WEEKLY QUESTION What daily actions can help reduce pollution?

WEEK 4

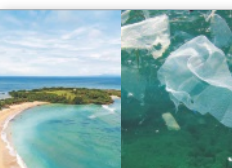


The Himalayas pp. T202–T261
by Charles W. Maynard

Informational Text

WEEKLY QUESTION What makes an extreme location a place to both protect and explore?

WEEK 5



Trashing Paradise and “Bye Bye Plastic Bags on Bali” pp. T262–T325
by Rukhsana Khan | by Melati and Isabel Wijsen

Informational Text and Video

WEEKLY QUESTION What happens to what we throw away?

WEEKS 1–5

BOOK CLUB Read and discuss a book with others.

SEL SOCIAL-EMOTIONAL LEARNING

WEEK 6

PROJECT-BASED INQUIRY pp. T454–T473

Argumentative Text

Write an Opinion Article

UNIT THEME

Features

Essential Question

Why is it important to understand our planet?

from **The Top 10 Ways You Can Reduce Waste**

What daily actions can help reduce pollution?

WEEK
3



WEEK
2

Volcanoes

In what ways do volcanoes impact Earth?



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

WEEK
1

from **Planet Earth**

What do we know about Earth's features and processes?





WEEK
4

The Himalayas

What makes an extreme location a place to both protect and explore?



WEEK
5

Trashing Paradise and "Bye Bye Plastic Bags on Bali"

What happens to what we throw away?



WEEK
6

Project










Project-Based Inquiry

At the end of the unit, students will get the chance to apply what they've learned about Features in the WEEK 6 PROJECT: Danger Ahead!

UNIT THEME

Features

	WEEK 1	WEEK 2	WEEK 3
READING WORKSHOP	<p>Informational Text </p>  <p><i>from Planet Earth</i></p>	<p>Informational Text </p>  <p>Volcanoes</p>	<p>Argumentative Text</p>  <p><i>from The Top 10 Ways You Can Reduce Waste</i></p>
	Make inferences and analyze text features in informational text	Monitor comprehension and analyze main ideas and details to understand informational text	Analyze and summarize argumentative text
 READING-WRITING WORKSHOP BRIDGE	Bridge reading and writing informational text through: <ul style="list-style-type: none"> • Academic Vocabulary • Word Study • Read Like a Writer • Write for a Reader 		
BOOK CLUB SEL	<p><i>Geology: The Study of Rocks</i> by Susan H. Gray</p> <p>How can geology help us better understand the features of our planet?</p>		
WRITING WORKSHOP	Introduce Mentor Stacks and immerse in poetry	Develop literary elements of poetry writing	Develop the structure of poetry writing
 READING-WRITING WORKSHOP BRIDGE	Bridge reading and writing informational text through: <ul style="list-style-type: none"> • Spelling • Language and Conventions 		

UNIT GOALS

SEL SOCIAL-EMOTIONAL LEARNING

UNIT THEME

- I can collaborate with others to determine why it is important to understand our planet.

READING WORKSHOP

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

READING-WRITING WORKSHOP BRIDGE

- I can use language to make connections between reading and writing.

WRITING WORKSHOP

- I can use knowledge of the elements and structure of poetry to write a poem.

WEEK 4

Informational Text



The Himalayas

Make inferences and explain ideas to understand informational text

Bridge reading and writing informational text through:

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

Geology: The Study of Rocks by Susan H. Gray
How can geology help us better understand the features of our planet?

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

WEEK 5

Informational Text and Video



Trashing Paradise and "Bye Bye Plastic Bags on Bali"

Use text evidence to explain concepts and compare and contrast accounts in informational text

Publish, celebrate, and assess poetry

WEEK 6

Inquiry and Research



Danger Ahead! Research Articles

Project-Based Inquiry

- Generate questions for inquiry
- Research storms and environmental events to determine which pose the greatest dangers
- Engage in productive collaboration
- Incorporate media
- Celebrate and reflect

Bridge reading and writing informational text through:

- Spelling
- Language and Conventions

UNIT 5 SKILLS OVERVIEW

UNIT THEME

Features

		WEEK 1		WEEK 2		WEEK 3	
		Informational Text from Planet Earth		Informational Text Volcanoes		Argumentative Text from The Top 10 Ways You Can Reduce Waste	
		CCSS		CCSS		CCSS	
READING WORKSHOP	Minilesson Bank	Infographic: The Surface of Earth	RI.4.7	Media: Volcanic Activity	RI.4.7	Diagram: Pollutant Emissions	RI.4.7
		Informational Text: from Planet Earth	RI.4.10	Informational Text: Volcanoes	RI.4.10	Argumentative Text: from The Top 10 Ways You Can Reduce Waste	RI.4.10
		Words that help you understand ideas about Earth revealed in the text.	L.4.6	Words that help you form mental images of important topics or ideas from the text.	L.4.6	Words that clarify and support the author's claim.	L.4.6
		Analyze Text Features	RI.4.7	Analyze Main Idea and Details	RI.4.2	Analyze Argument	RI.4.8
		Make Inferences	RI.4.1	Monitor Comprehension	RI.4.10	Summarize Argumentative Text	RI.4.2
		Talk About It	SL.4.1.c	Write to Sources	W.4.9	Write to Sources	W.4.9
READING-WRITING WORKSHOP BRIDGE	Academic Vocabulary	Related Words	L.4.5	Synonyms and Antonyms	L.4.5.c	Context Clues	L.4.4.a
	Word Study	Latin Roots <i>gener, port, dur, and ject</i>	RF.4.3.a	Suffixes <i>-en, -ent, -ence</i>	RF.4.3.a	Syllable Pattern VCCCV	RF.4.3.a
	Read Like a Writer	Analyze Text Structure	RI.4.5	Understand Author's Message	RI.4.8	Understand Literary Devices	RI.4.10
	Write for a Reader	Use Text Structure	W.4.9.b	Develop Author's Message	W.4.2	Use Literary Devices	W.4.4
WRITING WORKSHOP	Weekly Focus	Introduce and Immerse		Develop Elements		Develop Structure	
	Minilesson Bank	Understand Poetry	W.4.4	Compose a Rhythm	W.4.4	Compose with Line Breaks	W.4.4
		Explore What Poetry Sounds Like	W.4.4	Compose with Alliteration and Assonance	W.4.4	Arrange Stanzas	W.4.4
		Explore What Poetry Looks Like	W.4.4	Compose with Similes and Metaphor	W.4.4	Select Punctuation	L.4.3.b
		Brainstorm Ideas	W.4.5	Compose with Rhyming Words	W.4.4	Set a Rhyme Scheme	W.4.4
		Plan Your Poem	W.4.5	Use Repetition	W.4.4	Select a Genre	W.4.4
READING-WRITING WORKSHOP BRIDGE	Spelling	Spell Words with Latin Roots	L.4.2.d	Spell Words with <i>-en, -ent, -ence</i>	L.4.2.d	Spell Words with Syllable Pattern VCCCV	L.4.2.d
READING-WRITING WORKSHOP BRIDGE	Language and Conventions	Relative Adverbs	L.4.1.a	Capitalization Rules	L.4.2.a	Title Capitalization	L.4.2.a

Essential Question

Why is it important to understand our planet?

WEEK 4

Informational Text

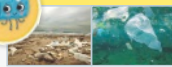
The Himalayas



WEEK 5

Informational Text

Trashing Paradise and “Bye Bye Plastic Bags on Bali”



WEEK 6

Inquiry and Research

Danger Ahead!



	CCSS		CCSS
Primary Source: Preserving Biodiversity	RI.4.10	Infographic: The Trouble with Ocean Trash	RI.4.7
Informational Text: The Himalayas	RI.4.10	Informational Text: Trashing Paradise and “Bye Bye Plastic Bags on Bali”	RI.4.10
Words that help you understand ideas related to Earth’s features.	L.4.6	Words that give precise information about key concepts.	L.4.4.a
Explain Ideas	RI.4.3	Compare and Contrast Accounts	RI.4.6
Make Inferences	RI.4.1	Use Text Evidence to Explain Concepts	RI.4.1
Write to Sources	W.4.8	Talk About It	SL.4.1
Figurative Language	L.4.5.a	Parts of Speech	L.4.6
Prefixes <i>dis-, over-, non-, under-</i>	RF.4.3.a	Word Parts <i>sub-, inter-, fore-</i>	RF.4.3.a
Analyze Author’s Use of Text Features	RI.4.10	Analyze Author’s Purpose	RI.4.8
Use Text Features	W.4.2.a	Develop Author’s Purpose	W.4.2
Writer’s Craft		Publish, Celebrate, and Assess	
Use Verbs	L.4.1.b	Add and Delete Ideas for Coherence and Clarity	L.4.3.a
Revise for Structure	W.4.5	Prepare for the Celebration	W.4.4
Revise for Word Choice	L.4.3.a	Publish and Celebrate	W.4.4
Edit for Adjectives	L.4.1.d	Prepare for Assessment	W.4.4
Edit for Prepositional Phrases	L.4.1.e	Assessment	W.4.4
Spell Words with <i>dis-, over-, non-, under-</i>	L.4.2.d	Spell Words with <i>sub-, inter-, fore-</i>	L.4.2.d
Comma Rules	L.4.2.c	Dialogue Punctuation	L.4.2.b

	CCSS
Leveled Research Articles	RI.4.10
Use Academic Words	L.4.6
Explore and Plan: Argumentative Text	W.4.7
Conduct Research: Expert Evidence	W.4.8
Argumentative Writing: Opinion Article	W.4.1.a
Refine Research: Primary and Secondary Sources	W.4.7
Extend Research: Online Archives	W.4.7
Revise Transitions	W.4.5
Edit and Peer Review	W.4.5
Celebrate and Reflect	SL.4.4

UNIT 5 LEVELED READERS LIBRARY



LEVEL O

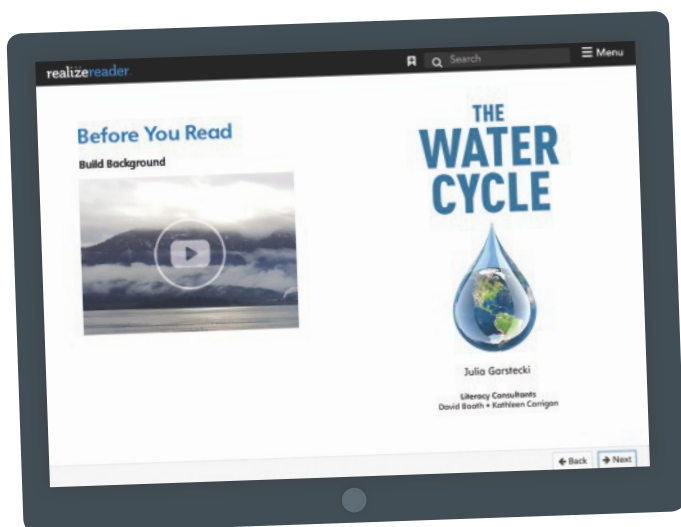
Leveled Texts for Unit 5

- Unit 5 guided reading levels range from Level Q through T.
- Readers align to the unit theme, Features, and to the unit 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.

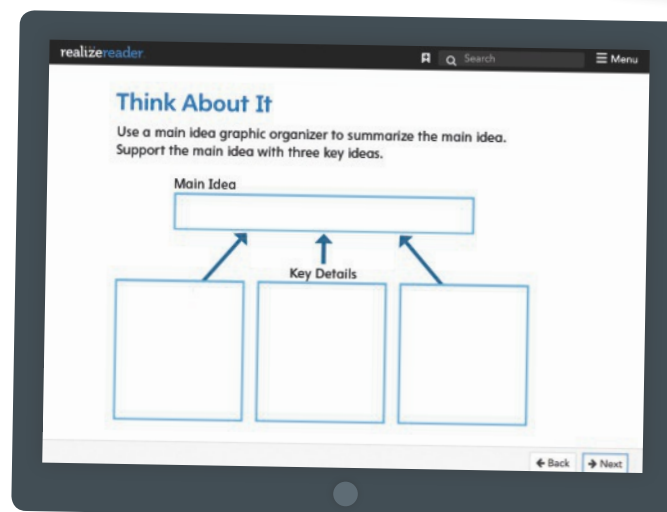
Complete Online Access to the Grade 4 Leveled Library

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

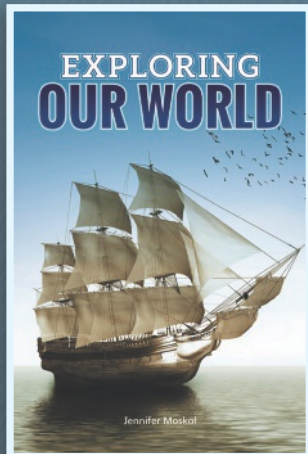
Online Reader Interactive Support



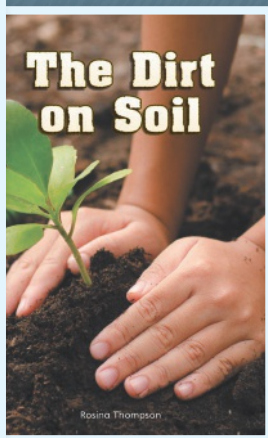
ELL Access Videos



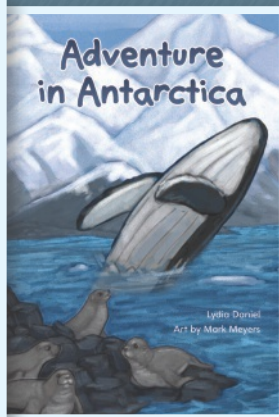
Interactive Graphic Organizers



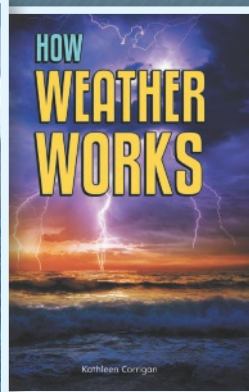
Level S



Level S



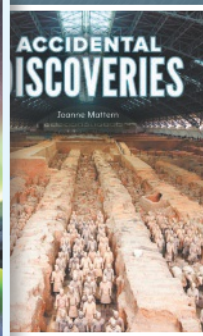
Level S



Level S



Level T



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

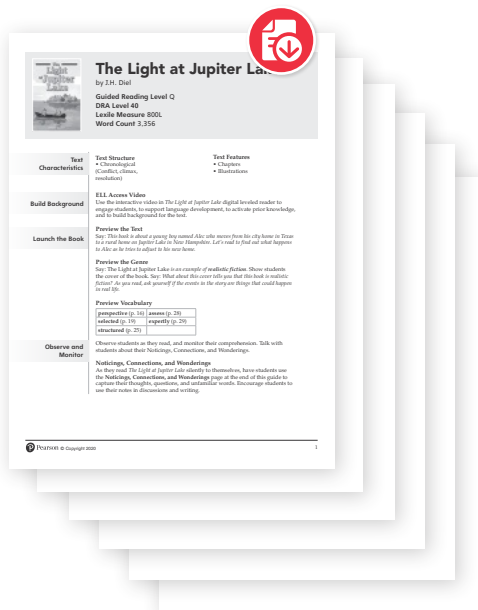
Differentiation

- 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

Features

OBJECTIVES


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

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 5 Essential Question, *Why is it important to understand our planet?* Tell students they will read many texts to learn about the planet.


Watch the Unit Video Tell students that a video combines sound and pictures. Have students watch “Our Planet” and make a list of what they learn about Earth and the people who study it. 

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

- How do the visuals show why scientists study Earth’s features?
- What uncommon sounds in the video help you understand more about the planet?

STUDENT INTERACTIVE, pp. 426–427





UNIT 5

Features

Essential Question
Why is it important to understand our planet?

Watch
“Our Planet”



TURN and TALK
Why do we study our planet’s features?

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

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

426

Spotlight on Informational Text

READING WORKSHOP

- Infographic: The Surface of Earth**
from *Planet Earth* Informational Text
by Christine Taylor-Butler
- Media: Volcanic Activity**
Volcanoes Informational Text
by Seymour Simon
- Diagram: Pollutant Emissions**
from *The Top 10 Ways You Can Reduce Waste* Argumentative Text
by Nick Winnick
- Primary Source: Preserving Biodiversity**
The Himalayas Informational Text
by Charles W. Maynard
- Infographic: The Trouble with Ocean Trash**
Trashing Paradise and “Bye Bye Plastic Bags on Bali” Informational Text and Video
by Rukhsana Khan | by Melati and Isabel Wijsen

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
- Develop Structure • Writer’s Craft
- Publish, Celebrate, and Assess

Poetry

PROJECT-BASED INQUIRY

- Inquire • Research • Collaborate

427

UNIT 5

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:

- consequences : consecuencias
- preserve : preservar

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. 430 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 features. Read each word's definition. Have students respond to the Expand and Ask questions using the newly acquired academic vocabulary as appropriate.

Expand: I was **amazed** when I saw a bright rainbow after the storm.

Ask: What have you seen in nature that **amazed** you?

Expand: The United States map shows the **borders** between the states.

Ask: What states are on the **border** of Texas?

Expand: A **consequence** is the result of an action.

Ask: What are the **consequences** of missing the bus?

Expand: I **label** my office supplies to keep them organized.

Ask: What kinds of **labels** do you see in the classroom?

Expand: A museum **preserves** important objects from the past.

Ask: How does a refrigerator **preserve** food?

TURN, TALK, AND SHARE Have students complete the chart on p. 431 for the listed words. Then have partners share their answers.



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

“Teachers need to look at texts from the perspective of the number of potentially unknown words or ideas to students—a trait that isn't captured in readability systems. Typically, texts above the second grade level have about 7 or 8 words per hundred that students haven't encountered previously in text. Students may have heard the words but may be unable to read words automatically, especially those that are multisyllabic (e.g., *casserole*, *dungeon*). When a text is long and has numerous multisyllabic words, students can become overwhelmed.”

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



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

Read the “Expand” statements and “Ask” questions aloud. Display the academic vocabulary along with cloze sentences in response to the “Ask” questions. Read the cloze sentences aloud and have student volunteers orally respond with the correct vocabulary word. **EMERGING**

Read the “Ask” questions aloud. Display the academic vocabulary along with cloze sentences in response to the “Ask” questions. Have students complete the cloze sentences with the correct academic word by writing the complete sentence in their notebook. In pairs, have students review their sentences. **DEVELOPING**

Reread the Oral Vocabulary Routine aloud. Display the academic vocabulary words. Have students use the academic vocabulary to compose new sentences in response to the “Ask” questions. In pairs, have students share their sentences. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 430–431



UNIT 5 INTRODUCTION

Unit Goals

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

SCALE

1 2 3 4 5

○ ——— ○ ——— ○ ——— ○ ——— ○

NOT AT ALL WELL NOT VERY WELL SOMEWHAT WELL VERY WELL EXTREMELY WELL

Reading Workshop	1	2	3	4	5
I know about different types of informational text and understand their structures and features.	○	○	○	○	○
Reading-Writing Bridge	1	2	3	4	5
I can use language to make connections between reading and writing.	○	○	○	○	○
Writing Workshop	1	2	3	4	5
I can use knowledge of the elements and structure of poetry to write a poem.	○	○	○	○	○
Unit Theme	1	2	3	4	5
I can collaborate with others to determine why it is important to understand our planet.	○	○	○	○	○

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Academic Vocabulary

Use these words to talk and write about this unit’s theme. *Features: amazed, border, consequences, label, and preserve.*

TURN and TALK Read the words and definitions in the chart. Check the boxes to show in which subject the word might be used. Use each newly acquired word to explain to a partner how the word relates to the subject area.

Academic Vocabulary	Definition	Math	Phys. Ed.	Reading	Science	Social Studies
amazed	awed; impressed; struck					
border	line or boundary; to form a separating edge					
consequences	results; effects					
label	identification tag; to categorize, name, or describe					
preserve	a protected area for plants or animals; to maintain; to keep or save					

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UNIT 5 WEEK 1

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by analyzing text features.
- I can develop knowledge about language to make connections between reading and writing.
- I can use knowledge of the elements and structure of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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

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

Materials

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

LESSON 1

RI.4.10, RF.4.3.3, W.4.10, SL.4.1, L.4.4.b

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T18–T19
- Listening Comprehension: Read Aloud “Energy Recovery of Waste” T20–T21
- Informational Text T22–T23

Quick Check T23

READING BRIDGE

- Academic Vocabulary: Related Words T24–T25
- Word Study: Teach Latin Roots *gener*, *port*, *dur*, *ject* T26–T27

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

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

INDEPENDENT/COLLABORATIVE

- Independent Reading T31
- Literacy Activities T31

BOOK CLUB T31

WRITING WORKSHOP

MINILESSON

- Poetry T336–T337
 - » Understand Poetry: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- Poetry T337
- Conferences T334

WRITING BRIDGE

- Spelling: Latin Roots *gener*, *port*, *dur*, *ject* T338

Assess Prior Knowledge T338

- Language and Conventions: Spiral Review: Superlative Adjectives T339

LESSON 2

RI.4.3, RF.4.3.a, W.4.10, SL.4.1, L.4.4.b

READING WORKSHOP

SHARED READ

- Introduce the Text T32–T45
 - » Preview Vocabulary
 - » Read: *Planet Earth*
- Respond and Analyze T46–T47

» My View

» Develop Vocabulary

Quick Check T47

» Check for Understanding

READING BRIDGE

- Word Study: Apply Latin Roots *gener*, *port*, *dur*, *ject* T48–T49

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T50–T51
- Strategy and Intervention Activities T50
- Fluency T50
- ELL Targeted Support T50
- Conferring T51

INDEPENDENT/COLLABORATIVE

- Independent Reading T51
- Literacy Activities T51
- Collaboration T51

WRITING WORKSHOP

MINILESSON

- Poetry T340–T341
 - » Explore What Poetry Sounds Like: Genre Immersion
 - » Share Back

INDEPENDENT WRITING

- Poetry T341
- Conferences T334

WRITING BRIDGE

- Spelling: Teach Latin Roots *gener*, *port*, *dur*, *ject* T342

- Language and Conventions: Oral Language: Relative Adverbs T343

LESSON 3

RI.4.5, RF.4.3, W.4.10,
SL.4.1, L.4.1.a

READING WORKSHOP

CLOSE READ

- Analyze Text Features T52–T53
- Close Read: *Planet Earth*
- ☑ **Quick Check** T53

READING BRIDGE

- Read Like a Writer: Analyze Text Structure T54–T55
- Word Study: More Practice: Latin Roots *gener, port, dur, ject* T56–T57

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T58–T59
- Strategy and Intervention Activities T58
- Fluency T58
- ELL Targeted Support T58
- Conferring T59

INDEPENDENT/COLLABORATIVE

- Independent Reading T59
- Literacy Activities T59
- Partner Reading T59

WRITING WORKSHOP

MINILESSON

- Poetry T344–T345
 - » Explore What Poetry Looks Like
 - » Share Back

INDEPENDENT WRITING

- Poetry T345
- Conferences T334

WRITING BRIDGE

- Spelling: More Practice: Latin Roots *gener, port, dur, ject* T346
- Language and Conventions: Teach Relative Adverbs T347

FLEXIBLE OPTION

LESSON 4

RI.4.10, RI.4.1, RF.4.10,
W.4.10, SL.4.1, L.4.1.a

READING WORKSHOP

CLOSE READ

- Make Inferences T60–T61
- Close Read: *Planet Earth*
- ☑ **Quick Check** T61

READING BRIDGE

- Write for a Reader: Use Text Structure T62–T63
- Word Study: Spiral Review: Homophones T64–T65

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T66–T67
- Strategy and Intervention Activities T66
- Fluency T66
- ELL Targeted Support T66
- Conferring T67

INDEPENDENT/COLLABORATIVE

- Independent Reading T67
- Literacy Activities T67

WRITING WORKSHOP

MINILESSON

- Poetry T348–T349
 - » Brainstorm Ideas
 - » Share Back

INDEPENDENT WRITING

- Poetry T349
- Conferences T334

WRITING BRIDGE

- Spelling: Spiral Review: Homophones T350
- Language and Conventions: Practice Relative Adverbs T351

FLEXIBLE OPTION

LESSON 5

RI.4.10, RF.4.3, W.4.10,
SL.4.3, L.4.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T68–T69
 - » Talk About It
- ☑ **Quick Check** T69
- » Weekly Question

READING BRIDGE

- Word Study: Latin Roots *gener, port, dur, ject* T70–T71
- ☑ **Assess Understanding** T70

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T72–T73
- Strategy, Intervention, and On-Level/Advanced Activities T72
- ELL Targeted Support T72
- Conferring T73

INDEPENDENT/COLLABORATIVE

- Independent Reading T73
- Literacy Activities T73

BOOK CLUB T73 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T352
 - » Plan Your Poem
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T353 **SEL**
- Conferences T334

WRITING BRIDGE

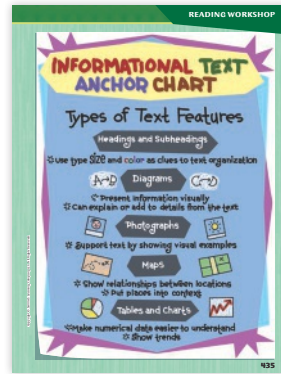
- Spelling: Latin Roots *gener, port, dur, ject* T354
- ☑ **Assess Understanding** T354
- Language and Conventions: Standards Practice T355

FLEXIBLE OPTION

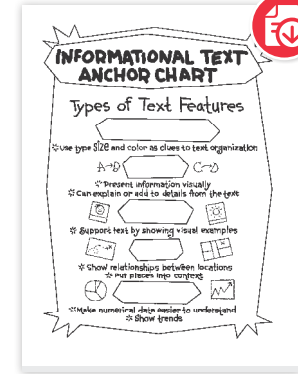
Materials



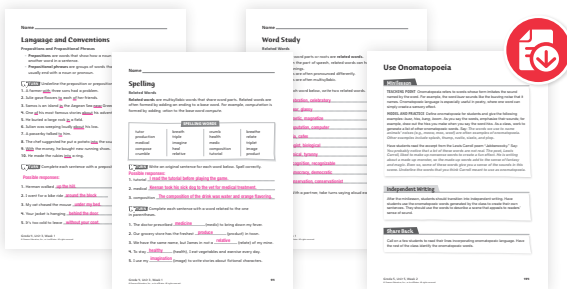
INFOGRAPHIC
The Surface of Earth



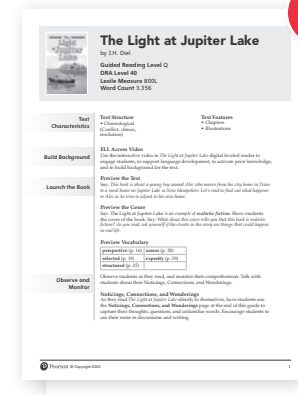
READING ANCHOR CHART
Informational Text



EDITABLE ANCHOR CHART
Informational Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS
TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

mantle
circulates
adopted
abundant
molten

Spelling Words

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

Challenge Spelling Words

portmanteau
trajectory
obdurate

Unit Academic Vocabulary

amazed
border
consequences
label
preserve

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant background knowledge, and understand the main idea and supporting details of informational text.
Prepare a portion of a text read aloud or recorded presentation in diverse media and formats, including visually quantitative displays.

ELL Language Transfer
Compare and contrast the structure and content of informational text in English and Spanish.

Energy Recovery of Waste
Energy recovery of waste is an interesting practice that is going on all over the world. One person's trash is another person's treasure. The idea behind it is simple: garbage (waste) can be burned to make electricity, heat, and power energy that people can enjoy. It might sound strange that garbage can be useful, but recovering energy from waste actually works. In fact, many countries are already using it to make their cities greener!

When Does Garbage Get?
When you throw something in the garbage, you probably don't think about it anymore. But where does that garbage go? In the United States most of it goes to landfills, places where garbage is buried underground. However, landfills are not the best way to manage garbage. U.S. landfills are filling up, and the number of them across the country is dropping. While the United States has plenty of landfill space on the national level, some specific areas have less. So it's better to recycle or use energy recovery of waste.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:
• engage students to learn about their independent reading levels.
• support students' comprehension.
• enhance students' overall language development.
• provide an opportunity to teach fluency and expression reading.
• foster a love and enjoyment of reading.

PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Select the title and theme of the story.
• Determine the Teaching Point.
• Write the key points of the story.
• Write open-ended questions to monitor Think Alouds as you read, and place in the book at the points where you plan to stop to think with students.
• Discuss key vocabulary essential 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 build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to do all reading or including get to get the story and enjoy. Think Alouds and open-ended questions for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies and monitor use to monitor comprehension and correct reading when needed.
• Help students draw connections to their own experiences. Ask them how they would react to the text, if the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Support deeper comprehension by modeling the Think Alouds you did of the story.
• Choose one sample a Student Response Form available on ReadAloud.com



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "Energy Recovery of Waste"

Planet Earth
by Christine Taylor-Butler

BACKGROUND
How do scientists find out about Earth's structure and surface? The study of Earth is known as geology. In this excerpt, you will read about the composition of our planet and the methods scientists use to study it.



SHARED READ Planet Earth

BOOK CLUB

Titles related to Spotlight Genre and Theme: T478-T479

Mentor STACK

Writing Workshop T333



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

myView LITERACY

ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Make inferences and use evidence to support understanding.

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

Recognize characteristics of digital texts.

Know that Earth consists of useful resources and its surface is constantly changing.

ACADEMIC VOCABULARY


Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: *What is one of the consequences of tectonic plates slowly shifting? What do the borders of the plates show about the position of continents?*

- label
- consequences
- amazed
- preserve
- border

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 5: *Why is it important to understand our planet?* Point out the Week 1 Question: *What do we know about Earth's features and processes?*

Direct students' attention to the infographic on pp. 432–433 in the *Student Interactive*. Remind them that an infographic uses text and visuals to impart information. Have students read the infographic and discuss the different kinds of features found on Earth's surface. 

Use the following questions to guide discussion:

- What facts about Earth's surface surprised you?
- Which of Earth's features is the most interesting to you?
- What inference can you make about rain forests? Use evidence to support your inference.

WEEKLY QUESTION Reread the Week 1 Question: *What do we know about Earth's features and processes?* Tell students that they just learned about some of Earth's features and processes. Explain that they will read more about Earth this week.

QUICK WRITE Freewrite Have students answer the Quick Write question on p. 433 and then share their responses.



ELL Targeted Support Visual Support Point out that examples of environmental print may match the infographic's text features, such as a classroom map or a diagram poster.

Preview examples of environmental print. Use sentence starters to help students make connections to the infographic. *A diagram in my science book shows _____. Our classroom map has _____. I see _____ in the infographic.* **EMERGING**

Preview examples of environmental print. Use questions to prompt students to make connections to the infographic. Ask: **What do the diagrams have in common? What do the maps have in common?** **DEVELOPING**

Have students work with a partner to make connections between environmental print and the text features in the infographic. **EXPANDING**

Have students work independently to identify examples of environmental print that matches the text features. Encourage them to look around the classroom and in their textbooks. **BRIDGING**

STUDENT INTERACTIVE, pp. 432–433



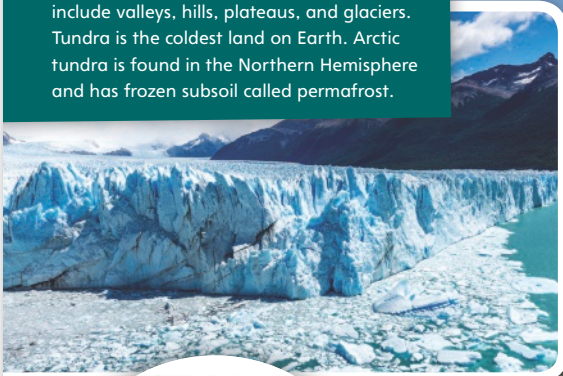
WEEK
1

WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

The Surface of EARTH

LANDFORMS A landform is a natural formation of soil and rock. Earth's landforms include valleys, hills, plateaus, and glaciers. Tundra is the coldest land on Earth. Arctic tundra is found in the Northern Hemisphere and has frozen subsoil called permafrost.



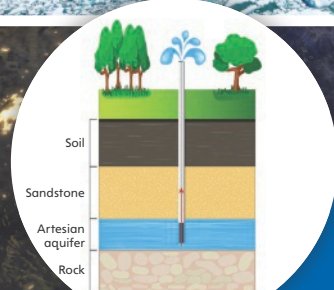
DESERTS AND FORESTS

Deserts, very dry areas with little rainfall, cover about 33% of Earth's landmass. Forests account for some 31% of Earth's land surface. Rain forests cover 6% of the planet's surface. Yet more than half of all plant and animal species are found there—approximately 30 million species.

Weekly Question

What do we know about Earth's features and processes?

Quick Write How does learning about Earth's features and processes help you to understand our planet?



EARTH'S WATER About 71% of Earth's surface is covered with water.

We get 51% of our drinking water from **GROUNDWATER**. This fresh water flows slowly through soil and through cracks in rocks.



EARTH'S CRUST Earth's crust is made up of individual sections called **tectonic plates**. When tectonic plates slowly shift, there is continental drift, or the gradual movement of continents.

CONTINENTAL SHELF There are seven continents on our planet. Each has a **continental shelf**, which is the edge of the continent that is under the ocean.

Listening Comprehension

OBJECTIVES

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

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 aloud an informational text called “Energy Recovery of Waste.” Have them actively listen, paying close attention to descriptive details. After they read, have them paraphrase the text, maintaining the text’s order.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of informational text.

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

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

ELL Language Transfer

Consonants Help students spell and pronounce words that end with a soft *c* or a soft *g* sound: *place, space, furnace, garbage.*

FLUENCY

After completing the Read-Aloud Routine, display “Energy Recovery of Waste.” Model reading aloud a short section of the text. Explain that fluency is about reading for meaning, not speed, as well as keeping a smooth pace. Invite partners to practice an appropriate reading rate using their favorite sentences.

THINK ALOUD

Analyze Informational Text

I see there is a heading in the first half of the text. Text features like headings tell me this is probably an informational text. I know informational texts relate facts and ideas on a topic. Their features organize the information into topics. Sometimes they use graphic features like pictures and diagrams as well, which help make the facts and ideas clear.

Energy Recovery of Waste

Energy recovery of waste is an interesting practice that is giving new meaning to the saying, “One person’s trash is another person’s treasure.” The idea behind it is simple: garbage (waste) can be burned to make electricity, heat, and power (energy) that people use every day. It might sound strange that garbage can be useful, but recovering energy from waste actually works. In fact, many countries are already using it—even the United States!

Where Does Garbage Go?

When you throw something in the garbage, you probably don’t think about it anymore. But where does that garbage go? In the United States most of it goes to landfills, places where garbage is buried underground. However, landfills are not the best way to manage garbage. U.S. landfills are filling up, and the number of them across the country is shrinking. While the United States has plenty of landfill space on the national level, some specific areas have less. So it is better to recycle or use energy recovery of waste.



“Energy Recovery of Waste,” continued

A New Way to Recycle

You may have already heard of recycling. Maybe you already recycle things like cardboard boxes or plastic bottles instead of throwing them away. Things that are recycled can be remade into new products instead of sitting in landfills. But what about things that cannot be recycled, like banana peels or eggshells? Energy recovery of waste, also called waste-to-energy, is a way to reuse this garbage.

How Waste-to-Energy Works

Waste-to-energy is not a new idea. Countries like Sweden have been using it for years and with a lot of success. In fact, because of waste-to-energy and recycling, less than 1% of Sweden’s garbage ends up in landfills. Compare that to the United States, where 53.8% of all garbage ends up in landfills.

The way Sweden’s waste-to-energy program works is simple. First, all garbage that cannot be recycled or reused in some way is sent to buildings called waste-to-energy (WTE) plants. At these plants, the garbage is burned in large furnaces. The burning garbage produces steam, which is used to operate a type of engine called a turbine. A turbine has blades like a windmill. When the steam turns the blades, the turbine produces electricity. In Sweden, the power from WTE plants provides heat for about 950,000 homes and electricity for 260,000 homes!

Benefits of Waste-to-Energy

Waste-to-energy works better than landfills because using non-recyclable garbage to provide energy produces a renewable energy source. It also prevents garbage from harming the land. A renewable energy source is something that produces energy with materials that can be replenished naturally. With all of these good reasons to use waste-to-energy, it is no wonder that Sweden put in the effort to make its waste-to-energy program successful. Other countries could soon follow in its footsteps to make garbage a main energy source in the future.

THINK ALOUD

Analyze Informational Text

As I continue to read the text, I notice that there are three more headings on this page. The headings break up the text into three sections and tell me what each section is about: a new way to recycle, how waste-to-energy works, and the benefits of waste-to-energy. The headings also tell me where I can find the information about each of these topics if I ever need to come back and look for it.

ELL Access

Read aloud this short summary:

Most garbage ends up in landfills, or places where garbage is buried. But there are better ways to manage garbage. One way is to recycle, but not everything is recyclable. Another option is energy recovery of waste, which involves burning garbage to make electricity, heat, and other kinds of energy. More places around the world are starting to use energy recovery of waste because it’s better for the planet.

FLEXIBLE OPTION

INTERACTIVE

Trade Book Read Aloud



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

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



WRAP-UP

MANAGING GARBAGE

Waste-to-Energy

Landfills

Use a T-chart to help students compare waste-to-energy with landfills.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can learn more about informational text by analyzing text features.

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

LANGUAGE OF THE GENRE

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

- heading
- photograph
- subheading
- map
- diagram
- chart

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre during the week by having students suggest headings and graphics.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational text:

- information : *información*
- photograph : *fotografía*
- diagram : *diagrama*
- map : *mapa*

Minilesson

FOCUS ON STRATEGIES Authors of informational text often use text and graphic features to help organize and clarify information. Sections, headings, and subheadings are common text features of informational text. Graphics such as diagrams, photographs, maps, tables, and charts display and clarify information to help readers better understand the text.

- Look for features that tell you a selection is informational text, such as headings, diagrams, photographs, charts, tables, and maps.
- Ask yourself how the information in a text is organized or structured. What text features are used and what topics do they include?
- Think about how the features help you understand the information.

MODEL AND PRACTICE Model analyzing informational text features: *In “Energy Recovery of Waste,” the author uses text features like headings to help the reader learn about the topics in the work. I ask myself, “What do these text features do?” The headings help organize the information in the text.*

Talk about what graphic text features could be added to “Energy Recovery of Waste.” Discuss how graphic features would help readers understand some of the ideas in the text.

ELL Targeted Support Confirm Understanding Enhance students’ comprehension of informational text by supporting them in a discussion of “Energy Recovery of Waste.”

Have students answer questions about the model text to confirm their understanding. *What is one topic in the text? What is one fact in the text? What did you learn about energy recovery of waste?*

EMERGING/DEVELOPING

Have students discuss the model text with a partner and answer these questions. *What are two topics in the text? What are two facts? What did you learn about energy recovery of waste? Do you agree with the author that energy recovery of waste is better than landfills? Why or why not?*

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational text.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk on p. 434 of the *Student Interactive*. Circulate to discover whether students can recognize characteristics of informational text.

OPTION 2 Use Independent Text Have students mark places in the text where they notice text features that signal informational text. Direct them to write in their notebooks how these text features help them to better understand the text.

QUICK CHECK

Notice and Assess Can students identify 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. 434–435



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational text by analyzing text features.

Spotlight on Genre



Informational Text

Informational texts explain topics using facts and details. In addition, authors often use visual cues, such as formatting and text features, to organize and support their explanations.

- Information is grouped into **sections**.
- **Headings** orient the reader and organize information.
- Relationships between ideas and details are explained in the text or visually through graphic text features.

How do authors help readers understand facts and important ideas?



TURN and TALK Recall an informational text that you read with your class or independently. Use the anchor chart to tell a partner how text features helped you understand a topic. Take notes comparing and contrasting the text features you and your partner noticed.

My NOTES

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INFORMATIONAL TEXT
ANCHOR CHART

Types of Text Features

Headings and Subheadings

* Use **type SIZE** and **color** as clues to text organization



Diagrams



* Present information visually
* Can explain or add to details from the text



Photographs



* Support text by showing visual examples



Maps



* Show relationships between locations
* Put places into context



Tables and Charts



* Make numerical data easier to understand
* Show trends

Academic Vocabulary

LEARNING GOAL

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

OBJECTIVES

Determine the meaning of words with affixes such as *mis-*, *sub-*, *-ment*, and *-ity/ty* and roots such as *auto*, *graph*, and *meter*.

Respond using newly acquired vocabulary as appropriate.

ELL Language Transfer

Cognates Encourage Spanish speakers to apply knowledge of their own native language to interpret and define academic vocabulary words. Point out the following cognates.

- captain : *capitán*
- directly : *directamente*
- moment : *momento*

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 stem from a single base word and branch out to form different words that perform different functions within a sentence. For example, *rotator*, *rotation*, and *rotational* all come from the base word *rotate*, which means to “turn in a circle.”

- Look for words with familiar base words. Notice prefixes and suffixes that change the meaning of the base word.
- Pay attention to how prefixes and suffixes change the word’s part of speech. For example, *rotate* is a verb, *rotator* and *rotation* are nouns, and *rotational* is an adjective.

MODEL AND PRACTICE Model using related words in the chart on p. 455 in the *Student Interactive*.

- I see two words about naming something. *Mislabeled* means “incorrectly named something.” *Labeling* means “putting a name tag on.” Because of the context clue about being in a hurry, I will complete the sentence with the word that uses the prefix *mis-*, for “bad or wrong.”
- Ask students to apply the same strategy for a different word.

ELL Targeted Support Academic Vocabulary As students read a text, point out examples of related words.

Ask: Do you recognize a base word? What does the base word mean?

EMERGING

Ask: What prefixes and suffixes do you see? How do they change the meaning of the base word? How do they change how the base word is used? **DEVELOPING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy to complete the chart on p. 455. Remind students that they will use forms of the academic vocabulary words throughout the unit.

STUDENT INTERACTIVE, p. 455



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Related words share roots and have similar meanings. Adding prefixes and suffixes to a base word creates related words. For example, the base word *preserve* is related to the words *preservative*, *preserving*, and *preservation*. Related words function as different parts of speech.

Learning Goal

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

My TURN For each pair of related words,

1. **Identify** each word's part of speech.
2. **Tell** what both words are about.
3. **Write** the related word that best completes the sentence.

Possible responses:

Related Words	Parts of Speech	Both Words Are About . . .	Sentence Completion
mislabeled labeling	verb verb	naming something	Because she was in a hurry, she <u>mislabeled</u> the hot sauce.
amaze amazement	verb noun	being surprised and impressed	We looked at the miniature horse in <u>amazement</u> .
borderless bordered	adjective verb	edges	He walked to the fence that <u>bordered</u> the pasture.
consequently inconsequential	adverb adjective	a result or an effect	<u>Consequently</u> , they returned home without any souvenirs.

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Word Study Latin Roots *gener, port, dur, ject*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning and use of 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 STRATEGIES Point out that Latin roots are typically not whole words but parts of words that are used to generate other words. Present Latin root *gener*, and ask students to tell how it is related to the word *generate*. Ask a volunteer to define *generate* (to produce), and tell students that all words with *gener* have something to do with producing. Present the meaning of each Latin root:

- *gener* (to produce)
- *port* (to carry)
- *dur* (to harden)
- *ject* (to throw)

MODEL AND PRACTICE Write the following words, and ask students to identify each Latin root, prefix, or suffix, and define the word.

1. *generation*
2. *enduring*
3. *project*
4. *import*
5. *regenerate*

Emphasize how the meaning of the Latin root is retained in each word.



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 *transport* and draw students' attention to the Latin root *port*.

DEVELOPING

Point out the prefix in *transport*. Ask students to replace it with a new prefix (*ex-*, *im-*, *re-*) to create a new meaning. **EXPANDING**

Ask students to generate another word using *port*. Have them find a pattern for where the root appears in words. **BRIDGING**



LESSON 1

Teach Latin Roots

	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	FLEXIBLE OPTION LESSON 5
	Apply Latin Roots	More Practice	Spiral Review: Homophones	<input checked="" type="checkbox"/> 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.



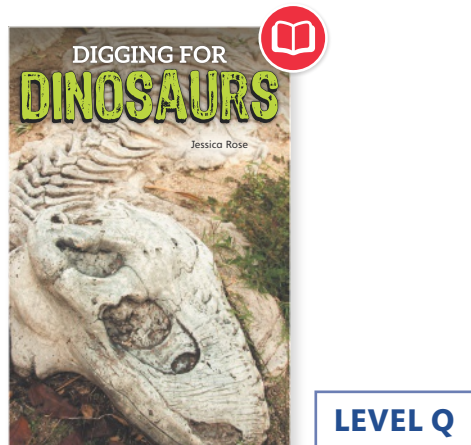
Genre Myth

Text Elements

- Meaning of some new vocabulary derived from text
- Figurative language

Text Structure

- Chronological



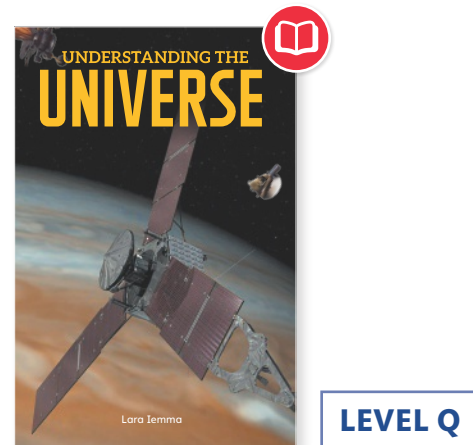
Genre Expository Text

Text Elements

- Some new vocabulary depends on glossary
- Variety of text features

Text Structure

- Description



Genre Biography

Text Elements

- Some new vocabulary depends on glossary
- Diagrams

Text Structure

- Compare and contrast

Guided Reading Instruction Prompts

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

Identify Informational Text

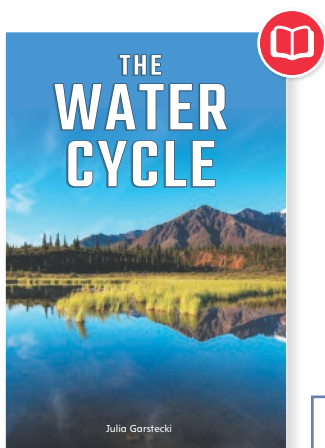
- How can you tell that this book is an informational text?
- What is the main topic of the book and two additional smaller topics?
- What are some of the text features used in the book?

Develop Vocabulary

- What context clues reveal the meaning of the word ____? What does the word mean?
- What does the word ____ tell you about the topic?
- What new or interesting words did the author use?

Analyze Text Features

- What text features are used in the book?
- Choose one of the text features. What does it tell you about the topic?
- Choose one of the text features. Why do you think the author used that text feature in this part of the book?



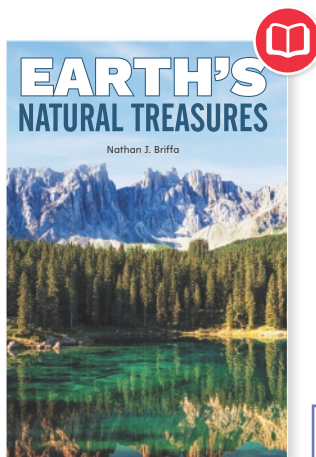
LEVEL R

Genre Expository Text and Procedure**Text Elements**

- Words with complex spelling patterns
- Variety of text features

Text Structure

- Description



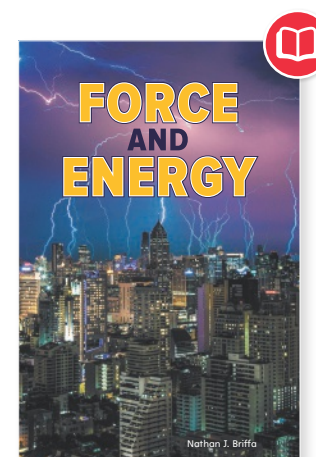
LEVEL R

Genre Informational Text**Text Elements**

- Some new vocabulary defined in text
- Diagrams

Text Structure

- Description



LEVEL S

Genre Informational Text**Text Elements**

- Meaning of new vocabulary derived from context
- Variety of text features

Text Structure

- Description

Make Inferences

- What two inferences can you make from the book?
- What details in the book support your inferences?
- How do your inferences help you understand the information in the book?

Compare Texts

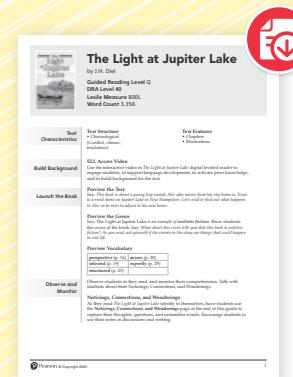
- How is this book different from other texts you read this week?
- How can you connect this book to another text you read?

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.



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

Teacher-Led Options

Strategy Group



IDENTIFY INFORMATIONAL TEXT

Teaching Point Look for visual cues like type formats and text features when you read informational text. Large or bold type shows headings and key information. Graphic features like maps and photos explain or add information. Review the anchor chart on p. 435. Ask students which text feature would best show where something is located. (*maps*)

ELL Targeted Support

Informational texts develop a topic by offering relevant facts and explaining how they are connected. Visual cues help organize and clarify these facts and details.

Start a T-chart for students with informational text features on one side. Provide slips of paper with definitions and have students place the definitions next to the appropriate feature.

EMERGING

Have students complete sentences about a leveled reader. *The topic of this text is _____.*
One visual cue is _____. *One text feature is _____.*
This text will explain how _____. **DEVELOPING**

Use a leveled reader and ask students: **What is one topic this text explains? What is one visual cue used in the text? What is one text feature used in the text? What will this text explain?**

EXPANDING



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 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

- 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.
- 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.
- 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.
- 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.
- 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

- 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!

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Reading Informational and Argumentative Text T • 189

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 432–433 to generate questions about Earth's features and processes and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* on pp. 38–42 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 knowing the characteristics of informational text helped them understand the book.

Possible Conference Prompts

- What is the main topic or idea? What visual cues are used?
- How did features of informational text help you understand?

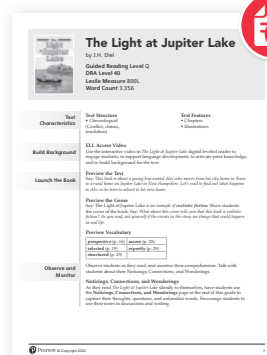
Possible Teaching Point Informational text uses visual cues like text features and special formatting to help readers grasp a topic. Text features help you better understand a topic.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to identify the 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 observations from his or her underlining or highlighting or from the Turn and Talk discussion. Reinforce with the class the reading strategies that the student used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- begin reading their Book Club text or one of the suggested titles on p. T475.

Centers



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

Literacy Activities



Students can

- write about their reading in a reader’s 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. T476–T479, for

- ideas for launching Book Club.
- suggested texts to support the unit theme and Spotlight Genre.
- support for groups’ collaborations.
- facilitating use of the trade book *Geology: The Study of Rocks*.

Introduce the Text



Planet Earth

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 436 in the *Student Interactive*, and define them as needed.

mantle: the layer of Earth between the crust and the core

circulates: moves through a system

adopted: started to use a selected idea or method

abundant: plentiful; commonly occurring

molten: melted; hot enough to be in liquid form

- As you read, highlight these words when you see them in the text. Ask yourself how they help you understand Earth’s structure, surface, and processes.

Read

Discuss the First Read Strategies. Prompt students to establish that the purpose for reading this selection is to learn new information. Direct students to scan the text features and make predictions about what they might learn.

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.

FIRST READ STRATEGIES

NOTICE Tell students to focus on the graphic features on each page before they read.

GENERATE QUESTIONS Direct students to ask questions about what interests them.

CONNECT Remind students to connect information in this text to information or ideas they have encountered in other texts or media.

RESPOND Have students keep the weekly question nearby 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.



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

“Texts are not neutral. Authors always have a purpose in mind when they write, but they may not always say it directly. There is a difference between text and subtext—what the text says versus what the text means. In order to truly understand the text, you have to understand what the author is trying to do. When you can help students balance what the text says with what the text means, you will lead them naturally to deeper understanding and critical thinking.”

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 on the board with the five vocabulary words circling the word *Earth* at the center. Read each word aloud, and have students repeat it. Point out that all of these words can be used to describe Earth's features and processes. Then call on volunteers to add words to the web.

EMERGING

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 (*Earth*). Have partners add words to the web and then share their expanded maps with the group. **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 Earth.

STUDENT INTERACTIVE, pp. 436–437



Meet the Author

Christine Taylor-Butler has written children's books in a variety of genres. She enjoys learning new facts by doing research to write informational texts. She encourages young people to become writers themselves. She knows that writers are "ordinary people with extraordinary passion."

from
Planet Earth

Preview Vocabulary

As you read *Planet Earth*, pay attention to these vocabulary words. Notice how they help you understand ideas about Earth revealed in the text.

mantle	circulates
adopted	abundant molten

Read

This **informational text** explains how our planet is structured. Ask yourself what you already know about Earth's features. Preview the text by scanning the text features. Make predictions about what you might learn.

<p>Notice</p> <p>how graphic features add additional information about the topic.</p>	<p>Generate Questions</p> <p>about what you want to know.</p>
<p>Connect</p> <p>ideas in the text to ideas in other texts and media you know.</p>	<p>Respond</p> <p>by marking details that help you answer the weekly question.</p>

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Genre Informational Text

from
Planet Earth
by Christine Taylor-Butler

BACKGROUND

How do scientists find out about Earth's structure and surface? The study of Earth is known as *geology*. In this excerpt, you will read about the composition of our planet and the methods scientists use to study it.

AUDIO

ANNOTATE

First Read

Notice

THINK ALOUD Direct students' attention to the diagram on p. 438. *I notice that there is a picture that shows and labels the four layers of Earth described in the text. This kind of picture is called a *diagram*.*

Close Read

Analyze Text Features

Remind students that characteristics and structures of informational text such as text features help explain details. Ask: *How can text features help explain written text?*

Have students scan **paragraph 1** to underline details that relate to the text features on p. 438. **See student page for possible responses.**

Ask students how these details are clarified by text features.

Possible response: The diagram clarifies the details crust and mantle, outer core, and inner core by showing where and what these layers are.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

CLOSE READ

Analyze Text Features

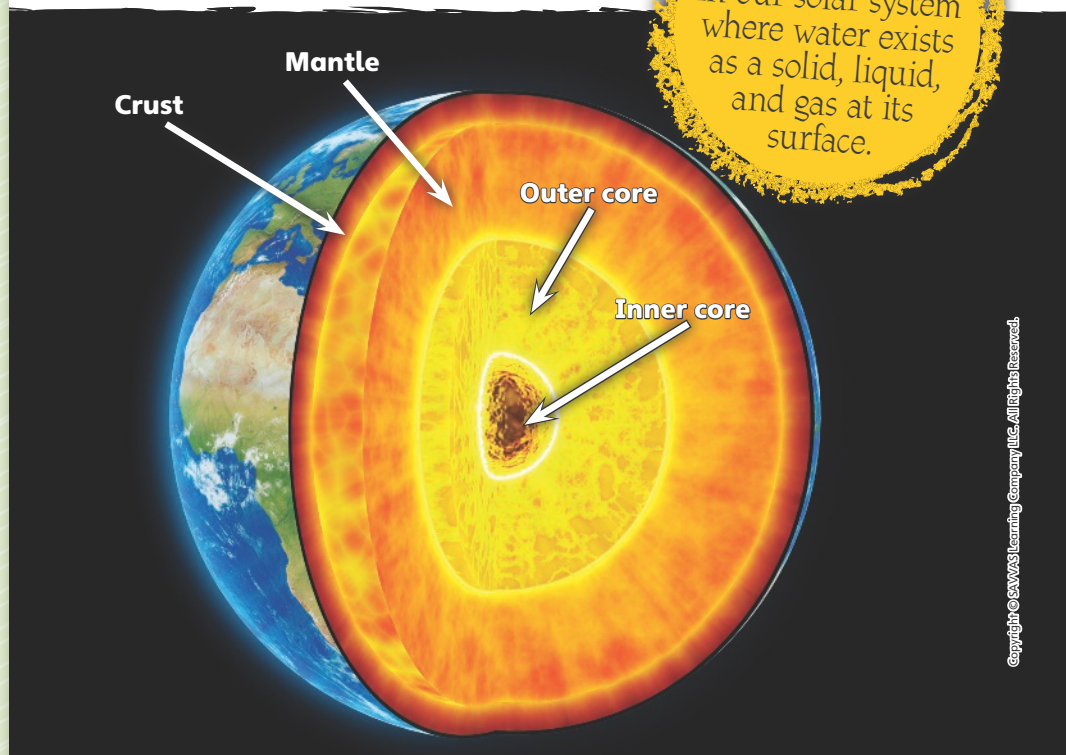
Underline details in the text that are clarified by text features.

mantle the layer of Earth between the crust and the core

Above and Below

1 Below us, our planet is composed of four main layers. The outer surface is called the crust. Beneath that are the mantle, outer core, and inner core. Circling overhead is a layer of gases that forms our atmosphere. Each layer plays an important part in Earth's ability to sustain life. For example, plants and animals depend on liquid water on Earth's surface to drink. As a gas, water can travel on winds to fall on places around the world as rain, snow, or hail.

Earth is the only planet in our solar system where water exists as a solid, liquid, and gas at its surface.



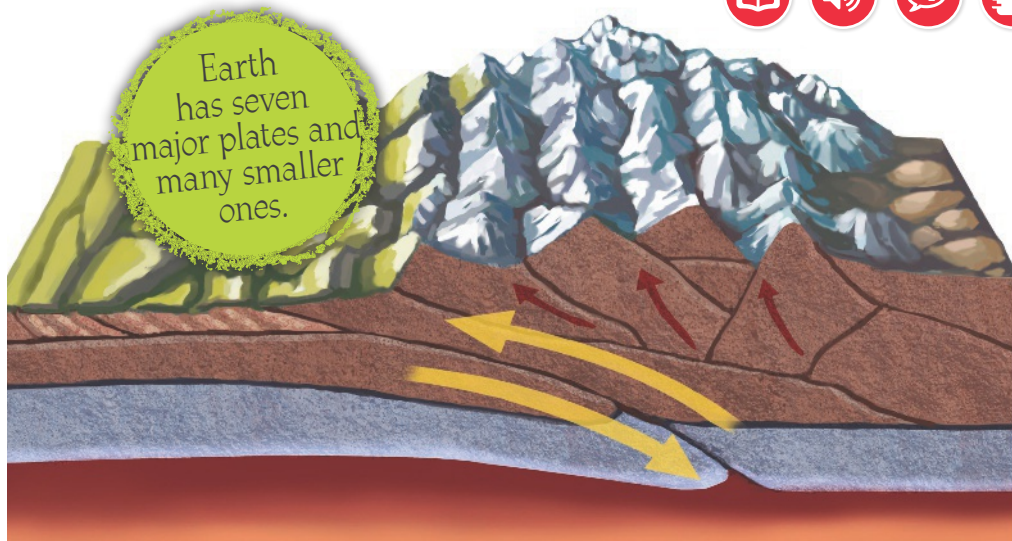
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438

Possible Teaching Point

Read Like a Writer | Author's Craft

Text Structure Use the Read Like a Writer lesson on pp. T54–T55 in the Reading-Writing Workshop Bridge to teach students how to recognize and analyze structures of informational text. Ask them to examine the first heading and paragraph 1 of *Planet Earth*. Discuss the heading and what clue it provides about the text's structure. Ask how this structure helps the author achieve her purpose for writing.



Tectonic plates sliding against each other can cause mountains to rise along Earth's surface.

The Crust

- 2 Earth's outermost layer includes the continental crust and oceanic crust. The crust and the uppermost layer of the mantle are broken into sections called tectonic plates. The plates rest on top of a more fluid layer of mantle and are constantly moving. Scientists believe Earth's continents were once joined as a single landmass called Pangaea. Over millions of years, the tectonic plates shifted. This caused Pangaea to break into sections. The sections drifted apart and formed the continents we know today.
- 3 When tectonic plates slide over or past each other, an earthquake can occur. Sometimes the pressure causes shifts in the oceans. If the ocean earthquake is strong enough, waves can develop into a deadly tsunami.
- 4 The collision or constant pressure of tectonic plates can create mountain ranges. For example, the Himalayan mountains in Asia grow taller each year.

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CLOSE READ

Make Inferences

Look at the diagram. Highlight evidence in both the caption and the text that supports an inference about one result of sliding tectonic plates.

439

First Read

Connect

THINK ALOUD As I read, I will look for connections between *Planet Earth* and other texts and media that I have experienced. I see that this section of the text is about Earth's crust. What else have we read this week about Earth's crust?

Close Read

Make Inferences

Explain that authors do not always state information directly in the text. Instead, they reveal certain details indirectly, often by using text features.

Have students scan **the caption** and **paragraphs 2–4** to find and highlight details about tectonic plates. **See student page for possible responses.**

Ask students to use the diagram and the text to explain the technical and scientific details about tectonic plates.

Possible response: Tectonic plates slide against each other in opposite directions. These collisions can cause earthquakes. If the earthquake is in the ocean and is strong enough, it will cause a tsunami. The collision and pressure from the tectonic plates can also cause mountains to grow taller.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CROSS-CURRICULAR PERSPECTIVES

Science

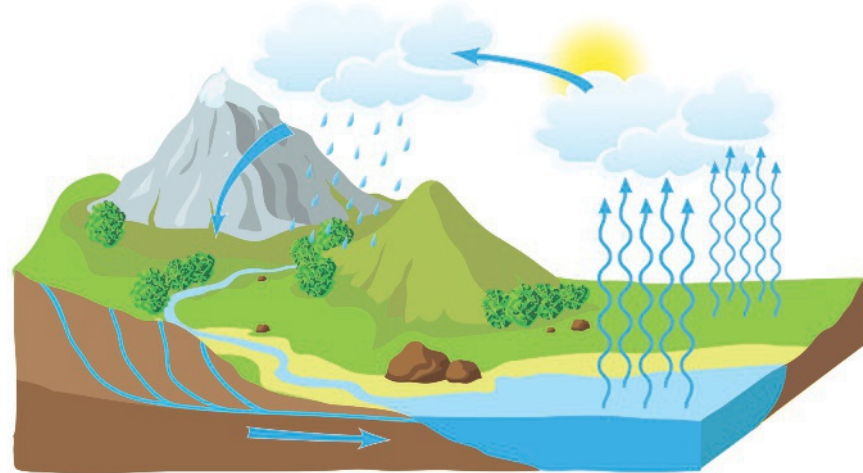


Have students connect the section "The Crust" to the information about Earth's crust in the infographic on pp. 432–433 of the *Student Interactive*. Ask students to think about how the information in *Planet Earth* builds upon the infographic. Then ask them what both texts tell them about Earth's surface.

First Read

Notice

THINK ALOUD I'll find out what the diagram on page 440 shows. The caption tells me it shows the movement of water with blue arrows. This connects to text information about the water cycle.



The movement of water is shown in blue arrows in this diagram.

Close Read

Analyze Text Features

Ask students to describe what characteristics and structures of informational text are present on the page.

Possible response: Text features that support understanding, including diagrams, captions, and headings

Have students scan **paragraph 5** to find and underline text details that relate to the diagram. **See student page for possible responses.**

Ask students to explain how these details are illustrated by the diagram.

Possible response: The details are illustrated by the upward and downward blue arrows in the diagram.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

CLOSE READ

Analyze Text Features

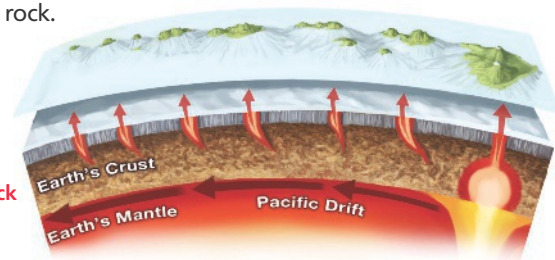
Underline text details in paragraph 5 that are illustrated by the diagram.

circulates moves through a system

- 5 Water on Earth circulates constantly through the water, or hydrologic, cycle. Liquid water on the planet's surface is heated by the sun and turns into a gas. This gas, called water vapor, rises into the atmosphere. It gathers into clouds and falls back to the ground as precipitation, such as rain or snow. It collects in bodies of water or soaks into the soil. Then it starts the process over again.

The Mantle

- 6 Earth's mantle is a semisolid and movable layer of rock. It is composed of silicon, oxygen, iron, magnesium, and aluminum. Sometimes this substance rises through the crust above. It surfaces as a volcanic eruption of molten rock.



Islands such as the Hawaiian Islands were created as molten rock rose up from the mantle through the crust beneath the ocean.

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440

CROSS-CURRICULAR PERSPECTIVES

Science



Help students understand that water is considered a renewable resource because it is replenished by the water cycle. Explain that nonrenewable resources, such as coal, oil, and natural gas, cannot be replaced. However, water is not as renewable as other renewable resources like wind because humans use water at a faster rate than it can replenish itself. Have students connect this information to the details about water in the infographic on pp. 432–433 of the *Student Interactive*. Ask them what this information suggests about the importance of water conservation.

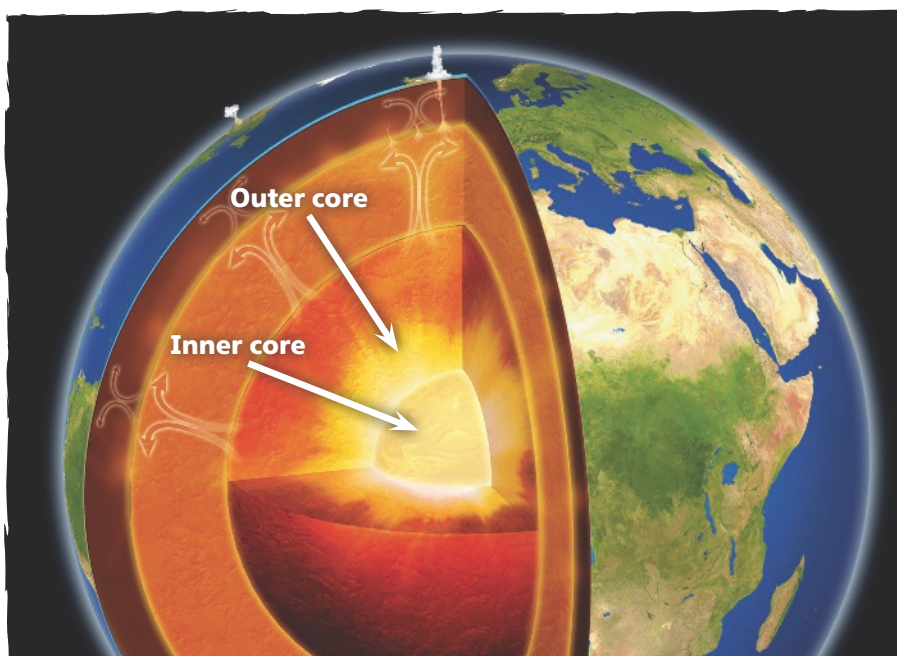


- 7 Scientists believe the mantle is about 1,860 miles (2,993 km) deep. This calculation is an estimate. No one has ever drilled deeper than 1.4 miles (2.3 km) beneath the ocean or 8 miles (13 km) on land.

The Core

- 8 Earth's core has two layers. The liquid outer core is composed mostly of iron and nickel, and is about 1,400 miles (2,250 km) thick. It is constantly flowing. Its movement around the inner core creates Earth's magnetic field. Enormous pressure and radiation keep this layer hot. The inner core is solid iron. It may spin faster than Earth's other layers. The whole core is estimated to be 11,000 degrees Fahrenheit (6,000 degrees Celsius).

Earth's core may be as hot as the surface of the sun.



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441

CLOSE READ

Make Inferences

Highlight a sentence that you can combine with the caption to make an inference about the sun.

First Read

Notice

THINK ALOUD I find it surprising that Earth's inner core is solid iron and that it is very hot. The diagram helps me visualize how the Earth's core may be as hot as the sun's surface.

Close Read

Make Inferences

Have students scan **paragraph 8** and highlight a sentence that relates to the caption in the diagram. **See student page for possible responses.**

Ask students what the caption and the sentence they highlighted tell them about the sun. Have students support their responses with text evidence.

Possible response: The text and the feature tell me that the temperature of the sun is about 11,000 degrees Fahrenheit.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

Possible Teaching Point



Academic Vocabulary | Related Words

Use the Academic Vocabulary lesson on pp. T24–T25 in the Reading-Writing Workshop Bridge to teach students how they can figure out new words they encounter by using what they know about related words. Ask them to point out related words in paragraphs 7 and 8 (*science/scientist; calculate/calculation; move/movement*).

First Read

Respond

THINK ALOUD The question for this week is *What do we know about Earth's features and processes?* This passage explains one of Earth's features—its atmosphere. I can mark details about the atmosphere to help me answer the Weekly Question.

Close Read

Analyze Text Features

Remind students to focus on the heading, diagram, and caption to quickly identify the topic. Then have them scan **paragraphs 9–10** to underline a sentence about that topic. **See student page for possible responses.**

Ask students to use what they know about the characteristics and structures of informational text, including text features, to explain how the sentence helps them grasp the topic.

Possible response: The information relates to the text features and helps me understand the function of Earth's atmosphere.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

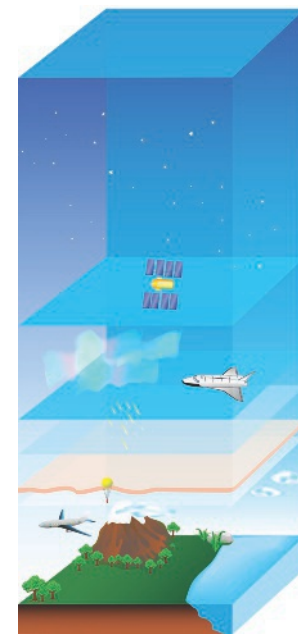
CLOSE READ

Analyze Text Features

Look at the heading and the images on this page and at the top of the next page. What topic do the text features help you understand? Underline a sentence about that topic.

A Layer of Protection

9 Earth's atmosphere wraps the planet like a blanket of insulation. Its two lowest layers are the troposphere and the stratosphere. More layers of thinner and thinner air are above the stratosphere. The troposphere is about 7 miles (11 km) high. It contains the air we breathe. It is 78 percent nitrogen, 21 percent oxygen, and 1 percent other gases. Nearly all of the weather we experience on Earth occurs in the troposphere.



This illustration shows the five layers of Earth's atmosphere.

10 The stratosphere is about 30 miles (48 km) high. It contains less water and more ozone than the troposphere. Ozone blocks harmful rays from the sun. The stratosphere and the layers above it also help protect us from objects in space, such as meteoroids. These objects sometimes threaten to crash into Earth. However, a meteoroid creates friction as it moves rapidly through the atmosphere. This usually causes the object to burn up.

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442

Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language To help students further their understanding of how authors use figurative language, display this sentence from paragraph 9: "Earth's atmosphere wraps the planet like a blanket of insulation."

Ask: *What kind of figurative language is this?* (simile) Discuss the meaning of the simile, correcting any misconceptions students may have. Ask why the author might have chosen to use figurative language to describe this quality and function of Earth's atmosphere. (Possible response: to describe its nature clearly and simply; to help readers visualize its protective quality.)

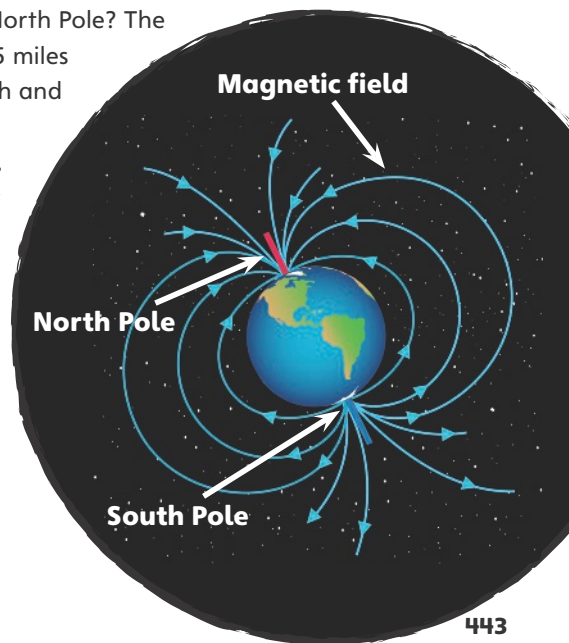


Falling stars
are actually
meteoroids burning
up in the upper
atmosphere.

Meteoroids rarely
make it to Earth's
surface. If they do,
the chance of them
causing harm is
very low.

Which Way Is North?

11 A compass needle points to Earth's magnetic north pole. But did you know that the magnetic north pole is not located at the geographic North Pole? The magnetic pole drifts about 6 to 25 miles (10 to 40 km) each year. The north and south magnetic poles sometimes switch places. When this happens, Earth's magnetic field temporarily becomes twisted and scrambled. But this has only happened 170 times in the last 80 million years. After the next switch, a compass needle that would have pointed north will point south.



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First Read

Notice

THINK ALOUD I notice that Earth is magnetic. That makes sense since its core is made of iron, which is a metal. That is how a compass works: it points to Earth's magnetic North Pole. I also notice from the picture and caption that meteors seldom land on Earth.

ELL Targeted Support Visual and Contextual Support Reread p. 443 of *Planet Earth* aloud. Tell students to listen closely to the details the author uses to describe Earth's features and processes.

Have students look at the graphic text features and answer these questions: *What is the author describing? How do the pictures help you understand that description?* **EMERGING/DEVELOPING**

Have students look at the graphic text features and answer this question: *What are two details in the text that the graphics help you understand?*

EXPANDING/BRIDGING

First Read

Respond

I can look closely at the graphic features and paraphrase, or summarize, the quantitative information that is presented visually. I need to think about what the map adds to the information in paragraphs 12–13, and how the map supports the text.

Responses will vary, but students should talk about how the map helped them visualize time zones and should find details in the text that relate to the map.

Close Read

Make Inferences

Have students scan the list of locations and paragraphs 12–13 and highlight details to include in their inference. See student page for possible responses.

Ask students to explain how the details they highlighted support their inference.

Possible response: The map and list of locations show that countries set time zones. Details about China's one time zone and other nations' use of half-hour time zones support my inference.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



Dividing Time

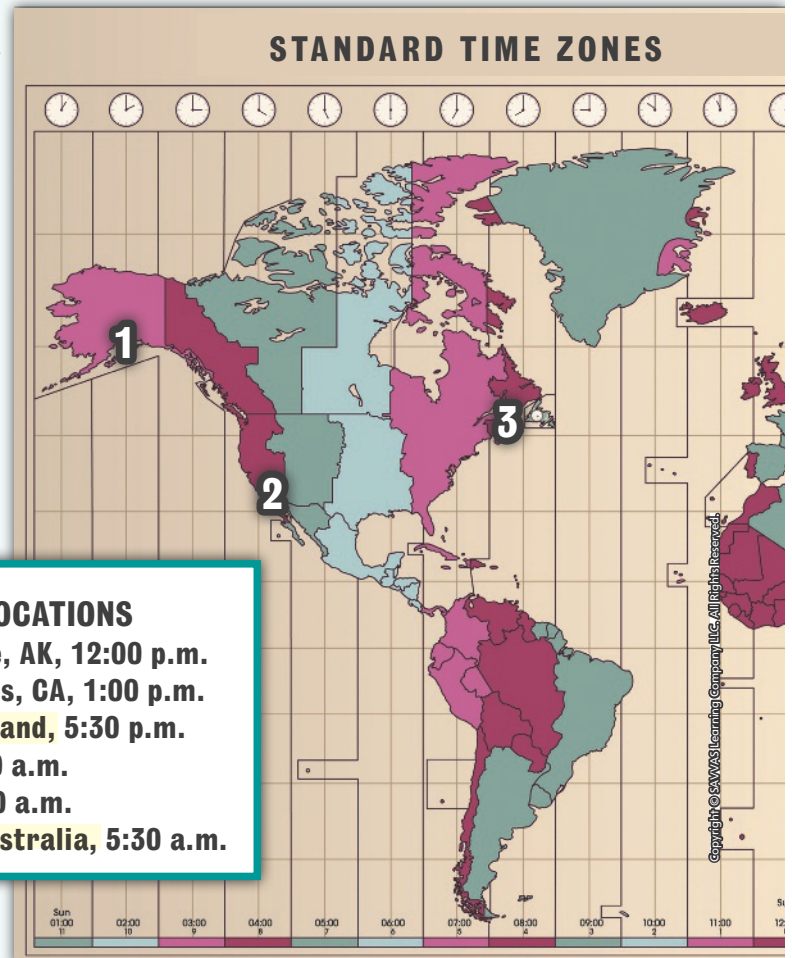
12 Earth is divided into 24 standard time zones. Each time zone is one hour ahead of the zone to the west of it. For example, say it is 12 p.m. in Anchorage, Alaska. At that same moment, it is 1 p.m. in Los Angeles, California.

CLOSE READ

Make Inferences

Use the map and the list of map locations to make an inference about who sets time zones. Highlight details in the text that you include in your inference.

STANDARD TIME ZONES



MAP LOCATIONS

1. Anchorage, AK, 12:00 p.m.
2. Los Angeles, CA, 1:00 p.m.
3. Newfoundland, 5:30 p.m.
4. Iran, 12:30 a.m.
5. China, 4:00 a.m.
6. Central Australia, 5:30 a.m.



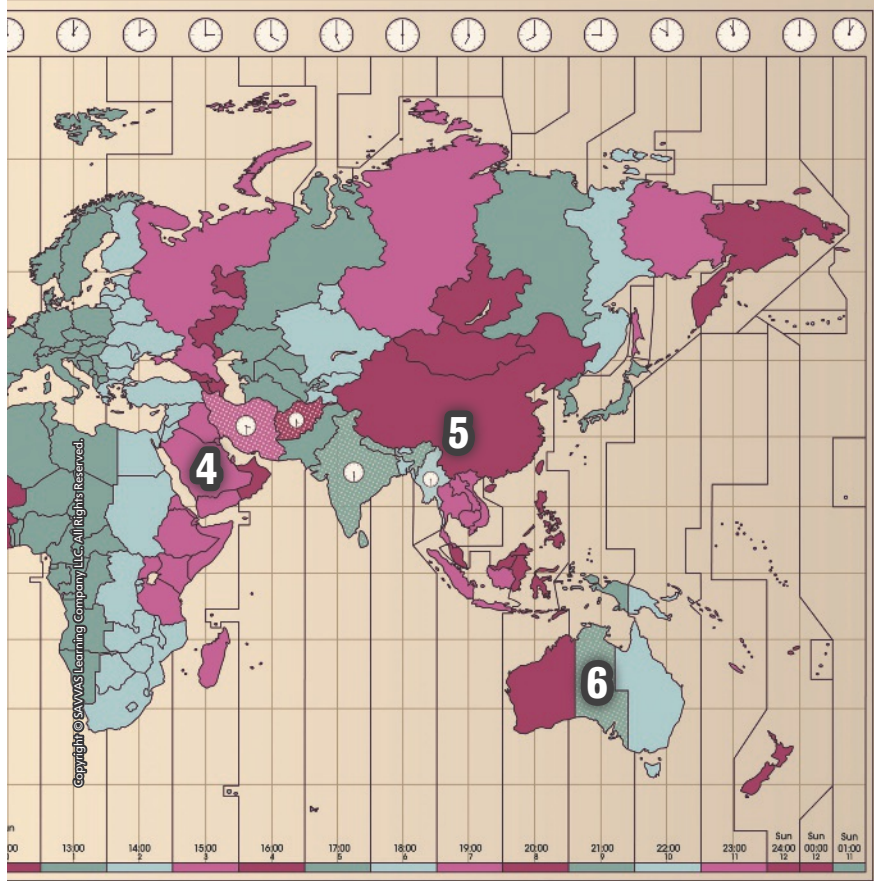
13 Most areas have adopted these standard time zones. But there are some exceptions. China crosses three standard time zones. But the country decided to have only one time zone. Some regions divide time zones by half hours. Iran, Newfoundland in Canada, and parts of Australia are examples.

CLOSE READ

adopted started to use a selected idea or method

First Read**Notice**

THINK ALOUD I can look back at the map to help me understand what I have read.

OF THE WORLD

445

ELL Targeted Support Visual and Contextual Support Reread pp. 444–445 of *Planet Earth* aloud. Tell students to listen closely to the details the author uses to describe Earth’s features and processes.

Have students look at the map and respond to these questions: *What is the author describing? How does the map help you understand that description?*

EMERGING/DEVELOPING

Have students look at the map and respond to this question: *What are two details in the text that the map helps you understand?* **EXPANDING/BRIDGING**

First Read

Connect

This section tells how technology helps us understand Earth. The picture and part of the text give information about GPS satellites. What else have you read or do you know about GPS?

Possible response: People use GPS in cars and on their phones. It helps them use maps and get accurate, personalized directions.

Close Read

Vocabulary in Context

Remind students to look beyond the sentence for context clues. Ask: *What examples, synonyms, or restatements does the author include in the text?* Have students underline context clues in **paragraph 14**. **See student page for possible responses.** If necessary, remind students that the verb *reduce* means “lessen” and that therefore *devastation* is negative in meaning.

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 sentences around a word that help readers understand the meaning of the word.

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

Underline the context clues that support your definition.

Mission Earth

14 Technology has come a long way since the days of ancient astronomy. Satellites create detailed images of Earth from space. Probes deep inside the earth and in the ocean monitor the health of the planet. Global Positioning System (GPS) satellites allow us to navigate the planet without having to study the stars. Now scientists can spot problems and react quickly to natural disasters. This helps reduce the devastation the events could cause.



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The Japanese vessel Chikyu holds the world's record for deep-ocean drilling.



The Undiscovered Deep

15 Oceans are one of Earth's most abundant resources. But only 5 percent of the ocean floor has been explored. That is changing. The National Oceanic and Atmospheric Administration is studying deepwater canyons off the coast of Virginia. There, they use remote operated vehicles (ROVs) and sonar. Woods Hole Oceanographic Institution uses a human-occupied vehicle and other underwater machines to explore and map even deeper waters. These missions help explain Earth's geologic processes.

To the Center of the Earth

16 The exact nature of Earth's mantle is still unknown. To solve this mystery, scientists are hoping to drill directly into the mantle and take samples. Geologists plan to drill through a section of the Pacific Ocean floor estimated to be less than 4 miles (6.4 km) thick. Special drills are being designed to handle the stress of boring through the hard oceanic crust. This \$1 billion project is planned to start drilling in 2020.

CLOSE READ

Analyze Text Features

How does special equipment help us learn about Earth's mantle? Underline details in the text that clarify information in the photo.

abundant plentiful; commonly occurring

First Read

Generate Questions

THINK ALOUD I have a question about the photo of the ship. How does that relate to Earth's features and processes? The caption tells me that the ship is used to drill under the ocean, so it might reveal information about Earth's structure. The headings also hint at what is deep below the surface.

Close Read

Analyze Text Features

Remind students that photos help readers of articles and nonfiction books visualize and grasp facts or ideas the author relates. Have students look at the photo and scan the caption and the text to underline details about equipment that can penetrate Earth's mantle. **See student page for possible responses.**

Ask students how the details they underlined help clarify information in the photo.

Possible response: The caption clarifies that the photo shows a deep-ocean drilling vessel. The text details also help clarify this idea because they explain why the drill is on a ship.

DOK 2

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.

447

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Provide students with further practice analyzing structures of informational text. Ask them to examine the headings in paragraphs 15 and 16 of *Planet Earth*. Ask students what they show about the text's structure. (Possible response: The headings show that the author has divided the text into sections that address different topics about Earth.) Ask: **How do the headings help the author achieve her purpose?** (Possible response: They help her organize information and keep readers interested with well-worded ideas.)

First Read

Notice

THINK ALOUD This picture of Mount Erebus shows a volcanic crater. The vapor in the background could be hot gas from the volcano. The text states that Mount Erebus has “molten hot lava deep inside its crater.”

Close Read

Analyze Text Features

Have students scan the photo **caption** and underline details about scientists studying Earth. **See student page for possible responses.**

Ask students to explain what the detail they underlined tells them about how scientists study Earth.

Possible response: The caption explains that scientists use specialized technology to study the Earth.

DOK 1

OBJECTIVE

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding.



Mount Erebus is so popular it has its own Facebook page.

A scientist uses specialized equipment to study the crater at Mount Erebus.

CLOSE READ

Analyze Text Features

Underline details in the text feature that help you understand how scientists study Earth.

molten melted; hot enough to be in liquid form

Exploring Earth’s Mantle Through Volcanoes

17 Antarctica’s Mount Erebus is one of Earth’s most unusual volcanoes. It is largely covered in ice. But it contains a lake of molten hot lava deep inside its crater. Scientists at the McMurdo Station research facility analyze the gas and lava produced by Mount Erebus. The data helps explain how and why volcanoes erupt. It can also tell us a lot about the mantle’s chemical composition.

Destination Space

18 Human-made satellites also help us study Earth. The *Aqua* satellite was launched in 2002. *Aqua* uses microwave technology to see through clouds and monitor Earth’s water cycle. For example, water and ice from melting polar caps could shift ocean currents. Weather would change, and Earth’s temperatures could plunge. Other satellites look for activity signaling earthquakes, tsunamis, or other natural disasters. Satellites can track storms or changes in Earth’s climate.

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448

CROSS-CURRICULAR PERSPECTIVES

Science



Volcanoes are made when magma, or liquid rock in Earth’s crust, manages to escape to Earth’s surface. There are a few different ways that volcanoes erupt. Sometimes hot lava pours out of them. Other times, volcanoes explode. Either way, volcanic eruptions change the landscapes around them in both positive and negative ways. They can destroy nearby houses, roads, and farms, but they also can create mountains, islands, and fertile land. Have students connect this information to the infographic on pp. 432–433 of the *Student Interactive*.



The *Aqua* satellite is a joint project between the U.S. National Aeronautics and Space Administration and Japan's National Space Development Agency.



- 19 To learn how things work in a weightless environment, world scientists designed the International Space Station (ISS). ISS welcomed its first astronauts on November 2, 2000. Since then, more than 200 scientists and engineers have visited the station. They have conducted more than 400 experiments. As of 2013, ISS completed more than 57,000 orbits around Earth.

- 20 Exploration continues to expand. People once thought Earth was the center of the universe. What will we discover next?



Where on Earth Are You?

- 21 Do you use GPS to navigate? If so, you're receiving information from the 29 GPS satellites orbiting Earth. The U.S. Air Force maintains these satellites. Twenty-four satellites are active. The other five are backups. The satellites transmit radio signals to a GPS receiver in your phone or car. Signals from four or more satellites are needed to accurately determine your position. Digital maps are built into the receiver. They use the satellites' information to help you navigate.

CLOSE READ

Make Inferences

Highlight details in the text that you can combine with facts from paragraph 14 to make an inference about navigation.

First Read

Connect

THINK ALOUD The text ends with information about satellites in outer space. I have seen several movies about outer space that feature satellites.

Close Read

Make Inferences

Have students scan **paragraph 21** to highlight details about navigation. **See student page for possible responses.**

Have students consider the fact that the air force maintains U.S. satellites. Ask students what other things satellites might reveal to people.

Possible response: Satellites might also reveal weather patterns, unusual movements of many people, and actions taken by industry or the military in other nations.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

Possible Teaching Point



Word Study | Latin Roots

Use the Latin Roots lesson on pp. T26–T27 in the Reading-Writing Workshop Bridge to help students identify and use Latin roots to decode meaning. Ask them to scan paragraph 21 for the word *determine*. Explain that the Latin root *term* means “end” or “limit.” Then explain that *determine* means “to find out at the end of an investigation.” Discuss how knowing the Latin root *term* helps readers understand words, like *determine*, that use this root. Ask students to provide other examples. (Possible responses: *term*, meaning “length of time”; *terminate*, *exterminate*, *terminal*.)

Respond and Analyze



Planet Earth

OBJECTIVES

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

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

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

My View

Begin by having students share what in the text interested them the most. Use these suggestions to prompt students' initial responses to *Planet Earth*.

- **Brainstorm** What would you like to learn more about?
- **Discuss** How did reading *Planet Earth* help you understand Earth?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that words have different meanings depending on the context in which they are used. The meanings of the vocabulary words *mantle*, *circulates*, *adopted*, *abundant*, and *molten* can change based on their context.

- Remind yourself of each word's meaning or meanings.
- Ask yourself how the context helps you determine the relevant meaning.

MODEL AND PRACTICE Model filling out the first row in the chart on p. 450.

- The word *mantle* has more than one meaning. In *Planet Earth*, it means "the layer of Earth between the crust and the core." I'll write that definition in the chart.
- Another meaning of *mantle* is "cloak" or "outer covering." I'll complete the sentence in which *mantle* is used with that meaning.

ELL Targeted Support Vocabulary Explain that the vocabulary words can be used to summarize the text.

Ask student pairs to summarize a memorable piece of information from *Planet Earth* using the vocabulary words. Model how to incorporate one of the vocabulary words. Say: I learned that the uppermost layer of Earth's mantle has sections called tectonic plates. **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. 450 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 cite and explain how context helped them determine the relevant meaning of each word and what other meanings it has.

QUICK CHECK

Notice and Assess Can students use context to determine the relevant meaning of vocabulary words?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T50.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T51.

Check for Understanding MyTURN Have students complete p. 451 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 450–451



VOCABULARY

Develop Vocabulary

Words develop new meanings as authors use them in different contexts. The original meaning of the word is the same, but a new meaning may become more familiar. For example, the original meaning of *mantle* is “cloak” or “outer covering.” When scientists needed a name for the layer of Earth between the core and the crust, they began using *mantle*. Today, when people hear the word *mantle*, many of them think of Earth’s crust instead of thinking of a piece of clothing.

MyTURN Define each word as it is used in the text. Then complete the sentence to use the word in a different context.

Possible responses:

Word	Text Definition	Sentence
mantle	layer of Earth between the crust and the core	The troposphere covers the planet like a mantle.
circulates	moves through a system	The air circulates through the room when the fan is on.
adopted	started to use a selected idea or method	Deng adopted the cook’s procedure for scrambling eggs.
abundant	plentiful, commonly occurring	Orson collected abundant evidence to support his idea.
molten	melted; hot enough to be in liquid form	Greta dipped a cube of bread into the molten cheese.

450

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

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

DOK 2 Possible response: The text gives information about the planet. It has headings, illustrations, and captions that help organize and explain information.

2. Scientists use tools, such as ROVs, drills, and satellites, that are specially designed for studying the planet. Choose one area of the planet that scientists study, and explain the tool or tools that scientists use there.

DOK 2 Possible response: To explore what happens beneath Earth’s tectonic plates, scientists need tools that can reach into the mantle. For that reason, they are developing a special drill that can go through Earth’s crust.

3. Why do people want to know about the structure of Earth? How is this knowledge helpful? Use a quotation from the text to support your answer.

DOK 2 Possible response: Scientists want to predict earthquakes and volcanic eruptions so they can save the lives of people who live in affected areas. The text says, “Now scientists can spot problems and react quickly to natural disasters. This helps reduce the devastation the events could cause.”

4. How does heat affect natural systems on Earth? Write a short paragraph about the role that heat plays in the water cycle and inside Earth. Support your paragraph with evidence from the text.

DOK 2 Possible response: Heat causes water to turn into a gas that rises into the sky. This helps water circulate constantly on Earth. Similarly, heat melts rock in Earth’s mantle, and some of the molten rock rises to the surface in volcanoes. Without heat, many parts of Earth would not work.

451

Word Study Latin Roots *gener, port, dur, ject*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning and use of 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 sentences on p. 456 in the *Student Interactive*.

gener

port

dur

ject

Then have students use print or digital resources to list four more words with these Latin roots.



STUDENT INTERACTIVE, p. 456



WORD STUDY

Latin Roots

The Latin roots *gener*, *port*, *dur*, and *ject* form many English base words. The meaning of each root influences the meaning of the word in which it appears.

Root	Latin Meaning	Sample Base Word	Sample Related Words
<i>gener</i>	to produce	generate	generation regenerate
<i>port</i>	to carry	port	import report
<i>dur</i>	to harden	endure	enduring during
<i>ject</i>	to throw	project	projected projecting

My TURN Complete the sentences to explain how each bold word is related to the meaning of its Latin root. Refer to print or digital resources for ideas.

1. If I am **generating** ideas, it means I am in the process of producing ideas.
2. A porter is **someone who carries things.** _____
3. A stone's **durability** usually relates to how **hard** the stone is.
4. When I **reject** an idea, I **throw it back or away.** _____
5. The regeneration of the garden meant that it was **producing or growing again.** _____

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456



LESSON 2

Apply Latin Roots

LESSON 1

Teach Latin Roots

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Homophones

FLEXIBLE OPTION
LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T47 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Readers use the context around an unfamiliar word to find its relevant meaning. This helps them be sure they understand what the author means. Have students look back at *Planet Earth* to see how context hints at the meaning of unfamiliar words.

ELL Targeted Support

Tell students that they can understand informational texts by looking for vocabulary related to important ideas. Have students use shared reading and other partner activities to develop their vocabulary.

Have students take turns reading the sentences in the text that contain the vocabulary words: *mantle*, *circulates*, *adopted*, *abundant*, and *molten*. Guide them to use context to define words they do not comprehend. **EMERGING**

Have students take turns reading the sentences in which the vocabulary words appear. Ask them to explain the meanings of each term in their own words. **DEVELOPING**

Have students work with a partner to take turns asking each other questions about the vocabulary words. **EXPANDING**

Have students read for context clues in order to write their own definitions of the vocabulary words. Then have partners discuss their definitions. **BRIDGING**



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

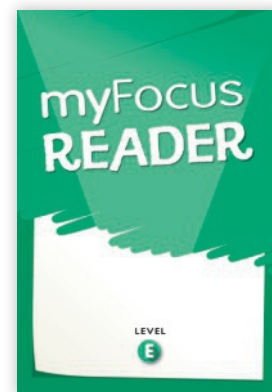
Intervention Activity



myFOCUS READER

Read pp. 54–55 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on Earth's features and processes.

Provide instructional support for comprehension and word study—Latin Roots 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 aloud with appropriate phrasing and rhythm. Remind them to pause appropriately for punctuation and to slow down if they forget to avoid rushing.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 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 how they used context to figure out the most relevant meanings of the unfamiliar words they encountered.

Possible Conference Prompts

- What unfamiliar words did you find in the text?
- What are some surrounding details that told you the context in which those words were used?

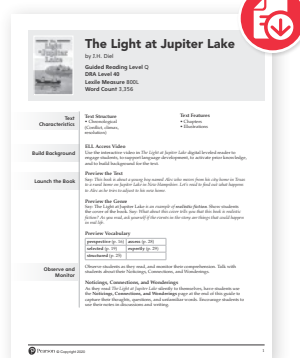
Possible Teaching Point Active readers pay attention to the context surrounding unfamiliar words to make sure they define those words correctly. They might think, “What details around this word tell me about the context?”

Leveled Readers



DEVELOP VOCABULARY

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen those words.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



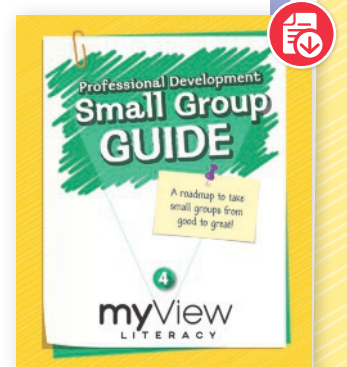
Students can

- complete the graphic organizer on p. 450.
- work with a partner to discuss and answer the questions on p. 451.
- play the *myView* games.
- take turns with a partner reading a text with appropriate phrasing.

SUPPORT INDEPENDENT READING

Remind students that they should write questions and comments related to the text they are reading. Encourage them to review their notes as they read.

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



Analyze Text Features



Planet Earth

OBJECTIVES

Recognize characteristics and structures of informational text, including features such as pronunciation guides and diagrams to support understanding of the text.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary to talk about important ideas in the text. Give them sentence starters, such as

- Scientists label time zones on a map because ____.
- A fact in *Planet Earth* that amazed you was ____.

ELL Access

Discuss with students the importance of understanding the main topics in an informational text. Students may benefit from using a graphic organizer to show what information the text features offered about the main topics. Guide students by asking them questions like, *What did the text features tell us about Earth?* or *How did the text features explain the ways that scientists study Earth?*

Minilesson

FOCUS ON STRATEGIES Authors of informational text often use text features to organize or clarify information. By analyzing characteristics and structures of informational text such as graphic and print text features, readers can better understand important ideas in the text.

- Pay attention to the text features that appear in the text.
- Analyze the text features and how they connect to details in the text.
- Ask yourself what purpose the author is trying to achieve with each text feature.

MODEL AND PRACTICE Use the Close Read note on p. 438 to model the thinking behind analyzing text features.

- *What text features appear in *Planet Earth*? On page 438, I see a diagram of Earth. I'll underline text details that are clarified by the diagram. I'll write those details in the chart under "My Annotations."*
- *Next, I'll think about why the author included the diagram. I think it's to explain Earth's structure. I will write this purpose in the chart under "Purpose of Feature."*
- Have students move on to the diagram of water movement on p. 440 and underline text details in paragraph 5 that are illustrated by the diagram. Then have them demonstrate understanding of characteristics and structures of informational text by writing those details and the purpose of the diagram in the chart.

ELL Targeted Support Retell or Summarize Material Tell students that retelling or summarizing the main topics of a text in their own words is a good way to check that they fully understood the text.

Prompt students with questions to guide them as they retell and summarize in their own words. *What details did you learn from the text features? What questions did you have after viewing and reading the text features? Were your questions answered in the text?* **EMERGING/DEVELOPING**

Ask students to summarize three main ideas or topics of the text in their own words. Then ask them how text features helped them understand those main ideas or topics. **EXPANDING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing text features in informational text.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Analyze Text Features and then use their annotations to complete the chart on p. 452.

OPTION 2 Use Independent Text Have students highlight places in the text where they notice graphic and print features. Direct them to write in their notebooks what the different features show them or tell them about the ideas in the text. Then ask them what the purpose of each text feature is.

QUICK CHECK

Notice and Assess Can students analyze text features?

Decide

- **If students struggle**, revisit instruction about analyzing text features in Small Group on p. T58.
- **If students show understanding**, extend instruction about analyzing text features in Small Group on p. T59.

STUDENT INTERACTIVE, p. 452



CLOSE READ

Analyze Text Features

A text's **graphic features** include photographs and diagrams. **Print features**, such as captions and labels, clearly identify what to note in graphic features.

1. **MyTURN** Go to the Close Read notes in *Planet Earth* and underline links between text details and information in graphic features.
2. **Text Evidence** Use the parts you underlined to complete the chart. Tell whether the purpose of each feature is to explain a *structure* or a *process* on Earth. Then answer the question.

Possible responses:

Graphic Feature	My Annotations	Purpose of Feature
Diagram of Earth near paragraph 1	"crust," "mantle, outer core, and inner core"	to explain a <u>structure</u>
Diagram of Water Movement near paragraph 5	"water . . . is heated by the sun," "rises into the atmosphere," "gathers into clouds and falls back to the ground," "collects in bodies of water . . ."	to explain a <u>process</u>
Photograph of Chikyu near paragraph 15	"Geologists plan to drill through a section of the Pacific Ocean floor." "Special drills are being designed"	to explain a <u>process</u>

Choose one graphic feature from the chart to analyze. How does the graphic feature help achieve the author's purpose?

Possible response: The diagram of water movement helps explain how water changes on Earth and in the atmosphere.

Read Like a Writer

OBJECTIVES

Recognize characteristics and structures of informational text.

Explain how the use of text structure contributes to the author's purpose.

Analyze Text Structure

Minilesson

FOCUS ON STRATEGIES In an informational text, readers should be prepared to recognize a variety of different text structures.

- A **chronological** text structure lists story events in time order, with the first event coming first, the second event second, and so on.
- A **compare-and-contrast** structure compares characteristics of two different items one by one.
- A **cause-and-effect** structure can show a small number of causes producing many effects, or multiple causes producing a small number of effects.
- A **problem-and-solution** text structure identifies a problem, builds a case by collecting supporting evidence, organizes the evidence into a logical sequence, then draws a single solution.
- A **descriptive** structure describes as many characteristics as possible and lets the reader connect the dots and draw a conclusion.

MODEL AND PRACTICE Model this strategy for identifying and analyzing text structure on p. 458 in the *Student Interactive*.

1. I first identify what the topic is and look at headings to see how the text is organized.
2. I try to match the text to a text structure by going through each text structure one by one. Is information presented in a time sequence? If so, I have a chronological text structure. If the text identifies aspects of two different items side by side, I have a compare-and-contrast text structure. I go through a similar process for the other structures.

ELL Targeted Support Author's Craft Have students look for text structure as they read informational texts. Display each type of text structure. Help students scan texts, looking for signal words that indicate structure. Say: Ignore the details for now and look at the "big picture" of how the text is organized. Which model fits best? **EMERGING/DEVELOPING**



ASSESS UNDERSTANDING

Apply

MyTURN Ask students to go through the selection, paying attention to the author's use of headings. Explain that headings can provide clues to text structure. Then have students complete the activities on p. 457.

STUDENT INTERACTIVE, p. 457



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

An author uses an overall text structure, or pattern of organization, to achieve his or her purpose for writing. To inform readers about a topic, authors use a chronological, compare-and-contrast, cause-and-effect, problem-and-solution, or descriptive text structure. Headings provide clues to a text's structure.

Model ! Reread the first heading and paragraph 1 of *Planet Earth*.

1. **Identify** Christine Taylor-Butler introduces text about the planet with the heading **Above and Below**.
2. **Question** What clue does the heading provide about text structure?
3. **Conclude** The heading is a clue that the text structure will be descriptive, organizing facts about the planet according to its parts.



Reread paragraph 14 of *Planet Earth* and the heading above it.

MyTURN Follow the steps to explain a text structure.

1. **Identify** Christine Taylor-Butler introduces text about **the ways scientists make discoveries about Earth** with the heading **Mission Earth**.
2. **Question** What clue does the heading provide about text structure?
3. **Conclude** The heading is a clue that
Possible response: the text structure will be problem-and-solution, organizing facts about how scientists use technology to spot problems and react to them.

Word Study Latin Roots *gener, port, dur, ject*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning and use 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 Remind students that they can come up with a reasonable definition of a word by combining the meanings of the Latin root, prefixes, and suffixes.

MODEL AND PRACTICE Display the following words: *duration*, *export*, *rejection*, *generational*, *projectile*. Ask students to identify the Latin root and any prefixes or suffixes, and to provide a reasonable definition of each word.



APPLY Have students complete *Word Study* p. 177 from the *Resource Download Center*.



Name _____

Word Study

Latin Roots *gener, port, dur, and ject*

Many English base words come from Latin roots.

- *gener* means "to produce"
- *port* means "to carry"
- *dur* means "to harden" or "to last"
- *ject* means "to throw"

WRITE Write a simple definition for each word below based on its Latin root. Confirm your definitions using a print or online dictionary. **Possible responses:**

1. generator something that produces
2. generation the act of producing something
3. export to carry away from a place
4. support to carry weight
5. portfolio something that carries items
6. durable able to last
7. duress a hard time
8. reject to throw back

TURN and TALK With a partner, take turns saying each word above aloud in a sentence.

Grade 4, Unit 5, Week 1
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177

Word Study, p. 177



FLEXIBLE OPTION ←
LESSON 3

More Practice


LESSON 1

Teach Latin Roots

LESSON 2

Apply Latin Roots

FLEXIBLE OPTION ←
LESSON 4

 **Spiral Review:**
Homophones

FLEXIBLE OPTION ←
LESSON 5

Assess Understanding

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

Teacher-Led Options

Strategy Group



ANALYZE TEXT FEATURES

Teaching Point Sometimes a heading, picture, or diagram can sum up or explain a topic better than text can. That's why authors of informational text often use text features.

ELL Targeted Support

To help students analyze text features, guide them to examine how the features in *Planet Earth* helped them understand topics.

Provide students with a word bank for generating questions about text features: *photo, caption, diagram, heading, label, topic, detail*. **EMERGING**

Provide question frames for students to use in discussion, such as *Does the text feature show ___? Which part of the diagram ___? Which text feature best explains ___? The text feature that best explains ___ is ___ because ___.*

DEVELOPING

Guide students to use complete sentences and concrete nouns to ask questions about how a text feature explains an aspect of Earth.

EXPANDING

Direct students to identify and use content-based vocabulary in the selection. Then have students generate questions about how a text feature explains a topic using the terms they selected. **BRIDGING**



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

Intervention Activity



ANALYZE TEXT FEATURES

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!

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage smoothly.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 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 TEXT FEATURES

Talk About Independent Reading Ask students to look back on the text features they highlighted in their books and to share what they learned from them.

Possible Conference Prompts

- What kinds of text features appear in the text?
- What did you learn about the text from the graphic and print features you saw?
- Why do you think the author chose to add these text features to the text?

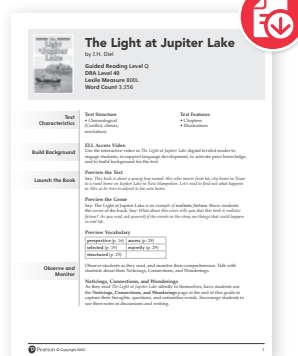
Possible Teaching Point Today I want to remind you that skilled readers gather useful information from text features by understanding how they work and why they were included.

Leveled Readers



ANALYZE TEXT FEATURES

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to analyze text features, 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 of the text features they analyzed and explain what they learned from them and how the text features added or clarified information.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Planet Earth* or another text they have previously read.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers



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

Literacy Activities



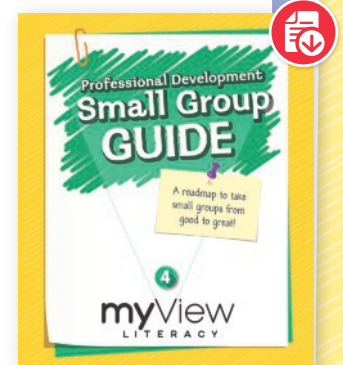
Students can

- complete the graphic organizer on p. 452.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 453.
- play the *myView* games.
- take turns with a partner reading a passage at an appropriate rate.

SUPPORT PARTNER READING

Keep partners on track by offering a list of suggested prompts to keep their discussions going.

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



Make Inferences



Planet Earth

OBJECTIVE

Make inferences and use evidence to support understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit Academic Vocabulary words by having them restate the words in response to questions that require making inferences. Ask:

- What is the usual time difference between two time zones that border each other?
- What consequences arise from tectonic plates sliding against each other?

Minilesson

FOCUS ON STRATEGIES Good readers often combine text evidence with their prior knowledge to make an inference about a text. Inferences help readers expand their understanding of a topic.

- Think of what you already know about Earth's features and processes.
- Look for details in the text, diagrams, and captions that could help you make inferences about the information in *Planet Earth*.
- Combine your prior knowledge and the text details you found to make inferences.

MODEL AND PRACTICE Use the Close Read note on p. 439 of the *Student Interactive* to model the thinking behind making inferences:

- The caption tells me that when tectonic plates slide against each other, they cause mountains to rise on Earth's surface. I will write this in the chart under "Text Evidence."
- Next, I will write what I already know about this topic in the chart. I know mountains change over time.
- Finally, I will combine the text evidence I highlighted with what I already know to make an inference: Tectonic plates can cause mountains to get taller over time.

ELL Targeted Support Text to Self Tell students that readers use prior knowledge to better understand text. Help them use prior experience to make inferences. Read aloud a paragraph from *Planet Earth*.

After reading, have students answer leading questions to form a text-to-self connection, such as: *Have you ever _____? When? What did you learn?* **EMERGING**

After reading, have students work in pairs to share their text-to-self connections. Then have them make an inference. **DEVELOPING**

After reading, have students work in small groups to share their text-to-self connections. Then have them make an inference.

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences.

OPTION 1 MyTURN Have students annotate the text using the other Make Inferences Close Read notes and use that text evidence from their annotations to complete p. 453.

OPTION 2 Use Independent Text Have students underline details in the text that help them make inferences about the information in the text.

QUICK CHECK

Notice and Assess Can students make inferences?

Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on p. T66.
- **If students show understanding**, extend instruction for making inferences in Small Group on p. T67.

STUDENT INTERACTIVE, p. 453



READING WORKSHOP

Make Inferences

To make an inference, combine text evidence with what you already know to reach a new understanding about a topic.

1. **MyTURN** Go back to the Close Read notes and highlight evidence in diagrams, captions, and the text that will help you make inferences.
2. **Text Evidence** Record your evidence in this chart. Then use what you already know to make an inference about information in *Planet Earth*.

Possible responses:

Text Evidence	What I Already Know About This Topic	My Inference
"Tectonic plates sliding against each other can cause mountains to rise along Earth's surface."	I know that mountains can change over time.	Tectonic plates are the reason mountains such as the Himalayas get taller.
"Earth's core may be as hot as the surface of the sun."	I know that the sun provides light and heat energy in Earth's ecosystems.	Energy in Earth's core might be similar to the heat energy from the sun.
"China crosses three standard time zones. But the country decided to have only one time zone."	I know that some time zones in the United States do not follow straight time zone lines.	Countries can decide which time zones they want to have.
"Do you use GPS to navigate? If so, you're receiving information from the 29 GPS satellites orbiting Earth."	I know that people used to navigate by studying the stars.	Today, GPS satellites provide the information navigators used to get from the stars.

Write for a Reader

OBJECTIVES

Recognize characteristics and structures of informational text.

Explain how the use of text structure contributes to the author's purpose.

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

Use Text Structure

Minilesson

FOCUS ON STRATEGIES In writing an informational text, students should be able to use a variety of text structures.

- **Chronological** is a good way to present a clear sequence of events.
- Authors use **compare-and-contrast** structure to highlight similarities, or differences, to inform readers.
- A **cause-and-effect** structure can help authors explain or clarify the relationship between events or ideas.
- A **problem-and-solution** text structure is common in argumentative and informational texts.
- A **descriptive** structure develops a topic by listing characteristics. This structure is well suited for giving detailed information about a narrow topic.

MODEL AND PRACTICE Discuss how students can use text structure in their own writing on p. 458 in the *Student Interactive*. Model an example.

1. First I think about what I know about the health benefits of fruits and vegetables. What kinds of facts can I put together? Which text structure would best fit these facts?
2. What is my main idea? What facts and evidence support this idea? How can I arrange these facts and evidence to inform readers?
3. I need to be flexible. If one text structure doesn't seem to work, I will try another. I will use a heading that helps my reader identify the text structure.

ELL Targeted Support Text Structure Explain that writers use text structure to make their writing clearer for readers.

Guide students to create an outline for the My Turn exercise on p. 458. Say: You can use descriptive, cause-and-effect, or problem-and-solution text structure. Choose one. After students choose, create a shell outline using the text structure and support students as they complete it. **EMERGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students review the text structure used by Christine Taylor-Butler as a model for their own writing. Point out that students do not need to use the same structure as Christine Taylor-Butler, but their work should show the same consistency and organization as Taylor-Butler's once a structure is chosen.

Writing Workshop

Focus on headings and outlines in students' writing. One quick way they can structure a text is to write out the headings first, then sketch out ideas roughly between headings as they go along. Stress that students may need to change or rearrange their headings as they develop their outlines and drafts.

STUDENT INTERACTIVE, p. 458



DEVELOP AUTHOR'S CRAFT

Write for a Reader

To inform readers, authors decide which text structure will be best for a topic: chronological, compare-and-contrast, cause-and-effect, problem-and-solution, or descriptive. They then use text features, such as headings, to help readers follow the text structure.

MyTURN Recall how Christine Taylor-Butler uses headings and a descriptive text structure to inform readers in *Planet Earth*. Now think of how you can use a text structure to help inform your readers.

- For an informational essay about the benefits of eating fruits and vegetables, which text structure would you use? Why?
Answers will vary, but students should explain why descriptive, cause-and-effect, or problem-and-solution structures would be the best way to inform readers about this diet.
- Write a passage about eating fruits and vegetables that follows the text structure you chose. Then add a heading that will give readers a clue about the structure. **Possible responses:**

Heading **Why Eat Fruits and Vegetables?**

Passage **Fruits and vegetables are good for you. They provide your body with vitamins and minerals. Fruits usually taste sweet. If you need energy, the sugar in fruits will give you a boost. Vegetables add different flavors to meals. Many vegetables taste good raw or cooked. For example, tomatoes taste good raw in salads and cooked in sauces. Potatoes taste good baked, mashed, or fried. That is why you should eat fruits and vegetables.**

Get organized!



Word Study Spiral Review

OBJECTIVES

Identify and explain the meaning of homophones such as *reign/rain*.

Correctly use frequently confused words.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Homophones

FOCUS ON STRATEGIES Words that are pronounced the same but have different spellings and meanings are called **homophones**. Write some examples of homophones on the board: *right, write, presence, presents, rap, wrap*.

MODEL AND PRACTICE Ask volunteers to identify whether each pair of words are homophones.

1. *grate/great*
2. *pair/pear*
3. *claim/clam*
4. *to/two*
5. *through/thorough*
6. *trace/trays*
7. *allowed/aloud*
8. *night/knight*

APPLY Challenge students to write three sentences, each using a pair of homophones. Have students share their sentences with a partner.



ELL Targeted Support

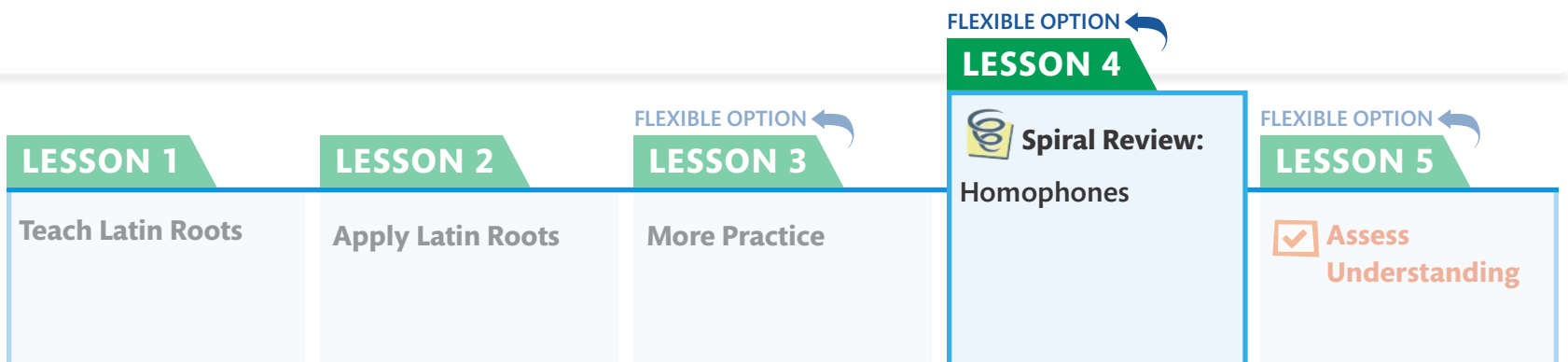
Homophones Have students spell familiar English words to develop basic sight vocabulary. Help them distinguish between the routine vocabulary words *to/too/two* and *they're/their/there*.

Provide sentence frames: *We talked ___ her. I would like ___ sandwiches. He likes soccer ___*. Have students work together to determine which word fits in each sentence. **EMERGING**

Provide a sentence frame: *___ over ___ with ___ friends*. Have students work with a partner to determine which word fits in each place. Then have partners say another sentence for each word. **DEVELOPING**

Have students write a sentence for *to*, *too*, and *two*. Then have them read their sentences aloud. **EXPANDING**

Have students write a sentence for *they're*, *there*, and *their*. Then have them read their sentences aloud. **BRIDGING**



Use the  **QUICK CHECK** on p. T61 to determine small group instruction.

Teacher-Led Options

Strategy Group



MAKE INFERENCES

Teaching Point You can use text evidence and what you already know about a topic to make an inference. Making inferences helps you better understand and relate to the topic. Work with students to complete the chart on p. 453.

ELL Targeted Support

Guide students to make inferences using the text and features in *Planet Earth*.

Model the process using p. 441. **What does the caption tell me?** (Earth's core is hot.) **What do the colors in the diagram tell me about how the layers of Earth are different?** (They get cooler.)

EMERGING

Use the same process, but ask students to point to evidence from paragraph 8 that supports the answer to each question. **DEVELOPING**

Have pairs work together to make inferences about the text feature on p. 441. Offer discussion starters such as *What does the caption say? What does the text feature show? How does it relate to paragraph 8?* **EXPANDING**

Expand on the activity above by having pairs explain their inferences to another pair. **BRIDGING**



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

Intervention Activity



MAKE INFERENCES

Use Lesson 20, pp. T129–T134, in the *myFocus Intervention Teacher's Guide* for instruction on making inferences.

LEVEL E • READ

Lesson 20 **Make Inferences**

DIRECTIONS Read the following texts. Take note of details that stand out.

Too Late!

1 "The bus leaves at 3:00," Matt says to Josh. "Be there on time!"

2 "I will!" says Josh. But Matt is concerned. He wants to take that bus with Josh, and Josh is often late.

3 At 2:45 Matt is at the bus stop. He waits for Josh.

4 Matt waits a few minutes and looks at his watch. It is 2:50 and Josh is not there.

5 At 2:55 Josh is still not there. Matt looks at his watch again.

6 The bus comes at 3:00. Matt gets on the bus. He sits down by himself. His face is hot. The bus drives away.

7 A few minutes later Josh shows up and he looks at his own watch. "I wonder why Matt isn't here yet," he says with a frown. Then he looks at his watch again. His watch says 2:59. "I wonder whether my watch is accurate. Matt is never late."

My Uncle Max

1 My Uncle Max is a math teacher. One day, I asked Uncle Max a riddle. "Why was six afraid of seven?" I asked.

2 "Because seven eight nine!" Uncle Max said, laughing.

3 "You're right!" I said. "How did you know?"

4 Uncle Max just smiled. "When one and two played chess," he asked me, "who was the winner?"

5 I didn't have to think for very long. "One was the winner," I said, "because one won!"

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Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading a short passage with the appropriate intonation.

ORAL READING RATE AND ACCURACY

Use pp. 121–126 in Unit 5 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

MAKE INFERENCES

Talk About Independent Reading Ask students to look for details in the text that they can use to make inferences. Encourage them to think about how those details serve as text evidence to support their inferences.

Possible Conference Prompts

- What did you already know?
- How do the details you found support your inferences?

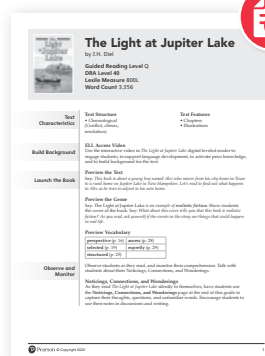
Possible Teaching Point Readers pay attention to clues in the text that can reveal unstated ideas. Combined with your prior knowledge, these clues can guide you to make an inference about the text and gain a better understanding of the topic.

Leveled Readers



MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T28–T29.
- For instructional support on how to make inferences, 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 inferences they made by combining information with their prior knowledge.

Independent Reading

Independent Reading



Students can

- reread or listen to a text they read.
- read a trade book or their Book Club text.
- practice fluent reading with a partner by reading their texts like a storyteller.

Centers



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

Literacy Activities



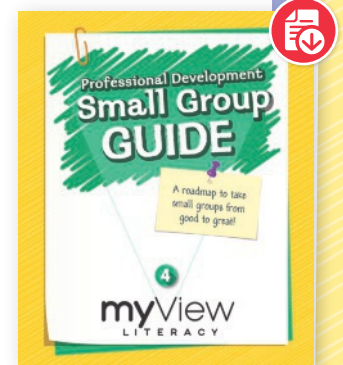
Students can

- complete the graphic organizer on p. 453.
- 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

Encourage students to keep a running list of any unknown words they come across in their reading. Have them use content clues or look up the definition of unknown words in a dictionary.

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



Reflect and Share



Planet Earth

OBJECTIVES

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

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

Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

Identify the reasons and evidence a speaker provides to support particular points.

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Have students start incorporating the unit academic vocabulary words into their discussions and their own writing. Ask:

- What did you learn about Earth that amazed you?
- Are you concerned about humans' ability to preserve Earth's natural resources?

Talk About It

Minilesson

FOCUS ON STRATEGIES Remind students that when they participate in discussions with other readers, they should listen actively and ask questions. Remind them that a good discussion involves both give and take, so they should be listening as much as they are talking.

- Before making a comment, make sure others have finished speaking. Listening actively means not interrupting.
- When another reader is speaking, focus on what he or she is saying so you can ask questions about what is being discussed.
- Ask your discussion partner to explain when you don't understand a comment and add relevant thoughts of your own. This sparks useful collaboration and yields new information.
- Show you listened to your partner's comments by paraphrasing what he or she said before asking for clarification or examples.

MODEL AND PRACTICE Model listening actively using the Talk About It prompt on p. 454 of the *Student Interactive*:

If my discussion partner commented on the infographic about the percent of land surface that rain forests take up versus the percent of Earth's species that they contain, I might say, "I thought that was interesting too. Maybe that's why preserving rain forests is so important."

ELL Targeted Support Express Opinions Use the infographic on pp. 432–433 to have students practice expressing opinions and supporting them with evidence. Encourage them to use the vocabulary they learned this week.

Ask students to share one opinion about Earth and support it with one or two examples from the infographic. Encourage them to use at least one selection and one academic vocabulary word. **EMERGING/DEVELOPING**

Ask students to share two opinions about Earth and support them with one or two examples from the infographic. Guide them to use both selections and academic 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 use discussions from this week to apply and respond to the rest of the instruction on p. 454 in the *Student Interactive*.

OPTION 2 Use Independent Text Students should use their self-selected independent reading to make connections between the topics about Earth in the texts they read this week.

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. T72.
- **If students show understanding**, extend instruction for comparing texts in Small Group on p. T73.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss it in small groups.

STUDENT INTERACTIVE, p. 454



RESPOND TO TEXT

Reflect and Share

Talk About It What interests or concerns you most about planet Earth? What more do you want to know about it? Based on what you've read this week, which kind of scientist would be able to give you that information? Discuss with a partner. Use examples from the texts to support your ideas.



Listen Actively and Ask Questions During your discussion with a partner, remember that how you listen is as important as what you say.

- Listen quietly while your partner speaks. Don't interrupt.
- Focus on what your partner is saying so that you can ask questions about what is being said.
- Briefly paraphrase, or restate, what your partner said before you ask for clarification or examples.

Use questions like these to ask for clarification and examples.

Would you tell me more about what that kind of scientist does?

You said _____. Could you give me an example of what you mean?

Weekly Question

What do we know about Earth's features and processes?

Word Study Latin Roots *gener, port, dur, ject*

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning and use 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 determine the meanings of words with Latin roots, write these words on the board:

unendurable

deport

inject

generic

projection

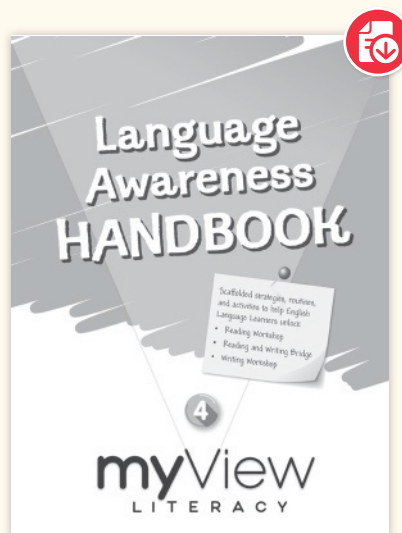
Have students identify the Latin root in each word, pronounce the word aloud, and determine the meaning of the word.





Develop Language Awareness

For additional practice with Latin roots, complete the activity on p. 53 of the *Language Awareness Handbook*. In this practice activity, students will understand words with Latin roots.



		FLEXIBLE OPTION	FLEXIBLE OPTION	FLEXIBLE OPTION
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Teach Latin Roots	Apply Latin Roots	More Practice	Spiral Review: Homophones	Assess Understanding

Use the  **QUICK CHECK** on p. T69 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Readers think about how different authors present similar ideas in informational texts. They note the details that texts have in common and the ways they differ from each other. Create a Venn diagram with students to compare and contrast the ideas in the “The Surface of Earth” infographic with those in *Planet Earth*.

ELL Targeted Support

To help students use different sentence lengths and structures as they compare texts, guide them in building on their ideas.

During the class discussion of “The Surface of Earth” and *Planet Earth*, ask students to combine two ideas with a coordinating conjunction such as *and*, *but*, or *or*. **EMERGING**

During the class discussion of “The Surface of Earth” and *Planet Earth*, ask students to combine three ideas with coordinating conjunctions such as *and*, *but*, or *or*. **DEVELOPING**

During the class discussion of “The Surface of Earth” and *Planet Earth*, ask students to combine two ideas with a subordinating conjunction such as *because*, *since*, or *although*. **EXPANDING**

During the class discussion of “The Surface of Earth” and *Planet Earth*, ask students to combine several ideas with appropriate conjunctions.

BRIDGING



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

Intervention Activity



myFOCUS READER

Reread pp. 54–55 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 Earth’s features and processes 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 Earth’s features and processes into an effective format.

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

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

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about making connections and comparisons across texts.

Possible Conference Prompts

- How does the information in *Planet Earth* connect to other information you read about this week?
- What did *Planet Earth* and the other texts you read this week teach you about Earth's features and processes?

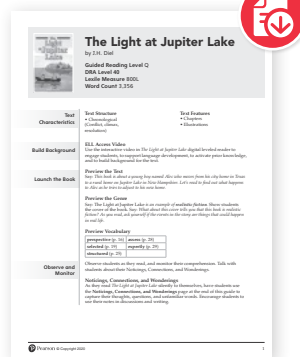
Possible Teaching Point Comparing and connecting ideas across texts helps readers better understand the topics they come across.

Leveled Readers



COMPARE TEXTS

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



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share a few connections and comparisons they made across texts about Earth.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic “The Surface of Earth” 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 facts about Earth based on the infographic.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T478–T479, for

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

UNIT 5 WEEK 2

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by analyzing the main, or central, idea and details.
- I can use language to make connections between reading and writing.
- I can use knowledge of the elements and structure of poetry to write a poem.

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

RI.4.10, RF.4.3.a,
W.4.10, SL.4.1, L.4.5.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Media: Weekly Question T78–T79
- Listening Comprehension: Read Aloud “Mount Vesuvius” T80–T81
- Informational Text T82–T83

Quick Check T83

READING BRIDGE

- Academic Vocabulary: Synonyms and Antonyms T84–T85
- Word Study: Teach Suffixes *-en*, *-ent*, *-ence* T86–T87

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T90–T91
- Strategy, Intervention, and On-Level/Advanced Activities T90
- ELL Targeted Support T90
- Conferring T91

INDEPENDENT/COLLABORATIVE

- Independent Reading T91
- Literacy Activities T91

BOOK CLUB T91

WRITING WORKSHOP

MINILESSON

- Poetry T360–T361
 - » Compose a Rhythm
 - » Share Back

INDEPENDENT WRITING

- Poetry T360
- Conferences T358

WRITING BRIDGE

- Spelling: Words with *-en*, *-ent*, *-ence* T362

Assess Prior Knowledge T362

- Language and Conventions: Spiral Review: Relative Adverbs T363

LESSON 2

RI.4.10, RF.4.3.a,
W.4.10, SL.4.2, L.4.2.a

READING WORKSHOP

SHARED READ

- Introduce the Text T92–T105
 - » Preview Vocabulary
 - » Read: *Volcanoes*
- Respond and Analyze T106–T107
 - » My View
 - » Develop Vocabulary

Quick Check T107

- » Check for Understanding

READING BRIDGE

- Word Study: Apply Suffixes *-en*, *-ent*, *-ence* T108–T109

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T110–T111
- Strategy and Intervention Activities T110
- Fluency T110
- ELL Targeted Support T110
- Conferring T111

INDEPENDENT/COLLABORATIVE

- Independent Reading T111
- Literacy Activities T111
- Collaboration T111

WRITING WORKSHOP

MINILESSON

- Poetry T364–T365
 - » Compose with Alliteration and Assonance
 - » Share Back

INDEPENDENT WRITING

- Poetry T365
- Conferences T358

WRITING BRIDGE

- Spelling: Teach Words with *-en*, *-ent*, *-ence* T366

- Language and Conventions: Oral Language: Capitalization Rules T367

LESSON 3

RI.4.8, RI.4.2, RF.4.3,
W.4.10, SL.4.2, L.4.2.a

READING WORKSHOP

CLOSE READ

- Analyze Main Idea and Details T112–T113
- Close Read: *Volcanoes*
 Quick Check T113

READING BRIDGE

- Read Like a Writer: Understand Author’s Message T114–T115
- Word Study: More Practice: Suffixes *-en*, *-ent*, *-ence* T116–T117

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T118–T119
- Strategy and Intervention Activities T118
- Fluency T118
- ELL Targeted Support T118
- Conferring T119

INDEPENDENT/COLLABORATIVE

- Independent Reading T119
- Literacy Activities T119
- Partner Reading T119

WRITING WORKSHOP

MINILESSON

- Poetry T368–T369
 - » Compose with Similes and Metaphors
 - » Share Back

INDEPENDENT WRITING

- Poetry T369
- Conferences T358

WRITING BRIDGE

- Spelling: More Practice: Words with *-en*, *-ent*, *-ence* T370
- Language and Conventions: Teach Capitalization Rules T371

FLEXIBLE OPTION

LESSON 4

RI.4.10, RF.4.3, W.4.10,
SL.4.2, L.4.2.a

READING WORKSHOP

CLOSE READ

- Monitor Comprehension T120–T121
- Close Read: *Volcanoes*
 Quick Check T121

READING BRIDGE

- Write for a Reader: Develop Author’s Message T122–T123
- Word Study: Spiral Review: Latin Roots T124–T125

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T126–T127
- Strategy and Intervention Activities T126
- Fluency T126
- ELL Targeted Support T126
- Conferring T127

INDEPENDENT/COLLABORATIVE

- Independent Reading T127
- Literacy Activities T127

WRITING WORKSHOP

MINILESSON

- Poetry T372–T373
 - » Compose with Rhyming Words
 - » Share Back

INDEPENDENT WRITING

- Poetry T373
- Conferences T358

WRITING BRIDGE

- Spelling: Spiral Review: Latin Roots T374
- Language and Conventions: Practice Capitalization Rules T375

FLEXIBLE OPTION

LESSON 5

RI.4.10, RF.4.3, W.4.2.d,
W.4.9, L.4.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T128–T129
 - » Write to Sources
- **Quick Check** T129
 - » Weekly Question

READING BRIDGE

- Word Study: Suffixes *-en*, *-ent*, *-ence* T130–T131
- **Assess Understanding** T130

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T132–T133
- Strategy, Intervention, and On-Level/Advanced Activities T132
- ELL Targeted Support T132
- Conferring T133

INDEPENDENT/COLLABORATIVE

- Independent Reading T133
- Literacy Activities T133

BOOK CLUB T133 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T376
 - » Use Repetition
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T377 **SEL**
- Conferences T358

WRITING BRIDGE

- Spelling: Words with *-en*, *-ent*, *-ence* T378
 - **Assess Understanding** T378
- Language and Conventions: Standards Practice T379

FLEXIBLE OPTION

Materials

WEEKLY LAUNCH: MEDIA

VOLCANIC Activity

A volcano is a mountain or hill with a crater or vent. During a volcanic eruption, lava, gas, and bits of rock erupt through the crater.

View each piece of media. What stages can a volcano pass through?

Volcanoes can collect, deposit, or release when they are quiet but could erupt in the future.

Composite Volcano

side vent
vent
lava flow
magma chamber

Weekly Question

In what ways do volcanoes impact Earth?

Quick Write What happens when a volcano erupts? Use evidence from the media to retell the process in a way that maintains its meaning and has a logical order.

An active volcano is one that still has the ability to erupt. When volcanoes erupt, they release heat, pressure, and substances from below Earth's crust. This energy is stored for release in a slow lava flow. Thick, gummy molten rock can build up pressure that results in an explosion. This explosive eruption may throw ash, steam, poisonous gases, and enormous boulders into the sky.

A volcano that has not erupted in the last 10,000 years, or a volcano that is no longer connected to magma below the Earth's surface, is called extinct.

MEDIA
Volcanic Activity

READING WORKSHOP

Types of Informational Texts

✓ FACT **✗ Fiction**

Reports

- may contain charts, tables, or diagrams
- present, analyze, and draw conclusions from data

Procedural, or "How-To," Texts

- present steps in a process
- describe assembly instructions
- explain a recipe
- provide rules of a game

Narrative Nonfiction

- may include vivid descriptions
- often focuses on people and events

Articles

- can be informational or narrative nonfiction
- may contain photos

READING
ANCHOR CHART
Informational Text

Types of Informational Texts

✓ FACT **✗ Fiction**

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- can be informational or narrative nonfiction
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EDITABLE
ANCHOR CHART
Informational Text

RESOURCE DOWNLOAD CENTER

Additional Practice

Language and Conventions

Word Study

Use Onomatopoeia

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake

by J.H. Dool

Guided Reading Level Q
ORA Level 40
Lexile Measure 750L
Word Count 1,336

Characteristics	Text Structure	Text Features
Expository	Expository	A Diagram

Build Background

ELL Access Yields

Launch the Book

Explore the Genre

Preview Vocabulary

Observe and Monitor

LEVELED READERS
TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

magma
face
reclaim
gushes
threatened

Spelling Words

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

Challenge Spelling Words

opalescent
fraudulent
divergent

Unit Academic Vocabulary

amazed
border
consequences
label
preserve

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively and respond to key information.
Use appropriate language to ask questions to clarify information and follow agreed-upon discussion rules.

ELL Language Transfer
Compare "Read Aloud" to the "Interactive Read Aloud" strategy.

FLUENCY
After completing the Read Aloud Strategy, students will be able to read a short section of the text and discuss it with a partner.

THINK ALOUD
Today, anyone who lives near a volcano may be lucky enough to have advance warning of an eruption, thanks to the work of scientists who monitor volcanoes. The people of Pompeii in 79 C.E. were not as lucky.

Mount Vesuvius
The city of Pompeii, which is on the coast of southern Italy, was established in 800 B.C.E. close to Mount Vesuvius. No one seemed to be aware that Mount Vesuvius was actually an active volcano. Around 12,000-15,000 people lived in Pompeii at the time. As a port city, it was a popular place to live. There were many jobs available for farmers and merchants, so most people were able to lead successful lives there.

READ ALOUD
"Mount Vesuvius"



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' cross-language development.
• provide an opportunity to build fluency and improve reading.
• foster a love and enjoyment of reading.

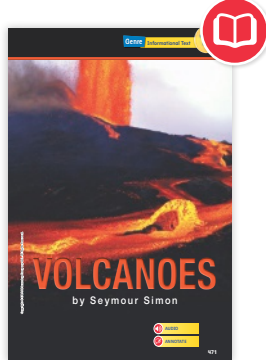
PLANNING
Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Identify the key ideas of the text.
• Determine the Teaching Point.
• Write open-ended questions and include Think Alouds on sticky notes and place in the book at the points where you plan to stop to think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

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

DURING READING
• You can choose to do a think-aloud or modeling first to get the most out of the text. Think Aloud and open-ended questioning for a longer time into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies and model use to monitor comprehension and connect reading to the text.
• Help students draw connections to their own experiences, beliefs they have held or learned in the past, or the world.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Request student comprehension by modeling the "Turn and Toss" part of the story.
• Choose and assign a Student Response Form available on ReadAloud.com.

INTERACTIVE READ ALOUD LESSON PLAN GUIDE



SHARED READ
Volcanoes

BOOK CLUB

Titles related to Spotlight Genre and Theme: T480-T481

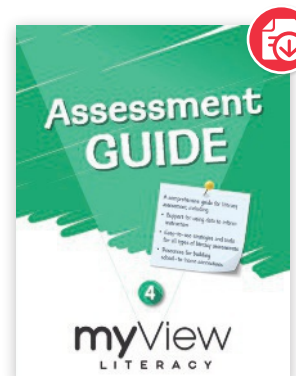
Mentor STACK

Writing Workshop T357



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

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

Recognize characteristics of digital texts.

Know that Earth consists of useful resources and its surface is constantly changing.

ACADEMIC VOCABULARY


Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What are the consequences of a volcanic eruption? How can we preserve the land around volcanoes?](#)

- label
- border
- preserve
- amazed
- consequences

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

Explore the Media

Remind students of the Essential Question for Unit 5: *Why is it important to understand our planet?* Point out the Week 2 Question: *In what ways do volcanoes impact Earth?*

Direct students' attention to pp. 466–467 in the *Student Interactive*. Have students read the text, view the images, and play the video. Discuss why it is important to understand Earth, including why we should study the ways volcanoes impact Earth. 

Use the following questions to guide discussion:

- What new facts about volcanoes did you learn?
- What facts about volcanoes surprised you?
- What do these facts tell you about how volcanoes impact Earth?

WEEKLY QUESTION Reread the Week 2 Question: *In what ways do volcanoes impact Earth?* Tell students they just learned a few ways volcanoes impact the Earth. Explain that they will learn more about volcanoes this week.

QUICK WRITE Freewrite Have students freewrite to answer the Quick Write question on p. 467. Remind students that their retelling of the process should maintain its meaning and have a logical order.



EXPERT'S VIEW Ernest Morrell, University of Notre Dame

“All kids want to succeed. They come to school wanting to be successful. When kids say “This is boring” or “I don’t like this,” they are saying that they don’t like the way it makes them feel or that they think they are going to fail. If students become disengaged, we need to find out what has happened to make their confidence wane and work with students to increase their confidence in themselves and their ability to learn.”

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



ELL Targeted Support Visual Support Read aloud the short paragraphs with each visual element. Tell students to listen closely to each fact about volcanoes.

Have students study the visuals. Preview key vocabulary: *volcano, lava, erupt*. Point out how students can use the visuals or context clues to help them understand key vocabulary. Ask: **What happens when a volcano erupts?** **EMERGING**

Have students study the visuals. Preview key vocabulary: *volcano, lava, erupt, crater, vent, pressure*. Have students point to visuals that relate to the vocabulary. Ask: **What stages does a volcano go through? What context clues in the text helped you confirm your understanding?** **DEVELOPING**

Preview key vocabulary: *eruption, dormant, active, pressure, extinct*. Have students study the visuals in order to make connections between the visuals and key vocabulary. Ask: **What is the difference between a dormant volcano and an extinct volcano? What context clue supports your answer?** **EXPANDING**

Have students use the visuals or context clues to identify their own list of key vocabulary. Offer suggestions as needed. Have students share their lists with a partner. **BRIDGING**

STUDENT INTERACTIVE, pp. 466–467



WEEK 2

WEEKLY LAUNCH: MEDIA

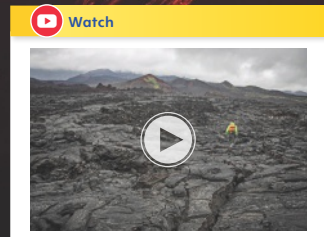
INTERACTIVITY

VOLCANIC Activity

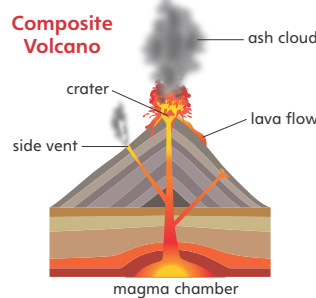
A volcano is a mountain or hill with a crater or vent. During a volcanic eruption, lava, gas, and bits of rock erupt through the crater.

View each piece of media. What stages can a volcano pass through?

Volcanoes are called *dormant*, or asleep, when they are quiet but could erupt in the future.



466



An **active** volcano is one that still has the ability to erupt. When volcanoes erupt, they release heat, pressure, and substances from below Earth's crust. Thin, runny magma may be released in a slow lava flow. Thick, gooey molten rock can build up pressure that results in an explosion. This explosive eruption may throw ash, steam, poisonous gases, and enormous boulders into the sky.



A volcano that has not erupted in the last 10,000 years, or a volcano that is no longer connected to magma below the Earth's surface, is called **extinct**.

WEEK 2

Weekly Question

In what ways do volcanoes impact Earth?

Quick Write What happens when a volcano erupts? Use evidence from the media to retell the process in a way that maintains its meaning and has a logical order.

467

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 “Mount Vesuvius.”

- active : *activo(a)*
- coast : *costa*
- escape : *escapar*

FLUENCY

After completing the Read-Aloud Routine, display “Mount Vesuvius.” Model reading aloud a short section of the text. Ask students to pay attention to your accuracy, listening to every spoken word while you stick to the text as you read. Explain that fluency is about reading for accuracy, not speed. Invite partners to practice reading accurately using their favorite sentences from the text.

THINK ALOUD

Analyze Informational Text

The author opens with a contrast between what we know about volcanoes today with what we knew 2,000 years ago. I wonder why that is important to the rest of the text. I will make a note about this information and see how Pompeii changed after the eruption of Mount Vesuvius. A big idea at the beginning, such as Pompeii was not “lucky,” is good to keep in mind when reading an informational text.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Mount Vesuvius.” Explain that students should listen actively, paying careful attention to the details in the text 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 an 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 key ideas and details.

Mount Vesuvius

Today, anyone who lives near a volcano may be lucky enough to have advance warning of an eruption, thanks to the work of scientists who monitor volcanoes. The people of Pompeii in 79 C.E. were not as lucky.

The city of Pompeii, which is on the coast of southern Italy, was established in 600 B.C.E., close to Mount Vesuvius. No one seemed to be aware that Mount Vesuvius was actually an active volcano. Around 12,000–15,000 people lived in Pompeii at the time. As a port city, it was a popular place to live. There were many jobs available for farmers and merchants, so most people were able to lead successful lives there.

*“Mount Vesuvius,” continued*

Pompeii sometimes experienced minor earthquakes, which came from beneath Mount Vesuvius. So when residents felt the ground shaking one August afternoon, they may not have been alarmed. But then Mount Vesuvius exploded, sending ash, stones, volcanic mud, and poisonous gases across Pompeii for up to 25 hours.

From far away, a witness described the cloud of volcanic smoke as a tall pine tree with many branches, changing color from white to black. Some residents were able to escape by boat, but when they returned, their homes were destroyed.

Pompeii and other surrounding towns were buried for many years. Some people had written about the eruption at the time, but Pompeii was not rediscovered until 1748, almost 17 centuries later. A farmer in the area found some remains beneath his land, and the Italian government has been working to dig out Pompeii ever since.

Archaeologists say that Pompeii is a city “frozen in time.” The remains of the buildings and artifacts reveal much about a long-gone moment: Archeologists have uncovered treasures, statues, letters, and even graffiti under the dusty ejecta that claimed 2,000 lives. The ash and mud that destroyed the city also preserved it perfectly. Almost two millennia later, Pompeii is now a destination for tourists to tour and explore its splendid ruins.

Mount Vesuvius last erupted in 1944. The volcano is still active. But now scientists and the Italian government know how destructive another eruption could be. They monitor Mount Vesuvius and have an emergency evacuation plan in place.

THINK ALOUD

Analyze Informational Text As I finish the text, I want to know what the author’s purpose is. The text started and ended by talking about how we are more prepared for a volcanic eruption today than the people of Pompeii were. So, the author’s purpose was to inform readers about what people learned from the eruption of Mount Vesuvius, both about volcanoes and about an ancient culture.

ELL Access

To help prepare students for the oral reading of “Mount Vesuvius,” read aloud this short introduction:

Mount Vesuvius is a volcano in Italy. In the year 79 C.E., the volcano erupted and buried a town called Pompeii. This text will teach you about what happened when the volcano erupted and when Pompeii was found again.

WRAP-UP**Mount Vesuvius**

Central Idea

Key Details

Use a T-chart to help students identify the central idea of the text, and key details that support the central idea.

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, or central, idea and details.

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Establish purpose for reading assigned and self-selected texts.

Recognize characteristics and structures of informational text.

LANGUAGE OF THE GENRE

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

- facts
- details
- main idea
- purpose

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have them add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational texts:

- idea : *idea*
- information : *información*
- detail : *detalle*

Minilesson

FOCUS ON STRATEGIES Informational texts are meant to inform readers about a specific topic using facts and supporting details.

- Ask yourself, “What is the author’s topic or main idea? What have I learned at the end of the text?”
- Consider whether the author provides details or definitions that help you understand the topic better.
- Think about how the author gets the information across. Ask yourself questions such as “What is the smaller topic of this section?” and “What does the author think about this detail?”
- Look at ways that information can be presented visually. For example, in a digital text, video or animation is often used to help the reader better understand the text.

MODEL AND PRACTICE Model determining that a text is informational. “Mount Vesuvius” informs readers about a volcanic eruption in Italy in 79 C.E. The author gives facts about what life was like before the eruption, what happened during the eruption, and when the city’s ruins were found. Details, such as what was uncovered, help develop the author’s purpose to inform readers. It seems like the author is not making things up or expressing an opinion.

ELL Targeted Support Ask and Answer Questions Have students demonstrate understanding by asking and answering questions about the “Mount Vesuvius.”

Ask: **What was the text about?** As students answer, write down their answers in a T-chart in a column titled “Main Idea.” Then ask students more specific questions: **What did people do when Mount Vesuvius erupted?** Write down their answers in a column titled “Key Details.” **EMERGING/DEVELOPING**

Working in pairs, prompt students to ask each other what the main idea of the text is and what key details support it. Students should work together to complete a T-chart with their answers. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify informational texts.

OPTION 1 Use the Anchor Chart Have students work with a partner to discuss the characteristics of informational texts. Circulate to determine if students show understanding.

OPTION 2 Use Independent Text Have students annotate the text to mark where they find the information they set in their purposes for reading. Direct them to differentiate between a main idea and supporting details by using different annotations.

QUICK CHECK

Notice and Assess Can students identify informational texts?

Decide

- **If students struggle**, revisit instruction about informational texts in Small Group on p. T90.
- **If students show understanding**, have them continue practicing strategies for reading informational texts using the Independent Reading and Literacy Activities in Small Group on p. T91.

TURN, TALK, AND SHARE Have students complete the Turn and Talk activity on p. 468 of the *Student Interactive*. Call on volunteers to share their purpose with the class.

STUDENT INTERACTIVE, pp. 468–469



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**

Reading **informational text** can help you discover new topics and deepen your understanding of topics you have encountered before.

- The text presents facts.
- The tone is usually neutral.
- The main idea is not a claim to be supported.
- Details, definitions, and examples develop the idea.
- Photographs and captions demonstrate ideas.

Establish Purpose Knowing the genre of a text can help you set a realistic purpose for reading. Since an author's purpose in writing an informational text is to inform, what can you expect to gain from reading it?

What types of informational text have you read?

**My PURPOSE**

TURN and TALK With a partner, discuss your purposes for reading. Make a plan to check in with your partner during and after reading. Decide how you will help each other determine whether you have achieved your purposes.

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Types of Informational Texts**FACT****Fiction****Reports**

- ★ may contain charts, tables, or diagrams
- ★ present, analyze, and draw conclusions from data

Procedural, or "How-To," Texts

- ★ present steps in a process
- ★ describe assembly instructions
- ★ explain a recipe
- ★ provide rules of a game

Narrative Nonfiction

- ★ may include vivid descriptions
- ★ often focuses on people and events

Articles

- ★ can be informational or narrative nonfiction
- ★ may contain photos

Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

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 first language to interpret and define academic vocabulary words. Point out the following cognates:

- practice : *practicar*
- problem : *problema*
- usually : *usualmente*

WEEKLY STANDARDS PRACTICE



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

Synonyms and Antonyms

Minilesson

FOCUS ON STRATEGIES Synonyms are words with similar meanings. For example, *happy* and *joyful* are synonyms. Each word has a slightly different meaning, but the meanings of the two words are close. Antonyms are words that have opposite meanings. *Happy* and *sad* are antonyms, as are *rough* and *smooth*, and *simple* and *complicated*.

- Use synonyms and antonyms to infer the meaning of an unfamiliar word.
- For example, *Rafa was exuberant about winning the game, and very excited to play in the finals next week.*
- This suggests that *exuberant* and *excited* are synonyms, so you can conclude that *exuberant* has a meaning that is close to “excited” or “enthusiastic.”

MODEL AND PRACTICE Model this strategy using the Academic Vocabulary word *label* in the chart on p. 489 in the *Student Interactive*.

- To find a synonym for the word *label*, I try to think of words that mean the same thing. A label is something that clearly identifies an item, so a synonym might be *tag*, *mark*, *identify*, or *name*. For an antonym, I think of words that mean the opposite of *label*: *hide*, *conceal*, *cover*, or *disguise*.
- Ask students to apply the same strategy for a different sentence and word.

ELL Targeted Support Academic Vocabulary As students read a text, point out examples of synonyms and antonyms.

Guide students to identify the author’s inclusion of synonyms. **What word are you reading? Can you find another word with a similar meaning in the sentence? In the paragraph? On the page?** Remind students that replacing a word with its synonym should not significantly change the meaning of a sentence. **EMERGING**



ASSESS UNDERSTANDING

Apply

My TURN Have students use the strategy to find synonyms and antonyms and complete the chart on p. 489.

STUDENT INTERACTIVE, p. 489



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

A **synonym** has almost the same meaning as another word. An **antonym** has a meaning that is opposite.

My TURN For each underlined word,

1. **Write** a synonym from the word bank.
2. **Write** an antonym from the word bank.
3. **Revise** the original sentence using the antonym.

Learning Goal

I can use language to make connections between reading and writing.

Word Bank

save bored destroy name disguise astonished

Original Sentence	Synonym	Antonym	Antonym Sentence
Please <u>label</u> the carton clearly.	name	disguise	Please disguise the carton.
Laura <u>amazed</u> us with her juggling.	astonished	bored	Laura bored us with her juggling.
They plan to <u>preserve</u> this swamp because it is a home to alligators.	save	destroy	They plan to destroy this swamp because it is a home to alligators.

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Word Study Suffixes *-en*, *-ent*, *-ence*

OBJECTIVE

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

LESSON 1

Teach Suffixes *-en*, *-ent*, *-ence*

FOCUS ON STRATEGIES The suffixes *-en*, *-ent*, and *-ence* change base words in specific ways.

- The suffix *-en* means “to cause.” It produces verbs or parts of verbs. For example, when you add *-en* to *length*, it forms *lengthen*, which means “to cause to be longer.”
- The suffix *-ent* means “being in a state of” or “causing an action.” This suffix produces adjectives. For example, when you add *-ent* to *persist*, it forms *persistent*, which means “the state of persisting.”
- The suffix *-ence* means “the condition of.” It creates nouns. For example, when you add *-ence* to *persist*, it forms *persistence*, which means “the condition of persisting.”

MODEL AND PRACTICE Demonstrate changing the meanings of words by adding suffixes by giving examples. With the class, make a list of words with these suffixes. Have students sort them by part of speech.



ELL Targeted Support

Respond to Questions Ask questions about familiar objects or ideas to help students use *-en* and *-ent* words in context.

Have students answer questions about two objects in the classroom. Ask: *How are the ___ and the ___ different? The ___ and ___ are different because _____. What is one difference between the ___ and the ___? One difference between the ___ and the ___ is _____. EMERGING/DEVELOPING*

Have students identify two different objects in the classroom. Ask: *How are these objects different?* Encourage them to use the word *difference* to answer. **EXPANDING**

Select two similar objects and one that is different. Point to the one that is different. Ask: *How is this object prominent?* **BRIDGING**



LESSON 1

Teach Suffixes *-en*, *-ent*, *-ence*

LESSON 2

Apply Suffixes *-en*, *-ent*, *-ence*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

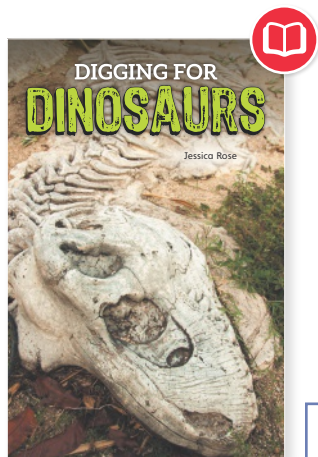
Spiral Review:
Latin Roots

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 Q

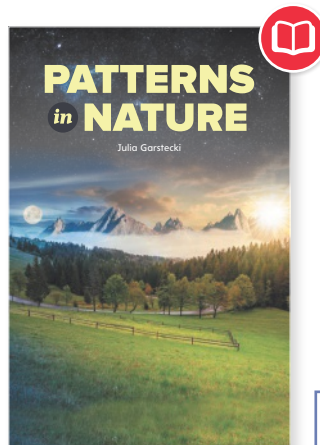
Genre Expository Text

Text Elements

- Some new vocabulary depends on glossary
- Variety of text features

Text Structure

- Description



LEVEL R

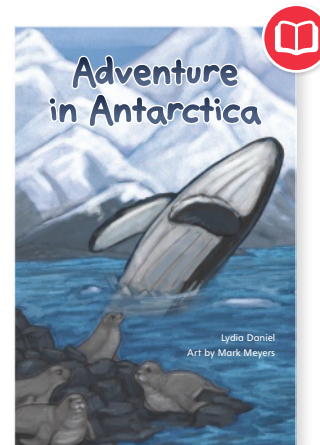
Genre Informational Text + Procedure

Text Elements

- Some new vocabulary defined in text
- Diagrams

Text Structure

- Description



LEVEL S

Genre Realistic Fiction

Text Elements

- Long stretches of descriptive language
- Chapter titles

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Text

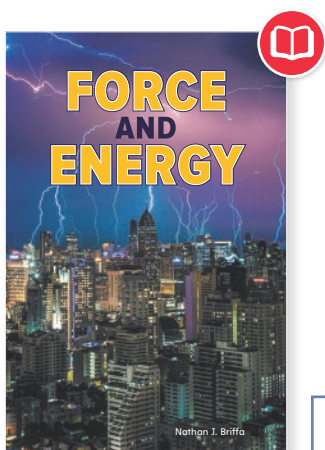
- How do you know this is an informational text?
- What topic is the text informing you about?
- Is the tone of the text neutral?

Develop Vocabulary

- What context clues lead you to the meaning of the word ____? What does the word mean?
- What does the word ____ tell you about the main idea?
- What new or interesting words did the author use?

Analyze Main Idea and Details

- What is the main idea of the text?
- What key details support the main idea?
- Do the key details help you understand the main idea better?



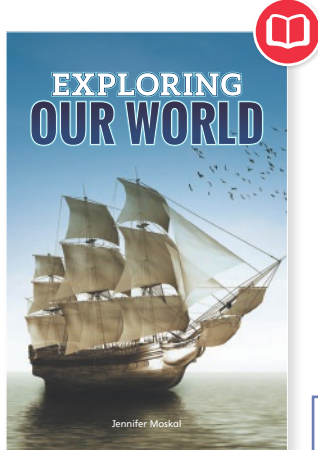
LEVEL S

Genre Informational Text**Text Elements**

- Meaning of new vocabulary derived from context
- Variety of text features

Text Structure

- Description



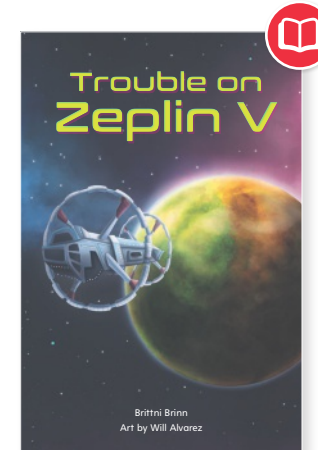
LEVEL S

Genre Informational Text**Text Elements**

- Maps and legends, diagrams
- Some new vocabulary defined in text

Text Structure

- Description



LEVEL T

Genre Science Fiction**Text Elements**

- Wide range of sentence types
- Words with affixes

Text Structure

- Chronological

Monitor Comprehension

- What parts of the text were unclear?
- What strategy did you use to understand any unclear parts of the text?
- What questions did you ask yourself as you read?

Compare Texts

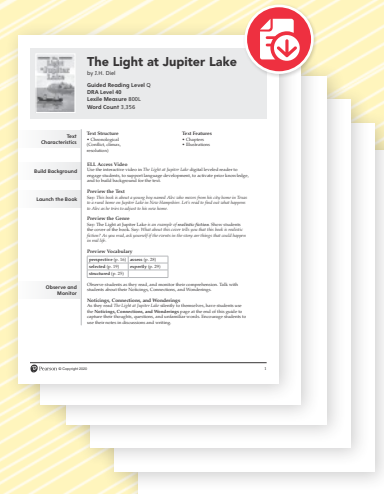
- What connections can you make to other books?
- What did the author do to make this book interesting?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T83 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Today I want to remind you that you can look for characteristics of an informational text to see how the author presents the main idea and its supporting details. Review the anchor chart on p. 469. Ask students to identify how the author of “Mount Vesuvius” presents the main idea and supporting details.

ELL Targeted Support

Guide students to analyze and build upon background knowledge by creating KWL charts about volcanoes.

Work as a group. For the “K” and “W” columns, offer sentence frames such as *I learned about ___ from ___. I want to learn about ___*. Guide students to take notes in the “L” column after they read *Volcanoes*. **EMERGING**

As students create a KWL chart with you, ask questions to prompt their notes: *What do you know about volcanoes? What do you want to know?* Have students take notes in the “L” column after they read *Volcanoes*. **DEVELOPING**

Have partners work together to create a KWL chart. Remind them to record what they already know and what they want to know. They can fill out what they learned after reading *Volcanoes*. **EXPANDING**

Have students independently create their KWL charts. Remind them to draw on texts they have read or media they have seen. Have students fill out the “L” column after they read *Volcanoes*.

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 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!

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Reading Informational and Argumentative Text T • 189

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the infographic on pp. 466–467 to generate questions about volcanoes and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share what they learned about the topics of the book they are reading and how knowing characteristics of informational texts helped them understand the topic.

Possible Conference Prompts

- What is the main idea of the text?
- What details or examples supported the main idea?
- How was the text organized?

Possible Teaching Point In an informational text, the author presents a main idea and supporting details using facts and examples to teach us about a topic.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to identify the characteristics of informational 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 from his or her annotations or the Turn and Talk discussion. Reinforce with students the reading strategies that the student used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- read or listen to a previously read leveled reader or selection.
- begin reading their Book Club text or one of the suggested titles on p. T475.

Centers



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

Literacy Activities



Students can

- write about their reading.
- retell or summarize a previously read text.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T480–T481, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



Volcanoes

OBJECTIVES

Create mental images to deepen understanding.

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. 470 in the *Student Interactive*, and define them as needed.

magma: liquid rock beneath Earth's surface

face: surface; front or outer part

reclaim: take back

gushes: spouts; flows quickly

threatened: endangered; put in a risky position

- These words will help you understand the topic and details in *Volcanoes*. As you read, highlight the words when you see them in the text. Ask yourself how they help you understand more about how volcanoes impact Earth.

Read

Discuss the First Read Strategies. Prompt students to establish the purpose for reading this selection: to understand the topic.

FIRST READ STRATEGIES

NOTICE Encourage students to note descriptions that help them visualize or better understand the topic.

GENERATE QUESTIONS Remind students to ask themselves questions about how certain facts and details are related, and to make sure to find the answers to their questions.

CONNECT Ask students if any of the terms they encounter are similar to terms they have read in other science-related texts.

RESPOND Have students mark any parts of the text they find surprising or interesting, and to discuss those parts of the text with a partner.

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



ELL Targeted Support Compare Words Tell students that they can begin to understand the meanings of new words by comparing them to words with which they are already familiar.

Display each vocabulary word one at a time. Ask students to discuss words or concepts they might already associate with each word. For example, for *face* they might think of a person's face. Explain that this can also be used to refer to things like rocks or volcanoes. Use *face* in different contexts, asking students to repeat after you. **EMERGING/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 knowledge from texts they have read or information they have heard about volcanoes.

STUDENT INTERACTIVE, pp. 470–471




Meet the Author



Seymour Simon wants to develop "enthusiasm for exploring the world" in his readers. He attributes his direct, conversational approach to science topics to his twenty-three years as a science teacher.

Genre **Informational Text**



Volcanoes

Preview Vocabulary


As you read *Volcanoes*, pay attention to these vocabulary words. Notice how they help you form mental images of important topics or ideas from the text.

reclaim	magma	face
	gushes	threatened

Read

Use the title of the text to identify its topic. Before you begin reading, write what you already know about this topic. Follow these strategies when you read **informational texts** for the first time.

<p>Notice description that helps you create mental images of the processes or events.</p>	<p>Generate Questions about how facts and details are connected.</p>
<p>Connect terms and definitions to other science texts you have read.</p>	<p>Respond by talking about the text with a partner.</p>



VOLCANOES

by Seymour Simon

470


AUDIO

ANNOTATE

471

First Read

Generate Questions

 **THINK ALOUD** I want to know, Why does the text begin with ancient stories about volcanoes? The author must want us to see that people have been interested in volcanoes for as long as humans have been around.



Close Read

Analyze Main Idea and Details

Explain to students that writers can use anecdotes, or brief stories about real events, to support a main idea. Have students scan **paragraphs 1–2** and underline the main idea. Ask them to think about the anecdotes that support the main idea. **See student page for possible responses.**

Ask students what effect the author’s choice to begin the text with these anecdotes has on how they will read the text.

Possible response: The author’s use of anecdotes at the beginning of this informational text helps me build background knowledge. As I read the rest of the text, I will connect new facts to these stories that people told long ago.

DOK 2

OBJECTIVE

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

CLOSE READ

Analyze Main Idea and Details

Why does Seymour Simon include anecdotes, or brief stories, about people long ago?

Underline a main idea supported by these details.

- 1 Throughout history, people have told stories about volcanoes. The early Romans believed in Vulcan, their god of fire. They thought that Vulcan worked at a hot forge, striking sparks as he made swords and armor for the other gods. It is from the Roman god Vulcan that we get the word *volcano*.
- 2 The early Hawaiians told legends of the wanderings of Pele, their goddess of fire. Pele was chased from her homes by her sister Namaka, goddess of the sea. Pele moved constantly from one Hawaiian island to another. Finally, Pele settled in a mountain called Kilauea, on the Big Island of Hawaii. Even though the islanders tried to please Pele, she burst forth every few years. Kilauea is still an active volcano.

472

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Possible Teaching Point

Read Like a Writer | Author’s Craft

Anecdotes Have students reread the anecdotes the author uses in paragraphs 1–2. Ask them to consider why the author would begin the text by telling stories about volcanoes that we now know not to be true.

Explain that anecdotes, especially at the beginning of a text, are an effective way of drawing readers into the subject. Discuss how the text would have been different if the author went straight into an explanation of how volcanoes are formed. For more instruction on Author’s Craft, see pp. T114–T115.



- 3 In early times, no one knew how volcanoes formed or why they spouted red-hot molten rock. In modern times, scientists began to study volcanoes. They still don't know all the answers, but they know much about how a volcano works.
- 4 Our planet is made up of many layers of rock. The top layers of solid rock are called the crust. Deep beneath the crust is the mantle, where it is so hot that some rock melts. The melted, or molten, rock is called magma.
- 5 Volcanoes are formed when magma pushes its way up through the cracks in Earth's crust. This is called a volcanic eruption. When magma pours forth on the surface, it is called lava. In this photograph of an eruption, you can see great fountains of boiling lava forming fiery rivers and lakes. As lava cools, it hardens to form rock that is also called lava.



473

CLOSE READ

Analyze Main
Idea and
Details

What main idea is supported with details in the text and the image on this page?

Underline the idea.

magma liquid rock beneath Earth's surface

First Read

Notice

THINK ALOUD As I read paragraphs 4 and 5, I can picture how a volcano forms. Thinking about how hot it is below the surface of the earth, I can visualize rock melting into magma that becomes lava when it breaks through onto Earth's surface.

Close Read

Analyze Main Idea and
Details

Remind students that images and other text features can help them know and analyze a text's main idea.

Ask students to scan **paragraphs 3–5** and underline the main idea. Then direct them to study the picture. Ask: **What information in the text does the picture help you better understand?**

Possible response: The text describes how volcanoes form. The picture shows cracked earth with glowing liquid coming out of the cracks. This must be the magma coming to the surface and turning into lava. The text and the picture both show how volcanoes are formed, which is the central idea.

Have students discuss the specific details in the picture that help them understand how a volcano forms.

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES

Science



Ask a rhetorical question: **Who exactly are these scientists who are devoted to studying volcanoes and what do they do?** They are volcanologists, and they monitor when a volcano is likely to erupt. Volcanologists have a very important job, as they can warn people who live near a volcano when it might erupt. Have students connect this information to the infographic about when volcanoes erupt on pp. 466–467 in the *Student Interactive*.

First Read

Respond

I picture volcanoes as hot, like lava. Why do you think a volcano would be covered in ice? Have students discuss in pairs before responding.

Possible response: After a volcano erupts, the lava must eventually cool. It can then freeze and become coated in ice, especially if it is very tall. I know that the tops of many mountains are covered in ice.

Close Read

Monitor Comprehension

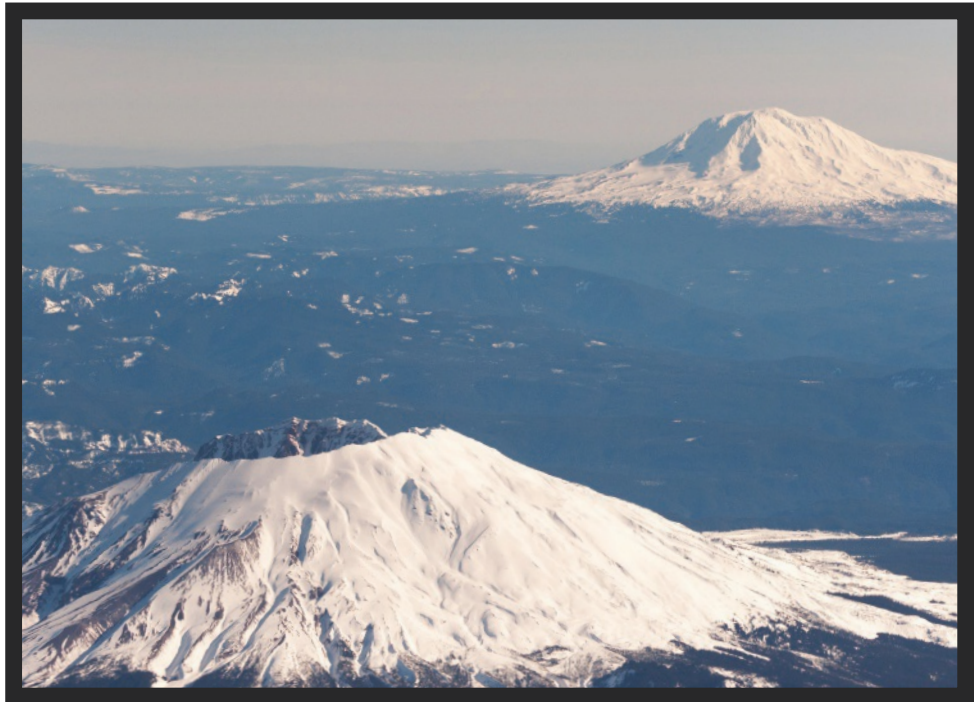
Explain to students that as they read, they can monitor their comprehension by asking themselves questions, rereading to clarify ideas, or using resources such as dictionaries or pictures to understand the meaning of a new word or concept.

Have students scan **paragraphs 6–7** and highlight information they should remember to understand volcanoes. **See student page for possible responses.**

DOK 2

OBJECTIVE

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



CLOSE READ

Monitor Comprehension

When you monitor your comprehension, you keep track of what you do and do not understand.

Highlight an idea or detail that is essential to your understanding of volcanoes.

- 6 A volcano is a hill or mountain formed by erupted material that piles up around the vent. Mount Rainier in the state of Washington is an ice-covered volcano that last erupted in the nineteenth century.
- 7 Not far from Mount Rainier and another volcano, Mount Adams (top, right), is Mount St. Helens (bottom, left). Native Americans and early settlers in the Northwest had seen Mount St. Helens puff out some ash, steam, and lava in the mid-1800s. Yet for more than a century, the mountain seemed quiet and peaceful.

474

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ELL Targeted Support Use Visuals Students may be better able to understand how a volcano forms by using visuals or drawing.

Draw a volcano with lava coming down the sides. Ask a student volunteer to label the vent of the volcano. Then ask another student volunteer to label the lava. Correct as necessary. **EMERGING**

Use the above activity. Call on a student volunteer to define “vent.” (Possible response: an opening to the Earth’s surface) Call on another volunteer to explain what will form as the lava piles up around the vent. (Possible response: A volcano will form and grow larger.) **DEVELOPING**



8 In March 1980, Mount St. Helens awakened from its long sleep. First there were a few small earthquakes that shook the mountain. Then, on March 27, Mount St. Helens began to spout ashes and steam. Each day brought further earthquakes, until by mid-May more than ten thousand small quakes had been recorded. The mountain began to swell up and crack.

9 Sunday, May 18, dawned bright and clear. The mountain seemed much the same as it had been for the past month. Suddenly, at 8:32 A.M., Mount St. Helens erupted with incredible force. The energy released in the eruption was equal to ten million tons of dynamite.

CLOSE READ**Monitor Comprehension**

How can you use a text feature to improve your understanding?

Highlight details that help you understand what the image shows about force.

First Read**Connect**

THINK ALOUD I remember reading about the power of dynamite in another book. Even a little bit is very destructive and can be dangerous. To think that the energy from Mount St. Helens was equal to ten million tons of dynamite makes me realize just how amazingly powerful the eruption was.

Close Read**Monitor Comprehension**

Remind students that pictures are a resource they can use to help them understand a text. Have students scan **paragraphs 8–9**, using the photo to help them highlight useful text details. **See student page for possible responses.**

Ask students what the text details and the picture tell them about the force of a volcano.

Possible response: The picture shows a huge cloud of smoke billowing up from the crater. This visually echoes the description in paragraphs 8 and 9 of “ashes and steam” and the “incredible force” of the volcano’s eruption.

DOK 2

OBJECTIVE

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



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475

Possible Teaching Point**Academic Vocabulary | Synonyms and Antonyms**

Use the Synonyms and Antonyms lesson on pp. T84–T85 in the Reading-Writing Workshop Bridge to discuss why writers use certain words instead of other synonyms. Have students read the sentence: “Mount St. Helens erupted with incredible force.” Ask students to name some synonyms of the word *incredible* (*amazing*, *awesome*, *monumental*). Discuss with students how the sentence would be different if the author used a synonym such as *great*.

First Read

Notice

THINK ALOUD The Mount St. Helens eruption caused severe damage. Can you picture the titanic force that could blow down forests “like rows of matchsticks?”

Close Read

Analyze Main Idea and Details

Explain to students that writers use details as supporting evidence to back up their main idea.

Have students scan paragraph 10 and identify the main idea. Then ask students to underline information that supports the idea. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CLOSE READ

Analyze Main Idea and Details

Underline details that support a main idea in paragraph 10.

face surface; front or outer part

10 The eruption of Mount St. Helens was the most destructive in the history of the United States. Sixty people lost their lives. Measurable ash fell over a huge area of more than 75,000 square miles. Hundreds of houses and cabins were destroyed, leaving many people homeless. Miles of highways, roads, and railways were badly damaged. The force of the eruption was so great that entire forests were blown down like rows of matchsticks.

11 Compare the way Mount St. Helens looked before and after the eruption. The top of the volcano and a large segment of its north face slid away. In its place is a huge volcanic crater. In 1982, the mountain and the area around it were dedicated as the Mount St. Helens National Volcanic Monument. Visitor centers allow people to view the actively growing lava dome that now partially fills the crater.



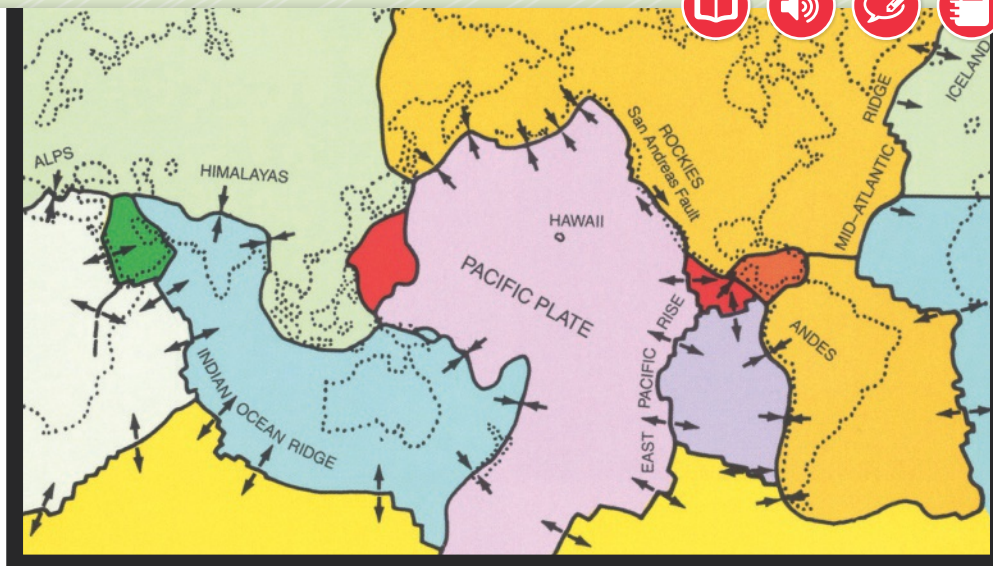
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476

Possible Teaching Point

Read Like a Writer | Author's Craft

Figurative Language Have students read the following from paragraph 10: “The force of the eruption was so great that entire forests were blown down **like rows of matchsticks.**” Discuss the meaning of this simile with students, and ask them what they picture when they read it. Ask what impression students get from this figurative language, as compared to plainly stating that “trees in the forests fell down.” For more instruction on Author’s Craft, see pp. T114–T115.



- 12 Volcanoes don't just happen anyplace. Earth's crust is broken into huge sections like a giant cracked eggshell. The pieces of the crust are called plates. The United States, Canada, Mexico, some parts of Russia, and the western half of the North Atlantic Ocean are all on the North American plate. Most of the world's volcanoes erupt in places where two plates meet.
- 13 Down the middle of the North Atlantic Ocean, two plates are slowly moving apart. Hot magma pushes up between them. A chain of underwater volcanoes runs along the line where the two plates meet. Some of the underwater volcanoes have grown so high that they rise from the ocean floor to above sea level as islands.
- 14 Iceland is a volcanic island in the North Atlantic. In 1963, an area of the sea near Iceland began to boil and churn. An undersea volcano was exploding and a new island was being formed. The island was named Surtsey, after the ancient Norse god of fire.

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CLOSE READ

Analyze Main Idea and Details

Use details in the text to determine a main idea about the locations of volcanoes.

Underline details that support the idea.

477

First Read

Generate Questions

The map and the text in paragraph 12 make me think that plates are an important topic. Ask: How can asking and answering questions about *plates* help me understand volcanoes?

Possible response: The cracks between plates are the natural place for magma to push up. A map of plate boundaries directs attention to volcanic areas.

Close Read

Analyze Main Idea and Details

Ask students to first think about the central idea of volcano formation. Have students scan **paragraphs 12–14** to underline details that support the main idea, or give more background information or evidence for it. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

CROSS-CURRICULAR PERSPECTIVES

Science



Explain to students that the Earth's crust is divided into **tectonic plates**, which define boundaries of continents and oceans. Plates move against one another or away from each other. Crawl is more like it: the massive bodies of mantle move about one to two inches per year. When plates mash together, they can form mountain ranges, or making existing ranges taller. As the text says, volcanoes form where plates move apart. If plate separation is wide enough, the land can split apart entirely. And plates that move sideways, grinding against each other, can cause earthquakes.

First Read

Respond

THINK ALOUD I am surprised that the people of Heimaey (huh-MEH) returned to their island after the volcano destroyed so many homes. Even though it stopped erupting, I would be scared to live on that island.

Have student pairs discuss why people would return to a volcanic island, or if they have known anyone who lived near a dormant volcano.

Close Read

Monitor Comprehension

Have students scan **paragraphs 15–18**. Ask them to identify sentences or ideas they do not completely understand or are having trouble visualizing. Have them highlight those parts of the text. **See student page for possible responses.**

Once students have highlighted the text, have them suggest an appropriate adjustment to make, then review the process of volcanic land formation and connect steps in that process to new vocabulary.

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

What strategies could you use to improve your comprehension of a difficult text?

Highlight information you might need to reread, ask questions about, or include in a summary of how volcanoes create land.

reclaim take back

15 Ten years after the explosion that formed Surtsey, another volcano erupted off the south coast of Iceland on the island of



Heimaey. Within six hours of the eruption, more than 5,000 people were taken off the island to safety. After two months, hundreds of buildings had burned down and dozens more had been buried in the advancing lava. Then the volcano stopped erupting. After a year's time, the people of Heimaey came back to reclaim their island with its new 735-foot volcano.

16 Many volcanoes and earthquakes are located along the margins of the large Pacific plate. Volcanoes and earthquakes are so numerous that these margins are called the "Ring of Fire." But a few volcanoes are not on the edge of a plate. The volcanoes in the Hawaiian Islands are in the middle of the Pacific plate.

17 These volcanoes have grown, one after another, as the Pacific plate slowly moves to the northwest to form the Hawaiian volcanic chain. Each volcano grew from the deep Pacific seafloor over several million years. Eruption followed eruption, and little by little, thin layers of lava hardened, one atop another. Thousands of eruptions were needed to build mountains high enough to reach from the deep sea bottom and appear as islands.

18 The largest Hawaiian volcano is Mauna Loa. It is seventy miles long and rises thirty thousand feet from the ocean floor. It is still growing and is one of Hawaii's most active volcanoes.

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478

Possible Teaching Point

Academic Vocabulary | Synonyms and Antonyms

Use the Synonyms and Antonyms lesson on pp. T84–T85 in the Reading-Writing Workshop Bridge to discuss how the meaning of a sentence changes when you replace a word with its antonym. Discuss antonyms of the word *reclaim* and how the meaning of the text would be different if any of those antonyms were inserted as a substitute.



- 19 Hawaiian lava usually gushes out in red-hot fountains a few hundred feet high that feed lava rivers or lakes. Hawaiian volcanoes erupt much less violently than did Surtsey or Mount St. Helens. Only rarely does a Hawaiian volcano throw out rock and high clouds of ash.
- 20 Steam clouds billow as a flow of hot lava enters the sea. Hawaii is constantly changing as frequent eruptions of the Mauna Loa and Kilauea volcanoes add hundreds of acres of new land to the Big Island. Old lava flows are quickly weathered by the waves into rocks and black sand.
- 21 Hawaiian lava is fluid and flows quickly. In some lava rivers, speeds as high as thirty-five miles per hour have been measured. In an eruption in 1986, a number of houses were threatened by the quick-moving lava. Firefighters sprayed water on the lava to slow down its advance.

**CLOSE READ****Vocabulary in Context**

Skilled readers can use context clues, or words and sentences around a word, to determine a word's meaning. Use context clues to determine the meaning of the word *billow*.

Underline clues that support your definition.

gushes spouts; flows quickly

threatened endangered; put in a risky position

First Read**Generate Questions**

THINK ALOUD What does it mean that "Hawaii is constantly changing" because of volcanic eruptions? I can read on to find out more and use details in the text to visualize. Volcanic eruptions "add hundreds of acres of new land," making the island bigger. The ocean waves weather, or erode, old lava flows into rocks and sand.

Close Read**Vocabulary in Context**

Have students read **paragraph 20** and determine the meaning of the word *billow*. Ask them to underline the details that would help them imagine what action a cloud of steam has. **See student pages for possible responses.**

Ask students to describe the action of a cloud of steam rising from a tea kettle's spout.

Possible response: rolling, rising, forming little clouds

DOK 2

OBJECTIVE

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

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

Read aloud the last sentence of paragraph 20 on p. 479. Ask them what they know about the word *weathered*. Display students' definitions of the noun *weather*. Ask them to think about what happens to rocks or any object outside after experiencing weather such as rain, wind, and sun. Discuss with students how these things may be worn away, or *weathered*. Use *weathered* in a sentence and have students repeat after you. **EMERGING/DEVELOPING**

First Read

Notice

THINK ALOUD I can imagine why chunky lava would harden into something sharp, while thin, quick-moving lava would be much smoother to the touch. Slow, thick lava would pile up and gather into sharp, rough shapes as it hardened. The photograph shows smooth rocks that must have been formed by thin lava.

Close Read

Analyze Main Idea and Details

Ask students to scan **paragraph 22**, underlining details that support the author's idea. **See student page for possible responses.**

Ask: *What idea about volcanic eruptions and volcanic rock do details in the text and photo support?*

Possible response: All volcanic rocks are made of cooled volcanic lava. The shape of the rocks depends on the texture of the lava.

DOK 2

OBJECTIVE

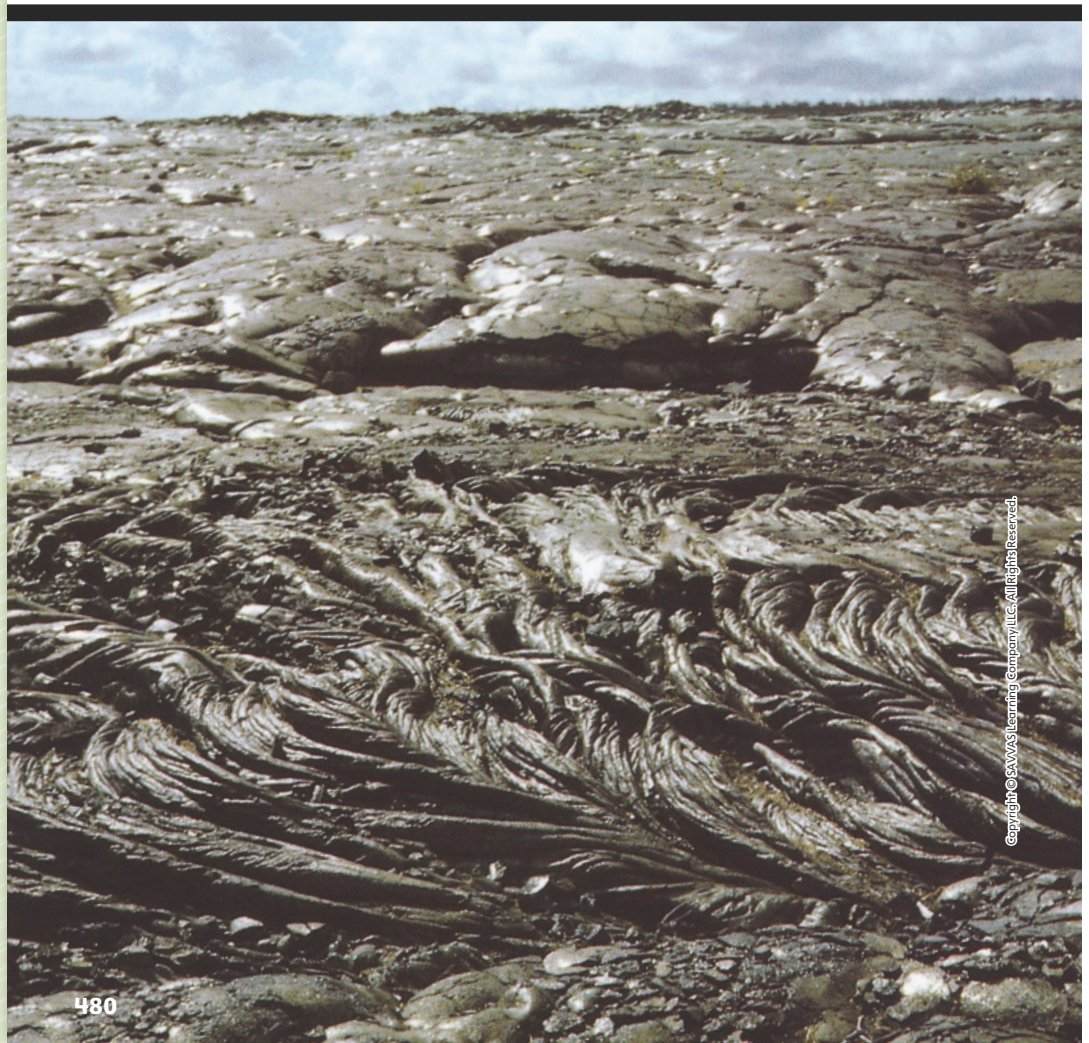
Recognize characteristics and structures of informational text, including the central idea and supporting evidence.

CLOSE READ

Analyze Main Idea and Details

Underline details that support an idea about the relationship between volcanic eruptions and volcanic rocks.

22 When lava cools and hardens, it forms volcanic rocks. The kinds of rocks formed are clues to the kind of eruption. The two main kinds in Hawaii have Hawaiian names. Thick, slow-moving lava called *aa* (AH-ah) hardens into a rough tangle of sharp rocks. Thin, hot, quick-moving lava called *pahoehoe* (pah-HO-ee-ho-ee) forms a smooth, billowy surface.



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480

Possible Teaching Point

Word Study | Suffixes *-en*, *-ent*, *-ence*

Use the Suffixes lesson on pp. T86–T87 to show how suffixes change word meaning. Ask students to point out words that were changed by a suffix in paragraph 22 (*hardens*).



- 23 Earth scientists have divided volcanoes into four groups. Shield volcanoes, such as Mauna Loa and Kilauea, have broad, gentle slopes shaped like an ancient warrior's shield.
- 24 Cinder cone volcanoes look like piles of dry sand poured through an opening. They erupt explosively, blowing out burning red-hot ash and cinders. The ash and cinders build up to form the cone shape. The cinder cone on Pacaya volcano in Guatemala, Central America, has had frequent eruptions.
- 25 Most of the volcanoes in the world are composite or stratovolcanoes. Stratovolcanoes are formed by the lava, cinders, and ash from many eruptions. An eruption can be initially explosive, when ash and cinders fall to the ground. Later the eruption becomes less violent and lava slowly flows out, covering the layer of ash and cinders. Further eruptions add more layers of ash and cinders, followed by more layers of lava. Mount Shasta in California and Mount Hood in Oregon are stratovolcanoes. They are still active even though they have not erupted for many years.

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CLOSE READ**Analyze Main Idea and Details**

What main idea does Seymour Simon support with examples?

Underline the idea.

481

First Read**Connect**

THINK ALOUD The word *stratovolcano* reminds me of the word *stratosphere*. Both terms refer to *strata*, or layers: of ash, cinders, and rock in volcanoes, and of the second layer of the Earth's atmosphere. Stratovolcanoes differ from other volcanoes in that they are built by eruptions.

Close Read**Analyze Main Idea and Details**

Have students first scan **paragraphs 23–26**, paying attention to what the author is talking about and what examples he gives. Ask: **What main idea is he trying to support with these examples?**

Possible response: The author spends these paragraphs talking about the different types of volcanoes and giving examples and descriptions of each. So the main idea must be that scientists have identified four groups of volcanoes.

DOK 2

OBJECTIVE

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


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

Graphic Features Have students read paragraphs 23–25, paying attention to how the author uses and refers to images in the text. Ask: **How do the images help you understand the information in the text?**

Discuss with students how images can clarify understanding in a way that writing sometimes cannot. Ask students how their understanding of the text would have been different if the author had not included images. For more instruction on Author's Craft, see pp. T114–T115.

First Read

Respond

 **THINK ALOUD** This text describes the destructive effects of volcanoes but ends by saying that eruptions also create mountains, land, and soil. What do you think about the author's final paragraph?

Have students discuss as partners the positive and negative consequences of volcanic eruptions.

Close Read

Monitor Comprehension

Tell students that in addition to noting parts of a text that are difficult to understand, they should also note those parts that are surprising or important. They should then ask themselves why those particular details are noteworthy.

Have students scan **paragraphs 26–28**, highlighting information they find confusing or surprising. **See student page for possible responses.**

After students have highlighted the text, solicit their suggestions as to how they can achieve 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 ideas that you might find surprising, confusing, or need to clarify.

- 26 A fourth kind of volcano is called a dome volcano. Dome volcanoes have thick, slow-moving lava that forms a steep-sided dome shape. After an eruption, the volcano may be plugged with hardened lava. The plug prevents the gases from escaping, like a cork in a bottle of soda water. As the pressure builds up, the volcano eventually explodes, as Mount St. Helens did. Lassen Peak in California is a dome volcano that erupted violently in 1915. You can see the huge chunks of volcanic dome rock near the summit.
- 27 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. Crater Lake Volcano in Oregon is currently considered dormant, but it is likely to erupt again. Almost seven thousand years ago, its predecessor, Mount Mazama, erupted and covered the ground for thousands of miles around in a blanket of pumice and ash. Toward the end of the eruption, the entire top of the volcano collapsed inward. A huge crater, called a caldera, formed and was later filled with water. Crater Lake reaches a depth of two thousand feet, the deepest lake in North America.
- 28 After a volcano erupts, everything is buried under lava or ash. Plants and animals are nowhere to be found. But in a few short months, life renews itself. Plants grow in the cracks between the rocks. Insects and other animals return. Volcanoes do not just destroy. They bring new mountains, new islands, and new soil to the land. Many good things can come from the fiery explosions of volcanoes.

482

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Possible Teaching Point

Academic Vocabulary | Synonyms and Antonyms

Use the Synonyms and Antonyms lesson on pp. T84–T85 in the Reading-Writing Workshop Bridge to discuss how synonyms and antonyms can clarify understanding of unfamiliar words. Ask students to read paragraph 27 and identify a synonym that helps them grasp the meaning of the word *dormant* (inactive). Ask students to identify any other words whose meaning was clarified by synonyms or antonyms.




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483

First Read

Generate Questions

 **THINK ALOUD** I am going to look closely at the photograph. First, I ask myself what is shown. It looks a little like tree bark, but as I look at it and think about the text, I realize it is rock. This must be a photograph of cooled lava. Now I see green plants. I want to know, How can these plants be growing out of volcanic rock?

Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Message Ask students to identify the message the author wants to convey in writing this text. Remind students that an author's message is an idea that the author wants readers to remember.

Ask students: **How did the author talk about volcanoes at the beginning of the text? How did the author talk about volcanoes at the end of the text?**

Discuss with students the facts about volcanoes that interested them the most, or that the author spent the most time on. For more instruction on Author's Craft, see pp. T114–T115.

Respond and Analyze



Volcanoes

OBJECTIVES

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

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.

My View

Use these suggestions to prompt students' initial responses to reading *Volcanoes*.

- **Brainstorm** How does knowing more about volcanoes help us?
- **Discuss** What facts about volcanoes were you most surprised by?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that in scientific texts, authors use terms to help readers understand concepts. The vocabulary words *magma*, *face*, *reclaim*, *gushes*, and *threatened* help us better understand and visualize volcanoes and how they impact Earth.

- Remind yourself of the word's meaning.
- Ask yourself what the word helps you understand about volcanoes.

MODEL AND PRACTICE Model creating an analogy using the word *magma*.

- In *Volcanoes*, the author says that magma is beneath the Earth's crust. When it pours out on Earth's surface, it becomes lava. So, magma turns into lava once it is released from beneath the Earth's surface.
- How are words like lava? What are words before they come out of your mouth? Before you speak, you think about what you are going to say. Just as magma turns into lava when it breaks through the surface, thoughts turn into words when they come out of your mouth.

ELL Targeted Support Use Visuals Explain to students that connecting unfamiliar words with visuals can help them better understand the meanings of the words.

Display the vocabulary words, and provide students with pictures that represent each vocabulary word. Have students match the visual to its related vocabulary word. Then ask students to say what is happening in the visual using the vocabulary word. **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. 484 in the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 Use Independent Text Have students find and list unfamiliar words about scientific concepts from their independent reading texts. Have them consult a dictionary to determine the meaning of each word.

QUICK CHECK

Notice and Assess Can students identify word relationships using words from *Volcanoes*?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T110.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T111.

Check for Understanding MyTURN Have students complete p. 485 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 484–485



VOCABULARY

Develop Vocabulary

Analogies compare two things that have something in common. For example, consider the analogy **up : down :: left : right**. The relationship between *up* and *down* is opposites. So is the relationship between *left* and *right*. This analogy could be read, “up is to down the way that left is to right.” Other relationships in analogies include examples and parts of a whole.

MyTURN Fill in the word to complete each analogy. On the line, explain the relationship between the words in each pair.

Possible responses:

- magma : lava :: thoughts : words
Relationship: inside (magma and thoughts) to outside (lava and words)
- face : volcano :: crust : pie
Relationship: the outside or covering (face and crust) and what it covers (volcano and pie)
- destroy : reclaim :: harvest : plant
Relationship: opposites (destroy is the opposite of reclaim, and harvest is the opposite of plant)
- tiptoe : creep :: spurts : gushes
Relationship: synonyms (tiptoe has a similar meaning to creep and spurts has a similar meaning to gushes)
- warned : threatened :: asked : begged
Relationship: a softer way (warned and asked) and a stronger way (threatened and begged)

484

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

- How can you tell that *Volcanoes* is an informational text?
DOK 2 Possible response: *Volcanoes* explains a topic in detail. It has sections on different subtopics. It offers facts, examples, and photographs to help readers understand the topic.
- How does Seymour Simon’s use of photographs support your understanding of volcanoes?
DOK 2 Possible response: The photographs help me understand what lava, eruptions, dormant volcanoes, and hardened lava look like. They also help me understand how destructive eruptions can be and what happens after they occur.
- What conclusion can you draw about the connection between volcanoes and earthquakes? Describe the connection, and use text evidence to support your conclusion.
DOK 3 Possible response: Volcanoes and earthquakes happen around the “Ring of Fire.” There were earthquakes around Mount St. Helens before it erupted. I conclude that volcanoes and earthquakes both happen when forces change Earth’s crust.
- People live on and near volcanoes. What advantages of living there outweigh the possible dangers? Synthesize information from the text and what you already know about why people live in certain places.
DOK 3 Responses will vary, but students should recognize that the mountains and islands created by volcanoes can be very beautiful, that some volcanoes are dormant or extinct, and that plants and animals can live where eruptions have occurred.

485

Word Study Suffixes *-en*, *-ent*, *-ence*

OBJECTIVE

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

LESSON 2

Apply Suffixes *-en*, *-ent*, *-ence*

APPLY MyTURN Instruct students to complete the exercises on p. 490 in the *Student Interactive* by identifying and defining each word with an *-en*, *-ent*, or *-ence* suffix and naming its part of speech.

absorbent

existence

taken

awaken

Then show additional words that use the suffixes *-en*, *-ent*, or *-ence*. Have students use each word in a sentence and explain how the suffix adds to the meaning of the word.



STUDENT INTERACTIVE, p. 490



WORD STUDY

Suffixes *-en*, *-ent*, *-ence*

Add the suffixes *-en*, *-ent*, and *-ence* to roots and base words to change meanings and parts of speech.

-en	Means "to cause to be," "to cause to have," "to become," and "to come to have"
	Creates verbs in present tense and in past tense with <i>have</i> , <i>had</i> , or <i>has</i>
	Examples: <i>lengthen</i> , <i>darken</i> , <i>have written</i> , <i>had eaten</i> , <i>has broken</i>
-ent	Means "causing an action" or "being in a state"
	Creates adjectives
	Examples: <i>indulgent</i> , <i>confident</i> , <i>persistent</i>
-ence	Means "condition" or "action"
	Creates nouns
	Examples: <i>indulgence</i> , <i>confidence</i> , <i>persistence</i>

You can turn many nouns that end in *-ence* into adjectives that end in *-ent*.

My TURN Read and highlight the word in each sentence that has the suffix *-en*, *-ent*, or *-ence*. On the lines, give the word's part of speech and its definition.

1. An **absorbent** sponge helped me clean up the spilled water. adjective
capable of soaking up
2. They confirmed the **existence** of extinct volcanoes. noun
presence
3. Scientists have **taken** measurements of the lava's progress. verb
gotten
4. In legends, events may **awaken** a sleeping volcano. verb
wake up

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490



LESSON 2

Apply Suffixes *-en*,
-ent, *-ence*FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4Spiral Review:
Latin RootsFLEXIBLE OPTION
LESSON 5 Assess
Understanding

LESSON 1

Teach Suffixes *-en*,
-ent, *-ence*

Use the  **QUICK CHECK** on p. T107 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Today I want to remind you that comparing relationships between words can help you better understand unfamiliar words you encounter in a text.

ELL Targeted Support

Tell students that they may be better able to complete the analogies on p. 484 in the *Student Interactive* by reading them aloud and speaking about the relationships between the words.

Display cloze sentences students can complete to understand word relationships. For example, for number 2, display and read aloud: *Eyes are a _____ of your face.* When students answer *part*, ask: *What is part of your hands?* **EMERGING**

Have students discuss the difference between *destroy* and *reclaim*, or *promised* and *threatened*. Guide them to see they are opposites or near-opposites. Then discuss with students words that mean the opposite of *plant* or *asked*. Use the activity for other analogies. **DEVELOPING**

Have students work in pairs to read aloud and discuss what the relationship is between the first part of each analogy. Then have them work together to complete the second part of the analogy. **EXPANDING/BRIDGING**



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

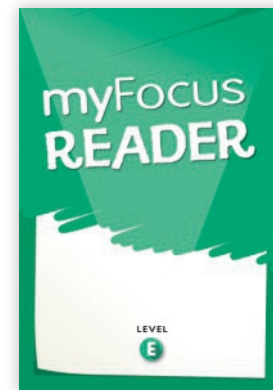
Intervention Activity



myFOCUS READER

Read pp. 56–57 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on how volcanoes impact Earth.

Provide instructional support for comprehension and word study—Suffixes *-en*, *-ent*, *-ence* and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate expression. Point out that they can highlight interesting facts and words with their voice by using a more forceful tone.

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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 describe scientific concepts and how they figured out unfamiliar words as they read.

Possible Conference Prompts

- What words did the author use to help you better understand the topic?
- How did you figure out the meaning of the words?

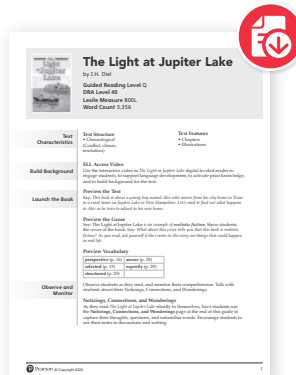
Possible Teaching Point Readers pay attention to the words an author uses to explain important topics or create images of a concept. They might think, “What does this word help me understand about the idea?”

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and how they helped them visualize or understand a new idea.

Independent/Collaborative

Independent Reading



Students can

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

Centers



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

Literacy Activities



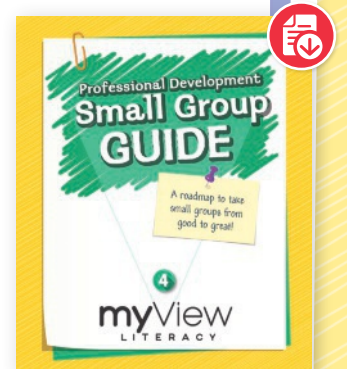
Students can

- complete the graphic organizer on *Student Interactive* p. 484.
- play the *myView* games.
- choose a passage from a text and read aloud with appropriate expression.

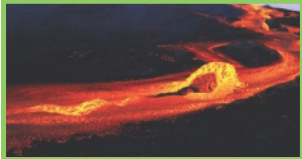
SUPPORT PARTNER READING

Be sure partners have silently read a passage before they read it aloud to each other. Encourage respectful listening to foster concentration.

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



Analyze Main Idea and Details



Volcanoes

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to talk about main idea and details. Provide sentence starters, such as

We know people were amazed by volcanoes because _____.

The consequence of magma pushing up to the surface is that _____.

ELL Access

Discuss with students the importance of analyzing main idea and details in a text. Students may benefit from using a concept map. Ask them what they learned about volcanoes from the text. Circle details that are related to one another and ask what, all together, they tell you about volcanoes. Then write students' answer in a box labeled "Main Idea."

Minilesson

FOCUS ON STRATEGIES Readers identify the main idea of a text by identifying the most important information, including key details, that the author wants readers to know.

- Think about the topic of the text. What information about the topic does the author spend most time on?
- Look for details, examples, or definitions that the author gives to help support or develop an idea.
- Think about what ideas you understand more after reading the text.

MODEL AND PRACTICE Use the Close Read note on p. 472 of the *Student Interactive* to model how to annotate text to analyze main idea and details:

- Why does the author start by talking about people from long ago?
- I see the early Romans *and* early Hawaiians came up with stories to explain volcanoes. They lived far away from each other and at different times.
- The anecdotes support Seymour Simon's first sentence. I will underline that sentence. The details show it is important, that volcanoes are important.
- Have pairs annotate the text using the Close Read note on p. 473. Once they have underlined the main idea, ask them to note which specific details from the text and image support the main idea.

ELL Targeted Support Work Together Tell students that they can work together to find how details can lead to a main idea.

Have students work in pairs. Provide them with a main idea from the text, such as: *There are four types of volcanoes.* Ask students to work together to find details that support this main idea. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

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

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Analyze Main Idea and Details and then use the text evidence from their annotations to complete the chart on p. 486.

OPTION 2 Use Independent Text Have students mark places in the text where they find a main idea, as well as its supporting details. Direct them to underline main ideas and circle supporting details.

QUICK CHECK

Notice and Assess Can students analyze a text's main idea and its supporting details?

Decide

- **If students struggle**, revisit instruction about analyzing main idea and details in Small Group on p. T118.
- **If students show understanding**, extend instruction about analyzing main idea and details in Small Group on p. T119.

STUDENT INTERACTIVE, p. 486



CLOSE READ

Analyze Main Idea and Details

Main ideas tell readers the most important information in a text. **Details**, or **supporting evidence**, add information about each idea. Analyze the author's main ideas and details to connect related information about a topic.

1. **MyTURN** Go to the Close Read notes in *Volcanoes* and underline main ideas and supporting evidence about volcanoes.
2. **Text Evidence** Use the underlined text to analyze a main idea. Write a main idea and its supporting evidence. Then answer the question.

Possible response:

Main Idea		
"Volcanoes are formed when magma pushes its way up through cracks in Earth's crust."		
Supporting Evidence	Supporting Evidence	Supporting Evidence
"Deep beneath the crust is the mantle, where it is so hot that some rock melts."	"The melted, or molten, rock is called magma."	"you can see great fountains of boiling lava forming fiery rivers and lakes."

How does the supporting evidence relate to the main idea?

Possible response: The evidence explains how volcanoes are formed.

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Read Like a Writer

OBJECTIVES

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

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

Understand Author's Message

Minilesson

FOCUS ON STRATEGIES Skilled readers pay attention to how the author communicates his or her message. Here are some ways in which authors get their message across to readers.

- Make it personal by connecting with something important in the reader's life.
- Make it logical by laying out the facts in a sequence that makes a compelling story to readers.
- Surprise the reader with sights, sounds, ideas, and insights.
- Have a chuckle with light-hearted humor and fun.
- Make it vivid with colorful descriptions and lively language.

MODEL AND PRACTICE Model identifying and analyzing the author's message. Direct students to the top of p. 491 in the *Student Interactive*.

1. In the text, I first identify the differences between now and the past with regard to nature and natural events. I see how this is interesting because we have come a long way from imaginative stories that people used to tell to explain natural events to today's scientific view of nature.
2. One of the author's messages is that it is important to recognize that science is a process, and we may arrive at new answers and understandings in the future.

ELL Targeted Support Author's Craft As students read a text, encourage them to look for the author's message.

Have students work in pairs to complete the cloze sentences about author's message: *The central idea is _____. The audience is _____.* **EMERGING/DEVELOPING**

Have students work in pairs to ask and answer questions about author's message, such as *What is the central idea? What is the audience for this text? What is important to the audience? How does the author make the idea in this text important to the audience?* **EXPANDING**



ASSESS UNDERSTANDING

Apply

My TURN Ask students review the text, have them identify the author's purpose and main message, and analyze how that message is communicated using literal language. Then have them complete the activities on p. 491.

STUDENT INTERACTIVE, p. 491



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors write texts to convey a message, which is an idea they want readers to remember. Readers will remember a message if the author makes it meaningful to them. To do this, authors must understand who their readers are. Then authors choose literal language, or plain words and phrases, to connect their messages to readers' lives.

Model ! Reread paragraph 3 of *Volcanoes*.

1. **Identify** Seymour Simon uses literal language to tell how modern times are different from early times.
2. **Question** Why does this interest me as a reader?
3. **Conclude** This interests me as a reader because scientists still do not know all the answers. What scientists learn in the future may change our understanding of volcanoes.

Reread paragraph 11 of *Volcanoes*.

My TURN Follow the steps to explain the author's message in this part of the text.

1. **Identify** Seymour Simon uses literal language to describe what people can see at the Mount St. Helens National Volcanic Monument.
2. **Question** Why does this interest me as a reader?
3. **Conclude** This interests me as a reader because if I could go to a visitor center, I could see what a growing volcano looks like.



Word Study Suffixes *-en, -ent, -ence*

OBJECTIVE

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Urge students to look for *-en, -ent, -ence* endings in their own reading.

MODEL AND PRACTICE Display the following words: *forgotten, consistent, competent, competence, moisten*. Ask students to identify each suffix, define each word, identify its part of speech, and use the word in a sentence.



APPLY Have students complete *Word Study* p. 178 from the *Resource Download Center*.

Name _____

Word Study
Suffixes -en, -ent, -ence
The suffixes -en, -ent, and -ence can change the meanings and parts of speech of roots and base words.

Suffix	Meaning	Part of Speech
-en	to cause to be or have; to become	verb in present tense or past participle used with have, had, or has
-ent	causing an action or being in a state	adjective
-ence	condition or action	noun

EXAMPLE Read each word. Write the part of speech and the meaning of each word below. Some words can be multiple parts of speech. **Possible responses:**

	Part of Speech	Meaning
1. prominence	noun	noticeability
2. obedience	noun	the act of following orders
3. transient	adjective	passing through
4. has broken	verb	has caused damage to
5. penitent	adjective	being sorry
6. condolence	noun	sympathy
7. had mistaken	verb	had been wrong

Grade 4, Unit 5, Week 2
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Word Study, p. 178



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Suffixes -en,
-ent, -ence

LESSON 2

Apply Suffixes -en,
-ent, -ence

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Latin Roots

FLEXIBLE OPTION
LESSON 5

**Assess
Understanding**

Use the  **QUICK CHECK** on p. T113 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE MAIN IDEA AND DETAILS

Teaching Point Readers pay attention to the most important concept in a text, or its main idea. Readers identify details that support or develop the main idea by adding more information about it. Help students complete the graphic organizer on p. 486.

ELL Targeted Support

Tell students they can use academic vocabulary to talk about analyzing a text's main idea.

Ask students something they learned from reading the text, such as how volcanoes form. Say: **The main idea is how volcanoes form.** Have students repeat after you. Then have students name relevant details. Say: **The details that support the main idea are _____, _____, and _____.** Have students repeat after you. **EMERGING**

Provide students with sentence frames: *The main idea is _____.* *The details that support the main idea are _____, _____, and _____.* Have students complete the sentence frames and read them to a partner. **DEVELOPING**

Ask students these questions: **What is one main idea of the text? What details support the main idea?** Make sure they answer in complete sentences, using the terms *main idea* and *supporting details*. **EXPANDING**



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 a short passage with appropriate rhythm.

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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 MAIN IDEA AND DETAILS

Talk About Independent Reading Ask students to look back at their annotations in their books and share the main ideas and their supporting details.

Possible Conference Prompts

- How did you know what the main idea was?
- What details, examples, or definitions were given to support the main idea?
- How did the supporting details help you understand the main idea?

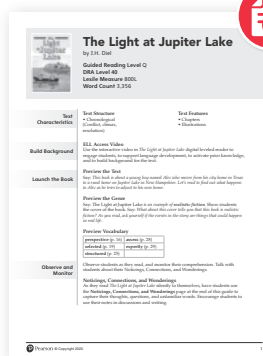
Possible Teaching Point Readers pay attention to the most important information in a text, or the main idea, and analyze the details the author uses to support the main idea.

Leveled Readers



ANALYZE MAIN IDEA AND DETAILS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to analyze text structure, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Have volunteers identify a main idea and supporting details in a text they are reading.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *Volcanoes* or another text they have previously read.
- read a trade book or their Book Club text.
- develop a summary of a passage they read.

Centers



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

Literacy Activities



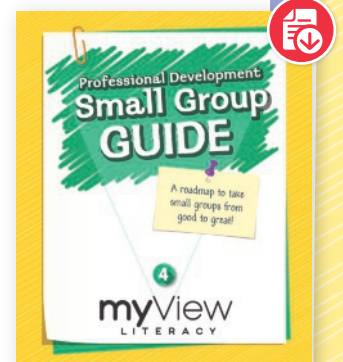
Students can

- complete the graphic organizer on *Student Interactive* p. 486.
- create a chart of words with suffixes *-en*, *-ent*, and *-ence*.
- play the *myView* games.
- take turns reading a passage with appropriate phrasing.

SUPPORT PARTNER READING

Guide partners to notice and analyze supporting details by using a graphic organizer.

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



Monitor Comprehension



Volcanoes

OBJECTIVE

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to monitor comprehension. Ask:

- How can plates that border each other create a volcano?
- What are some consequences of a volcanic eruption?

Minilesson

FOCUS ON STRATEGIES Active readers check their understanding of a text as they read it. They stop and pay attention to words, concepts, or ideas in a text that they do not understand.

- When you come across something you do not understand, stop and annotate the part of the text you have a question about.
- Think about the best way to make an adjustment, or clear up your confusion. You can reread, look for context clues, or find descriptions that help you understand.
- Use your prior knowledge, asking yourself “What do I know already about this?” If that fails, try a research text or resource, or ask someone who may know more about the topic.
- Annotate the text with the answer to your question.

MODEL AND PRACTICE Use the Close Read note on p. 474 of the *Student Interactive* to model how to annotate the text to monitor comprehension:

- There is a lot of information about volcanoes in the text, so I want to be sure I understand the most important parts. One of the essential things to know is what exactly a volcano is.
- Paragraph 6 says, “A volcano is a hill or mountain formed by erupted material that piles up around the vent.” I will highlight this sentence, since I need to remember this to learn more about volcanoes from the text.

ELL Targeted Support Ask and Answer Questions Remind students that one way to monitor and increase comprehension is to ask classmates questions.

Invite students to identify a word they did not know or an idea they did not understand. Help them form a question, such as, *What does _____ mean?*

EMERGING

Complete the above activity then invite other students who are more familiar with the information to give the answer. Then have the student who asked the question repeat the answer and monitor his or her comprehension. **DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for monitoring comprehension as they read a text.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Monitoring Comprehension and then use their annotations to complete p. 487.

OPTION 2 Use Independent Text Have students annotate to mark places in the text where they do not understand a word or idea. Have them make a plan for clearing up their confusion and finding the answer.

QUICK CHECK

Notice and Assess Can students monitor comprehension as they read a text?

Decide

- **If students struggle**, revisit instruction for monitoring comprehension in Small Group on p. T126.
- **If students show understanding**, extend instruction for monitoring comprehension in Small Group on p. T127.

STUDENT INTERACTIVE, p. 487



READING WORKSHOP

Monitor Comprehension

Monitor comprehension, or check your understanding of a text, as you read. When you do not understand something, stop reading to figure out why. To monitor comprehension as you reread *Volcanoes*, start by annotating, or marking, the unclear text so you can return to it. Then make adjustments to gain understanding. For example,

- Reread, slowly and carefully, to find connections among ideas.
- Use resources, including dictionaries, pictures, and your background knowledge, to determine the meaning of a word or an idea.
- Ask questions. Ask a person who knows more about the subject, or conduct research to get answers.

Once you have made adjustments, the unclear text should make sense, and you can continue reading.

1. **MyTURN** Go back to the Close Read notes and highlight text that you do not understand.
2. **Text Evidence** Use your highlighted evidence to practice monitoring comprehension and deciding how to make adjustments.

Challenging Text	How to Make Adjustment
Word not defined: vent	Look up the definition
Difficult text: height of volcanoes	Reread
Unclear mental image: plugged volcano	Find a picture
Unanswered question: when Crater Lake Volcano might erupt again	Ask questions

Write for a Reader

OBJECTIVES

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

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

Develop Author's Message

Minilesson

FOCUS ON STRATEGIES Writers need to communicate their message clearly and effectively. They choose language carefully to appeal to the audience of a text. Writers may use techniques such as personal anecdote, logical text organization, unexpected contrasts, vivid description, and more. Remind students that they explained the author's message in *Volcanoes*.

MODEL AND PRACTICE Discuss how students can use techniques to communicate messages by connecting to audiences. Model an example.

1. What message about trying out for a sports team do I want to communicate? What do I want readers to take away from this text?
2. Now I will think about my audience. What do they find interesting? What would be useful to my readers?
3. Call on volunteers to suggest ways to use what you know about the audience to choose a strategy to effectively craft a message. Use prompts such as *What keeps a reader interested in a text? How can you make a message memorable?*

ELL Targeted Support Author's Craft Have students brainstorm language that is chosen to have an effect on the reader. Urge students to choose words carefully to craft effective, meaningful messages in their own writing.

Have students list and describe texts with effective messages, such as clear and impactful expository texts or memorable advertising. Guide students to identify words and phrases that stand out as attention-getting, engaging, or particularly relevant. Ask: *What do you notice? What stands out?* **EMERGING**

With a small group, discuss how writers choose words and phrases that connect to audiences. Ask: *How do you make a topic interesting to your friends? When you read a text, what makes you think "I want to know more," or "This is not for me"?* **DEVELOPING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students review what they know about literal language, and the methods that Seymour Simon used to communicate his message to his readers. Then have students employ some of these methods to achieve specific purposes in their own writing using p. 492.

Writing Workshop

Encourage students to ask themselves questions before they write, such as: Why am I writing about this topic? What makes this topic interesting? What key idea would I like to express about this topic? If I were reading this text myself, what would I be interested in learning about?

STUDENT INTERACTIVE, p. 492



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Authors want readers to understand and remember their messages. This requires knowing the audience and writing in a way that will interest readers. Often authors will use literal language to help readers connect to a text.

MyTURN Think about how Seymour Simon makes ideas meaningful to readers. Now identify how you can hold your readers' interest in a similar way.

Why do I want to know about this?



1. Write a message that you would like readers to remember about trying out for a sports team.

Possible response: Trying out for a sports team will teach you whether you really like that sport.

2. Imagine that your readers are all the fourth-graders at your school. What interests most of them about trying out for a sports team?

Possible response: They are most interested in being chosen for a good team.

3. Write an informational passage that makes your message meaningful to readers. Make sure to include literal language in your passage.

Possible response: If you want to be on a winning team, you have to try out! Trying out for the team will teach you whether you really like that sport. You have to practice before you try out. While you are practicing, you will know if you are enjoying the experience. If you do not like the sport, you can choose a different sport and try out for that team.

Word Study Spiral Review

OBJECTIVES

Demonstrate and apply phonetic knowledge.

Determine the meaning and use of 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: Latin Roots

FOCUS ON STRATEGIES Review Latin roots *gener*, *dur*, *ject*, and *port*, and show how the word *degenerate* is constructed from prefix *de-* and suffix *-ate*.

MODEL AND PRACTICE Write the following words. Ask students to identify each Latin root and define each word.

1. *regeneration*
2. *durable*
3. *objection*
4. *reporter*
5. *enduring*

APPLY Challenge students to work with a partner to write two additional words containing each Latin root: *gener*, *dur*, *ject*, and *port*.



ELL Targeted Support

Latin Roots Tell students that identifying roots in English will improve their language skills.

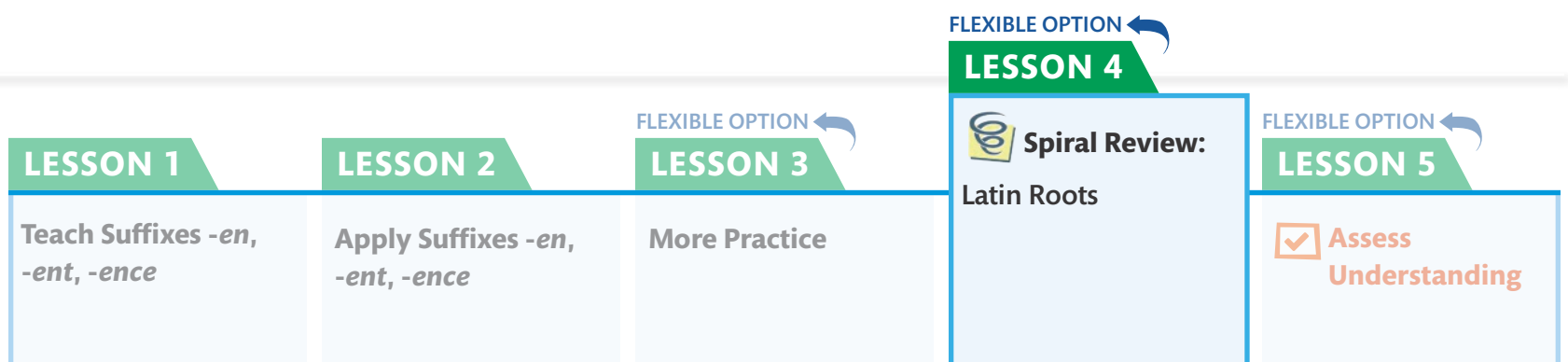
Have students say the five roots while miming their meanings. **EMERGING**

In small groups, have students demonstrate interrupting a conversation. Display the word *transport* and draw students' attention to the Latin root *port*.

DEVELOPING

Point out the prefix in *transport*. Ask students to replace it with a new prefix (*ex-*, *im-*, *re-*) to create a new meaning. **EXPANDING**

Ask students to generate another word using *port*. Have them find a pattern for where the root appears in words. **BRIDGING**



Use the  **QUICK CHECK** on p. T121 to determine small group instruction.

Teacher-Led Options

Strategy Group

MONITOR COMPREHENSION

Teaching Point You can make sure you understand a text by marking words or ideas in a text that are unclear and making a plan to better understand that part of the text. Have students name some words in *Volcanoes* that were unfamiliar, or parts that they had to reread to understand.

ELL Targeted Support

Encourage students to demonstrate comprehension of a text by responding to questions and summarizing the text. Help students clear up any confusion they still have.

Read a short passage aloud to explore concepts. For example, read paragraphs 4–6 on pp. 473–474 and ask: **How do volcanoes form?** Reread any necessary parts of the text to help students answer the question. **EMERGING/DEVELOPING**

Ask students questions such as *How do volcanoes form?* or *What happens when a volcano erupts?* Have students answer the questions, encouraging them to reread parts of the text if necessary. **EXPANDING**

Ask students to summarize the selection text, including new things they learned about volcanoes. Encourage them to reread or ask questions about anything they do not understand. **BRIDGING**



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

Intervention Activity

MONITOR COMPREHENSION

Use Lesson 21, pp. T135–T140, in the *myFocus Intervention Teacher's Guide* for instruction on monitoring comprehension.

LEVEL E • READ

Lesson 21 Monitor Comprehension

DIRECTIONS Read the following stories. As you read, take notes about any words or ideas you don't understand.

The Birthday Dinner

1 For weeks, Sarah had been planning a special birthday meal for her little sister. Sarah knew Rebecca would be thrilled.

2 Now it was the day before Rebecca's birthday. Sarah asked her father to take her grocery shopping. Sarah wove through aisle after aisle. By the time she reached the checkout, her cart was full. "That's a lot of food!" Sarah's dad laughed.

3 "Well, it's better to be safe than sorry," Sarah explained.

4 The next day, Rebecca went to a friend's house to play. Sarah quickly set to work cooking and baking. Unfortunately, something went wrong. The cake came out of the oven lopsided.

5 "Oh dear!" Sarah cried. "What should I do?" Sarah's mother looked at her sympathetically. Then she smiled and winked. "Frosting solves a lot of problems." Sarah and her mother got to work. They frosted the cake in the fanciest way they could think of. It didn't even matter that the cake was crooked.

6 When Rebecca came home, she shrieked with glee. She was so happy to see all her favorite foods—and a beautiful cake! Sarah beamed with pride. She had given her sister a birthday she would never forget.

The Rec Center

1 Hector couldn't remember the last time he'd had such a tough day. First, he missed the bus, and his father had to drive him to school. Then Hector realized that he had forgotten his homework. Then there was a pop quiz in science!

2 "This day has been horrible," Hector told his sister, Anna. "I really need to figure out how to turn this day around."

3 "I hear you, and I have just the solution," Anna replied. "Let's go to the rec center." Hector and Anna walked to the large, modern building. Once inside, they played basketball until they were exhausted. "Do you feel better?" asked Anna.

4 "I DO!" Hector nodded. "But now I'm really hungry!"

5 That night, Hector and Anna piled their plates high with food. Hector laughed as he shared his rough day with his family. He realized just how far in the past it all seemed now.

Reading Literature T • 135

Fluency

Assess 2–4 students

PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 127–132 in Unit 5 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

MONITOR COMPREHENSION

Talk About Independent Reading Have students talk with a partner about any words or ideas that confused them and how they were able to make adjustments to gain understanding.

Possible Conference Prompts

- Were there words or an idea you did not understand?
- How were you able to gain understanding?
- How did clearing up your confusion help you better comprehend the text as a whole?

Possible Teaching Point Skilled readers gain understanding of confusing words or ideas by rereading, using another resource, or asking questions of someone.

Leveled Readers



MONITOR COMPREHENSION

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to monitor comprehension, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Ask volunteers to share words or concepts they came across in their reading that they did not understand and what they did to clarify their understanding.

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 with appropriate intonation.

Centers



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

Literacy Activities



Students can

- complete the graphic organizer on *Student Interactive* p. 487.
- write about their book in their reader’s notebook.
- play the *myView* games.
- with a partner, take turns reading a passage with appropriate intonation.

SUPPORT INDEPENDENT READING

Guide students to record their responses to texts. This will help them make a good choice about what to read next.

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



Reflect and Share



Volcanoes

OBJECTIVES

Use text evidence to support an appropriate response.

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

Use precise language and domain-specific vocabulary to inform about or explain the topic.

ACADEMIC VOCABULARY

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

- What labels would you put on a diagram about volcanoes?
- Does hot lava preserve a landscape? Why or why not?

Write to Sources

Minilesson

FOCUS ON STRATEGIES When writing about informational texts, writers must make sure that their writing is clear so that readers understand exactly what they are trying to say. To achieve this goal, writers use precise language and domain-specific vocabulary.

- Write a few questions you have about volcanoes after reading this week's texts.
- Gather text evidence that helps you explain why you have these questions and why you want to learn more about the topic.
- Use domain-specific words and phrases as you write to help readers better understand your questions and explanations.

MODEL AND PRACTICE Model composing a question and explanation that feature a domain-specific term. Point out the term *dormant* on p. 488 in the *Student Interactive*.

I wrote the question *What can make dormant volcanoes reawaken?* I thought of this question after reading paragraph 27 in *Volcanoes*, which says that some volcanoes “can be inactive for as long as 50,000 years and then reawaken. These are called dormant.” I used the domain-specific term *dormant* to help the reader understand exactly what I am asking.

Have students follow this process as they craft their own questions and explanations for their letters.

ELL Targeted Support Use Domain-Specific Language Help students recognize and use domain-specific language.

Display some domain-specific terms from the texts, such as *crust*, *plate*, *magma*, and *lava*. Review the meaning of each term, and help students use each term in a sentence. **EMERGING/DEVELOPING**

Have pairs scan this week's texts to find and record domain-specific terms they might include in their letters. Then have partners work together to write questions and explanations that feature some of the terms. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to determine what they would like to learn related to volcanoes and other natural disasters.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to write questions they have on the topic of the text and why they would like to know more.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on p. T132.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on p. T133.

WEEKLY QUESTION Have students use evidence from the texts they have read this week to respond to the Weekly Question. Tell them to write their response on a separate sheet of paper or discuss it in small groups.

STUDENT INTERACTIVE, p. 488



RESPOND TO TEXT

Reflect and Share

Write to Sources What questions do you still have about the topic of volcanoes? Think about what interests you most about the texts you have read this week. Then write a letter to one of the authors. Ask your questions, and explain why you want to learn more about the subject. Use text evidence and domain-specific language to support your explanation.



Use Domain-Specific Language Use domain-specific words to help your readers know exactly what you mean. For example, instead of writing "I liked reading about Hawaii," write about specific facts, such as "I liked learning how quickly Hawaiian lava can flow." Use these words in your response.

fiery
plates
layer

ash
dome
clouds

dormant
churn
explode

spout
force
cone

Weekly Question

In what ways do volcanoes impact Earth?

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In *Volcanoes*, we learn that volcanic rocks form when lava cools and hardens. Identify examples and evidence that the author provides throughout the text. Did he effectively support this main idea? Why or why not? Use text evidence to support your opinion.

Word Study Suffixes *-en*, *-ent*, *-ence*

OBJECTIVE

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

WEEKLY STANDARDS PRACTICE



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

FLEXIBLE OPTION

LESSON 5

Assess Understanding

To evaluate how well students can work with suffixes *-en*, *-ent*, and *-ence*, write the following words on the board.

sharpen

transparent

experience

prominence

quicken

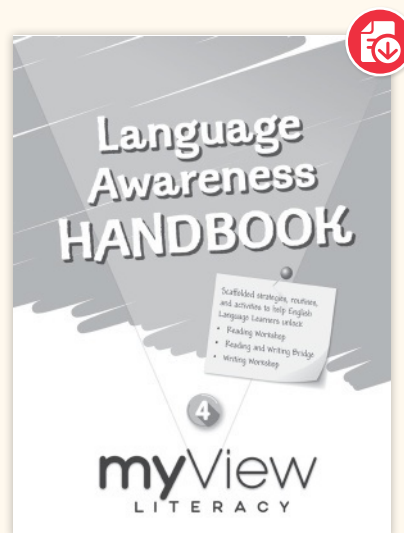
Have students identify each suffix, define each word, tell what part of speech the word is, and use the word in a sentence.





Develop Language Awareness

For additional practice with suffixes, complete the activity on p. 55 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to learn suffixes.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Teach Suffixes <i>-en</i> , <i>-ent</i> , <i>-ence</i>	Apply Suffixes <i>-en</i> , <i>-ent</i> , <i>-ence</i>	More Practice	Spiral Review: Latin Roots	Assess Understanding

Use the  **QUICK CHECK** on p. T129 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers think about the different ways authors present topics to form ideas about a big topic like understanding our planet. Create a T-chart for students to list what they learned about volcanoes in both the weekly launch and the selection text.

ELL Targeted Support

Provide students with sentence frames to get them started with their questions to the authors. Display the frames on the board and have students write the answers they would put in the blanks. Students more proficient in writing should write in complete sentences.

I learned ____ about volcanoes. I want to know why/how volcanoes ____. **EMERGING**

The most interesting thing I learned about volcanoes was _____. I want to know more about ____. **DEVELOPING**

Something I did not know about volcanoes was _____. I thought that was _____. I want to know more about ____. **EXPANDING**

Something new I learned about volcanoes was _____. I want to know more about _____. I would like to learn more because ____. **BRIDGING**



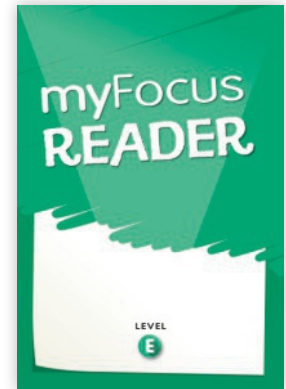
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 56–57 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 the impact of volcanoes on Earth and encourages them to use Academic Vocabulary words.



Intervention Activity



WORD STUDY

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

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on volcanoes into an effective format.

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

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

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about making connections between texts. Have them refer to p. 488 if desired.

Possible Conference Prompts

- Between what ideas in the texts did you make a connection?
- How did making connections help you understand new ideas?
- What ideas do you want to learn more about?

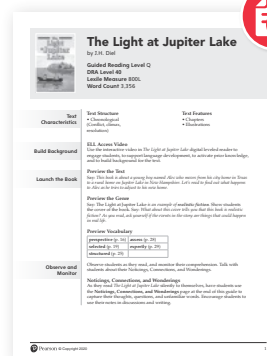
Possible Teaching Point Readers think about other texts they have read to make connections between and ask questions about new ideas and details.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T88–T89.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share connections they made about volcanoes based on ideas from the texts. Encourage students to discuss what topics they would like to learn more about.

Independent/Collaborative

Independent Reading



Students can

- reread or view the weekly launch “Volcanic Activity” 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 facts about volcanoes based on the weekly launch.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T480–T481, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 5 WEEK 3

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about the theme *Features* by analyzing the argument in an argumentative text.
- I can use language to make connections between reading and writing.
- I can use knowledge of the elements and structure of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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

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

Materials

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

LESSON 1

RI.4.7, RI.4.10, RF.4.4.b, W.4.10, SL.4.1, L.4.1

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Diagram Weekly Question T138–T139
- Listening Comprehension: Read Aloud “The New Downtown” T140–T141
- Argumentative Text T142–T143
- Quick Check T143

READING BRIDGE

- Academic Vocabulary: Context Clues T144–T145
- Word Study: Teach Syllable Pattern VCCCV T146–T147

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T150–T151
- Strategy, Intervention, and On-Level/Advanced Activities T150
- ELL Targeted Support T150
- Conferring T151

INDEPENDENT/COLLABORATIVE

- Independent Reading T151
- Literacy Activities T151

T151

WRITING WORKSHOP

MINILESSON

- Poetry T384–T385
 - » Compose with Line Breaks
 - » Share Back

INDEPENDENT WRITING

- Poetry T385
- Conferences T382

WRITING BRIDGE

- Spelling: Spell Multisyllabic Words T386
 - Assess Prior Knowledge T386
- Language and Conventions: Spiral Review: Capitalization Rules T387

LESSON 2

RI.4.4, RI.4.10, RF.4.3, W.4.10, SL.4.1, L.4.2.a

READING WORKSHOP

SHARED READ

- Introduce the Text T152–T173
 - » Preview Vocabulary
 - » Read: from *The Top 10 Ways You Can Reduce Waste*
- Respond and Analyze T174–T175
 - » My View
 - » Develop Vocabulary
- Quick Check T175
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Syllable Pattern VCCCV T176–T177

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T178–T179
- Strategy and Intervention Activities T178
- Fluency T178
- ELL Targeted Support T178
- Conferring T179

INDEPENDENT/COLLABORATIVE

- Independent Reading T179
- Literacy Activities T179
- Collaboration T179

WRITING WORKSHOP

MINILESSON

- Poetry T388–T389
 - » Arrange Stanzas
 - » Share Back

INDEPENDENT WRITING

- Poetry T389
- Conferences T382

WRITING BRIDGE

- Spelling: Teach Spell Multisyllabic Words T390
- Language and Conventions: Oral Language: Title Capitalization T391

LESSON 3

RI.4.10, RF.4.3, W.4.10,
SL.4.1, L.4.3.b

READING WORKSHOP

CLOSE READ

- Analyze Argument T180–T181
- Close Read: from *The Top 10 Ways You Can Reduce Waste*
 - ✓ **Quick Check** T181

READING BRIDGE

- Read Like a Writer: Understand Literary Devices T182–T183
- Word Study: More Practice: Syllable Pattern VCCCV T184–T185 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T186–T187
- Strategy and Intervention Activities T186
- Fluency T186
- ELL Targeted Support T186
- Conferring T187

INDEPENDENT/COLLABORATIVE

- Independent Reading T187
- Literacy Activities T187
- Partner Reading T187

WRITING WORKSHOP

MINILESSON

- Poetry T392–T393
 - » Select Punctuation
 - » Share Back

INDEPENDENT WRITING

- Poetry T393
- Conferences T382

WRITING BRIDGE

- Spelling: More Practice: Spell Multisyllabic Words T394 **FLEXIBLE OPTION**
- Language and Conventions: Teach Title Capitalization T395

LESSON 4

RI.4.2, RI.4.3, RF.4.3,
W.4.10, SL.4.1, L.4.2

READING WORKSHOP

CLOSE READ

- Summarize Argumentative Text T188–T189
- Close Read: from *The Top 10 Ways You Can Reduce Waste*
 - ✓ **Quick Check** T189

READING BRIDGE

- Write for a Reader: Use Literary Devices T190–T191
- Word Study: Spiral Review: Suffixes *-en*, *-ent*, *-ence* T192–T193 **FLEXIBLE OPTION**

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T194–T195
- Strategy and Intervention Activities T194
- Fluency T194
- ELL Targeted Support T194
- Conferring T195

INDEPENDENT/COLLABORATIVE

- Independent Reading T195
- Literacy Activities T195

WRITING WORKSHOP

MINILESSON

- Poetry T396–T397
 - » Set a Rhyme Scheme
 - » Share Back

INDEPENDENT WRITING

- Poetry T397
- Conferences T382

WRITING BRIDGE

- Spelling: Spiral Review: Words with *-en*, *-ent*, *-ence* T398 **FLEXIBLE OPTION**
- Language and Conventions: Practice Title Capitalization T399

LESSON 5

RI.4.10, RF.4.3, W.4.9.b,
SL.4.1, L.4.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T196–T197
 - » Write to Sources
 - ✓ **Quick Check** T197
 - » Weekly Question

READING BRIDGE

- Word Study: Syllable Pattern VCCCV T198–T199 **FLEXIBLE OPTION**
- **Assess Understanding** T198

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T200–T201
- Strategy, Intervention, and On-Level/Advanced Activities T200
- ELL Targeted Support T200
- Conferring T201

INDEPENDENT/COLLABORATIVE

- Independent Reading T201
- Literacy Activities T201

BOOK CLUB T201 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T400
 - » Select a Genre
 - » Share Back

INDEPENDENT WRITING

- Select a Genre T401
- Conferences T382

WRITING BRIDGE

- Spelling: Spell Multisyllabic Words T402
 - ✓ **Assess Understanding** T402
- Language and Conventions: Standards Practice T403 **FLEXIBLE OPTION**

WEEK 1 LESSON 1 READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use relevant background information, and comprehend main ideas and supporting details.
Use appropriate fluency skills, including reading with meaning and appropriate intonation.

Argumative Text
Text contains one side going to read an argumative text about. Guide them to listen actively as you read "The New Downtown," paying careful attention to the speaker's argument and the supporting reasons. Prompt them to ask questions to clarify information.

FLUENCY
Read aloud to the text. Ask students to read "The New Downtown" aloud to the class. Encourage them to use appropriate fluency skills, including reading with meaning and appropriate intonation.

THINK ALOUD
Read an argumative text. Listen to the speaker's argument and the supporting reasons. Ask students to ask questions to clarify information.

THE NEW DOWNTOWN
The downtown area is a vital part of our city's culture. It has historic buildings from the 1800s and modern skyscrapers completed just last year. It has shopping shops, a beautiful park, and a bustling business center. You would be forgiven, however, for not knowing any of this, because most residents only see the downtown from the window of a car. The area is closed off to the public by a wall of downtown cars, opening the area to pedestrians only.

Most importantly, this decision would cut down on pollution. About 85 percent of people who work downtown drive every day, and 72 percent of work cars emit 47 more tons of carbon dioxide every year. A lot of that pollution is emitted when those cars are driven to work every day. If the downtown streets were closed to cars, these vehicles would be more likely to take public transportation like the subway or the bus, or ride their bikes to work. According to the Federal Transit Administration, the subway produces 10 percent fewer greenhouse gas emissions per passenger than a car. The bus produces 23 percent fewer emissions per passenger.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds
• Engage students to look about their independent reading level.
• Support students' comprehension.
• Enhance students' overall language development.
• Provide an opportunity to build fluency and improve reading.
• Foster a love and enjoyment of reading.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Review the story or chapter.
• Identify the key elements of the story.
• Determine the teaching point.
• Write open-ended questions. Include Think Alouds as well. Write and place in the book at the points where you plan to stop to think with students.
• Discuss key vocabulary essential 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 build essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and read aloud to students just to get the story and enjoy. Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Alouds to model strategies and make use of student comprehension and critical thinking skills.
• Help students draw connections to their own experiences, think they have read or learned in the past, or in school.

AFTER READING
• Summarize and allow students to share thoughts about the story.
• Engage in a discussion by reading the text and big idea of the story.
• Choose one assign a Student Response Form available on ReadAloud.com.



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD "The New Downtown"

Reduce Waste
The Top 10 Ways You Can
By Nick Winkler

BACKGROUND
In this article, you will read about how you can help the planet. This has other ways to cut down the amount of waste your household produces.



SHARED READ The Top 10 Ways You Can Reduce Waste

BOOK CLUB

Titles related to Spotlight Genre and Theme: T482-T483

Mentor STACK

Writing Workshop T381



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

myView LITERACY

ASSESSMENT GUIDE



Interact with Sources

OBJECTIVES

Develop oral language through listening, speaking, and discussion.

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

Recognize characteristics of digital texts.

In all fields of science, 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 by the student.

ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the diagram, ask:


How do the diagram's labels help you understand the information presented? According to the text of the diagram, what are some consequences of air pollution?

- label
- amazed
- border
- consequences
- preserve

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

Explore the Diagram

Remind students of the Essential Question for Unit 5: *Why is it important to understand our planet?* Point out the Week 3 Question: *What daily actions can help reduce pollution?*

Direct students' attention to the diagram on pp. 500–501 in the *Student Interactive*. Have students view the diagram and discuss the different forms and sources of pollution. 

Use the following questions to guide discussion:

- What information in the diagram did you find surprising?
- How do the text and images work together to help you understand the sources of pollution?
- How can humans help to control or reduce pollution?

WEEKLY QUESTION Reread the Week 3 Question: *What daily actions can help reduce pollution?* Tell students they just learned about several sources of air pollution. Explain that they will read about ways they can help the planet by reducing waste.

TURN, TALK, AND SHARE Ask student pairs to have a discussion based on the Turn and Talk activity on p. 501. Then have them share the highlights of their discussion with the class, including how they used details from the diagram to support their points.



EXPERT'S VIEW Jim Cummins, Professor Emeritus, University of Toronto

“The results of standardized tests may be misleading for evaluating English language learners' progress. Because it typically takes at least four to five years for ELLs to get on grade level academically, it may appear that students are not making adequate progress. Keep in mind that native speakers of English are increasing their literacy skills every year and so ELLs have to 'run faster' to catch up.”

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



ELL Targeted Support Visual Support Read aloud the two paragraphs that accompany the diagram. Tell students to listen carefully to learn what information they will find in the diagram.

Preview the visuals. Have students describe the images and labels contained within each of the three circles in the diagram. **EMERGING**

Have students describe what is shown, and explain how the images within the three circles in the diagram provide information about sources of air pollution. **DEVELOPING**

Read aloud each label on the diagram. Have students describe the image the label applies to, the information provided in the diagram, and how the image and label help them understand air pollution. **EXPANDING/BRIDGING**

STUDENT INTERACTIVE, pp. 500–501



WEEK
3

WEEKLY LAUNCH: DIAGRAM

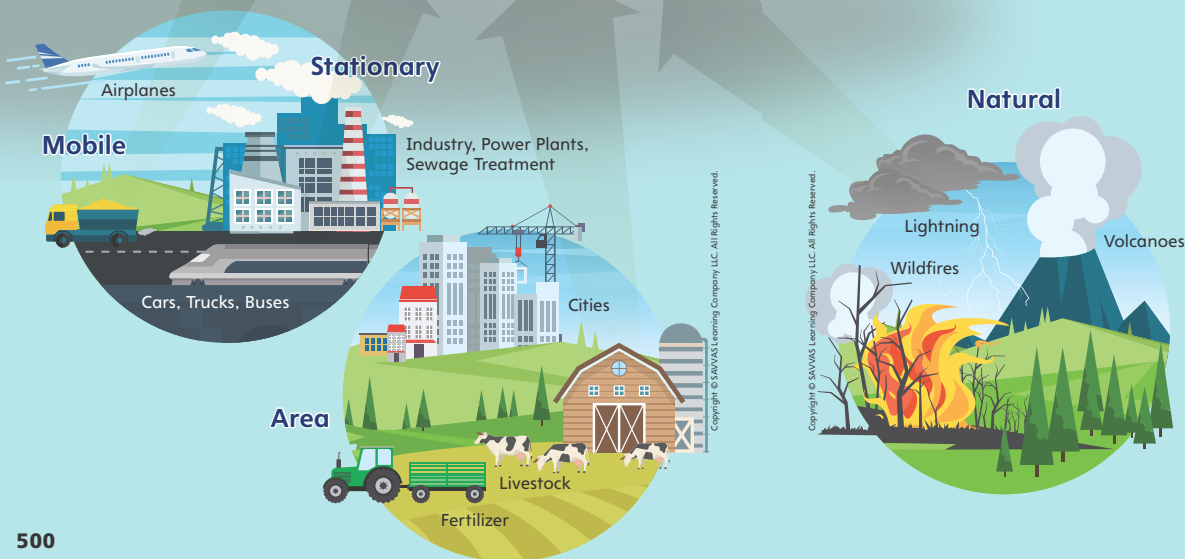
INTERACTIVITY

POLLUTANT Emissions

Pollution, or substances that make land and air dirty or unsafe, takes many forms. Look at the diagram to learn more about sources of air pollution.

Clean air is important to health. Preventing air pollution can decrease many kinds of sicknesses, including asthma, bronchitis, eye disease, and skin cancer.

Pollutant Emissions



Which source of pollutant emissions do you think humans have the *least* control over?

Which source of pollutant emissions do you think humans have the *most* control over?

Weekly Question

What daily actions can help reduce pollution?

TURN and TALK Talk with a partner about how your school and community are limiting dangerous emissions in your area. Use details from the diagram to support your discussion.

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 argumentative text.

ELL Language Transfer

Cognates Point out the Spanish cognates in the reading selection:

- complete : *completo(a)*
- important : *importante*
- minute : *minuto*

FLUENCY

After completing the Read-Aloud Routine, display “The New Downtown.” Model reading aloud the first few sentences, asking students to pay attention to the rate and pauses for punctuation. Explain that fluency is about reading for meaning, not speed. Invite partners to choose a paragraph from the argumentative text to practice reading for meaning.

THINK ALOUD

Analyze Argumentative Text

As you listen to the argumentative text, try to figure out what claim the author is making about his or her chosen topic. What is the author’s opinion, or what action is he or she supporting? Then ask yourself what reasons the author provides to support the opinion.

Argumentative Text

Tell students you are going to read an argumentative text aloud. Guide them to listen actively as you read “The New Downtown,” paying careful attention to the opinion presented and the supporting reasons. Prompt them to ask questions to clarify information.

START-UP

READ-ALoud ROUTINE

Purpose Have students actively listen for elements of argumentative 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 features of an argumentative text.

The New Downtown

The downtown area is a vital part of our city’s culture. It has historic buildings from the 1800s and modern skyscrapers completed just last year. It has charming shops, a beautiful park, and a bustling business center. You would be forgiven, however, for not knowing any of this, because most residents only ever see downtown from the window of a moving car. We should change that by closing the streets of downtown to cars, opening the area to pedestrians only.

Most importantly, this decision would cut down on pollution. About 85 percent of people who work downtown drive every day, and 70 percent of them drive alone. That means that only 15 percent of downtown workers take public transportation, ride bikes, or walk to work. The average car emits 4.7 metric tons of carbon dioxide every year. A lot of that pollution is emitted when those cars are driven to work every day. If the downtown streets were closed to cars, those workers would be more likely to take public transportation like the subway or the bus, or to ride bikes or walk. According to the Federal Transit Administration, the subway produces 76 percent lower greenhouse gas emissions per passenger than a car. The bus produces 33 percent lower emissions per passenger.

*“The New Downtown,” continued*

Opening downtown to pedestrians only would do more than cut down on pollution. It would also increase people’s enjoyment of the area. If people leave their cars at home or park them at the train station, downtown will be a lot less crowded. People would be able to spread out across the wide streets. By walking through the area, they would see a lot more than they would from their cars. They would appreciate the architecture and be more likely to stop in at the many shops and restaurants.

Opponents say the plan is unfair to people who drive their cars to work. They argue that it’s inconvenient to take public transportation, and that riding the trains and buses takes much longer than driving. However, the city has agreed to add more trains and buses to the transportation system if the new plan passes. Studies show that the average commuter only adds five minutes to their commute by changing from car to public transportation.

In conclusion, the advantages to closing the downtown area to car traffic far outweigh the disadvantages. It will be good for the environment, it will add to people’s enjoyment of the area, and it will bring more business to local shops. It might add a few minutes to some people’s commutes, but that is a small price to pay.

**THINK ALOUD**

Analyze Argumentative Text As you look at the reasons the author uses to support his or her argument, ask yourself how strong they are. Are they backed up with facts? Then look for an opposing opinion. Does the author provide reasons why it is not as strong?

ELL Access

To help prepare students for the oral reading of “The New Downtown,” read aloud this short summary:

The city in which the author lives is deciding whether to close the downtown to cars, and only allow pedestrians in the area. The author provides several reasons in support of the plan, including cutting back on pollution and helping people enjoy the area more.

WRAP-UP**CLOSE DOWNTOWN TO CARS**

For	Against

Use a T-chart to help students keep track of the arguments for and the arguments against closing downtown to car traffic.

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.



Argumentative Text

LEARNING GOAL

I can learn more about the theme *Features* by analyzing the argument in an argumentative text.

OBJECTIVES

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Recognize characteristics and structures of argumentative text.

LANGUAGE OF THE GENRE

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

- claim
- reasons
- facts
- details

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 on the anchor chart.
- Have students suggest headings and graphics.
- Have them add specific text titles as they read new texts.

ELL Language Transfer

Vowel Digraphs Help Spanish-speaking students practice saying and writing words with long vowel digraphs:

- reason
- details

Minilesson

FOCUS ON STRATEGIES To analyze argumentative text, identify the author's claim or opinion and the reasons, facts, and details used to support it.

- Ask yourself what action the author wants the reader to take or what belief he or she wants to change.
- Look for the reasons the author uses to support his or her claim.
- Ask yourself if the facts and details used to back up those reasons make the argument stronger.

MODEL AND PRACTICE Model identifying the author's claim and support in an argumentative text: *To determine the argument the author is making in "The New Downtown," I start by rereading the passage.*

- I ask myself, What action does the author want me to believe or do?
- In paragraph 1, the author says downtown streets should be closed to cars. What reasons and facts does she use to support this opinion?
- As I reread the remaining paragraphs, I look for the main idea of the paragraph and the details that support it. These help me understand the author's reasons and supporting details and facts.

Starting with the second paragraph, have students discuss the main idea and details in each paragraph, explaining how they support the author's argument.

FLUENCY Fluent readers read with expression, effectively matching the rhythm and patterns of spoken language. Explain to students that argumentative texts often include quotations, which are direct references to another person's speech or writing.

- When reading quotations aloud, read with expression as if the person is actually speaking.
- Be careful not to skip words or add words that do not appear in the quotation. It is important to read each of the printed words with accuracy to avoid *misquoting* the original speaker.
- Practice silently reading the quotation before reading it aloud. This will prepare you to read confidently. Use what you know about spelling patterns to read words that are new to you.
- Use context to confirm or correct the meaning of unfamiliar words.
- Pay attention to punctuation such as periods or commas, which signal potential moments to pause while reading aloud.



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies to identify argumentative texts.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner to complete the Turn and Talk activity on p. 502 of the *Student Interactive*. Circulate to discover if students understand the similarities and differences between informational and persuasive texts.

OPTION 2 Use Independent Text Have students identify and annotate the claim and the supporting reasons and details from a short persuasive text and write them in their notebooks.

QUICK CHECK

Notice and Assess Can students identify an argumentative text?

Decide

- **If students struggle**, revisit instruction about informational text in Small Group on p. T150.
- **If students show understanding**, have them continue practicing the strategies for analyzing argumentative texts using the Independent Reading and Literacy Activities in Small Group on p. T151.

Be a Fluent Reader Have students work in small groups to complete the fluency activity on p. 502 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 502–503



GENRE: ARGUMENTATIVE TEXT

READING WORKSHOP

Learning Goal

I can learn more about the theme *Features* by analyzing the argument in an argumentative text.

Argumentative Text

Authors of **argumentative**, or **persuasive**, texts attempt to convince an audience to take action or to change beliefs or habits. Arguments include

- a **claim**, or opinion statement, that the author supports or defends.
- **reasons**, or statements of why the author makes his or her claim.
- **facts and details** that support reasons and make arguments stronger.

TURN and TALK With a partner, compare and contrast author's purpose in informational and persuasive texts. Use examples from what you have read.

Be a Fluent Reader Fluent oral reading requires practice. Fluent readers read smoothly and accurately. This week's text contains quotations, which record a person's words exactly and precisely.



When you read quotations aloud,

- Read the words with expression as if the person is actually saying them.
- Practice reading to avoid accidentally skipping small words such as *a*, *the*, and *of*.
- Pay attention to punctuation marks.
- Use what you know about spelling patterns to read words that are new to you.

502

Argumentative Text
Anchor Chart

Purpose

To make the reader think or act a certain way

Text Structure

order of importance, problem and solution, or cause and effect

Example:

- 1) Introduction
 - a) Claim or opinion
- 2) One reason
 - a) Supporting details
- 3) Another reason
 - a) Supporting details
- 4) Opposing opinion or claim
 - a) Reason that shows weakness of opposing opinion
- 5) Conclusion
 - a) Restate claim or opinion

Features

vivid language, appeals to logic and emotion, addresses reader directly, a call to action

503

Academic Vocabulary

LEARNING GOAL

I can use 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

Encourage Spanish speakers to utilize knowledge of their native language to acquire new vocabulary. Share the following cognates:

- consequence : *consecuencia*
- preserve : *preservar*

WEEKLY STANDARDS PRACTICE



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

Context Clues

Minilesson

FOCUS ON STRATEGIES As students come across unfamiliar vocabulary, they can use clues from familiar vocabulary to deduce meaning of the new words.

- When you come upon an unfamiliar word, look to the rest of the sentence or paragraph for words and phrases you do understand.
- What do the other words or phrases suggest about the meaning of the new word?

MODEL AND PRACTICE Model this strategy with the academic vocabulary word *consequences* in the MyTurn activity on p. 531 of the *Student Interactive*.

- If I encounter the word *consequences* in a sentence, I look at other words or phrases in the text to figure out the meaning of the new word. I understand the word *follow* means “to come after.” So, *consequences* come after something and in this case they refer to what comes after “building a city on the moon.”
- Direct students to use this strategy with other words in this activity. Discuss possible explanations and correct misinterpretations.

ELL Targeted Support Academic Vocabulary As students acquire new vocabulary using context clues, they can deepen and demonstrate their understanding of these words by using the new words in speaking and writing.

Display and read aloud the definition of each academic vocabulary word. Then challenge students to describe the meanings using their own words or pictures. **EMERGING/DEVELOPING**

Ask students to work in pairs or small groups to create new sentences using this lesson’s academic vocabulary. Challenge them to incorporate context clues. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Guide students to use the same strategy to complete the MyTurn activity on p. 531.

STUDENT INTERACTIVE, p. 531



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Context clues help readers figure out a word's meaning.

MyTURN For each sentence,

1. Highlight a word or phrase that is a context clue to the meaning of the word in bold.
2. Write a sentence that explains how the word and the clue are related.

Possible responses:

The student **printed the name** of each planet on a **label** for her model of the solar system.

Explanation: A label is a way to show the name of something, which can be written in printed letters.

We were **amazed** when Henry said he had **memorized the whole** Earth science book.

Explanation: Memorizing a whole science book takes an impressive amount of time and effort, so it is an amazing thing to do.

Workers may not take computers **outside** the **borders** of the space complex.

Explanation: Borders go around a place, so computers that belong inside should not go outside the borders.

What **consequences** would **follow** building a city on the moon?

Explanation: Consequences are things that happen after an event, so they would follow building a city on the moon.

The **museum** promises to **preserve** the piece of moon rock Darryl donated.

Explanation: A museum is a place that keeps valuable items for people to see, and to preserve means to keep an item safe.

Learning Goal

I can use language to make connections between reading and writing.

Word Study Syllable Pattern VCCCV

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.

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

LESSON 1

Teach Syllable Pattern VCCCV

FOCUS ON STRATEGIES The VCCCV syllable pattern represents words that have three consonants in a row. Here are some guidelines for dividing them into syllables:

- Divide compound words between the two words.
- When there is a prefix or suffix, divide the word after the prefix or before the suffix.
- When digraphs are present, do not divide the digraph.
- Do not divide consonant blends.

The word *contrast* has the consonant blend *tr*. Do not divide the consonant blend. Instead, divide just before the blend: con/trast. *Firework* is a compound word, so divide the base words like this: fire/work.

MODEL AND PRACTICE Direct students to use the strategies outlined above to decode the following words. Have students use dictionaries to confirm or correct their syllabication.

dis/trust mer/chant

ex/change cock/pit



ELL Targeted Support

Dividing Syllables Practice correctly dividing VCCCV pattern words into syllables.

Explain that compound words with the VCCCV syllable pattern divide between the two words. Display and read aloud the compound words *halfway*, *somewhere*, and *daylight*. Instruct students to spell the words in their notebooks and draw a horizontal line to divide the syllables. **EMERGING**

Complete the activity above. Display and read aloud the following VCCCV pattern words *simply*, *increase*, and *function*. Have students circle the prefix or suffix and draw a horizontal line to divide the syllables. **DEVELOPING**

Complete the above activities. Display the words *athlete* and *complaint*. Instruct students to spell the words in their notebooks and divide the syllables without dividing any digraphs or consonant blends. **EXPANDING/BRIDGING**



LESSON 1

Teach Syllable Pattern VCCCV

LESSON 2

Apply Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 3

More Practice

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:**
Suffixes *-en*, *-ent*, and *-ence*

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.



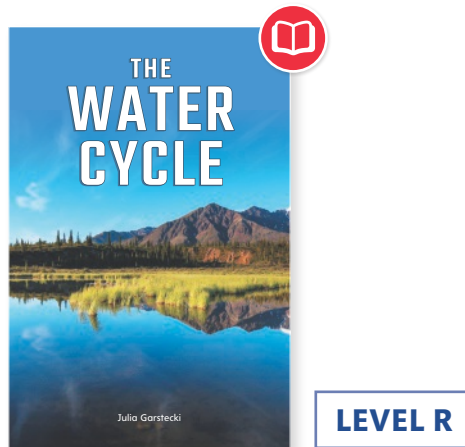
Genre Myth

Text Elements

- Meaning of some new vocabulary derived from text
- Figurative language

Text Structure

- Chronological



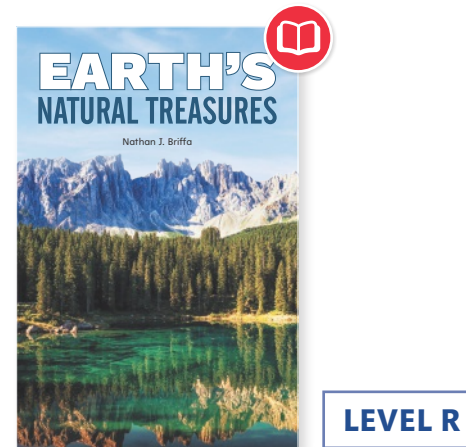
Genre Expository Text + Procedure

Text Elements

- Words with complex spelling patterns
- Variety of text features

Text Structure

- Description



Genre Informational Text

Text Elements

- Some new vocabulary defined in text
- Diagrams

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Argumentative Text

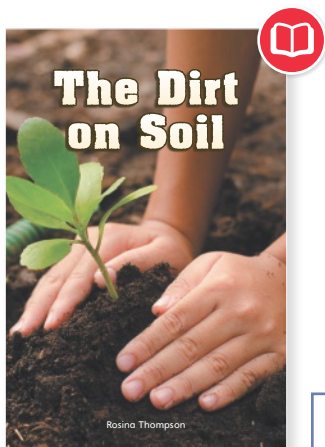
- How can you tell if a passage is an argumentative text?
- What is the general subject of this text?
- What action or belief does the author want the reader to take or agree with?

Develop Vocabulary

- Based on the words and phrases around the word _____, what is its meaning?
- How does the word _____ help you grasp the author's argument?
- What new words did you encounter when reading the text?

Analyze Argument

- What is the general subject that the text is about?
- What claim or opinion does the author make about the subject?
- What reasons, facts, and details does the author use to support his or her claim?



LEVEL S

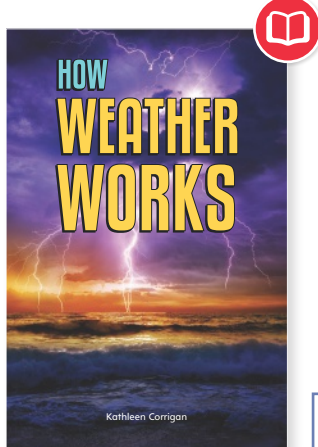
Genre Informational Text

Text Elements

- Meaning of new vocabulary derived from context
- Graphs and diagrams

Text Structure

- Description



LEVEL T

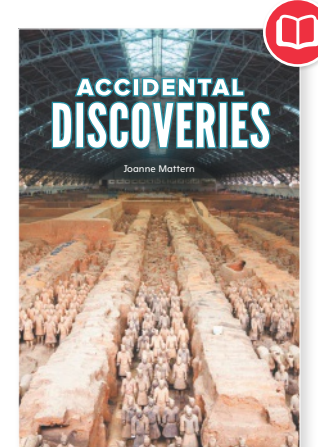
Genre Expository Text

Text Elements

- Wide range of sentence types
- Charts and diagrams

Text Structure

- Description



LEVEL T

Genre Narrative Nonfiction

Text Elements

- Multiple subtopics
- Maps and legends

Text Structure

- Description

Summarize Text

- How would you state the author's opinion in your own words?
- Which of the author's reasons are the most persuasive and why?
- What other reasons does the author use to support the claim of the text?

Compare Texts

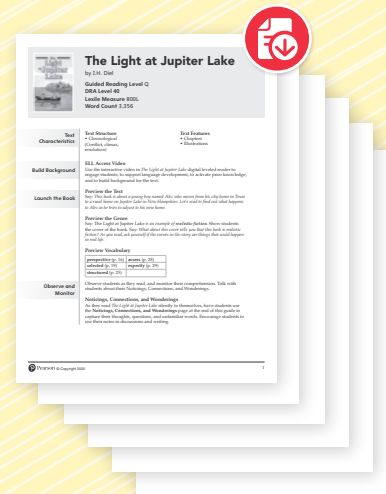
- How is this argumentative text similar to other nonfiction texts you've read recently?
- How is it different?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T143 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE ARGUMENTATIVE TEXT

Teaching Point When reading an argumentative text, ask yourself what claim or opinion the author is making about the subject. Then identify the facts and details used to support his or her claim.

ELL Targeted Support

Explain that to analyze an argumentative text, it is important to identify the author's claim and reasons. Use an argumentative text from the classroom library.

Have students preview the text by reading the title, headings, and first paragraph and by looking at the images. Then have them complete the following sentences: *From reading the first paragraph of the text, I think the author's claim is _____. The author uses the reason _____ to support this claim.* **EMERGING/DEVELOPING**

Have students read aloud the first three paragraphs of the text. Ask: **What is the author's claim? How do you know?** **EXPANDING**

Have students preview the text, including reading the first paragraph. Ask them to state the author's claim and describe how the text features help them better understand the author's purpose. **BRIDGING**



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

Intervention Activity



READING ARGUMENTATIVE TEXT

Use Lesson 30, pp. T195–T200, in the *myFocus Intervention Teacher's Guide* for instruction on the characteristics of argumentative text.

LEVEL E • READ

Lesson 30 Genre: Argumentative Texts

DIRECTIONS Read the following passages. Pay attention to the reasons and evidence that the author gives to support his argument.

Why We Need a Public Pool

1 The city leaders of Lynwood will take an important vote next month. They will vote on whether to build a public swimming pool. The cost of the pool is one of their big concerns. But, the benefits to Lynwood will far outweigh the costs. City leaders should always think about ways to improve their cities. There are many reasons that a public swimming pool will make Lynwood a better place to live.

2 Recreation is a key reason for building a public swimming pool. People like to have choices. Lynwood has two tennis courts, a soccer field, and three basketball courts. But, these sports do not appeal to all people. A public pool would give people another way to stay active and enjoy the outdoors. A pool is always a good choice during hot, summer months. The nearby town of Clavell built a public pool five years ago. *The Daily Bugle* published a poll about Clavell's public parks and recreation. Citizens were asked to rank their favorite activities. Swimming came in at the top of the list. It even beat out hiking and soccer.

3 Another reason to build a public swimming pool is better health. Swimming is aerobic exercise. This means it is good for your heart and lungs. Swimming is a whole-body workout. It helps to strengthen many different muscle groups. It is a low-impact exercise. This makes it much safer for many people. Swimming rarely leads to the kinds of injuries that running can cause. Many health problems are caused by stress. Swimming can reduce stress. It helps people feel more relaxed and calm. A recent study in "Health Today" showed that people who exercised daily were far less likely to develop health problems due to stress.

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Reading Informational and Argumentative Text T • 195

On-Level and Advanced



INQUIRY

Question and Investigate Have students use the diagram on pp. 500–501 to generate questions about how daily actions can help reduce pollution and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 38–42 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes per conference

IDENTIFY ARGUMENTATIVE TEXT

Talk About Independent Reading Ask students to share the author’s claim and supporting reasons from an argumentative text.

Possible Conference Prompts

- How can you tell this is an argumentative text rather than an informational text?
- How did you identify the author’s claim?
- How did the text features, such as the title and headings, help you identify the author’s reasons?

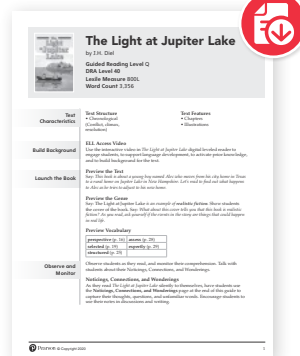
Possible Teaching Point To identify an author’s claim, first ask yourself what the topic is. Then ask yourself how the author wants you to feel about the topic.

Leveled Readers



IDENTIFY THEME

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to identify theme, see the *Leveled Readers Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share the discussion they had in the turn and talk activity or their independent reading and how previewing the text helped them to better understand it.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- begin reading their Book Club text or one of the suggested titles on p. T475.

Centers



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

Literacy Activities



Students can

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

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



The Top 10 Ways You Can Reduce Waste

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.

Recognize characteristics and structures of argumentative text.

Preview Vocabulary

- Introduce the vocabulary words on p. 504 in the *Student Interactive* and define them as needed.

emissions: substances released; anything given off by something else

excessive: a lot, or more than necessary

underlie: form the foundation of

watt: unit of measurement for electrical power

innovative: creative; using new ideas or methods

- These words will help you understand some of the details in the argumentative 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. Have students scan the text and identify the intended audience. Prompt students to establish that the purpose for reading this selection is to analyze the argument made.

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.

FIRST READ STRATEGIES

NOTICE Remind students to first identify an opinion and then to be on the lookout for facts relating to the opinion.

GENERATE QUESTIONS Ask students to jot down questions about the author's main points and the supporting details he offers.

CONNECT Remind students to compare details the author relates with what they know from experience in their own lives, community, or town.

RESPOND Direct partners to listen patiently without interrupting during the process of sharing with each other.

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 maps can help them organize new information they learn about a subject.

Draw and display a concept map titled Top Ten Ways You Can Reduce Waste. Read paragraphs 1–3 on *Student Interactive* p. 506 with students and help them find the author’s claim. Add the claim to the map and scan ahead in the text to add branches for reasons the author provides in support. As students continue to read, have them add branches and details to the map as they go. **EMERGING/DEVELOPING**

Have students create their own concept maps as they read. Tell them to place the author’s claim at the top of their map and to add branches for the reasons as they read. Model adding the claim and first two branches to the map as needed, and encourage students to continue to fill out their maps as they read the rest of the selection. **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 the impact that individuals can have on the environment.

STUDENT INTERACTIVE, pp. 504–505



Meet the Author

Nick Winnick has published books about a variety of topics, including animals, seasons, and green living. In the *Being Green* series, Winnick gives readers tips about forming eco-friendly habits.

from
The Top 10 Ways You Can Reduce Waste

Preview Vocabulary

As you read *The Top 10 Ways You Can Reduce Waste*, pay attention to these vocabulary words. Notice how they clarify and support the author’s claim.

emissions	excessive
underlie	watt
	innovative

Read

Before you begin, preview the text and determine Nick Winnick’s intended audience. Use these strategies to understand **argumentative texts**.

<p>Notice</p> <p>opinions, facts, and how they are connected.</p>	<p>Generate Questions</p> <p>about main points and supporting details.</p>
<p>Connect</p> <p>details in this text to events in your community, such as drives for recycling electronic devices.</p>	<p>Respond</p> <p>by telling a partner which example or quotation you found most interesting.</p>

First Read

Genre Argumentative Text

by Nick Winnick


BACKGROUND

In this excerpt, you will read about how you can help the planet. This text offers easy ways to cut down the amount of waste your household produces.

AUDIO
ANNOTATE

First Read

Generate Questions

 **THINK ALOUD** I see the phrase “a greener place” in the heading and in the first paragraph. Does the author mean it literally? I see a photograph of green trees. Could the author also mean it figuratively? I will read on to find out more about this phrase.

Close Read

Analyze Argument

Have students read **paragraphs 1–3**. Ask: **What sentence expresses the author’s claim? How do you know?** Remind students to look for a call to action or a statement that asks readers to change their mind or outlook about something. **See student page for possible responses.**

Ask students to explain how they know this sentence relates to the author’s claim.

Possible response: It answers the question that opens the text, and each sentence after it builds on the statement.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the claim.

CLOSE READ

Analyze Argument

Identify and underline Nick Winnick’s claim.

MAKING THE WORLD A GREENER PLACE

- 1 How can you make the world a greener place? You can help the planet by reducing your carbon footprint. A carbon footprint is the measure of greenhouse gases produced by human activities.
- 2 Greenhouse gases are created by burning fossil fuels. People burn fossil fuels for electricity, heating, and powering vehicles. One of the biggest causes of climate change is the greenhouse gas known as carbon dioxide. Many scientists believe that carbon emissions are more damaging to Earth than any other kind of pollution.
- 3 There are many ways you can reduce your carbon footprint. One way is to walk or ride your bike instead of riding in a car. You can turn off lights when you leave a room to reduce energy waste. Reusing plastic shopping bags to carry other items is another way to help the environment. You can recycle newspaper so that fewer trees are chopped down to make new paper.

emissions substances released; anything given off by something else

506

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CROSS-CURRICULAR PERSPECTIVES

Science



Explain to students that fossil fuels, such as oil, coal, and natural gas, are nonrenewable resources. Once they are used up, they cannot be replaced. They’re called fossil fuels because they’re made up of the remains of ancient plants and animals. Oil and natural gas are the remains of tiny marine life. Coal is the remains of prehistoric plants. Over time—millions and in some cases billions of years—the decayed remains were covered in layers of earth and stone. The pressure converted them to fossil fuels that can be burned to create energy.



HOW CAN YOU REDUCE WASTE?

- 4 Reducing waste is one of the easiest ways you can help the environment. Once you decide to reduce the amount of waste you produce, you can learn many different ways to do it. Buying more items than you actually need can lead to excessive waste. Before making purchases, whether you are buying food or a new piece of electronic equipment, consider the waste the purchase will produce. Does the food item have an excessive amount of packaging? If it does have packaging, is that packaging recyclable or made from recycled materials? Do you need a new TV, or could you have an old one fixed or buy a used one? These are the types of questions to ask when you and your family are trying to reduce waste.

CLOSE READ

Analyze Argument

Identify and underline a reason that supports Nick Winnick's argument.

excessive a lot, or more than necessary

First Read

Connect

THINK ALOUD The details listed in paragraph four made an impression on me, because I was able to connect each of them with choices I make in my own life. Everybody has to buy food to eat, and I have made decisions about whether or not to buy a piece of electronic equipment.

Close Read

Analyze Argument

Have students read **paragraph 4**. Ask students to identify and underline a reason that supports the author's argument. **See student page for a possible responses.**

Ask: *How do you know this is one of the author's reasons?*

Possible response: It describes a way to reduce your carbon footprint, which means that the statement supports the claim I identified in paragraph 1.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text.

Possible Teaching Point



Word Study | Syllable Pattern VCCCV

Use the Syllable Pattern lesson on pp. T146–T147 in the Reading-Writing Workshop Bridge to teach students how they can learn to spell and say words with the VCCCV vowel-consonant pattern. Point out the word *electronic* on p. 507. Guide students to divide the word just before the digraph *tr*.

First Read

Generate Questions

THINK ALOUD When I turned to this page, the first thing I noticed was the photograph of the people. I asked myself, “what does this have to do with reducing waste?” I read paragraph five to find out.

Close Read

Analyze Argument

Tell students that an author sometimes reiterates, or repeats, an important reason. Have students read **paragraph 5**. Ask them to underline an action that people can take to help the planet. **See student page for a possible response.**

Point out that this is the same action described in the reason on the previous page. Ask: **How does repeating the importance of reducing waste help you better understand this reason?**

Possible response: The author begins the paragraph by talking about how the world’s population is growing. That helps me understand how much waste is produced by people around the world.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text.

CLOSE READ

Analyze Argument

Identify and underline a reason that supports the author’s claim.

LOOKING TO THE FUTURE

5 In the future, the world’s population will likely grow much larger than it is today. How can the world support more people, yet still be kinder to the environment? The answer has a great deal to do with reducing waste.



508

ELL Targeted Support Cognates Point out the Spanish cognates in paragraph 5—future: *futuro*; population: *población*; reduce: *reducir*.

Have students fill in the blanks in the following sentences: *By the time the city’s _____ reached 100,000, it seemed like Main Street was always crowded. In order to _____ the traffic, the mayor proposed adding another lane to Main Street. It will take a while to finish construction, but in the _____, the traffic will flow smoothly again.* **EMERGING/DEVELOPING**

Have students write a paragraph using each of the three cognates listed above. **EXPANDING/BRIDGING**



WAYS TO REDUCE WASTE IN THE FUTURE

6 Think About People

Currently, there are nearly seven billion people on Earth. The population continues to grow, and every person on the planet produces waste. However, there are many simple ways that each person can cut back on the waste he or she produces.



7 **Be Efficient** Efficient energy products use less energy, but they work as well as, or better than, the items they replace. A good example is energy-efficient light bulbs. These bulbs have become popular because they give off the same amount of light as an incandescent light bulb. However, they last longer, use less electricity, and can be recycled.



8 **Make Changes** The power to reduce waste lies in our own hands. Many people have started to make changes to become less wasteful in their everyday lives. These changes can have a ripple effect that benefits the world in many ways. For example, foods with less packaging are often more healthful. The next time you are in a grocery store, think about which foods create the most waste. Another example would be cleaning out a closet. Before throwing away an item, think about whether it could be donated to charity. Can you think of any other choices that create less waste and are beneficial to the planet in other ways?



CLOSE READ

Summarize Argumentative Text

Highlight details that belong in a summary of this selection.

“This growing mountain of garbage and trash represents not only an attitude of indifference toward valuable natural resources, but also a serious economic and public health problem.”

—Jimmy Carter,
former U.S. president

First Read

Respond

I think it is very interesting that former United States President Jimmy Carter connected the idea of garbage and trash to public health. What detail or quotation do you find most interesting? Tell a partner your answer and explain why.

Possible response: The most interesting detail to me was the sentence that said food with less packaging is healthier. It made me think of times I've been in the grocery store, and what type of packaging each type of food comes in.

Close Read

Summarize Argumentative Text

Tell students that if they take notes about the details they think are important to the author's argument, they will find it easier to summarize the text at the end. Have students reread p. 509 and highlight the details they think they will include in their summaries. **See student page for possible responses.**

Ask: *What made you choose these details?*

Possible response: The details I highlighted are directly related to the author's claim that you can help the planet by reducing your carbon footprint.

DOK 2

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

509

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T144–T145 in the Reading-Writing Workshop Bridge to underscore how to use context clues to determine the meaning of an unfamiliar word. Encourage students to reread paragraph 7 on p. 509 and notice the word *efficient*. Point out that they can understand the meaning of the word by thinking about the nearby phrases “use less energy” and “work as well as, or better than.”

First Read

Notice

THINK ALOUD In paragraph 9, the author claims that reducing waste is one of the most important ways of protecting the environment. I will mark this statement so that I remember to look for facts he uses to support this claim.

Close Read

Analyze Argument

Have students scan **paragraph 9** to find and underline a reason the author gives for focusing on waste reduction. **See student page for a possible response.**

Ask: *How effective, or persuasive, is this reason? Why do you think so?*

Possible response: By itself, this reason is not very persuasive, because it doesn't tell me why reducing waste is so important.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text.

CLOSE READ

Analyze Argument

Underline a reason Nick Winnick gives for his claim that people can help the planet by reducing waste.

IDEAS FOR WASTE REDUCTION

9 Think about all the times that you have heard people refer to the “Three Rs.” The three Rs are “Reduce, Reuse, Recycle.” Reducing is one of the most important parts of being green.



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510

Possible Teaching Point



Read Like a Writer | Author's Craft

Alliteration To help students understand how alliteration affects a reader, have them find the writer's use of alliteration in paragraph 9. Write and display it for the class to see: “Reduce, Reuse, Recycle.” Ask: *How does the repetition of sounds help you remember the three items on the list?*



WAYS TO REDUCE THE WASTE YOU PRODUCE

10 Think Twice Before you buy any item, ask yourself whether you really need it. A great deal of waste is created when people buy items they do not need or cannot use. It is a good idea to remember the following phrase whenever you are thinking of buying an item. “Buy what you need, and use what you buy.”



CLOSE READ

Analyze Argument

Identify and underline facts that Nick Winnick uses to support an argument.

“Our personal consumer choices have ecological, social, and spiritual consequences. It is time to re-examine some of our deeply held notions that underlie our lifestyles.”

– David Suzuki, biologist and environmentalist

11 “Precycle” Another way to reduce waste is to precycle. Precycling refers to planning purchases with recycling in mind. For example, you may have a choice between two brands of eggs. They are the same price, but one comes in a Styrofoam container, and the other in a cardboard container. The cardboard can be recycled, and even if it should be thrown out, cardboard is biodegradable. The Styrofoam would have to be thrown away. It is not known exactly how long it takes for Styrofoam to break down, but it will last for at least 100 years. The eggs in the cardboard container are the better choice for the environment.



underline form the foundation of

12 Try a New Activity Do you spend a great deal of time shopping with your friends? Some people think of shopping as a fun, leisure activity or as a hobby. One result of spending free time shopping may be buying items when you do not really need them. Trying a new activity, such as a sport or gardening, can reduce waste. There is very little waste created by a tomato that you have grown yourself.



511

First Read

Notice

THINK ALOUD A good argumentative text contains clear opinions supported by impressive facts. I will read paragraph 10 to find an opinion statement, and then list the facts the author provides to support the opinion.

Close Read

Analyze Argument

Remind students that facts and details can strengthen the reasons an author gives to support an argument. Have them reread **paragraph 11** and underline the fact or facts that support the idea that precycling is a good way to reduce waste. **See student page for a possible response.**

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.

Possible Teaching Point



Word Study | Syllable Pattern VCCCV

Use the Syllable Pattern lesson on pp. T146–T147 in the Reading-Writing Workshop Bridge to teach students how they can learn to spell and say words with the VCCCV vowel-consonant pattern. Point out the compound word *cardboard* in paragraph 11 as an example of a syllable pattern VCCCV word.

First Read

Connect

In some communities, people come together on a regular basis to help each other repair and reuse worn or broken items. What examples can you think of from your life when you fixed or reused items that you could have thrown away?

Possible response: I have used a needle and thread to mend a hole in a stuffed animal for a younger sibling.

PUTTING ITEMS TO NEW USES

- 13 Reusing can be thought of as rescuing things that would otherwise be wasted. A water bottle might be recyclable, but it could be refilled and reused instead of buying another bottle of water. If a cell phone or a camera breaks, it may be possible to have it repaired rather than buying a new one.



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512

Possible Teaching Point



Academic Vocabulary | Context Clues

Use the Academic Vocabulary lesson on pp. T144–T145 in the Reading-Writing Workshop Bridge to underscore how to use context clues to determine the meaning of an unfamiliar word. Encourage students to reread paragraph 13 on p. 512 and notice the word *otherwise*. Point out that they can understand the meaning of the word by rereading and thinking carefully about the first sentence of the paragraph.



WAYS TO REUSE ITEMS

14 Ask Questions Take a close look at an item you are thinking about throwing away. Maybe it is a bicycle with a broken gear shift or an old shirt that no longer fits. Ask yourself the following questions. “Can I still use this?” and “could someone else use this?” If the answer to either question is “yes,” there are many ways you can reuse that item.



CLOSE READ

Analyze Argument

Underline words and phrases that help you identify the intended audience for this text.

“A society is defined not only by what it creates, but by what it refuses to destroy.”
— *John Sawhill, economist and conservationist*

15 Find New Uses Many disposable products can be used multiple times before they are thrown away or recycled. Plastic knives and forks can be washed and re-used for school lunches. Plastic shopping bags can be used as trash can liners or to pick up dog waste. Plastic water or soda bottles can be refilled and reused. What other items could be used more than once before they are discarded? Every time you re-use an item rather than buying or using something new for the same purpose, you are reducing waste.



16 Repair or Donate Repairing a damaged item can often be cheaper than replacing it. If you do not have a family member who knows how to do this, consider calling the store where you purchased the item for advice about having it fixed. Items you can no longer use or that you no longer need can be helpful to others. Many charities, such as Goodwill and the Salvation Army, can make sure that donated clothing and household goods get to people in need. A yard sale is another way to ensure your items continue to be used.



513

First Read

Respond

On this page, find what you think is the most interesting way to reuse items, and share your thought with a partner. Discuss a time when you have reused an item in a similar way or a plan you have to do so.

Possible response: We replaced the broken leg on a piece of furniture. This meant we could keep using the furniture and not replace it.

Close Read

Analyze Argument

Tell students that authors of argumentative texts sometimes attempt to persuade by addressing the reader directly. Have students reread **paragraphs 14–16** and underline the words and phrases that are aimed at the reader. **See student page for a possible response.**

Ask: *Why might addressing readers directly be helpful when trying to persuade them that an argument is correct?*

Possible response: The text feels more personal because each reader feels like the author is speaking to him or her.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

Possible Teaching Point



Read Like a Writer | Author's Craft

Quotations Have students read the quote from John Sawhill and discuss how it relates to the rest of the information on the page.

Point out that the author uses quotes throughout the text. Discuss how they support the author's claim. Ask why the author may have chosen the specific quotes that he did.

First Read

Generate Questions

THINK ALOUD What are the new technologies and new ideas the author mentions that can reduce wasted energy? I'll highlight that sentence in paragraph 17 and look for the answer to my question as I read further.

Close Read

Summarize Argumentative Text

Have students reread **paragraph 17** and highlight a detail they think they would use in a summary of this argumentative text. **See student page for possible responses.**

Ask students why this detail is important enough to include in a summary.

Possible response: Since the author says wasted energy is one of the easiest problems to solve, I assume that he will go on to tell readers how they can solve the problem. Scanning ahead to the next page, I see that I'm correct.

DOK 2

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Summarize Argumentative Text

Highlight information that belongs in a summary of this selection.

EFFICIENT ENERGY

17 Energy from many sources makes our world run. It powers cars, lights homes, and cooks food. Depending on how it is used, energy may be wasted. Wasted energy is one of the easiest problems to solve. New technologies and new ideas are helping to reduce wasted energy. These technologies may also save people money.



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514

ELL Targeted Support Expressions Tell students that some expressions which include multiple-meaning words can be difficult to understand. As with vocabulary words, context clues can help a reader figure out the meanings of expressions.

Have students read paragraph 17 and then rewrite the expression “makes our world run” in their own words. **EMERGING/DEVELOPING**

Have students work in pairs or small groups to generate sentences using the expression “makes ___ run” correctly. **EXPANDING/BRIDGING**



WAYS TO MONITOR ENERGY USE

18 Use Power Strips Did you know that some devices use power whenever they are plugged in, whether they are turned on or not? These energy-sucking devices are sometimes referred to as “vampires.” Cell phone chargers, DVD players, microwave ovens, and coffee makers can be “vampires.” There are a couple of different ways that you can slay these vampires. The simplest way is to unplug the devices. Many people choose to plug their devices into a power strip or bar. Power strips have several outlets with a single plug. They have switches that can be used to easily cut off power to every device plugged into the strip.

19 Try Kill-A-Watt Many families in the United States have saved money and energy by installing a power meter called a Kill-A-Watt. These meters attach to a home’s electrical system. Kill-A-Watt meters display how much energy is being used and how much this energy costs. With this information, many people find it easier to keep track of how much energy they use.



watt unit of measurement for electrical power

20 Keep Insulated Think about the difference between hot chocolate in a cup and hot chocolate in a thermos. The liquid in the thermos stays hot longer because the thermos is insulated. The same idea is true for homes. In cold weather, well-insulated homes get warm faster and stay warm longer than homes with poor insulation. This means that less energy and less money is needed to heat well-insulated homes. Improving a home’s insulation by sealing drafts and properly insulating the roof, walls, and floor, can be one of smartest financial and environmental decisions a family can make.

“Pollution is nothing but the resources we are not harvesting. We allow them to disperse because we’ve been ignorant of their value.”

– Buckminster Fuller,
architect and
inventor



515

CLOSE READ

Vocabulary in Context

You can use **context clues** to determine the correct meanings of multiple-meaning words as they are used in a text.

Underline a phrase that helps you clarify the meaning of *drafts* as it is used here.

First Read

Notice

THINK ALOUD As I read page 515, I notice two different techniques the author used to draw the reader’s interest. First, he referred to electrical devices as “vampires,” which was interesting. Second, he had me think about hot chocolate in a cup and in a thermos. This helped me connect his example to a situation I understand.

Close Read

Vocabulary in Context

Have students scan **paragraph 20** to find the word *drafts* and underline the words and phrases that help them determine how the multiple-meaning word is being used. **See student page for possible responses.**

Have students explain how they selected the correct sense of the multiple-meaning word by using context clues.

Possible response: The phrase before *drafts* describes sealing up a home during cold weather. I know that one meaning of the word is “wind,” and since no other definitions match up, that must be the meaning the author is using here.

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



Read Like a Writer | Author’s Craft

Allusion Tell students that an allusion is a reference to something from literature or history that is used to make a point in a text. Have students discuss how the allusion to vampires helps the reader understand the point the author is making in paragraph 18.

First Read

Connect

What activity or activities do you think use the most water in your home? How might you change your habits to save water during these activities?

Possible response: I think taking showers uses the most water. I can try to take faster showers and encourage my family members to shorten their showers as well.

Close Read

Analyze Argument

Have students reread **paragraph 21** and underline a fact that supports the author's argument. **See student page for possible responses.**

Ask: *What point does the author make about the water on Earth's surface?*

Possible response: The author states that most of the water on Earth is not drinkable.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.

CLOSE READ

Analyze Argument

Underline a fact that supports a point that Nick Winnick is making.

innovative creative; using new ideas or methods

USING LESS WATER

21 Earth may be covered by water, but only a small portion of that water is drinkable. Since all humans must drink water to survive, it is important not to waste this resource. Modern homes and businesses can use a great deal of fresh water, and, often, much of this water is wasted. Around the world, people are finding simple and innovative ways to save water.



WAYS TO REDUCE WATER USE

22 **Reuse Graywater** There are three major "types" of water in a modern home. They are drinking water, waste disposal water, and the water used for cooking, bathing, cleaning, and laundry, which is called graywater. Most of the water used in any home will become graywater. Many developers have begun

516

CROSS-CURRICULAR PERSPECTIVES

Science



Explain that Earth overall always contains the same amount of water. The same molecules of water have been rotating through the water cycle for hundreds of millions of years, evaporating and rising into the atmosphere, gathering in clouds, and falling back to Earth as precipitation. So wasted water does not disappear, but it does become unusable by humans.



installing graywater treatment systems in homes. Using cleaning chemicals and filters, the graywater is treated until it can be used again for many household purposes. Homes with a graywater system can reduce their water use and their water bill by more than 50 percent. Even without a treatment system, you can reuse some graywater. Try collecting the water that runs in the shower while the water gets hot and then using it to water plants.

23 Collect Rainwater Many homes supplement their water intake by collecting rainwater. This can be as simple as draining your home's gutters into a bucket for watering the garden, or as sophisticated as a system that filters and pumps water into the home. Inexpensive rain barrels are available at most hardware stores. Most of these barrels have a screen that keeps out leaves and other debris. Some even have taps so that watering cans or birdbaths can easily be filled with water from the barrel.

**CLOSE READ****Analyze Argument**

Underline evidence that tells you that Nick Winnick wants to persuade the reader to take action.

“When the well is dry, we know the worth of water.”

— Benjamin Franklin, statesman, scientist, inventor, and author

24 Modify Toilets A great deal of the water used in any home is flushed down the toilet. However, there are ways to reduce the amount of water lost down the drain in your home. New low-flush toilets use much less water than older models, and many have an option to flush with more water when needed. If your family does not have a new toilet, you can try this simple trick instead. Open the back tank of your toilet, and place a brick or a sealed container of water in the tank. The toilet will keep the same level of water in the tank without using as much water with each flush.



517

First Read**Generate Questions**

THINK ALOUD I think the most interesting example the author gives for using less water is graywater. I would like to know more about how graywater systems work. I will record some questions, such as “Do homes in my area use graywater systems? What kind of chemicals and filters do these systems use?”

Close Read**Analyze Argument**

Have students scan **paragraphs 22–24** and underline evidence that the author wants the reader to take action. **See student page for a possible response.**

Point out that **paragraph 23** does not have a call to action that is as direct as in the paragraph before and after. Have students use the information in **paragraph 23** to write a sentence that directly asks the reader to take action.

Possible response: Go to the hardware store, buy a rain barrel, and use it to collect rainwater for gardens and birdbaths.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

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

Alliteration Have a volunteer read the Benjamin Franklin quote out loud and identify the repeated sound. Tell students that the repetition of the w sound is an example of alliteration. Ask students to write a sentence of their own using alliteration.

First Read

Notice

THINK ALOUD I notice the heading and the photograph of vegetable peels and eggshell. I can make an inference that composting is a technique for reducing my carbon footprint. I am not sure how compost is made, so I will look for those details as I read this section.

Close Read

Summarize Argumentative Text

Point out the two uses of “however” on this page. Tell students that words like *however* and *nonetheless* often indicate a detail that contradicts other details in the text. Sentences with these words often contain key information. Have students highlight a sentence that contains “however.” **See student page for possible responses.**

Ask: *Why is this detail important enough to include in a summary?*

Possible response: This detail introduces a new way to reduce waste that many people don’t know about.

DOK 2

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

CLOSE READ

Summarize Argumentative Text

Highlight a sentence that includes a key idea about reducing waste without recycling.

MAKING COMPOST

25 Some types of waste can be harder to reduce than others. You cannot add spoiled food or old teabags to a recycling bin. Most families throw this kind of waste into the garbage. **It is possible, however, to find a use for many types of spoiled or uneaten food.**



“When plants die, they’re recycled into basic elements [by organisms in the soil] and become a part of new plants. It’s a closed cycle. There is no bio-waste.”

– Alice Friedemann, *journalist*

WAYS TO USE COMPOST AT HOME

26 **Use Compost Containers** Fungi and bacteria can cause food to spoil. Most of the time, this spoiled food is thrown away. However, keeping some types of food in a special container can turn it into compost. Most composting is done outdoors. In addition to spoiled food, people put garden trimmings and parts of food

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that cannot be eaten, such as cornhusks and eggshells, into a container in their garden. As these materials break down, they turn into a soil-like material that is helpful to plants. Every so often, some of the compost can be removed and used as fertilizer. Keep in mind that meat and dairy products cannot be composted.

**CLOSE READ****Analyze Argument**

Underline facts in paragraphs 26–28 that help you understand how composting reduces waste.

27 Make Compost for Others Many people do not have gardens, but almost everyone knows someone who does. If you do not have a use for compost at your home, ask your friends and family to see if anyone would like extra compost. Many gardeners would be happy for the help, and you could use some of your home's waste to make compost for them. Small compost buckets are inexpensive, can be kept in the house or garage, and are easy to transport to the person who will use the compost.



28 Try Vermiculture Not everyone can compost outdoors. People who live in apartments, for example, might not have this option. In many cases, people who wish to compost indoors use vermiculture. Vermiculture uses a colony of worms, such as earthworms, to break down food that would otherwise be wasted. Vermiculture can be difficult to use because the worms' habitat must be kept at a certain temperature and humidity level. However, the worms produce beneficial fertilizer for plants in small gardens or in window boxes.



519

Possible Teaching Point**Word Study | Syllable Pattern VCCCV**

Use the Syllable Pattern lesson on pp. T146–T147 in the Reading-Writing Workshop Bridge to teach students how they can learn to spell and say words with the VCCCV vowel-consonant pattern. Point out the word *cornhusks* on p. 519 as an example of a syllable pattern VCCCV word. Have students explain how to divide the compound word into syllables.

First Read**Respond**

What detail or quotation do you find most interesting? Tell a partner your answer and explain why.

Possible response: I think keeping worms in your apartment to turn food waste into fertilizer is the most interesting example of a way to reduce waste.

Close Read**Analyze Argument**

Tell students that facts and details can help readers understand difficult concepts as well as strengthen the author's argument. Have them reread paragraphs 26–28 and underline the facts that help them understand how composting reduces waste. **See student page for a possible response.**

Ask students how these facts support the author's claim or reason.

Possible response: The facts provide information about how composting works, so that the reader understands what happens to the spoiled food when people compost it rather than throw it away. This supports the author's claim and reason: you should help the planet because reducing waste is an easy way to help the environment.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by explaining how the author has used facts for an argument.

First Read

Notice

THINK ALOUD I notice that in paragraph 29, the author transitions to a new type of example of how people can help the environment. The earlier paragraphs had examples of how individuals could help, but now he is writing about how groups can help.

Close Read

Analyze Argument

Have students scan **paragraph 29** and underline a sentence that addresses the reader directly. **See student page for a possible response.**

Ask: **How can you tell that this is a direct appeal?**

Possible response: The sentence speaks directly to the reader, telling them what to think about and using the word “you.”

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the intended audience or reader.

CLOSE READ

Analyze Argument

Underline a sentence in which Nick Winnick makes an appeal to the audience.

HELPING YOUR COMMUNITY

29 Protecting the environment is a big job. Taking individual action is a great start, but a large group will see faster results. Think about ways that you could use what you have learned about reducing waste to help your community.



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520

ELL Targeted Support Visual Support Tell students that the images included with an argumentative text can help readers understand the author’s claim and support.

Display these sentence frames and have students finish them: *The image of the boys with the wheelbarrow of bottles helps me understand paragraph 30 because _____.* *The image of the woman helping children at computers relates to community because _____.* **EMERGING/DEVELOPING**

Have students choose two images on pp. 520–521 and write in their notebooks how each relates to helping community. **EXPANDING/BRIDGING**



WAYS TO REDUCE WASTE IN A COMMUNITY

30 Hold Bottle Drives In some states, people may receive money for turning in empty bottles and cans for recycling. The payment is 5 or 10 cents per can or bottle, which will add up over time. Bottle drives are a great way to earn money and help the environment. In a bottle drive, people go to homes and businesses in a community and ask residents to donate bottles and cans. Many groups, such as sports teams and charity organizations, use this method to earn money for their activities.



CLOSE READ

Vocabulary in Context

Use **context clues**, text evidence you find in and around a sentence containing a multiple-meaning word, to clarify the word's meaning.

Underline words and phrases that help you clarify the meaning of *pool* as it is used in paragraph 32.

31 Go Online The Web can be a great resource for waste reduction. The Freecycle Network is a nonprofit group devoted to exchanging free items and keeping objects out of landfills. Some community sites have free classified sections where people can list items that they no longer need. These items can range from moving boxes to furniture. You can also find sites that list upcoming flea markets and garage sales. If you are interested in pursuing a listing, ask an adult for help.



32 Pool Resources One of the greenest ways to help your community is to keep items from being wasted in the first place. Imagine that you have old clothes, books, or sports equipment that you no longer need. You may not have enough to hold a yard sale of your own, but perhaps you can hold one with friends or neighbors. If all of you pool your resources and hold a sale together, you can earn money, provide your friends and neighbors with items they might need, and keep items from being thrown away.



521

First Read

Generate Questions

THINK ALOUD I would like to learn more about ways that people can work together to help reduce waste. I wonder what resources are in my neighborhood—does my community participate in an exchange network like the ones described here?

Close Read

Vocabulary in Context

Have students reread the last two sentences in **paragraph 32** to scan for context clues to understand the word *pool*. **See student page for possible responses.**

Ask: *What does it mean to “pool resources”?*
How do you know?

Possible response: To *pool* resources is to gather items or services together to help a group. The text is about working together with friends and neighbors to achieve something you couldn't do alone.

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 | Context Clues

Use the Academic Vocabulary lesson on pp. T146–T147 in the Reading-Writing Workshop Bridge to underscore how to use context clues to determine the meaning of an unfamiliar word. Encourage students to reread paragraph 31 on p. 521 and notice the word *pursuing* in the last sentence. Ask students to use the context clues in the paragraph to state or write down the meaning of the word.

First Read

Notice

THINK ALOUD On pages 522 through 523, the author changes his text structure. Previously, he used two pages to state a reason for a claim and then gave evidence to support the reason. Here he provides a list of things people can do to make their home more environmentally friendly.

10 WAYS TO MAKE YOUR HOME GREEN

33 If you are interested in reducing waste, you can start in your home. Here are 10 simple ways to make a home more efficient.



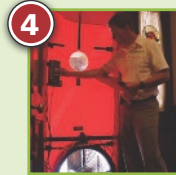
1 ••••• 34 **Stop Air Leaks** Heat is lost very quickly through air leaks. Windows, doors, light switches, and electrical outlets may be letting warm air escape. This means that more energy has to be used to heat the house. Sources of heat loss can be sealed with foam, caulking, or weatherstripping.



2 ••••• 35 **Turn It Off** If you do not need it, do not run it. Any room without people in it should not have a light on and should not have electronics running.



3 ••••• 36 **Set Your Thermostat** You can save money on heating costs and save energy by lowering your thermostat when you are out of the house or asleep. Hardware stores sell thermostats with timers that can be programmed to change temperatures at pre-set times.



4 ••••• 37 **Request the Test** Certified home energy raters can test homes with a “blower door.” This device pumps air into your home and helps to find poorly insulated or drafty areas. Finding and fixing these will help your home become more energy efficient.



5 ••••• 38 **Look for the ENERGY STAR Logo** When your family is buying a new appliance, look for the ENERGY STAR logo. This logo identifies products that have been certified by the U. S. Environmental Protection Agency to be energy-efficient. Often, these products use 10 to 30 percent less energy than their competitors.



39 **Go with the Low-Flow** Installing low-flow showerheads will save water. These are inexpensive and easy to install, and they can save money on water bills every year.



40 **Use Coiled Fluorescent Light Bulbs (CFLs)** Replacing older incandescent bulbs with CFLs, which are very energy efficient, will reduce your family's electric bill. If everyone in the United States made this change, the reduced need for electricity could mean that more than 5 billion tons (4.5 billion metric tons) of greenhouse gases would not enter the atmosphere.



41 **Clean and Maintain Your Furnace** If your home has a furnace, it is a good idea for your family to have it cleaned every second year. This improves the furnace's efficiency by between 5 and 10 percent. It also reduces heating costs and energy usage.



42 **Plant a Tree** A shade tree or bushes that will grow tall in your front yard can save money on air conditioning in the summer. If your family plants a leafy tree, it will let sunlight through in the winter when its leaves have fallen off, helping to reduce heating costs.



43 **Cover Your Water Heater** Putting an inexpensive insulated cover around your water heater keeps the water hot longer, which can save a great deal of energy. To save money, and reduce the risk of accidental burns, your family can turn your water heater's temperature down a few degrees.

**CLOSE READ****Summarize Argumentative Text**

To keep a summary brief, you might combine similar ideas while maintaining the meaning of the selection.

Highlight two ideas about reducing waste by adjusting a house's heating.

First Read**Respond**

Which technique for reducing waste in the home do you find most interesting? Discuss your choice with a partner and explain why.

Possible response: The coiled light bulb is the most interesting example, because the author provides the amount of greenhouse gases that could be prevented if everyone used the bulbs.

Close Read**Summarize Argumentative Text**

Point out that it can be a challenge to write a short summary for a long article. Tell students that combining two related ideas can help them keep their summaries to a manageable length. Have them highlight two ideas on p. 523 that are related to heating a house.

See student page for possible responses.

Ask: How could you combine these two ideas into one sentence in a summary?

Possible response: To lower heating costs and waste less energy, have your furnace cleaned and keep the water heater covered.

DOK 2

OBJECTIVE

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.


ELL Targeted Support Expressions Read the first sentence of paragraph 41 aloud. Point out that the phrase “every second year” means “every two years.”

Have students tell you how to express that something takes place every three, four, five, or six years. Challenge students to use these expressions in complete sentences. **EMERGING/DEVELOPING**

Have students rewrite paragraph 41 in their own words and highlight the section they used to replace the phrase “every second year.” **EXPANDING/BRIDGING**

First Read

Notice

 **THINK ALOUD** I'm curious to know more about all the things green contractors do to make buildings more environmentally friendly. I'm going to mark paragraph 47 so I remember to research this career.

Close Read

Analyze Argument

Point out that some people make “green” practices their life’s work. Ask students to read **paragraph 44** and underline the text that directly addresses environmental careers. **See student page for a possible response.**

Ask students how this point helps support the author’s claim.

Possible response: People who devote their careers to helping the environment do more than their part to reduce their carbon footprint because they might also inspire other people to be greener.

DOK 2

OBJECTIVE

Recognize characteristics and structures of argumentative text by identifying the claim.

CLOSE READ

Analyze Argument

How does Nick Winnick tie the idea of having a satisfying career to the idea of helping the environment? Underline text evidence that links this topic to his claim.

GREEN CAREERS

44 In order to have a clean and healthy world in the future, we need to start working toward it now. These are two of the potential careers for people who are interested in reducing waste.

Green Artist

45 **Career** Green artists combine their love of art with a passion for the environment. These artists may sculpt with recycled materials, create weavings with recycled fibers, design jewelry made from used glass, or find any other way to create art without harming Earth. Some green artists work in fashion design, creating clothing from organic cotton and other natural fabrics. Many green artists use their work to educate others about various environmental issues. Some of these artists work on their own. Others may work at design or retail companies.

46 **Education** A bachelor’s degree in fine art will give a solid foundation for many artistic careers.

Green Contractor

47 **Career** Green contractors are builders and tradespeople who specialize in eco-friendly products and technologies. Green contractors install insulation, solar panels, graywater systems, and other technologies designed to make homes more energy efficient and environmentally friendly. These individuals often must learn specialized techniques associated with major construction trades, such as electrical work or plumbing.

48 **Education** All U.S. states require contractors to be licensed. The details of these licenses vary by state, but most licensed contractors must pass a multiple-choice exam.

524

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Possible Teaching Point



Read Like a Writer | Author’s Craft

Figurative Language To help students understand the author’s use of figurative language, write the headings for p. 524 on the board: “Green Careers,” “Green Artist,” and “Green Contractor.” Ask: **What does it mean to “be green”?**

Have students come up with their own wording for what it means to “be green,” and discuss how the figure of speech is used to talk about being environmentally friendly.



TIME TO DEBATE

ISSUE Should cities fund door-to-door collection of materials for recycling programs?

49 Most people would agree that reducing waste is a good idea. However, there are many different ways to do so, and these specifics are often topics for heated debate. In the case of reducing waste, debate typically centers around the funding of waste management programs. Should a city's taxpayers, for instance, pay for door-to-door collection of recyclable materials? Should the city save that money and depend on people to drop off recyclable materials on their own?

PROS

1. Much less potentially recyclable material will be sent to landfills.
2. Easier participation will encourage more people to take part in local recycling programs.
3. Recyclable collection could be merged with other waste collection activities to save money.

CONS

1. Door-to-door collection will increase taxes for property owners.
2. There is an additional environmental cost in the form of more large trucks on the city's streets.
3. The bins used for recycling collection are unattractive.

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525

CLOSE READ

Analyze Argument

Identify and underline the two opposing claims that are up for debate.

Fluency

Read paragraph 49 aloud to a small group. Remember to read with accuracy so that your audience understands what you are reading to them. Use what you know about spelling patterns to read words that are new to you.

First Read

Generate Questions

THINK ALOUD The author ends the argumentative text with a debate. First I read the pros and cons and think about how I would argue for either side. Then I'm going to ask myself how the information the author provided throughout the article is helping me to form my opinion.

Close Read

Analyze Argument

Have students read **paragraph 49**. Ask them to underline the two opposing sides in the debate. **See student page for a possible response.**

Ask: *Which side do you think the author would support? Explain your answer.*

Possible response: The author would support paying a tax for door-to-door collection of recycling because he stresses the importance of reducing waste.

DOK 2

Fluency

Explain that reading accurately ensures that your audience can develop a correct and complete understanding of the text as it is written. I ask myself, "Did I skip any words, sentences, or lines? Tell students to sound out unfamiliar words.

DOK 1

OBJECTIVES

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Recognize characteristics and structures of argumentative text by identifying the claim.

Possible Teaching Point



Read Like a Writer | Author's Craft

Author's Voice Have a volunteer read paragraph 49 out loud. Ask volunteers to describe the language. Is it flowery or simple? Difficult, easy, or somewhere in between? With students, discuss why an author's voice may be easier to recognize in fiction and poetry than in nonfiction. To reinforce how author's voice and purpose work together, have students compare the author's purpose of this argumentative text with the purpose of a short story they've read recently.

Ask: *How does the author's voice help him achieve his purpose in this argumentative text?*

Respond and Analyze



The Top 10 Ways You Can Reduce Waste

OBJECTIVES

Use newly acquired vocabulary expressively.

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

Make inferences and use evidence to support understanding.

Use text evidence to support an appropriate response.

Respond using newly acquired vocabulary as appropriate.

Recognize characteristics and structures of argumentative text.

My View

Use these suggestions to prompt students' initial responses to reading *The Top 10 Ways You Can Reduce Waste*.

- **Brainstorm** Do you think this text was persuasive? Support your answer with reasons.
- **Discuss** What techniques for going green did you find the most surprising or interesting and why?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Authors of argumentative texts choose specific words to help the reader better understand the topic. The vocabulary words *emissions*, *excessive*, *underlie*, *watt*, and *innovative* relate to techniques for being environmentally friendly.

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

MODEL AND PRACTICE Model filling out the activity on p. 526.

- From the text I know *emissions* means “things given off.” To write the sentence, I look at the topic list and choose one that has an association with releasing substances, “gasoline engines.”
- I can write a sentence that demonstrates the meaning of *emissions* through cause and effect.

ELL Targeted Support Display the vocabulary words. Explain to students that these words are appropriate for a text on energy and the environment and they may encounter them again in other texts about the environment.

Have students read the vocabulary words and their definitions aloud. Display cloze sentences and have pairs conduct a conversation by completing the sentences with vocabulary words. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 526 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words that are related to the topic of an argumentative 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 the argument the author is making?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T178.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T179.

Check for Understanding MyTURN Have students complete p. 527 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 526–527



VOCABULARY

Develop Vocabulary

Sometimes a word's definition is so specific that it will always appear in just one context, about just one topic. Other words have definitions that apply to more than one topic. For example, the word *innovative* may apply in any context where people are inventing new objects or ways of doing things.

MyTURN Define each word, and then use it in a sentence about a topic from the list. In your sentence, underline the topic from the list.

Topic List		
gasoline engines	light bulbs	computers
noise	decaying leaves	science concepts

- emissions** Possible responses:
Definition **things given off**
Sentence **Driving less will reduce emissions from gasoline engines.**
- excessive**
Definition **more than necessary**
Sentence **The cheering fans made excessive noise.**
- underlie**
Definition **form the foundation of**
Sentence **Facts from nature underlie many science concepts.**
- innovative**
Definition **using new ideas**
Sentence **When they first came out, computers were innovative.**
- watt**
Definition **unit of measurement of electrical power**
Sentence **Use low-wattage light bulbs because every watt you do not use saves energy on the planet.**

526

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the text to answer the questions.

- How do you know that this text is argumentative instead of informational? Give three examples to support your response.
DOK 2
Possible response: **Nick Winnick tries to convince readers to help the planet. He wants them to monitor their energy use at home, reuse water, and make compost.**
- Who is the audience for this text? How can you tell that Nick Winnick wrote for this audience?
DOK 2
Possible response: **The audience is people who want to reduce waste. I can tell that Nick Winnick wrote for this audience because he provides many ideas for reducing waste that people can do by themselves.**
- How could you assess, or judge, how well Nick Winnick persuades readers to change their habits and reduce waste? Use text evidence to support your response.
DOK 3
Possible response: **I could ask people who have read the text whether they have changed their activities to produce less waste. I could also try Nick Winnick's suggestions from the "Ways to Reduce the Waste You Produce" section. For example, I could try precycling, or "planning purchases with recycling in mind."**
- Reread the circled quotation from Buckminster Fuller near paragraph 20. Do you think the quotation is always true, or can you think of examples to show that it is sometimes false?
DOK 3
Answers will vary, but students should demonstrate an understanding (1) that people can turn waste into something useful, such as by making compost, and (2) that people have yet to find ways to reuse all wasted items, which confirms that people are "ignorant" of the value of those items.

527

Word Study Syllable Pattern VCCCV

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.

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

LESSON 2

Apply Syllable Pattern VCCCV

APPLY MyTURN Guide students to complete the My Turn activity on p. 532 of the *Student Interactive*. Have two or three volunteers explain how they used a dictionary to confirm their answers.

athlete

hundred

mushroom

control

improve

pumpkin

Then ask students to use three of these words in three different sentences.



STUDENT INTERACTIVE, p. 532



WORD STUDY

Syllable Pattern VCCCV

Words with the syllable pattern VCCCV have three consonants in a row.

- If the word is a compound word, divide it between the two word parts:
half/way board/walk hour/glass
- If the word has a prefix or a suffix, divide it after the prefix or before the suffix:
trans/form re/heat func/tion
- Do *not* divide **digraphs**, which are two letters that make one sound:
king/dom dol/phin al/though
- Do not divide **consonant blends**:
mon/ster sur/prise chil/dren

My TURN Read the following words by using the rules for syllable pattern VCCCV. Highlight the first syllable. Confirm your syllable breaks in a dictionary.

athlete hundred mushroom
control improve pumpkin

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532



LESSON 2

Apply Syllable Pattern VCCCV

LESSON 1

Teach Syllable Pattern VCCCV

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Suffixes *-en*, *-ent*, and *-ence*

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T175 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Remember that authors of argumentative texts choose specific words to persuade their readers. Have students look back at *The Top 10 Ways You Can Reduce Waste* to find unfamiliar words the author used to make his argument.

ELL Targeted Support

Tell students that learning unfamiliar words helps them better grasp an author's argument and supporting reasons. Have students use teacher and peer support and context clues to enhance their understanding of the vocabulary words.

Provide sample sentences for each vocabulary word: *emissions*, *excessive*, *underlie*, *watt*, and *innovative*. Have students work with a partner to rewrite each sentence in their own words. **EMERGING**

Have students work individually to paraphrase sentences for each vocabulary word. **DEVELOPING**

Have students write a summary of the argumentative text using three of the five vocabulary words in their paragraph. **EXPANDING**

Have students write a summary of the argumentative text using all five vocabulary words in their paragraph. **BRIDGING**



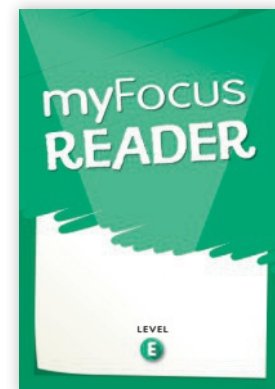
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 58–59 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on analyzing the argument of a persuasive text.



Provide instructional support for comprehension and word study—Syllable Pattern VCCCV 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 phrasing. Remind students that reading with fluency involves grouping words sensibly for meaning.

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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 Discuss with students how they used context clues to determine the meaning and function of unfamiliar words.

Possible Conference Prompts

- How did you figure out the meanings of unfamiliar words?
- What helped you understand how the words related to the author’s argument?

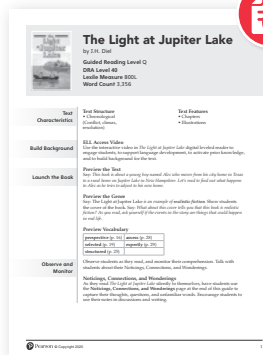
Possible Teaching Point Active readers use the words and phrases around an unfamiliar word to figure out its meaning and how it relates to the author’s argument.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to develop vocabulary, see the *Leveled Readers Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and how those words related to the author’s argument.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Top 10 Ways You Can Reduce Waste* or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers



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

Literacy Activities



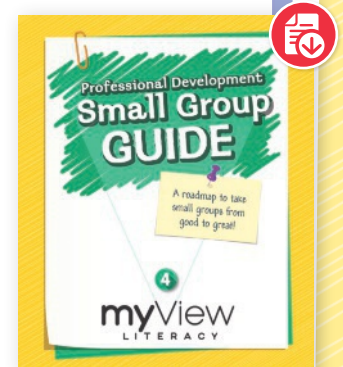
Students can

- complete the graphic organizer on *Student Interactive* p. 526.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 527.
- take turns with a partner, reading a passage with appropriate phrasing.

SUPPORT INDEPENDENT READING

Support students in their independent reading by reinforcing strategies for finding context clues.

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



Analyze Argument



The Top 10 Ways You Can Reduce Waste

OBJECTIVE

Recognize characteristics and structures of argumentative text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to talk about the author’s argument. Give students sentence starters such as

- One of the consequences of reducing our carbon footprint is _____.
- I was amazed that “going green” _____.

ELL Access

Discuss with students how taking notes on argumentative text can help them analyze the argument and the reasons supporting the argument. Have students use a concept web, writing “Ways to reduce your carbon footprint” in the center and adding reasons as they read.

Minilesson

FOCUS ON STRATEGIES Readers analyze the author’s argument in a text by identifying the claim and the reasons presented to support that claim.

- Ask yourself what the text’s subject is and what the author wants to persuade you to think about the subject.
- Notice the reasons the author gives for his or her claim, and the facts and details that support each reason.
- Ask yourself what audience the author is directing the argument toward.

MODEL AND PRACTICE Use the Close Read note on p. 506 of the *Student Interactive* to model how to identify the author’s claim:

- **What position does the author take in making his claim? I’ll underline this sentence: “You can help the planet by reducing your carbon footprint.”**
- Have pairs find and underline the first reason the author provides to support his claim.

ELL Targeted Support Monitor Comprehension Tell students that active readers notice and take action when they come across text they don’t understand. Have pairs read to each other from p. 506.

Instruct listeners to stop readers when they don’t understand something. Guide them in using strategies. Say: **Together, reread the confusing part slowly. Reread the sentence before and after. EMERGING/DEVELOPING**



EXPERT’S VIEW Judy Wallis, Literacy Specialist and Staff Developer

“When doing multiple readings of an anchor text, the first reading is about the whole—the genre, the key ideas, the author’s purpose. The second reading is about the parts, and students may only need to reread parts of the text, not the whole text. You might focus on the structure of the text, author’s word choice, or perhaps the problem and resolution. Then return to the whole text for application and practice: **What is the author of this text trying to communicate?**”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for analyzing argument.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Analyze Argument and then use the text evidence from their annotations to complete the chart on p. 528.

OPTION 2 Use Independent Text Have students analyze the argument of the text by taking notes on the author's claim and supporting reasons. Students should also note how they identified these elements.

QUICK CHECK

Notice and Assess Can students analyze the argument of an argumentative text?

Decide

- **If students struggle,** revisit instruction on analyzing argument in Small Group on p. T186.
- **If students show understanding,** extend instruction on analyzing argument in Small Group on p. T187.

STUDENT INTERACTIVE, p. 528



CLOSE READ

Analyze Argument

Analyze an argument by identifying the author's claim, identifying supporting reasons, and evaluating the facts the author uses. Then determine how effectively the argument persuades the intended audience.

1. **MyTURN** Go to the Close Read notes in *The Top 10 Ways You Can Reduce Waste* and underline the author's claims and reasons.
2. **Text Evidence** Use the parts you underlined to complete the organizer. Then answer the question.

Author's Claim You can help the planet by reducing your carbon footprint, and there are many ways to do this.	
Reason 1 Recycling refers to planning purchases with recycling in mind.	Reason 2 Activities such as composting help the planet.
Supporting Fact "Styrofoam . . . will last for at least 100 years."	Supporting Fact Compost is a soil-like material that helps plants and can be used as fertilizer.

My Analysis How well do Nick Winnick's reasons persuade his readers?

Possible response: His reasons support the claim, but they do not strongly connect reducing waste to reducing one's carbon footprint.

Read Like a Writer

OBJECTIVE

Identify and understand the use of literary devices including first- or third-person point of view.

Understand Literary Devices

Minilesson

FOCUS ON STRATEGIES First-person and second-person point of view are literary devices that build or strengthen the relationship between readers and writers. Writers use a first-person point of view with pronouns like *I, me, my, mine, we, us, our, and ours*. In second-person point of view, writers speak directly to the reader by speaking to *you*. Persuasive writers choose a point of view based on how they present their arguments.

MODEL AND PRACTICE Direct students to consider the Model Passage on p. 533 of the *Student Interactive*.

- Ask: **Which point of view is used in this passage?** Possible response: The word *our* shows that this passage uses the first-person point of view.
- Ask: **What is the author trying to do by using this literary device?** Possible response: Using this literary device reminds the readers that we live in the same world.

ELL Targeted Support Language Structures Guide students to make connections between point of view and pronouns.

Have students complete the sentence frame with the appropriate pronouns. *Being kind to _____ classmates creates a strong community in _____ school.* Point out that using the pronoun *my* would be first-person point of view and using the pronoun *your* would be second-person point of view. **EMERGING**

Modify the activity above by displaying the sentence frames and asking, **How would you complete the following sentence to use first-person point of view? Second-person point of view?** **DEVELOPING**

Have students work with a partner to sort pronouns into a three-column chart with the heads *First-Person, Second-Person, and Third-Person*. Circulate to offer support as needed. Then have students practice writing sentences using each point of view. **EXPANDING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to complete the activities on p. 533 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 533



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Persuasive writers may use a first-person point of view to build a relationship with readers. This means using the pronouns *I*, *me*, *my*, *mine*, *we*, *us*, *our*, and *ours*. To strengthen the relationship, persuasive writers may also address readers as “you.” This second-person point of view makes readers feel as if the author is speaking personally to them.

Model !

Read the text from *The Top 10 Ways You Can Reduce Waste*.

Energy from many sources makes **our** world run.

first-person
point of view

1. **Identify** Nick Winnick uses the first-person point of view.
2. **Question** Why does he use this point of view?
3. **Conclude** He uses first-person point of view to remind readers that he and they live in the same world.

Reread paragraph 27 of the text.

My TURN Follow the steps to analyze the text. Describe how the author uses the literary device of point of view.

1. **Identify** Nick Winnick uses the **second-person** point of view.
2. **Question** Why does he use this point of view?
3. **Conclude** He uses **second-person point of view to make readers feel as if he is speaking personally to them.**



Word Study Syllable Pattern VCCCV

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students of the guidelines for decoding words with the VCCCV pattern.

MODEL AND PRACTICE Ask students to identify the consonant blend in *contrast*. The word *contrast* has the consonant blend *tr* and it divides before that blend: con/trast.

Direct students to use their knowledge of syllable division patterns to decode and divide the words *hilltop* and *laughter*.



APPLY Have students complete *Word Study* p. 179 from the *Resource Download Center*.

Name _____

Word Study

Syllable Pattern VCCCV

Words with the syllable pattern VCCCV have three consonants in a row. Divide these words according to the following rules:

- If the word is a compound word, divide it between the two word parts.
- If the word has a prefix or a suffix, divide it after the prefix or before the suffix.
- Do not divide digraphs, which are two letters that make one sound.
- Do not divide consonant blends.

MY TURN Use syllable patterns to read the words in parentheses. Then underline the word with the VCCCV syllable pattern to complete each sentence.

- The (children students) went on a field trip to the arboretum.
- Our class had a (surprise special) quiz after lunch.
- The principal made an (appearance address) before the school assembly.
- The electrician arrived to (inspect repair) our broken lights.
- The best way to decide which bike to buy is to (compare contrast) models.

MY TURN Read the words. Then choose the words from the list for each rule.

Possible responses:

handbook	coldly	alphabet	mistreat
undress	highway	asphalt	appointment
boldness	daughter	newscast	transport

Compound word: handbook newscast highway
 Prefix: mistreat undress transport
 Suffix: coldly boldness appointment
 Digraph: asphalt alphabet daughter

Grade 4, Unit 5, Week 3
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Word Study, p. 179



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Syllable
Pattern VCCCV

LESSON 2

Apply Syllable
Pattern VCCCV

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Suffixes *-en*, *-ent*, and
-ence

FLEXIBLE OPTION
LESSON 5

**Assess
Understanding**

Use the  **QUICK CHECK** on p. T181 to determine small group instruction.

Teacher-Led Options

Strategy Group



ANALYZE ARGUMENT

Teaching Point We identify the claim of an argument by asking ourselves what the author wants us to think about the subject. After identifying the claim, we find reasons the author gives to support the claim. Support students as they complete the graphic organizer on p. 528.


ELL Targeted Support

To help students enhance their understanding, guide them in identifying the author's claim and reasons.

Have students complete the following sentence frames: *This text is about _____.*
After reading the text, the author wants me to _____. **EMERGING**

Ask students to orally answer the following questions: *What is the general subject of the text? What does the author want you to think or do after reading the text?* Encourage students to use specific details in their responses. **DEVELOPING**

Have small groups create a chart listing the author's claim and three reasons he uses to support it. Then have them break off to individually write a paragraph identifying the claim and reasons. **EXPANDING/BRIDGING**

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

Intervention Activity



ANALYZE ARGUMENT

Use Lesson 37, pp. T243–T248, in the *myFocus Intervention Teacher's Guide* for instruction on analyzing argument.

LEVEL E • READ

Lesson 37 Analyze Author's Reasons and Evidence

DIRECTIONS Read the following text. Think about the author's point and whether that point is well supported by reasons and evidence in the text.

Take a Hike!
by Ed Rodriguez

1 Numerous studies support the idea that people should exercise every day for at least thirty minutes to stay fit and healthy. Most people claim that they are too busy to exercise regularly. Their days are already bursting with commitments on their rapidly vanishing time. Chores, homework, and social obligations stack up until there is no time left in the day. What is the solution? Don't even try to schedule exercise. Instead, just make regular physical activity—say, an hour a day—part of your lifestyle. Being active is more pleasant than exercising, easier to fit into your day, and just as likely to make you a healthier person.

2 You will find that being active for an hour a day is much more pleasant than exercising for only half that time. Activity is simply doing something active, such as walking. A walk can be relaxing—even rejuvenating. Exercise is hard and exhausting: push-ups, sit-ups, weight lifting, running as fast as you can. Wouldn't you rather do something pleasant for an hour than something strenuous—even if it is only for 30 minutes?

3 Activity is also easier to fit into your day than exercising. You do not need to go someplace, change your clothes, or shower afterwards. You can just walk a longer route to your bus stop or, better yet, ride a bicycle. When you get to your destination, take the stairs instead of the elevator. Many cities have made cycling easy by providing bikes for people to rent and ride one way and then just leave at a bike rack for someone else to use. Many cities have also made cycling safer by installing bike lanes. On the weekends, you could get involved in a community garden or neighborhood improvement project instead of lounging in front of the television.

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Reading Informational and Argumentative Text T • 243

Fluency

Assess 2–4 students



PROSODY

Have student pairs practice reading the first three paragraphs of the argumentative text with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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 ARGUMENT

Talk About Independent Reading Have students look back at their notes and share what they concluded about the author’s claim and supporting reasons in their text.

Possible Conference Prompts

- How does the author introduce his or her claim?
- What clued you in that you had reached the claim of the text?
- What is one reason that supports the claim?

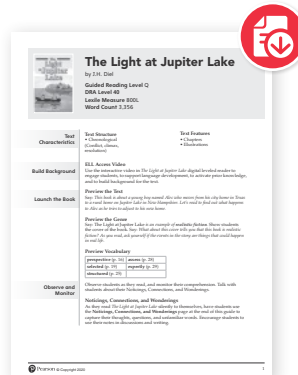
Possible Teaching Point Ask yourself: What’s the topic? What does the author want me to do? What reasons does the author give to support the argument?

Leveled Readers



ANALYZE ARGUMENT

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to analyze an argument, see the *Leveled Readers Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they’ve learned by analyzing argument in 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 the selection or another text they have read.
- read a trade book or their Book Club text.
- support their partners in developing a summary of a passage they read in their book.

Centers



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

Literacy Activities



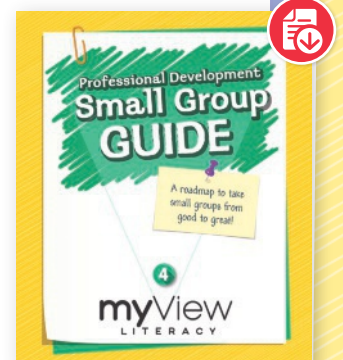
Students can

- complete the graphic organizer on *Student Interactive* p. 528.
- find words with the VCCCV pattern and divide them into syllables.
- play the *myView* games.

SUPPORT PARTNER READING

Support students in their partner discussions by posing questions and providing conversation prompts.

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



Summarize Argumentative Text



The Top 10 Ways You Can Reduce Waste

OBJECTIVES

Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.

ACADEMIC VOCABULARY

Offer students oral practice using the unit academic vocabulary words to help them monitor comprehension. Ask:

- How might reading the labels on the packaging of items you buy help you reduce waste?
- How can reducing waste help to preserve the fossil fuels that remain in the ground?

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

Minilesson

FOCUS ON STRATEGIES Summarizing an argumentative text, or retelling it, helps readers briefly tell the author's claim and most convincing reasons.

- As you read, take notes about what the author is arguing and the reasons he or she uses to support the claim.
- Use your notes to retell the information in your own words.
- Be sure to present the information in your summary in a logical order.
- Describe the procedures, ideas, and concepts that the author uses to explain specific information in the text.

MODEL AND PRACTICE Use the Close Read note on p. 509 of the *Student Interactive* to model how to summarize an argumentative text:

- I know my summary should include the author's claim and the reasons he uses to support the claim. I have already identified a claim.
- Next I'll highlight the reasons I find. I can then look back at the highlights or notes and decide which reasons to include in a summary.
- When I write the summary, I will use my own words.

ELL Targeted Support Monitor Comprehension Tell students that active readers notice and take action when they don't understand something. Use p. 509 to reinforce monitoring comprehension. Have pairs read to each other from paragraph 6.

Have pairs take notes on what they read and work together to complete these sentences: *The word that means the same as "now" is _____. The word that means "the number of people" is _____.* **EMERGING**

Have students take notes as they listen to the paragraph. Instruct listeners to stop readers when they hear something they don't understand. Guide them in using strategies. Say: *Reread the confusing detail slowly. Look at the text features for clues. Discuss how you might rephrase the detail.* **DEVELOPING**

Instruct the listeners to take notes as they listen to the paragraph. Have pairs then go back through the notes, discuss which details were confusing or difficult, and how they can use the text to better understand them. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for summarizing an argumentative text, using a logical order and maintaining the text's meaning.

OPTION 1 MyTURN Have students annotate the text using one of the other Close Read notes for Summarize Argumentative Text, and then use their annotations to complete p. 529.

OPTION 2 Use Independent Text Have students use sticky notes to mark the author's claim and supporting reasons in the text. Students should use their notes and their strategies to write a summary of the text they have read.

QUICK CHECK

Notice and Assess Can students successfully summarize an argumentative text?

Decide

- **If students struggle**, revisit instruction for summarizing argumentative texts in Small Group on p. T194.
- **If students show understanding**, extend instruction for summarizing argumentative texts in Small Group on p. T195.

STUDENT INTERACTIVE, p. 529



READING WORKSHOP

Summarize Argumentative Text

Summarizing an argument allows you to briefly tell the author's claim and most convincing reasons. You should also summarize the steps the author suggests that people should take. When you summarize, keep it short, use your own words, don't give your opinion, and use a logical order.

1. **MyTURN** Go back to the Close Read notes and highlight information to include in a summary about ways to reduce waste at home.
2. **Text Evidence** Use your highlighted text to plan and compose a summary.

Ideas to Include

Possible response: Reducing waste is an easy way to help the environment.

There are many simple ways a person can cut back on the waste he or she produces.

There are ways to stop wasting energy, such as by taking care of heating equipment.

People can find a use for spoiled or uneaten food.

You can start in your own home.

My Summary

Possible response: Reducing waste helps the environment. People can do simple things to reduce waste at home. For example, they can stop wasting energy by taking care of heating equipment, such as furnaces. They can also find uses for leftover food, which means the food does not go to waste.

Write for a Reader

OBJECTIVE

Identify and understand the use of literary devices including first- or third-person point of view.

Use Literary Devices

Minilesson

FOCUS ON STRATEGIES Writers use point of view to send a message to readers. Students can use this and other literary devices in their own writing to develop messages.

- Use pronouns like *I, me, my, mine, we, us, our,* and *ours* to use first-person point of view. This creates a connection between the writer and the reader.
- Directly address the reader by using the word *you*. This draws and engages the reader's attention.

MODEL AND PRACTICE Ask students to consider these sentences that use both first-person and second-person point of view: *We are all responsible for taking care of our planet. If you start a new recycling program in your school, you are doing your part and may inspire your classmates to do their own projects to help our planet.* Task students to work in pairs to consider the pronouns used in this passage. Direct them to discuss how the use of these literary devices affect the message.

ELL Targeted Support Structures Through direct support and that of peers, help students understand how to use language structures, including using pronouns to replace nouns. Remind them that pronouns must agree with verbs in person and number.

Work with students using sentence starters to practice identifying and then replacing nouns with pronouns: *Mia starts a new project. She starts a new project.* **EMERGING**

Give pairs sentence starters to practice replacing nouns with pronouns, including compound subjects: *Mia and Juan start a new project. They start a new project. Juan and I work together. We work together.* **DEVELOPING**

Have pairs practice the above activity, but have them replace both pronouns and verbs and check subject-verb agreement. For example, *The students begin work today. They begin work today.* **EXPANDING**

Have students write pairs of sentences, the first set with nouns and the second set replacing those nouns with pronouns. Remind them to check agreement. **BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Ask students to refer to *The Top 10 Ways You Can Reduce Waste* by Nick Winnick. Have them complete the MyTurn activity on p. 534 of the *Student Interactive*.

Writing Workshop

Remind students to use point of view in their stories from the Writing Workshop.

STUDENT INTERACTIVE, p. 534



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Writers choose a point of view to affect how readers relate to a text.

MyTURN Think about how Nick Winnick's point of view in *The Top 10 Ways You Can Reduce Waste* makes you feel about his ideas. Now think about how you can use the literary device of point of view to influence your own readers.

Your readers want to know who you are!



1. Imagine you are running for class president. Write a sentence in the first-person point of view persuading readers to sign a petition to put you on the ballot.

Possible response: I would like you to sign this petition to help me get on the ballot for class president.

2. Now write a persuasive sentence for the same reason using the second-person point of view.

Possible response: You can sign this petition to place my name on the ballot for class president.

3. Write a short letter to your classmates persuading them to elect you class president. Use the literary device of point of view to affect how your readers will relate to the letter.

Answers will vary but should be persuasive instead of imperative in tone.

Word Study Spiral Review

OBJECTIVE

Decode words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Suffixes *-en*, *-ent*, and *-ence*

FOCUS ON STRATEGIES Review strategies from last week on the suffixes *-en*, *-ent*, and *-ence*.

MODEL AND PRACTICE Add the suffixes *-en*, *-ent* and *-ence* to roots and base words to change meanings and parts of speech. Ask students to describe what adding *-en* changes in a word. Does the meaning of the word change? Does the part of speech change?

APPLY Have students work in small groups to discuss how the suffixes *-ent* and *-ence* change meanings and parts of speech.



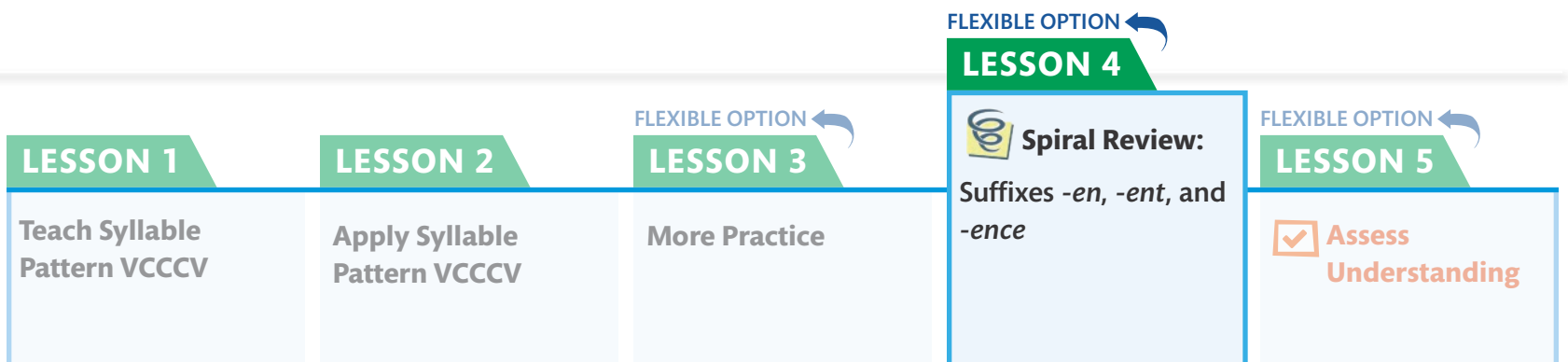
ELL Targeted Support

Respond to Questions Ask questions about familiar objects or ideas to help students use *-en* and *-ent* words in context.

Have students answer questions about two objects in the classroom. Ask: *How are the ___ and the ___ different? The ___ and ___ are different because _____. What is one difference between the ___ and the ___? One difference between the ___ and the ___ is _____. EMERGING/DEVELOPING*

Have students identify two different objects in the classroom. Ask: *How are these objects different?* Encourage them to use the word *difference* to answer. EXPANDING

Select two similar objects and one that is different. Point to the one that is different. Ask: *How is this object prominent?* BRIDGING



Use the  **QUICK CHECK** on p. T189 to determine small group instruction.

Teacher-Led Options

Strategy Group



SUMMARIZE ARGUMENTATIVE TEXT

Teaching Point When you summarize a text, try describing the text out loud. What would you say to someone who asked you what it was about? Summarizing the text can help you pick out the most important points. Guide students in reviewing the summarizing text strategies.

ELL Targeted Support


Tell students that text features can help them summarize an argumentative text. Have them look at headings, quotes, and images as they revisit the text.

Have students copy and complete these sentence frames in their notebooks: *The _____ help me understand the claim. The images help me grasp the author's reasons by _____.* **EMERGING**

Have pairs write down the headings from three pages and then write down the main idea of each page. **DEVELOPING**

Have pairs write down the heading and main idea from three pages in the text. Then have them use their notes to write a short paragraph identifying the author's claim and three reasons. **EXPANDING**

Have students write down three reasons the author provides in the text and describe how the heading helped them identify each reason. **BRIDGING**

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

Intervention Activity



SUMMARIZE ARGUMENTATIVE TEXT

Use Lesson 32, pp. T209–T214, in the *myFocus Intervention Teacher's Guide* for instruction on retelling and summarizing a text.

LEVEL E • READ

Lesson 32 Retell and Summarize Text

DIRECTIONS Read the following passages. Think about which details you would include in a summary.

Sun

The sun is a star at the center of our solar system. Without it, there would be no life on Earth. The sun provides light and heat, which keeps Earth from being a frozen, lifeless rock. The energy that the sun provides is needed by plant life, which gives us food and oxygen. Finally, and just as important, is the sun's gravity. This force pulls on the planets and keeps them in an orderly orbit. Without it, Earth would fly off into space!

Solar Eclipse Day

- 1 Marni carefully crossed Monday off her wall calendar. "Today is solar eclipse day!" she called out to anyone who might be listening. Mom heard and called back from the kitchen, "Woo hoo!" And, from down the hall, she heard her Dad's booming voice, "Double woo hoo!"
- 2 Marni smiled. The entire Greene family had been caught up in the excitement of the upcoming solar eclipse for weeks. Now that the day had finally arrived, everybody had jobs to do. Mom and Marni spent the morning baking eclipse cookies. Marni stacked dozens of round sun and moon cookies on a platter to share with their neighbors.
- 3 While the cookies baked, Dad made a quick trip into town to pick up special viewing glasses because it wasn't safe to look directly at the sun during the eclipse. When he came home, he surprised everyone with matching solar eclipse t-shirts.
- 4 At 1:30, the Greene family and all their neighbors headed outdoors. The eclipse would begin in minutes. Someone set up a table and Marni put the eclipse cookies on it. Soon it was filled with sandwiches, fruit, and lemonade. "It's starting!" somebody called out. Everyone put on their glasses and waited.
- 5 As the shadow of the moon began to eat away at the sun, the light grew dim. Marni could even feel the temperature dropping. The birds that had been chirping in the trees suddenly stopped. Even the chattering neighbors became quiet as they stood looking up at the darkening sun.
- 6 Finally, it was completely dark. She heard someone whisper, "This is it. This is totality. Enjoy it!" And they did. As they stood in silence, in darkness in the middle of the afternoon, Marni knew this was a day she would never forget.

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Fluency

Assess 2–4 students



PROSODY

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

ORAL READING RATE AND ACCURACY

Use pp. 133–138 in Unit 5 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

SUMMARIZE ARGUMENTATIVE TEXT

Talk About Independent Reading Ask students to work with a partner to compare their independent reading experience. Have them share sticky notes and work together to write a short summary of each text.

Possible Conference Prompts

- How did you identify the author’s claim?
- What reasons did you put in your summary, and which did you leave out? Why?
- How did text features help your summary?

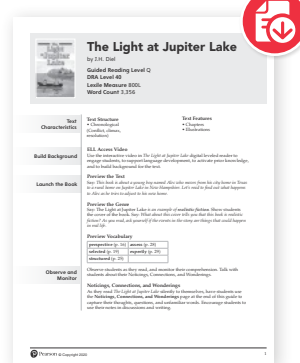
Possible Teaching Point Summarizing can help you better understand the author’s claim and reasons and how well he or she constructs an argument.

Leveled Readers



SUMMARIZE ARGUMENTATIVE TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to summarize an argumentative text, see the *Leveled Readers Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share what they learned about summarizing argumentative texts.

Independent/Collaborative

Independent Reading



Students can

- reread and listen to another text they read.
- read a trade book or their Book Club text.
- practice fluent reading by reading the text in a small group to persuade their listeners.

Centers



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

Literacy Activities



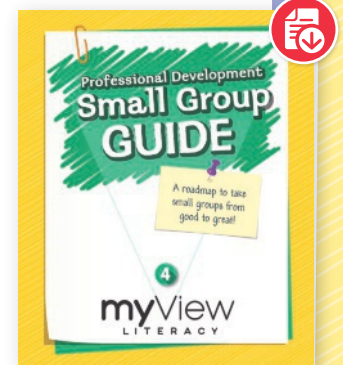
Students can

- complete the graphic organizer on p. 529.
- use the details from the graphic organizer to write a summary paragraph.
- write about their text in their reader’s notebook.
- play the *myView* games.

SUPPORT INDEPENDENT READING

Support students in their independent reading by reinforcing strategies for summarizing text.

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



Reflect and Share



The Top 10 Ways You Can Reduce Waste

OBJECTIVES

Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).

Apply grade 4 Reading standards to informational text.

ACADEMIC VOCABULARY

Integrate Have students practice using the unit academic vocabulary words to reflect on the text and make connections to other texts, the unit theme, and the Essential Question. Ask:

- In argumentative writing, do authors use consequences to persuade the audience?
- What detail amazed you in a text you read, and did the detail help persuade you to support the author's claim?

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

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain that authors use reasons and evidence to support particular points in a text. They also use linking words and phrases to connect their ideas.

MODEL AND PRACTICE Model explaining and evaluating an author's use of reasons and evidence, pointing out linking words and phrases in the process. Use p. 506 of the *Student Interactive*.

In paragraph 1 of "The Top 10 Ways You Can Reduce Waste," author Nick Winnick states that a person can help the planet by reducing his or her carbon footprint. He explains that a carbon footprint is the measure of greenhouse gases created by human activities.

To support this claim, Winnick lists in paragraph 3 several ways that people can reduce their carbon footprint, such as walking or biking instead of riding in a car, turning off the lights in an empty room to reduce energy waste, and reusing plastic shopping bags to help the environment. Note that he uses the linking phrase "one way" to introduce his first example.

ELL Targeted Support Use Linking Words and Phrases Help students practice using linking words and phrases correctly.

Display some simple linking words and phrases, such as *also*, *because*, and *for example*. Help students use each word or phrase in an oral sentence. **EMERGING/DEVELOPING**

List some common linking words and phrases, such as *for instance*, *in addition*, and *therefore*. Have partners work together to use each listed word or phrase in a written sentence. Provide help and support as needed. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making comparisons across texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to develop their opinion paragraphs.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to evaluate authors' use of reasons and evidence and craft opinion paragraphs on the topic.

QUICK CHECK

Notice and Assess Can students make comparisons across texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on p. T200.
- **If students show understanding**, extend instruction for making text comparisons by using Small Group on p. T201.

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

STUDENT INTERACTIVE, p. 530



RESPOND TO TEXT

Reflect and Share

Write to Sources How likely is it that people in your town would reduce waste in the ways Nick Winnick recommends? Think about the texts you have read this week and your own experiences with helping the environment. What usually encourages people to do these kinds of things? Form an opinion, and write an opinion paragraph. First, explain and evaluate authors' reasons and evidence from the texts you read. Then state your own claim and provide supporting reasons.



Use Linking Words and Phrases When you write an opinion paragraph, make sure readers can follow your thoughts, one after the other. To do this, use linking words and phrases to connect your reasons to your opinion and your reasons to one another. Follow this procedure:

1. Complete the following sentence for each reason:
My opinion is _____
because _____.
2. Begin your paragraph by stating your opinion once.
3. Before each reason, add a linking phrase, such as *one reason is*, *another reason is*, or *in addition*, to make your reasoning clear.
4. Reread your paragraph to make sure your thoughts follow one another logically.

Weekly Question

What daily actions can help reduce pollution?

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.

Under the heading "Efficient Energy," the author says that wasted energy is one of the easiest problems to solve. List ways that people can best monitor the amount of energy they use on a daily basis. Use text evidence to support your opinion.

Word Study Syllable Pattern VCCCV

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.

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 words patterned with VCCCV, ask them to divide the following words.

hundred

laughter

explain

grandparent

pilgrim

fiddler

improve

orphan

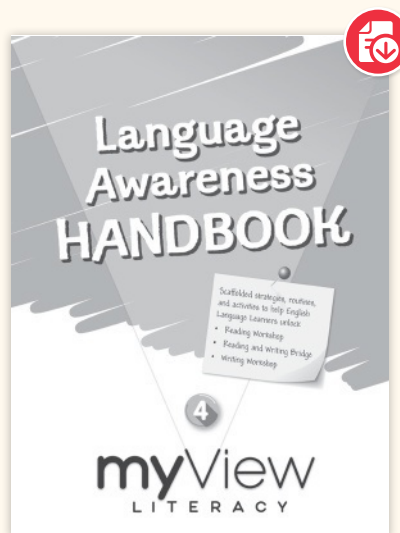
English





Develop Language Awareness

For additional practice with the syllable pattern VCCCV, complete the activity on p. 57 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand words with the syllable pattern VCCCV.



				FLEXIBLE OPTION
				LESSON 5
LESSON 1	LESSON 2	FLEXIBLE OPTION LESSON 3	FLEXIBLE OPTION LESSON 4	Assess Understanding
Teach Syllable Pattern VCCCV	Apply Syllable Pattern VCCCV	More Practice	Spiral Review: Suffixes <i>-en</i> , <i>-ent</i> , and <i>-ence</i>	

Use the  **QUICK CHECK** on p. T197 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point When writing a claim based on your opinion, use clear language and appropriate linking words and phrases to connect ideas. Help students recall some common linking words and phrases they might use in their opinion paragraphs, such as *because*, *in addition to*, and *thus*.

ELL Targeted Support

Have students form an opinion and use linking words and phrases to connect ideas based on their reading of *The Top 10 Ways You Can Reduce Waste* and another text.

Display and read aloud these sentence frames:

To help the environment, first _____ because _____. *You should also _____, because _____.* Help students use examples from the texts to orally complete the frames. **EMERGING/DEVELOPING**

Have student pairs work together to develop opinion statements based on the texts. Then have partners use appropriate linking words and phrases to connect these statements to supporting reasons. Provide guidance and assistance as needed. **EXPANDING/BRIDGING**



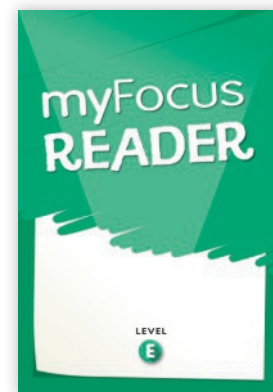
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 58–59 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that elicits what they've learned about “green” practices from this week’s readings and encourages them to use Academic Vocabulary words.



Intervention Activity



WORD STUDY

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

On-Level and Advanced



INQUIRY

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

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

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

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Have students share what they learned about how steps and instructions are delivered in argumentative texts.

Possible Conference Prompts

- What similarities and differences did you notice in the texts you read?
- What steps did the authors include for how their audience could take action?

Possible Teaching Point [Comparing argumentative texts can help you see what solutions authors propose as part of their arguments.](#)

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T148–T149.
- For instructional support on how to compare texts, see the *Leveled Readers Teacher’s Guide*.



Whole Group

Share Bring the class back together as a whole group. Invite one or two students to share the connections they made between texts as they formed and expressed their opinions about them.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the diagram “Pollutant Emissions” 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 ways to reduce pollution.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T482–T483, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 5 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 informational text by explaining ideas from a text.
- I can develop knowledge about language to make connections between reading and writing.
- I can use knowledge of the elements and structure of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options

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

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

Materials

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

LESSON 1

RI.4.10, RF.4.3, W.4.10, L.4.1.b, L.4.1.c

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Primary Source: Weekly Question T206–T207
- Listening Comprehension: Read Aloud “Big Bend: Land of Contrasts” T208–T209
- Informational Text T210–T211
- Quick Check** T211

READING BRIDGE

- Academic Vocabulary: Figurative Language T212–T213
- Word Study: Teach Prefixes *dis-*, *over-*, *non-*, *under-* T214–T215

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T218–T219
- Strategy, Intervention, and On-Level/Advanced Activities T218
- ELL Targeted Support T218
- Conferring T219

INDEPENDENT/COLLABORATIVE

- Independent Reading T219
- Literacy Activities T219

BOOK CLUB T219 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T408–T409
 - » Use Verbs
 - » Share Back

INDEPENDENT WRITING

- Poetry T409
- Conferences T406

WRITING BRIDGE

- Spelling: Words with *dis-*, *over-*, *non-*, *under-* T410
 - Assess Prior Knowledge** T410
- Language and Conventions: Spiral Review: Title Capitalization T411

LESSON 2

RI.4.10, RF.4.3, W.4.10, SL.4.1, L.4.2.c, L.4.3.a

READING WORKSHOP

SHARED READ

- Introduce the Text T220–T233
 - » Preview Vocabulary
 - » Read: *The Himalayas*
- Respond and Analyze T234–T235
 - » My View
 - » Develop Vocabulary
- Quick Check** T235
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Prefixes *dis-*, *over-*, *non-*, *under-* T236–T237
- High-Frequency Words T236

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T238–T239
- Strategy and Intervention Activities T238
- Fluency T238
- ELL Targeted Support T238
- Conferring T239

INDEPENDENT/COLLABORATIVE

- Independent Reading T239
- Literacy Activities T239
- Collaboration T239

WRITING WORKSHOP

MINILESSON

- Poetry T412–T413
 - » Revise for Structure
 - » Share Back

INDEPENDENT WRITING

- Poetry T413
- Conferences T406

WRITING BRIDGE

- Spelling: Teach Words with *dis-*, *over-*, *non-*, *under-* T414
- Language and Conventions: Oral Language: Comma Rules T415

LESSON 3

RI.4.3, RI.4.10, RF.4.3,
W.4.10, SL.4.1, L.4.3.a

READING WORKSHOP

CLOSE READ

- Explain Ideas T240–T241
- Close Read: *The Himalayas*

Quick Check T241

READING BRIDGE

- Read Like a Writer: Analyze Author's Use of Text Features T242–T243

FLEXIBLE OPTION 

- Word Study: More Practice: Prefixes *dis-*, *over-*, *non-*, *under-* T244–T245

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T246–T247
- Strategy and Intervention Activities T246
- Fluency T246
- ELL Targeted Support T246
- Conferring T247

INDEPENDENT/COLLABORATIVE

- Independent Reading T247
- Literacy Activities T247
- Partner Reading T247

WRITING WORKSHOP

MINILESSON

- Poetry T416–T417
 - » Revise for Word Choice
 - » Share Back

INDEPENDENT WRITING

- Poetry T417
- Conferences T406

WRITING BRIDGE

FLEXIBLE OPTION 

- Spelling: More Practice: Words with *dis-*, *over-*, *non-*, *under-* T418
- Language and Conventions: Teach Comma Rules T419

LESSON 4

RI.4.1, RI.4.10, RF.4.3, W.4.10,
SL.4.1, L.4.1.d, L.4.1.e

READING WORKSHOP

CLOSE READ

- Make Inferences T248–T249
- Close Read: *The Himalayas*

Quick Check T249

READING BRIDGE

- Write for a Reader: Use Text Features T250–T251

FLEXIBLE OPTION 

- Word Study: Spiral Review: Syllable Pattern VCCCV T252–T253

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T254–T255
- Strategy and Intervention Activities T254
- Fluency T254
- ELL Targeted Support T254
- Conferring T255

INDEPENDENT/COLLABORATIVE

- Independent Reading T255
- Literacy Activities T255

WRITING WORKSHOP

MINILESSON

- Poetry T420–T421
 - » Edit for Adjectives
 - » Share Back

INDEPENDENT WRITING

- Poetry T421
- Conferences T406

WRITING BRIDGE

FLEXIBLE OPTION 

- Spelling: Spiral Review: Syllable Pattern VCCCV T422
- Language and Conventions: Practice Comma Rules T423

LESSON 5

RI.4.10, RF.4.3, W.4.9,
SL.4.1, L.4.1

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share T256–T257
 - » Write to Sources

Quick Check T257

- » Weekly Question

READING BRIDGE

FLEXIBLE OPTION 

- Word Study: Prefixes *dis-*, *over-*, *non-*, *under-* T258–T259

Assess Understanding T258

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T260–T261
- Strategy, Intervention, and On-Level/Advanced Activities T260
- ELL Targeted Support T260
- Conferring T261

INDEPENDENT/COLLABORATIVE

- Independent Reading T261
- Literacy Activities T261

BOOK CLUB T261 **SEL** 

WRITING WORKSHOP

MINILESSON

- Poetry T424
 - » Edit for Prepositional Phrases
 - » Share Back

INDEPENDENT WRITING

- **WRITING CLUB** T425 **SEL** 
- Conferences T406

WRITING BRIDGE

- Spelling: Words with *dis-*, *over-*, *non-*, *under-* T426

Assess Understanding T426

FLEXIBLE OPTION 

- Language and Conventions: Standards Practice T427

UNIT 5 WEEK 4 WEEK AT A GLANCE: RESOURCE OVERVIEW

Materials

WEEKLY LAUNCH: PRIMARY SOURCE

Preserving BIODIVERSITY

The national parks of the United States contain some extreme environments. From animals in frosty landscapes to microorganisms in blistering hot springs, life makes its way in extreme environments.

From "Preserving Biodiversity" by the National Park Service

The National Park Service began because people—explorers, or fish, politicians, and everyday citizens—recognized something valuable in the vast wildlands of undeveloped America. Today, we recognize the value of not only our lands, but the biodiversity that thrives upon them, as well.

Biological diversity (or biodiversity) includes all the living organisms on earth.

To preserve biodiversity in parks for future generations, we must first discover the breadth of life forms that exist. In the first decade, numerous parks have teamed up with professional scientists, university students, school groups, volunteers and park partners for the purpose of biodiversity discovery. These efforts have identified species new to science, localized species that have not been seen in parks for hundreds of years, and undocumented species that are able to survive in extreme conditions.

PRIMARY SOURCE
Preserving Biodiversity

READING WORKSHOP

INFORMATIONAL TEXT ANCHOR CHART

Taking Notes on Informational Text Structures

- Identify the topic.
- Identify the text structure.
- Choose a graphic organizer.
- Evaluate details.

SEQUENCE OF EVENTS OR Chronological Order

Beginning
Middle
End

COMPARISON and CONTRAST

Why Did It Happen?
What Happened?
OR PROBLEM AND SOLUTION

READING ANCHOR CHART
Informational Text

INFORMATIONAL TEXT ANCHOR CHART

Taking Notes on Informational Text Structures

EDITABLE ANCHOR CHART
Informational Text

Language and Conventions

Proper nouns are words that name a person, place, or thing. They are always capitalized.

Word Study

Use Onomatopoeia

RESOURCE DOWNLOAD CENTER
Additional Practice

Leveled Readers

The Light at Jupiter Lake

by J.H. Dool

Guided Reading Level: Q
ORA Level 45
Lexile Measure: 820L
Word Count: 3,356

Text Characteristics	Text Structure	Read Evidence
Characteristics: • Expository • Narrative	Text Structure: • Expository • Narrative	• Expository • Narrative

Build Background

Launch the Book

Preview Vocabulary

Observe and Monitor

LEVELED READERS
TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

survey
subcontinent
plateau
altitude
erosion

Spelling Words

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

Challenge Spelling Words

overabundance
nonchalant
underestimate

Unit Academic Vocabulary

amazed
border
consequences
label
preserve

WEEK 1 LESSON 1
READING WORKSHOP

GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use evidence to make inferences, and use text to support conclusions. Use appropriate fluency skills, accuracy, and prosody when reading grade-level text. Analyze characters and situations of informational text.

ELL Language Transfer
Engage: Read or listen to the text.
• Ask: What is the main idea?
• Ask: What is the purpose?
• Ask: What is the author's point of view?
• Ask: What is the author's bias?
• Ask: What is the author's purpose?
• Ask: What is the author's point of view?
• Ask: What is the author's bias?

FLUENCY
After comparing the Read Aloud Book with the Read Aloud Book, students will read the text aloud. They will use the text to support their conclusions. They will use the text to support their conclusions. They will use the text to support their conclusions.

THINK ALOUD
As you read, think aloud. Share your thoughts and questions with your partner. Use evidence from the text to support your conclusions. Use evidence from the text to support your conclusions. Use evidence from the text to support your conclusions.

Big Bend Land of Contrasts
Big Bend National Park is in southwest Texas. According to some estimates, this is the best place to see the Great Spotted Owl. The park is home to many other rare and endangered species. The park is also home to many other rare and endangered species. The park is also home to many other rare and endangered species.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Aloud:
• Engage students to read about their independent reading level.
• Engage students to read about their independent reading level.
• Engage students to read about their independent reading level.
• Engage students to read about their independent reading level.

PLANNING
• Select a text from the Read Aloud Trade Book Library or the school or classroom library.
• Read the text aloud to the students.
• Determine the teaching point.
• Write open-ended questions and record them on sticky notes and place in the book at the points where you plan to stop to interact with students.

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

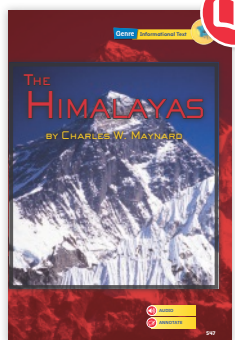
DURING READING
• You can choose to stop and reading to students get to get to the end and apply. Think Aloud and open-ended questions for a deeper dive into the text.
• Read with expression to draw in listeners.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think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

AFTER READING
• Engage and allow students to share thoughts about the story.
• Engage students conversationally by reading the text or big idea of the story.
• Choose one page a Student Response Form available on ReadAloud.com



INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"Big Bend: Land of Contrasts"



SHARED READ
The Himalayas

BOOK CLUB

Titles related to
Spotlight Genre and
Theme: T484-T485

Mentor STACK

Writing Workshop T405



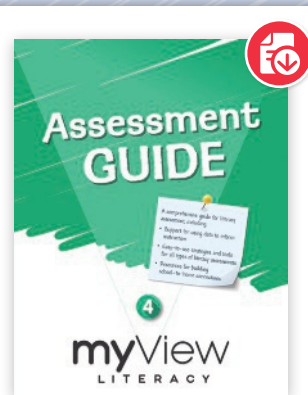
LITERACY STATIONS



SCOUT

Assessment Options for the Week

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



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Identify and gather relevant information from a variety of sources.

ACADEMIC VOCABULARY


Language of Ideas Academic language helps students access and express ideas. After you discuss the primary source, ask: *How did the National Park Service begin? What does the term biodiversity mean? Do you think preserving biodiversity is important? Why or why not?*

- preserving
- biodiversity
- extreme
- temperatures
- organisms
- microorganisms
- species

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 5: *Why is it important to understand our planet?* Point out the Week 4 Question: *What makes an extreme location a place to both protect and explore?*

Direct students' attention to the primary source on pp. 542–543 in the *Student Interactive*. Have students read the primary source and discuss biodiversity in extreme environments. 

Use the following questions to guide discussion:

- What do you know about the national parks?
- What information surprised you?
- What information was most interesting to you? Why?

WEEKLY QUESTION Reread the Week 4 Question: *What makes an extreme location a place to both protect and explore?* Ask students if information in the primary source helps them begin to answer the question. Invite them to explain their response.

TURN, TALK, AND SHARE Have students read the question on p. 543 and jot down a few quick notes. Then have them discuss their ideas with a partner.



ELL Targeted Support Visual Support Read the primary source aloud. Tell students to listen closely as you read about preserving biodiversity.

Preview the photographs. Discuss how each relates to the topic. Use them to help students understand key vocabulary: *biodiversity*, *summer*, *winter*, *extreme*, *microorganisms*. Ask: **Which photograph shows extreme winter weather?** **EMERGING**

In addition to the activity above, have students match each photograph with a corresponding section of text. **DEVELOPING**

In addition to the activity above, ask: **How do the photographs relate to the topic biodiversity? How do they help you expand your background knowledge?** **EXPANDING**

Have students work in pairs or small groups to discuss what they know or have read about biodiversity. Ask students to tell you how their background knowledge connects to what they see in the photographs. **BRIDGING**

STUDENT INTERACTIVE, pp. 542-543

WEEK
4

WEEKLY LAUNCH: PRIMARY SOURCE

INTERACTIVITY

Preserving BIODIVERSITY

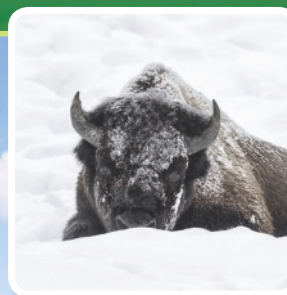
The national parks of the United States contain some extreme environments. From animals in frosty landscapes to microorganisms in blistering hot springs, life makes its way in extreme environments.

from “Preserving Biodiversity” by the National Park Service

The National Park Service began because people—explorers, artists, politicians, and everyday citizens—recognized something valuable in the vast wildlands of undeveloped America. Today, we recognize the value of not only our lands, but the biodiversity that thrives upon them, as well.

Biological diversity (or biodiversity) includes all the living organisms on earth. . . .

To preserve biodiversity in parks for future generations, we must first discover the breadth of life forms that exist. In the past decade, numerous parks have teamed up with professional scientists, university students, school groups, volunteers and park partners for the purpose of biodiversity discovery. These efforts have identified species new to science, located species that have not been seen in parks in hundreds of years, and documented species that are able to survive in extreme conditions.



Weekly Question

What makes an extreme location a place to both protect and explore?

TURN and TALK What kinds of extreme environments do you know about? With a partner, make a plan to find answers to your questions in print or digital resources.

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 “Big Bend.”

- Rio Grande : *Rio Grande*
- mountain : *montaña*
- color : *color*
- desert : *desierto*

FLUENCY

After completing the Read-Aloud Routine, display “Big Bend.”

Model reading aloud one or two paragraphs, asking students to listen for signal words and other clues that help them identify it as an informational text. Explain that fluency is about reading for meaning, not speed. Invite partners to choose a paragraph and practice expressive reading.

THINK ALOUD

Analyze Informational Text

The author introduces Big Bend National Park by telling that it includes three diverse natural areas: the mountains, the desert, and the river. After the introduction, the text is divided with headings for those areas. I can see that the author has thought about how to structure the text. I think the main purpose of this selection is to describe the park.

Informational Text

Tell students you are going to read an informational text aloud. Have students listen as you read “Big Bend: Land of Contrasts.” Explain that students should listen actively, paying careful attention to headings and signal words that help them identify sequence, problem and solution, cause and effect, and other text structures. Prompt them to ask questions and share their reactions, following 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 informational text.

Big Bend: Land of Contrasts

Big Bend National Park is in southwest Texas. According to Native American lore, this is the land where the Great Spirit dumped all the rocks that were left over after he created the earth. Spanish explorers later called it “the uninhabited land.” Although the park is filled with animals and plants that stick, prick, sting, or strike, almost anyone who has visited dreams of coming back. They know there is no other place like it.

In 1933, the state of Texas established Texas Canyons State Park. By the end of that year, the park had grown to 160,000 acres, and its name was changed. In 1944, a deed for about 700,000 acres was presented to President Franklin D. Roosevelt and Big Bend was established as a National Park. In 1976, it was named an International Biosphere Reserve. Today the park covers more than 800,000 acres.

Big Bend is a land of extremes. It is hot and cold, bone dry and flooding, high mountains and low arroyos, sun-baked and starlit. The diversity of life, including hundreds of bird species, is the best in the country. The diverse natural area includes mountains, desert, and the Rio Grande River.

*"Big Bend," continued***The Mountains**

Formed between 38 and 32 million years ago, the Chisos Mountains account for two percent of the park. This woodland area lies in the heart of Big Bend. Daytime temperatures in the mountains are as much as 20 degrees cooler than in the desert below. Pinyon pine, juniper, and oak trees grow on the mountain slopes. At higher altitudes, maple, aspen, and Douglas fir trees grow.

The Desert

The other 98 percent of the park is part of the Chihuahuan Desert where temperatures can vary as much as 50 degrees in one day. Plant life, such as creosote and lechuguilla, grows among ancient rocks. Creosote is a short, scraggly bush. Lechugilla stretches up from the desert floor like daggers.

Water is the architect of this desert. Arroyos are dry most of the year, but a summer rain can create flash flooding with waters violent enough to shift an arroyo's banks. These same rains produce a variety of wildflowers with magnificent displays of color.

Animal life in the desert is just as amazing. Big Bend is home to 450 bird species, 75 mammal species, and 67 amphibian and reptile species. Some examples of this animal life include roadrunners, javelinas, and scorpions.

The River

The park gets its name from the U-turn, or big bend, carved out by the Rio Grande River. It marks 118 miles of the boundary between the United States and Mexico. Along the Rio Grande, you will find towering cliffs and grassy beaches. You are also likely to see a turtle sunning on a rock or a peregrine falcon swooping down to collect its prey.

Big Bend has been described as harsh and desolate by some. For others, it is a land of fascination. It is a place of extremes coming together, creating a great diversity of plants and animals.

THINK ALOUD**Analyze Informational Text**

I am thinking about the selection subtitle: Land of Contrasts. I think the author has done a good job of pointing these out. I'm going to keep the subtitle in mind as I keep reading. I want to identify other contrasts. If there is something I don't understand, I'm going to jot down a question and look for the answer later.

ELL Access

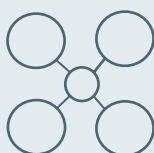
To help students prepare for the oral reading of "Big Bend," read aloud this short summary:

Big Bend National Park is located in Southwest Texas. It includes mountains, desert, and the Rio Grande River, which forms part of the border between the United States and Mexico. It is named for the U-shaped bend that the Rio Grande River makes.

FLEXIBLE OPTION
INTERACTIVE**Trade Book Read Aloud**

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

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

**WRAP-UP****"Big Bend"**

Use a web diagram to help students identify the main idea and note supporting details.



SPOTLIGHT ON GENRE

Informational Text

LEARNING GOAL

I can learn more about informational text by explaining ideas from a text.

OBJECTIVES

Recognize characteristics and structure of informational text.

Explain how the use of text structure contributes to the author's purpose.

LANGUAGE OF THE GENRE

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

- heading
- subheading
- structure
- topic
- sequence
- description

FLEXIBLE OPTION ANCHOR CHARTS

Display a poster-sized anchor chart in the classroom.

- Review the genre throughout the week by having students work with you to add to the class anchor chart.
- Have students suggest headings and graphics.
- Have students add specific text titles as they read new texts.

ELL Language Transfer

Cognates Point out the Spanish cognates:

- structure : *estructura*
- cause : *causa*
- effect : *efecto*
- comparison : *comparación*
- contrast : *contraste*

Minilesson

FOCUS ON STRATEGIES Authors write informational text to explain or describe. They rely on text structure to organize ideas to make them easier for readers to understand.

- Look at the text. Is it structured in paragraphs?
- Does the author use headings and subheadings to organize ideas?
- Scan the text for signal words such as *first*, *next*, *last*, *before*, *after*, *for example*, *because*, *result*, and *solution*.

MODEL AND PRACTICE Write *informational text* on the board. Underline *inform*. The purpose of informational text is to inform. Authors of informational text write to explain or describe something. I can scan a piece of text and tell whether it is informational. Often, the title names the topic, and the text is broken into sections with their own headings. This is not always the case, though.

Talk about informational text with which students are familiar. Prompt students to identify informational texts in the classroom, such as textbooks, magazines, newspapers, encyclopedias, and library books.

- How can you recognize informational text?
- Where do you read informational text? What types of publications include informational text?
- Is informational text fiction or nonfiction?

Show several examples of informational text, poetry, and fiction. Ask students to compare and contrast text structures to identify the genre of each.

ELL Targeted Support Describe Have students describe a place they are familiar with.

Write words and phrases from their description on the board. Use these words to give an oral description of the place. Have students repeat. **EMERGING/DEVELOPING**

Call on others to ask questions that will require more details. Then ask another volunteer to tell what they heard. **EXPANDING/BRIDGING**



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. 544 of the *Student Interactive*. Circulate to discover if students can identify elements of informational text.

OPTION 2 Use Independent Text Have students create a graphic organizer where they can jot down examples of various text structures, such as sequence or chronological order, cause and effect, and compare and contrast.

QUICK CHECK

Notice and Assess Can students identify characteristics of informational text?

Decide

- **If students struggle**, revisit instruction about characteristics of informational text in Small Group on p. T218.
- **If students show understanding**, have them continue practicing the strategies for identifying informational text and taking notes, using the Independent Reading and Literacy Activities in Small Group on p. T219.

STUDENT INTERACTIVE, pp. 544–545



GENRE: INFORMATIONAL TEXT

READING WORKSHOP

Learning Goal

I can learn more about informational text by explaining ideas from a text.

Spotlight on Genre**Informational Text**

Authors of **informational texts** use text structure to organize ideas. When reading informational texts, look for:

- **Signal words**, such as *first*, *next*, *because*, *solution*, *such as*, and *like*
- **Topics**
- **Text features**, such as headings and subheadings

Informational texts commonly have one main text structure, but longer or more complex texts may incorporate more than one. Authors choose one or more text structures to support their purpose for writing.

Use text structure to build your understanding!



TURN and TALK Think about another informational text you have read. What was its text structure? Use the anchor chart to discuss text structure with a partner. Take notes to reinforce your understanding of how authors use text structure.

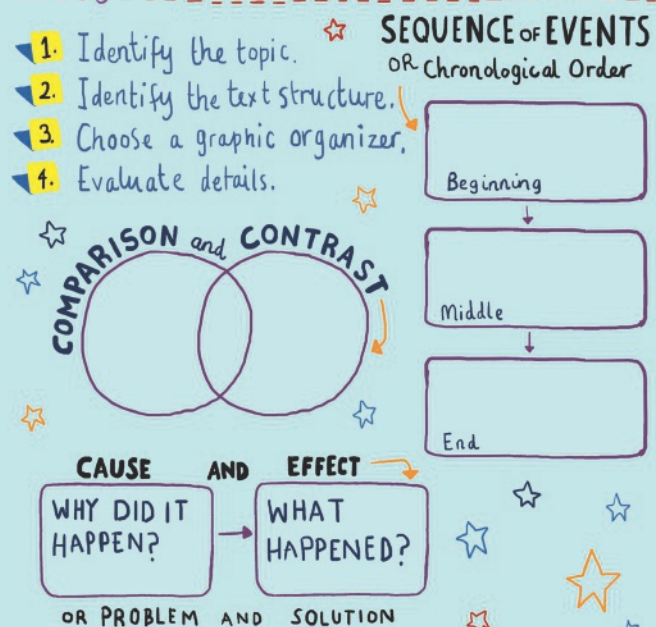
My NOTES

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INFORMATIONAL TEXT ANCHOR CHART

Taking Notes on Informational Text Structures



Academic Vocabulary

LEARNING GOAL

I can use language to make connections between reading and writing.

OBJECTIVES

Respond using newly acquired vocabulary as appropriate.

Explain figurative language such as simile, metaphor, and personification that the poet uses to create images.

ELL Language Transfer

The /sh/ sound may be challenging for Chinese, Japanese, Korean, Spanish, Urdu, and Vietnamese speakers such as in the academic vocabulary word *goldfish*. The /sh/ sound may be confused with /s/ or /ch/. Allow students extra practice when working with /sh/ sounds.

WEEKLY STANDARDS PRACTICE



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

Figurative Language

Minilesson

FOCUS ON STRATEGIES A simile is a comparison using the words *like* or *as*. Authors use figurative language to engage reader interest, by creating memorable images and rich explanations.

MODEL AND PRACTICE Model this strategy using p. 565 of the *Student Interactive*. Ask students to consider two unlike things such as *label* and *dandelion*.

Figurative language can introduce, clarify, or expand upon an idea. A label gives information about a thing. A dandelion is a yellow flower that turns into a puffy white cluster of seeds. The simile calls attention to and expands on the idea that labeling something “Fluffy” is not at all scary.

Have students use this example to help them complete the rest of the activity.

ELL Targeted Support Academic Vocabulary Give students extra practice listening to and orally generating figurative language that uses academic vocabulary.

Ask students to complete the following sentence to create a simile:
He is as _____ as a tiger. Ask, What are the two things we are comparing? **EMERGING**

Start with the above activity and then ask students to create more similes to compare a thing or person to a tiger. Remind students that similes often have the form *is as ___ as ___* or *___ like a ___*. **DEVELOPING**

Start with the above activities and then guide students to work in pairs experimenting with figurative language with unlikely comparisons. **EXPANDING**



ASSESS UNDERSTANDING

Apply

My TURN Direct students to apply the strategy for using figurative language to complete the activity on p. 565 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 565



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Figurative Language A simile is a kind of figurative language that compares two unlike things using the word *like* or *as*. You may use similes to draw attention to ideas you want to express. For example, a park ranger might say, "Antelopes flood this valley like boats coming into harbor before a storm." This simile compares two unlike things, antelopes and boats, and draws attention to how antelopes move.

Learning Goal

I can use language to make connections between reading and writing.

Word Bank

umbrella

dandelion

crayons

goldfish

My TURN For each numbered word,

1. **Choose** a word from the word bank.
2. **Write** a sentence with a simile that uses both the numbered academic vocabulary word and the word you chose.
3. **Identify** the idea the simile expresses.

1. label The label "Fluffy" is as scary as a dandelion.

Idea: "Fluffy" is not a scary name.

2. border Possible response: The border of the farm is like an umbrella for our sheep.

Idea: Possible response: The border protects the sheep.

3. consequences Possible response: The consequences of the cooking contest are as exciting as a brand new box of crayons.

Idea: Possible response: The results are fun, creative, and colorful.

Word Study Prefixes *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

LESSON 1

Teach Prefixes

FOCUS ON STRATEGIES Prefixes change the meaning of base words in predictable ways.

- *Dis-* and *non-* mean “the opposite of.” *Non-* can also mean “without.”
- *Over-* can mean “too” something, “more of,” or “on top of.”
- *Under-* can mean “lower than” or “less of.”

MODEL AND PRACTICE If you know the base word and the way a prefix affects the base word, you can decode new vocabulary. Consider the word *react*. *Over* + *react* means “to react too much.” Ask students to consider the following words and use prefix strategies to determine their meaning.

- overpower
- disorganized
- nondairy



ELL Targeted Support

Prefixes Tell students that understanding how prefixes affect the meaning of a word can help them improve their language skills.

Write *over-* and *under-* on the board and ask students to draw a representation of these prefixes. **EMERGING**

Start with the above activity and then ask students to work in small groups using the prefixes *over-* and *under-* to create new words. **DEVELOPING**

Ask students to generate new word lists using other prefixes, such as *dis-* and *non-*. **EXPANDING**



LESSON 1

Teach Prefixes *dis-*, *over-*, *non-*, *under-*

LESSON 2

Apply Prefixes *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION 

LESSON 3

More Practice

FLEXIBLE OPTION 

LESSON 4

 **Spiral Review:**
Syllable Pattern
VCCCV

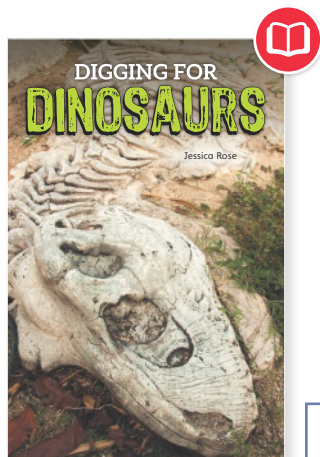
FLEXIBLE OPTION 

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 Q

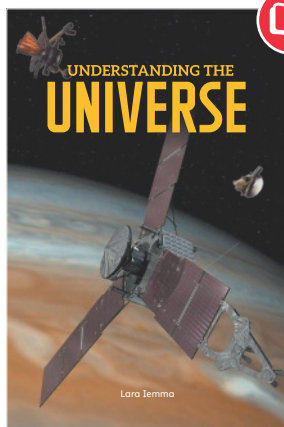
Genre Expository Text

Text Elements

- Some new vocabulary depends on glossary
- Variety of text features

Text Structure

- Description



LEVEL Q

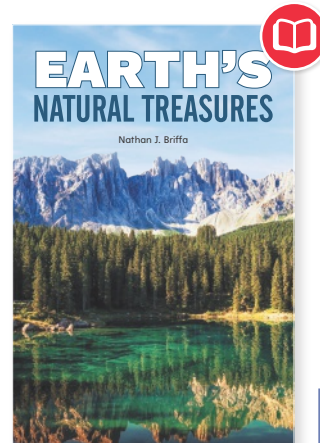
Genre Biography

Text Elements

- Some new vocabulary depends on glossary
- Diagrams

Text Structure

- Compare and Contrast



LEVEL R

Genre Informational Text

Text Elements

- Some new vocabulary defined in text
- Diagrams

Text Structure

- Description

Guided Reading Instruction Prompts

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

Identify Elements of Informational Text

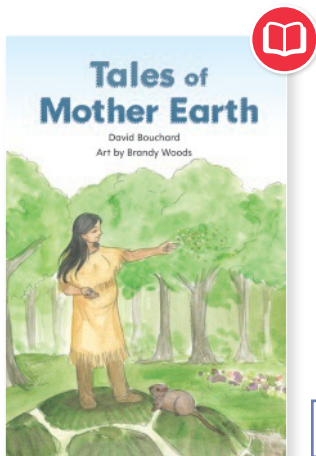
- How do you know this is nonfiction?
- What is the topic?
- How does the author organize information?

Develop Vocabulary

- What context clues help you figure out the meaning of ____? What does the word mean?
- How does the author use the word ____?
- What new or interesting words does the author use?

Explain Ideas

- What is the main idea?
- What does the author want you to know?
- What supporting details does the author provide?



LEVEL R

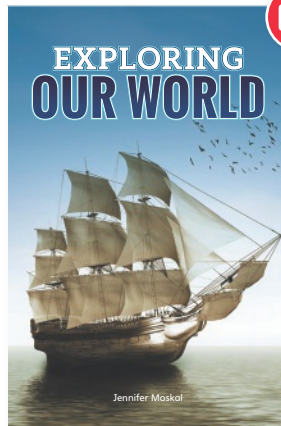
Genre Traditional Tales

Text Elements

- Figurative language
- Minimal illustration

Text Structure

- Multiple Episodes



LEVEL S

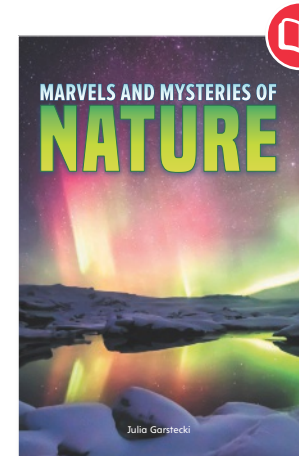
Genre Informational Text

Text Elements

- Maps and legends, diagrams
- Some new vocabulary defined in text

Text Structure

- Description



LEVEL T

Genre Informational Text

Text Elements

- Wide range of sentence types
- Maps and legends

Text Structure

- Description

Make Inferences

- What do you already know about ___?
- What does the text say about ___?
- How can you combine what you know with what you read?

Compare Texts

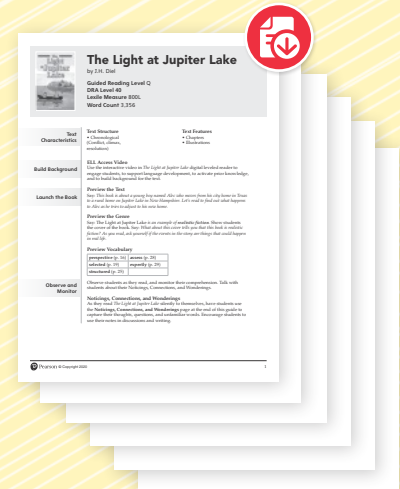
- What connections can you make to other informational texts?
- What connections can you make to other kinds of texts?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T211 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXT

Teaching Point Authors use structure to organize ideas and information in informational text. Headings, subheadings, and signal words can help you identify the structure of a text. Knowing the structure can help you better understand the text. Review the anchor chart on p. 545. Ask students to identify elements of informational text and explain its different structures.


ELL Targeted Support

Tell students that informational text describes or explains something.

Use a two-column chart and list structures of informational text on one side. Provide strips with signal words and have students match them to the corresponding structure. Echo read the chart with students. **EMERGING**

Ask students to skim a passage and use the heads and subheads to predict what the text is about. **DEVELOPING**

Ask students to identify elements of informational text in a text from the classroom library. **EXPANDING**

 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 the characteristics of informational texts.

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!

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On-Level and Advanced

INQUIRY

Question and Investigate Have students use the primary source to generate questions about preserving biodiversity and then choose one to investigate. Throughout the week, have them conduct research about the question. See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3-4 minutes
per conference

IDENTIFY INFORMATIONAL TEXT

Talk About Independent Reading Ask students to share the topic of their independent reading text and how knowing the elements of informational text helps them understand it.

Possible Conference Prompts

- Which elements of informational text does the author use?
- How would you describe the text structure?
- What signal words does the author use? What do they signal?

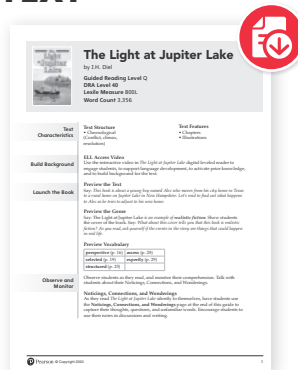
Possible Teaching Point Authors of informational texts structure their writing to help readers understand information and details about a topic.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to identify elements 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 some observations from his or her graphic organizer or the Turn and Talk discussion. Reinforce understanding and use of reading strategies the students used.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- begin reading their Book Club text or one of the suggested titles on p. T475.

Centers



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

Literacy Activities



Students can

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

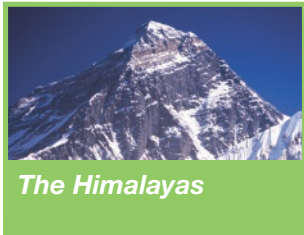
BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Text



OBJECTIVES

Establish 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. 546 and define them as needed.
 - survey:** the measurement of an area of land
 - subcontinent:** a large region or area that is part of a continent
 - plateau:** a large, high, flat area of land
 - altitude:** the height or distance above sea level or Earth's surface
 - erosion:** the process of wearing away or breaking down land over time
- *As you read about the Himalayas, highlight these words in the text. Ask yourself what information and details they provide.*

Read

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

FIRST READ STRATEGIES

NOTICE Remind students to notice how the author uses text features to organize ideas and details.

GENERATE QUESTIONS Encourage students to record questions about the text before, during, and after reading.

CONNECT Ask students to consider how the text connects with and adds to what they already know about Earth's features.

RESPOND Have partners discuss the text as they read.

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



EXPERT'S VIEW Pamela Mason, Harvard University

“As students try to tackle more complex texts, they encounter longer sentences and academic vocabulary that may be described or defined within the syntax of sentences. The assumption is that students know how to use those cues. For example, we may think that an appositive is an obvious syntactic clue and that students know what appositives are. We must be specific about teaching students how to use both the semantics and the syntax to understand text.”

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



ELL Targeted Support Use Visuals Tell students that informational text often includes visuals that help readers determine the meanings of new words. Display the vocabulary words on the board and help students identify each one in the selection.

Use visuals in the text to help students determine the vocabulary word's meaning. Encourage students to use the word to tell about something in the visual. **EMERGING/DEVELOPING**

Use visuals in the text to help students determine the vocabulary word's meaning. Then have students read the definition and repeat it in their own words. Encourage students to use the word as they discuss information presented in the corresponding visual. **EXPANDING/BRIDGING**


ELL Access

Background Knowledge Students make meaning not only from words they learn but also from their prior knowledge and experience. Encourage students to share personal knowledge or texts they have read about the Himalayas and other mountain ranges.

STUDENT INTERACTIVE, pp. 546-547



Meet **the** Author



Charles W. Maynard believes in the importance of wilderness. His more than forty publications include a series of books for young readers about the great mountain ranges of the world and a guide to hiking as a family.

The Himalayas

Preview Vocabulary

As you read *The Himalayas*, pay attention to these vocabulary words. Notice how they help you understand ideas related to Earth's features.

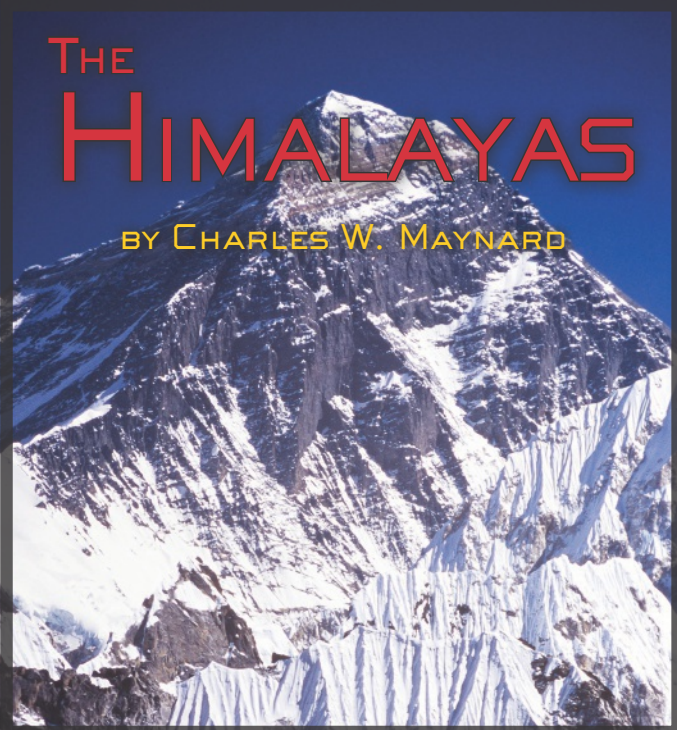
survey	subcontinent
plateau	altitude erosion

Read

Preview the headings and photographs to establish a "frame" as you read this text. Active readers of **informational texts** follow these strategies when they read a text the first time.

<p>Notice</p> <p>how text features help organize ideas and details.</p>	<p>Generate Questions</p> <p>as you read and mark parts of the text that are confusing.</p>
<p>First Read</p>	
<p>Connect</p> <p>facts in this text to what you already know about Earth's features.</p>	<p>Respond</p> <p>by discussing the text with a partner as you read.</p>


Genre Informational Text



AUDIO
ANNOTATE

First Read

Notice

 **THINK ALOUD** The first things I notice about this page are the numbers. I see feet and miles. I also see years. I am going to pay attention to these measurements and dates to help me understand what I read.

Close Read

Vocabulary in Context

Remind students that context clues are the words and phrases around an unfamiliar word. Context clues help the reader determine meaning.

Have students read **paragraph 3** to find the meaning of *abode*. **See student page for possible responses.**

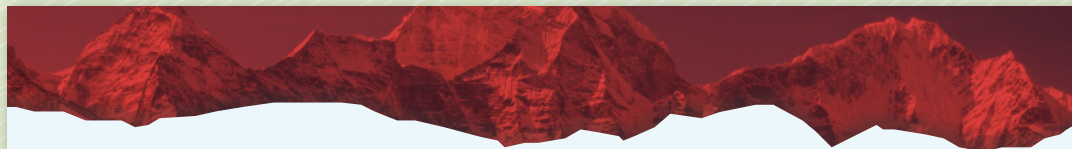
Ask: **What can you infer about the Himalayas from their name?**

Possible responses: The text says that *abode* means “house.” So, the Himalayas are a house of snow. I can guess that they must be very cold and snow-covered.

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

To determine the meaning of a word, look for **context clues** such as restatements or definitions given by Charles W. Maynard.

Underline a context clue that helps you determine the meaning of *abode*.

survey measurement of an area of land

ROOFTOP OF THE WORLD

- 1 The Himalayan mountain range includes the highest peaks in the world. Fourteen of the peaks rise more than 26,247 feet (8,000 m) above sea level. The Himalayas stretch for 1,550 miles (2,494 km) in central Asia. From China’s border, they travel through Burma, Nepal, Tibet, and Bhutan, dip south to India, and spread west, ending in Afghanistan. These mountains form the boundaries between many countries on the continent of Asia.
- 2 The highest peak in the Himalayas, and thus in the world, is Mount Everest at 29,028 feet (8,848 m). Mt. Everest, on the border of Nepal and China, is named for Sir George Everest of Great Britain. Everest (1790–1866) led the survey of India from 1830 to 1843.
- 3 The name “Himalaya” comes from Sanskrit words that mean abode, or house, of snow. Sanskrit is an ancient language that was spoken in India. Because the highest mountains on Earth are in the Himalayas, these amazing mountains are also called the Rooftop of the World.

548

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Possible Teaching Point

Academic Vocabulary | Figurative Language

Use the Academic Vocabulary lesson on p. T212 to underscore how figurative language can be used to express ideas in a unique way. Remind students that metaphors, like similes, compare two unlike things. Direct students to reread the heading at the top of p. 548 of the *Student Interactive* as an example of a metaphor. Ask students to explain what two things are being compared and how the metaphor expands their understanding of the Himalayas.



WHEN CONTINENTS COLLIDE

- 4 The Himalayas are young compared to other mountain ranges in the world. The Himalayas began forming from 60 to 65 million years ago. The Appalachian range in the eastern United States is from 250 to 300 million years old.
- 5 The surface of Earth, called the crust, is made of huge slabs of rock called plates. These plates have moved slowly over millions of years, sometimes bumping into each other. When the plates bump together, the crust is pushed up and it forms mountains. Scientists call the movement of Earth's crust plate tectonics. About 50 million years ago, the Indian subcontinent began to bump into a land mass called Eurasia, which formed Europe and Asia. That event caused part of the Eurasian land mass to wrinkle, forming the Himalayas. These huge wrinkles are called fold mountains.

The Himalayan mountains are part of the land in many countries, from China to Afghanistan. ▶

MOUNTAIN

FACT EVEN TODAY, THE TECTONIC PLATES ARE STILL MOVING, AND THE HIMALAYAS ARE STILL GROWING. THE HIMALAYAS ARE GETTING TALLER BY ABOUT 1 INCH (2.5 CM) EVERY FIVE YEARS.



549

CLOSE READ

Explain Ideas

Underline the result of the movement of tectonic plates that you would include in an explanation of the height of the Himalayas.

subcontinent large region that is part of a continent

First Read

Notice

THINK ALOUD The map on this page helps me understand where the Himalayas are and how far they spread. I can connect information from the map and its caption to details in paragraph 5. By the way, do you notice how the Mountain Fact is inside a graphic that looks like the side of a mountain?

Close Read

Explain Ideas

Have students read **paragraph 5**. Ask: **How do fold mountains form?**

Possible responses: Fold mountains form when sections of the Earth's crust bump into each other and fold over.

Ask students how they evaluated details in the text to support their explanation of a key idea.

Possible response: Details including definitions of terms such as crust, plates, and fold mountains are important details.

Have students view the text features and underline the text that tells what is happening as a result of the continued shifting of tectonic plates. **See student page for response.**

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CROSS-CURRICULAR PERSPECTIVES

Science

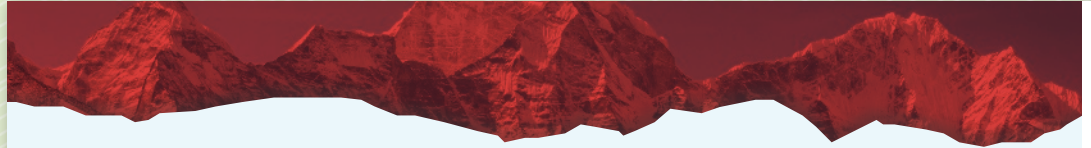


There are five types of mountains. Fold mountains, like the Himalayas, are the most common. Fault-block mountains form when Earth's crust pulls apart into large blocks of rock. Dome mountains form when magma cools and hardens into rock. Volcanic mountains form when magma erupts and piles up on top of Earth's crust. Plateau mountains form when rivers and streams erode valleys and leave mountains standing on either side.

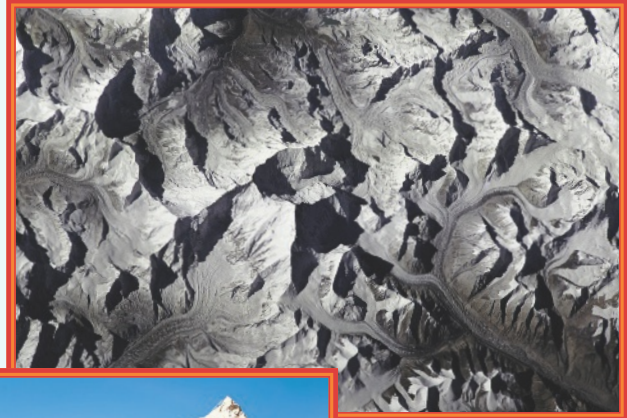
First Read

Generate Questions

THINK ALOUD Seeing the different perspectives in these photographs and reading the captions helps me understand more about glaciers and about what I have been reading. I also have more questions. When a glacier melts, it can form a river. Does the river form the valley, or does the frozen glacier form a valley? How does a frozen glacier move? I'll look for the answers to these questions as I continue reading.



This picture of a huge, snakelike glacier in the Himalayas was taken from the space shuttle Atlantis. ▶



◀ *Over time, this glacier on the Tibet side of Mt. Everest has carved out the large valley shown in this photograph.*

The Ganges River in India was formed by a glacier, high in the Himalayas. The Ganges is sacred for people of the Hindu religion. ▶



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550

Possible Teaching Point

Academic Vocabulary | Figurative Language

Figurative language, such as similes and metaphors, can be used to express ideas in a unique way. Direct students to identify an example of figurative language in the first caption on p. 550. Ask students to explain what two things are being compared and how the comparison expands their understanding of the glacier. Ask: *Do you think **snakelike** is a good description of the glacier in the top photograph?*



MOUNTAINS BUILD UP AND WEAR AWAY

- 6 The peaks of the Himalayas were part of the ocean floor millions of years ago. Plate tectonic forces pushed the sea floors into high mountains. Some rocks near the highest peaks of the Himalayas are limestone. Limestone is a kind of rock that is made up of the fossils of sea creatures that lived and died millions of years ago.
- 7 As the Himalayas rise, other forces are working to wear them down. Over millions of years, gigantic glaciers slowly carve large valleys through the high mountains. As the snow and ice of the peaks melt, they form rivers. India's great Ganges River begins in the Himalayas.
- 8 India's and Nepal's great plains lie south of the range. The high Tibetan plateau lies to the north. In between, the Himalayas have three different climate zones. The highest snow-covered peaks lie in the Great Himalayas. The Lesser Himalayas have peaks between 6,000 and 15,000 feet (1,829–4,572 m) tall and are covered with forests and fertile valleys. The lowest, southernmost peaks are the Outer Himalayas. They are called foothills, and they have wide valleys and rivers.

CLOSE READ

Make Inferences

How are the bottoms of oceans and the tops of mountains related?

Highlight details you can use to make an inference.

plateau large, high, flat area of land

551

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First Read

Connect

THINK ALOUD The text on this page and the photographs on the facing page help me understand glaciers and their power. I already knew that glaciers were huge blocks or mountains of ice. I did not realize just how large they can be or how much they can change a landscape!

Close Read

Make Inferences

Remind students that an author does not always state ideas directly. Attentive readers take information the author does provide and they put it together with what they already know. Then they make an educated guess, or an inference.

Have students scan **paragraph 6** to find and highlight details about ocean floors and mountaintops. **See student page for possible responses.**

Ask: *What inference can you make about other mountaintops with limestone rock?*

Possible response: I can infer that those other mountaintops were also once part of the ocean floor but were pushed up by plate tectonic forces.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CROSS-CURRICULAR PERSPECTIVES

Science



Limestone might be the most used rock. It is strong and dense and can withstand extreme temperatures. All this makes this type of rock a great construction material. Limestone is transformed into crushed stone for roads, it is used as an aggregate in concrete, and it can be fired in a kiln with crushed shale to make cement.

First Read

Generate Questions

THINK ALOUD As I read, I'm going to circle or highlight text that is confusing to me. I'm also going to jot down questions that come up. For example, I would like to know why different altitudes have different climates.

Close Read

Explain Ideas

Have students read **paragraphs 9 and 10** and identify three terms they might use to explain the ideas in the text. Underline the words as students point them out.

See student page for possible responses.

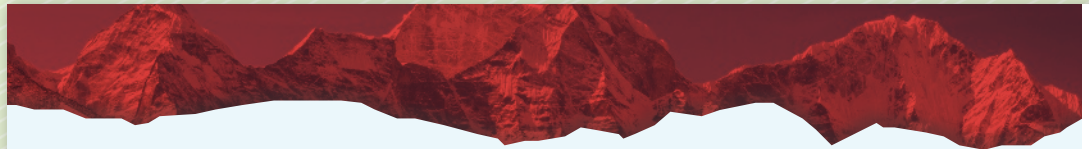
Ask: **How are these terms related?**

Possible response: They all have to do with climate.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.



CLOSE READ

Explain Ideas

Underline at least three examples of domain-specific vocabulary you might use to determine and explain the ideas in paragraphs 9 and 10.

altitude height or distance above sea level or Earth's surface

A LAND OF CONTRASTS

9 Wide differences of altitude in the Himalayas create the many climates found there. The valleys of the Outer Himalayas, such as those in India and Burma, are subtropical with hot days and plenty of rain. The valleys of the Lesser Himalayas have a temperate climate. Average summer day temperatures there are from 60°F to 77°F (16°C–25°C). Winters are cooler. The Kathmandu valley of Nepal, in the temperate zone, is populated with many farms and several cities.

10 Most of the year's rainfall of 60 inches (152 cm) comes with monsoon winds from June through September. The eastern Himalayas receive more rain. The Himalayas affect the climate of central Asia by blocking cold weather from the north and humid weather from the south. The high Plateau of Tibet, to the north in China, is dry and dusty. The winters there are cold and long.

MOUNTAIN

FACT THE HIGHEST PEAKS IN THE GREAT HIMALAYAS ARE FROZEN WORLDS. SNOW AND ICE STAY ON THE GROUND YEAR-ROUND. EVEN THE VALLEYS ARE COLD AND DESERTLIKE, WITH NO TREES AND FEW PLANTS. ATOP MT. EVEREST THE OXYGEN IN THE AIR IS ONLY ONE-THIRD OF THAT AT SEA LEVEL. IT IS DIFFICULT FOR PLANTS, ANIMALS, AND HUMANS TO LIVE THERE.

552

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CROSS-CURRICULAR PERSPECTIVES

Science



The Himalayas are known as the Water Towers of Asia. With more glaciers than any other area outside the polar regions, the Himalayas provide water for industry, agriculture, power generation, and home use for more than a billion people. However, when glaciers melt too quickly, they form glacial lakes, which pose a constant threat of flooding.



VARIED VEGETATION

11 The altitudes and climates in the Himalayas support many types of plant life. Rainfall, temperatures, and oxygen all affect the species of trees and plants that live in the mountains and in the valleys. The Outer Himalayas, once covered with a rich, tropical forest, have been harvested. The land is now either farmed or used to graze goats and other livestock. Pine, oak, and poplar trees grow in the Lesser Himalayas. People have cut down many of these trees, which has caused erosion. Tree roots are necessary for keeping soil in place on steep mountainsides. They keep the soil from washing away in rain or blowing away in high winds. Even though many of the steep slopes no longer have trees, beautiful wildflowers color the mountainsides. Orchids, lilies, anemones, poppies, and rhododendron flowers flourish among the mountains and valleys of the Lesser Himalayas. The tree line in the Great Himalayas is about 16,000 feet (4,877 m). Trees will not grow above this level because of the high altitude and the cold.

The snowcapped peak Annapurna is seen in the distance from this fertile valley in Nepal. ►



553

CLOSE READ

Explain Ideas

Underline details that would allow you to explain key ideas about *erosion* to someone.

erosion process of wearing away or breaking down land over time

First Read

Connect

THINK ALOUD I know that erosion happens when wind or water breaks down the soil and carries it away. It makes sense then that tree roots would stop or slow erosion and that cutting down the trees would speed up erosion. Now I'm wondering whether the roots of all the wildflowers would help slow erosion. I can infer that they would, at least during parts of the year when they are growing strong. I can also infer that erosion might be worse on the tops of the mountains where nothing can grow.

Close Read

Explain Ideas

Have students read **paragraph 11** and underline details about erosion. **See student page for possible responses.**

Ask: *What key idea about erosion can you explain using the words and phrases you underlined?*

Possible response: Erosion happens when wind or water breaks down and carries soil away.

Ask: *How do trees stop or slow erosion?*

Possible response: Their roots hold the soil in place.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CROSS-CURRICULAR PERSPECTIVES


Science



Erosion is the wearing away or the movement of land from one place to another. Wind, water, and glaciers can all cause erosion. In the Himalayas, the erosion rates are high. More than a billion tons of sediment and other materials are carried away each year.

First Read

Connect

 **THINK ALOUD** When the author lists the names of animals that live in the Himalayas, it reminds me of my last trip to the zoo. I saw many of these animals there, so it is easy to visualize them on the mountains and plateaus or in the valleys.

Close Read

Make Inferences

Remind students that an inference is a kind of guess based on a combination of what they already know and what they read.

Have students read **paragraphs 12-14** and highlight details about animals in the Himalayas. **See student page for possible responses.**

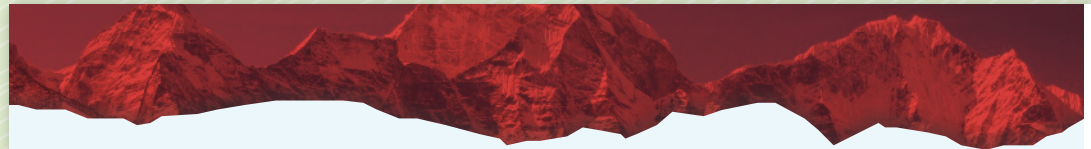
Ask: *What inference can you make based on the evidence you highlighted? What idea about humans and animals in the Himalayas is expressed?*

Possible response: More animals live where humans do not. One reason is that people cut down trees and destroyed some habitats, so the animals moved. Most animals are wild, but yaks seem more like cows. People use them for milk, meat, and leather.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



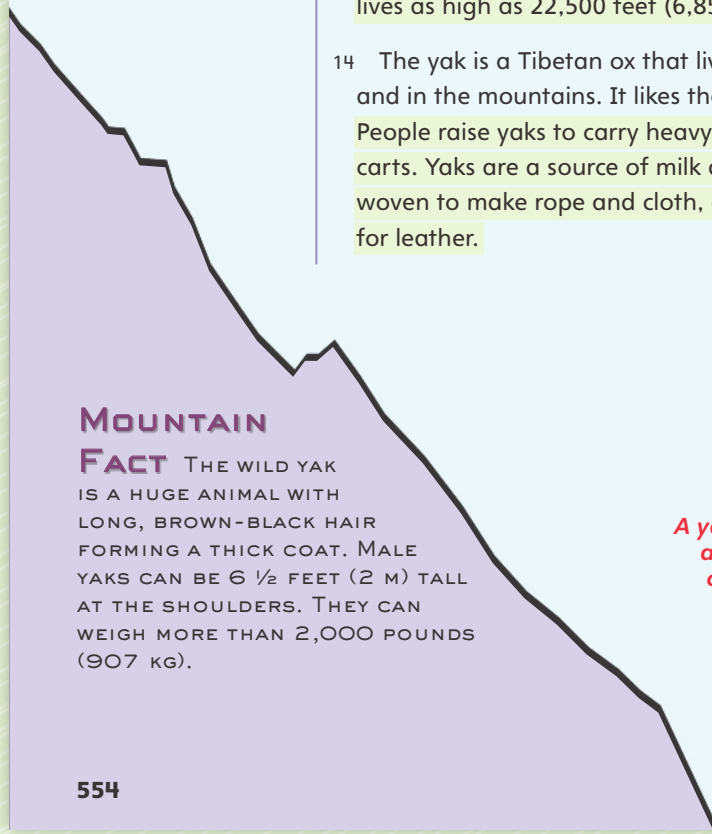
CLOSE READ

Make Inferences

Highlight details that support an inference you can make about humans and the animals of the Himalayas.

AMAZING ANIMALS

- 12 Leopards, tigers, deer, and Indian rhinoceroses were once plentiful in the forests of the Outer Himalayas. When people cut down the trees for lumber, the forests changed and so did the types and numbers of animals that lived in them. Black bears, leopards and other cats, and the muntjac, a deer known for making a barking sound, now live in the few existing forests.
- 13 The Great Himalayas, a land of few people, are home to wolves, snow leopards, small, bushy-tailed marmots, and musk deer. A kind of tiny black spider lives as high as 22,500 feet (6,858 m).
- 14 The yak is a Tibetan ox that lives on high plateaus and in the mountains. It likes the cold, dry climate. People raise yaks to carry heavy loads and to pull carts. Yaks are a source of milk and meat. Yak hair is woven to make rope and cloth, and yak skin is used for leather.



MOUNTAIN

FACT THE WILD YAK IS A HUGE ANIMAL WITH LONG, BROWN-BLACK HAIR FORMING A THICK COAT. MALE YAKS CAN BE 6 ½ FEET (2 M) TALL AT THE SHOULDERS. THEY CAN WEIGH MORE THAN 2,000 POUNDS (907 KG).

A yak, shown here with a Tibetan family, is a common sight in the Himalayas. ▶

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CROSS-CURRICULAR PERSPECTIVES

Science



Marmots are giant ground squirrels that live in North America and Eurasia. Their bodies are short and stocky, and most weigh between 7 and 15 pounds. Their long, thick fur makes them well-suited for living in cold environments. They live in burrows that they dig with their long, sharp claws. They often burrow under rocks or boulders for extra protection from predators.



MANY MOUNTAIN CULTURES

- 15 About 40 million people live in the Himalayas. The Himalayas pass through the Indian states. The Himalayas also lie in the kingdoms of Nepal and Bhutan, as well as in Tibet.
- 16 Many of the people who live in the southern countries of the Outer Himalayas and Lesser Himalayas are of Indian origin and practice the Hindu religion. North of India, most Tibetan people are Buddhist. Nepal has 35 separate ethnic groups.
- 17 Most people of the Himalayas are farmers who grow fruits and grains and who herd livestock. The Sherpa people live in Nepal's Great Himalayas. The Sherpas are tribespeople who came from Tibet and settled in the steep-sided valleys of the Himalayas. Sherpas are known as the best guides for climbers of these mountains.

CLOSE READ

Make Inferences

Highlight details you can use to make an inference about climbing the Himalayas.

First Read

Generate Questions

THINK ALOUD As I read, I will think of questions I have about the text. I am going to put a sticky note near paragraph 17 because I have a lot of questions about the Sherpa people. I want to know more about them.

Close Read

Make Inferences

Have students read **paragraph 17** and highlight details about climbing the Himalayas. **See student page for possible responses.**

Ask: *What have you learned about the Himalayas already? Does the term **steep-sided** add to what you know? Why do climbers need guides? What can you infer about climbing these mountains?*

Possible response: The Himalayas include the world's tallest mountains. They are so tall that they are covered in glacial ice and snow. They are also steep. Climbing them must be very difficult. The Sherpa people live there, so they know the mountains. They probably know the best routes to take to reach the top.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



ELL Targeted Support Analyze Text Features Remind students that the images featured in a text provide additional and key information related to the words on the page. Use these supports to practice analyzing images.

Point students to the image on p. 555. Have them describe what they see in their own words. **EMERGING**

In addition to the activity above, have students explain how the image on p. 555 relates to paragraph 17. Ask: *How does the image improve or influence your understanding of the information in paragraph 17?* **DEVELOPING/EXPANDING**

First Read

Generate Questions

THINK ALOUD As I read, I am going to think of questions I have about the text. I will circle the Mountain Fact because I have a lot of questions about George Mallory. I want to know what was in his pockets!

Close Read

Make Inferences

Have students read paragraphs 18-19 and highlight details about climbing and studying the Himalayas. See student page for possible responses.

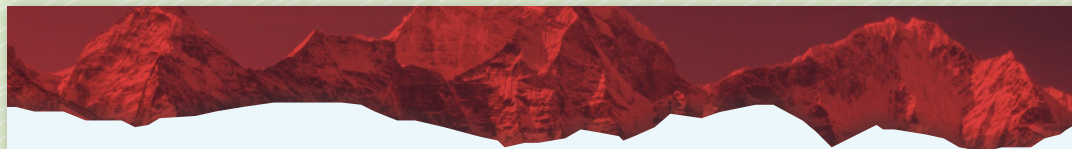
Prompt students to recall previous inferences they made about climbing the Himalayas. Ask: *Based on what you already know, inferences you've already made, and new information on this page, what can you now infer about studying the Himalayas?*

Possible response: Climbing the Himalayas must be very difficult and very dangerous. Many people have died on the mountains. It must be very difficult to study the mountains, too—especially in the past, before we had satellites and drones.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



CLOSE READ

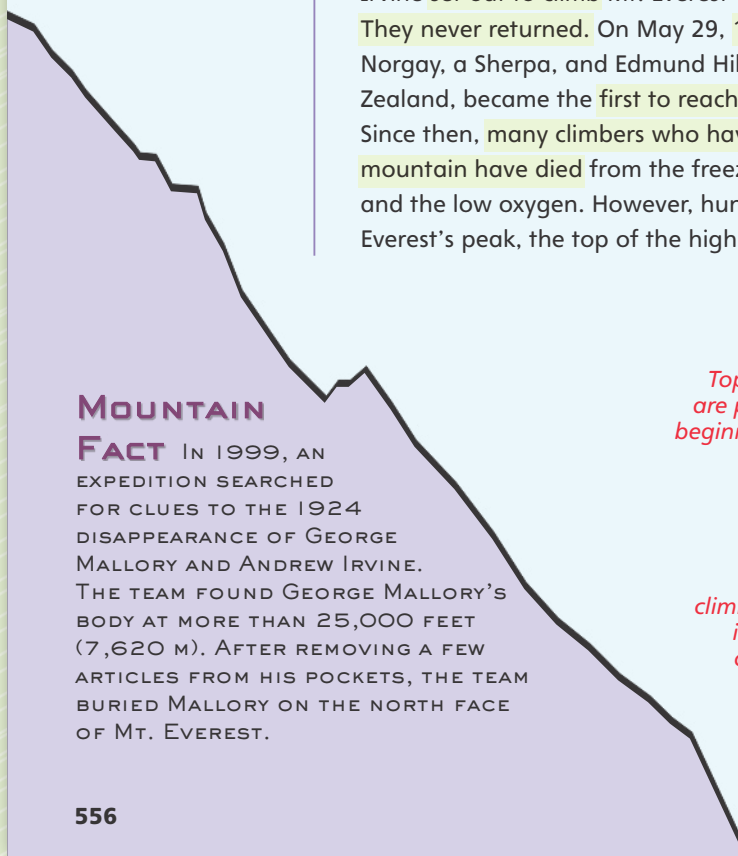
Make Inferences

What inference can you make about the difficulties of climbing and studying the Himalayas?

Highlight details that support your inference.

ON TOP OF THE WORLD

- 18 The Himalayas were some of the last mountains on Earth to be explored. Ancient spice and silk trade routes between China and India wound through the high mountain passes between India and Tibet. A Spanish priest drew one of the first maps of the area in 1590. In 1852, British surveyors claimed that Peak XV was the highest peak in the world. It was later named Mt. Everest.
- 19 After several attempts, George Mallory and Andrew Irvine set out to climb Mt. Everest on June 8, 1924. They never returned. On May 29, 1953, Tenzing Norgay, a Sherpa, and Edmund Hillary, of New Zealand, became the first to reach Everest's peak. Since then, many climbers who have tried to scale this mountain have died from the freezing temperatures and the low oxygen. However, hundreds have reached Everest's peak, the top of the high Himalayas.



MOUNTAIN

FACT IN 1999, AN EXPEDITION SEARCHED FOR CLUES TO THE 1924 DISAPPEARANCE OF GEORGE MALLORY AND ANDREW IRVINE. THE TEAM FOUND GEORGE MALLORY'S BODY AT MORE THAN 25,000 FEET (7,620 M). AFTER REMOVING A FEW ARTICLES FROM HIS POCKETS, THE TEAM BURIED MALLORY ON THE NORTH FACE OF MT. EVEREST.

556

Top: Mallory and Irvine are photographed at the beginning of their attempt to climb Everest.

Bottom: A woman climbs a frozen waterfall in the Khumbu range of the Himalayas.

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Possible Teaching Point



Word Study | Prefix *dis-*

Use the Word Study lesson on pp. T214–T215 in the Reading-Writing Workshop Bridge to teach students how they can figure out new words they encounter by using what they know about prefixes and suffixes. Ask them to point out a word in the text that includes the prefix *dis-* (*disappearance*) and determine its meaning (“ceasing to be seen”).




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557

First Read

Generate Questions

 **THINK ALOUD** Looking at these photographs, I notice how steep and uneven the climb is. It looks very dangerous and also very exciting. I also notice the equipment the two sets of climbers are using. I have questions about what climbers have to carry. How long does it take to climb Mount Everest? How much equipment does a climber need to carry in order to make the climb?

CROSS-CURRICULAR PERSPECTIVES

Science



Climbing equipment and technology have changed dramatically since 1953 when Tenzing Norgay and Edmund Hillary climbed to the top of Mount Everest. Norgay and Hillary carried bulky radios and recorded data with pen and pencil on lined paper notebooks. Climbers today have access to all sort of technology such as tiny handheld radios and cell phones. They can record video and audio journals, make phone calls, and send text messages anywhere.

First Read

Respond

THINK ALOUD This is interesting. The text on this page helps me verify some of the inferences I made earlier. Studying the Himalayas was difficult because the mountains were so difficult to climb.

What inferences have you been able to verify? What questions have been answered?

Close Read

Explain Ideas

Have students read **paragraph 20** and scan for details about ways the Himalayas are being protected. **See student page for possible responses.**

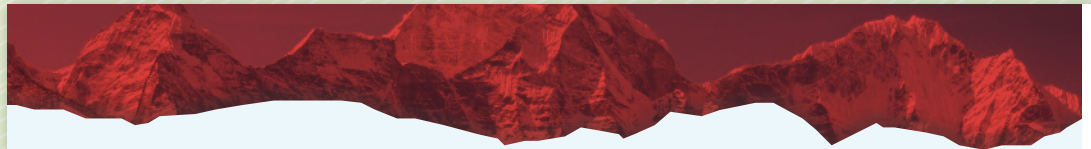
Ask: *Who is protecting the Himalayas? What are they doing? Why?*

Possible responses: Several governments are working together to protect the Himalayas. They want to save plant and animal species, so they established a national park.

DOK 1

OBJECTIVE

Evaluate details read to determine key ideas.



CLOSE READ

Explain Ideas

Underline details in paragraph 20 that help you explain why and how the Himalayas are being protected.

MAPPING AND PROTECTING THE HIMALAYAS

20 One early challenge to exploring the Himalayas was mapping its many high, snow-covered peaks. Today aircraft and satellites make exact maps possible. Geologists, geographers, and other scientists are still working to understand the Rooftop of the World better. Some areas of the Himalayas are being protected by several governments so that endangered plants and animals will be saved. The Sagarmatha National Park of Nepal is one example of this effort. The entire park is located above 9,700 feet (2,957 m).



▲ **Edmund Hillary (left) and Tenzing Norgay (right) were eating breakfast before setting out to climb Mt. Everest.**

558

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ELL Targeted Support Background Knowledge Remind students that active readers use what they already know to help them comprehend new texts. Ask students to review sentences in paragraph 20 and make a connection to something they have previously read.

Provide sentence frames such as *In paragraph 20 I read _____. I have read that word or phrase before in _____. This helps me understand the topic _____.*

EMERGING

Give students a concept map or other graphic organizer. Have them label it with a topic from paragraph 20. Work with students to supply related details from previous reading or experience. **EXPANDING**



The government of Nepal set aside this special place to protect animals, plants, and mountain scenery.

The Sherpa people are allowed to live in the national park. Although only a few people will ever climb the mountains, people come from all over the world to look with wonder at these mysterious high peaks and their steep valleys, large glaciers, and swift rivers. The Himalayas remain among Earth's most wonderful places.

THE ABOMINABLE SNOWMAN

- 21 People who follow the Hindu and Buddhist religions in the Himalayas consider these mountains to be sacred. The Ganges, a sacred river to the Hindu people, begins from the snows of the Himalayas. The mountains were the “abode of the gods” to people who believed that the most powerful gods lived on the snowy peaks.
- 22 The Sherpas and Tibetans tell legends, or tales, about the yeti, who is also known as the Abominable Snowman. It is said that the name “yeti” comes from the Sherpa words *yah*, meaning rock, and *teh*, meaning animal. The yeti is believed to be a large, hairy creature that is bigger and stronger than a human.
- 23 There are no photographs or other proof to show that the yeti lives in the Himalayas. However, stories are told of yeti that attack and kill yaks in the high meadows. The religious beliefs and the stories about the yeti show that many people consider the Himalayas to be special mountains with many mysteries yet to be solved.

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CLOSE READ

Explain Ideas

Underline an idea in paragraphs 21–23 that you can explain using details from the text.

First Read

Connect

THINK ALOUD When I read about Sagarmatha National Park, I remember experiences I've had at national parks here in the United States. I love going to these places. I've been able to experience mountains, oceans, forests, and deserts. There is nothing better than stargazing far away from city lights. I think it is so important for us to preserve these special places.

Close Read

Explain Ideas

Have students read **paragraphs 21–23** and underline at least one important idea. **See student page for possible responses.**

What details in this section could help you explain this idea to someone?

Possible responses: In paragraph 21, the author says that many people consider the mountains and the Ganges River to be sacred. Many people believed that powerful gods lived in the mountains. The Sherpas and Tibetans tell tall tales and legends about the yeti.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

559

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Features To help students develop a clear understanding of the author's use of text features, create a two-column chart on the board. Label the first column “Text Feature” and the second column “Use.” Ask students to scan the selection and identify the different text features that the author used (graph, map, photographs and captions, headings, sidebar features). Discuss the use of each feature and how it fits into the overall structure of the selection.

Respond and Analyze



OBJECTIVES

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

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

Respond using newly acquired vocabulary as appropriate.

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

Infer basic themes supported by text evidence.

My View

Use these suggestions to prompt students' initial responses to reading *The Himalayas*.

- **React** What interested you most about this text?
- **Discuss** What did you learn about the Himalayas and efforts to preserve them?
- **Discuss** What experiences do you have with national parks?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Read the introductory paragraph on p. 560 aloud. Help students understand the difference between concrete and abstract language.

- Concrete words name things a person can see, hear, or touch. *Dentist, puppy, mountain, and keys* are concrete nouns.
- Abstract words name things you cannot touch, such as ideas or qualities. *Energy, freedom, beauty, and knowledge* are abstract nouns.

MODEL AND PRACTICE Review the example sentence on p. 560. Explain how the sentence uses *surveyed* in a figurative or abstract way.

- *Survey* means “measurement of an area of land.” In the text, *survey* is a noun used concretely.
- In the example sentence, *surveyed* is used as a verb to figuratively describe the way that Bethany “looked around.”

ELL Targeted Support Vocabulary Write the vocabulary words on the board. Explain that all the words name something in or related to the Himalayas.

Ask students to write the words on a sheet of paper and then identify a graphic illustration or photograph of each one in the selection. Then have students write or draw to define each word. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students apply the strategies for developing vocabulary.

OPTION 1 MyTURN Have students respond using newly acquired vocabulary as they complete p. 560 of the *Student Interactive*. They should use text evidence in their answers.

OPTION 2 Use Independent Text Have students identify unfamiliar concrete words in their independent reading texts. Then have them use context and other clues, such as illustrations and other graphics, to determine each word's meaning.

QUICK CHECK

Notice and Assess Can students identify concrete words in informational texts?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T238.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T239.

Check for Understanding MyTURN Have students complete p. 561 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 560–561



VOCABULARY

Develop Vocabulary

Concrete words refer to things a person can sense or measure, such as a book. Abstract words name things that cannot be touched, such as ideas. Many concrete nouns can be used in figurative language or as verbs. For example, you can use the noun *pencil* as a verb: I will *pencil* that in on my calendar.

MyTURN Use each concrete word from the word bank either as a verb or in a figurative or abstract way. You may add an ending to a word you are using as a verb. Then define the word the way you used it.

Word Bank

survey subcontinent plateau altitude erosion

- Sentence** Bethany surveyed the crowded gymnasium.
Definition looked around
Possible responses:
- Sentence** Her excitement was like a subcontinent—a big part of her, but not all of her.
Definition part of a larger whole
- Sentence** Prakesh realized he had plateaued in his piano studies.
Definition stopped getting better or worse
- Sentence** Looking down from the dizzying altitude of her success, the pop star decided she needed a vacation.
Definition extreme height
- Sentence** Eating at restaurants every day eroded their savings.
Definition reduced bit by bit

560

COMPREHENSION

Check for Understanding

MyTURN Look back at the text to answer the questions.

- DOK 2** Is *The Himalayas* informational text or argumentative text? How can you tell?
It is informational text because Charles W. Maynard is giving facts, not trying to convince readers to do something or believe something.
- DOK 2** Charles W. Maynard refers to the Himalayas as “young compared to other mountain ranges in the world.” How does this explain the fact that the tallest mountain in the world is in the Himalayas?
The Himalayas have not been eroding, or wearing down, as long as other mountains, such as the Appalachians, which are millions of years older.
- DOK 3** If you were a scientist, what experiment could you conduct to learn more about the environment of the Himalayas? What question would your experiment answer, and how could you find the answer?
Possible response: I would ask How high can people go and still live year-round? I could find the answer by interviewing people who live high in the Himalayas.
- DOK 2** How do the photographs and diagrams in *The Himalayas* help explain why people around the world are interested in learning more about these mountains?
Possible response: The photographs and diagrams show that these mountains are beautiful. They cover a large area of Earth. The Ganges River is an important river. It was formed from glaciers in the Himalayas and is sacred to some people.

561

Word Study Prefixes *dis-*, *over-*, *non-*, *under-*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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

LESSON 2

Apply Prefixes *dis-*, *over-*, *non-*, *under-*

APPLY MyTURN Ask students to complete the MyTurn activity on p. 566 of the *Student Interactive*.

dis-

over-

non-

under-

High-Frequency Words

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

Read these high-frequency words: *wonder*, *bottom*, *exactly*, *trouble*, *symbols*, *engine*. Encourage students to identify and read them in their independent reading.



STUDENT INTERACTIVE, p. 566



WORD STUDY

Prefixes *dis-*, *over-*, *non-*, *under-*

The prefixes *dis-* and *non-* both mean “opposite of.” The prefix *over-* may mean “on top of,” “use more of,” or “too much.” The prefix *under-* may mean “beneath” or “less of.”

Word with Prefix	Meaning Prefix Adds	Meaning of Word
discover	opposite of cover	find
overpower	use more power	defeat
nonfiction	opposite of fiction	factual text
underfoot	below the feet	on the floor

My TURN Read each bold word and write its definition. Then use a prefix to make and define a word that has the opposite definition.

Word	Definition	Make and Define Its Opposite
overcharge	charge too much	undercharge—charge too little
competitive	wants to compete	noncompetitive—does not want to compete
agree	think the same	disagree—think something different
undersize	not big enough	oversize—too big

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High-Frequency Words

High-frequency words are words you will see in many different texts. Read these high-frequency words: *wonder*, *bottom*, *exactly*, *trouble*, *symbols*, *engine*. Try to identify them in your independent reading.

566



LESSON 2

Apply Prefixes *dis-*, *over-*, *non-*, *under-*

LESSON 1

Teach Prefixes *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Syllable Pattern
VCCCV

FLEXIBLE OPTION
LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T235 to determine small group instruction.

Teacher-Led Options

Strategy Group

DEVELOP VOCABULARY

Teaching Point Today I want to remind you that abstract nouns name ideas or concepts. Concrete nouns name things a person can sense or measure.

ELL Targeted Support

Tell students that they can think about words in new ways to enhance their understanding of texts.

Provide pairs of words and have students identify which word in each pair is concrete and which is abstract. For example, *learning/students*, *discovery/Mount Everest*, *exhilaration/climber*. **EMERGING**

Provide an abstract noun from the text, such as *forces*, and have students provide a related concrete noun. **DEVELOPING**

Have students choose a concrete noun from the text and write as many related abstract nouns as they can. **EXPANDING/BRIDGING**



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

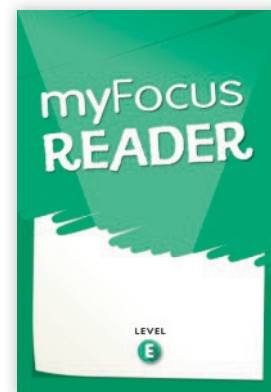
Intervention Activity



myFOCUS READER

Read pp. 60–61 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight for students on biodiversity and preservation.

Provide instructional support for comprehension and word study—Prefixes *dis-*, *over-*, *non-*, *under-* and Academic Vocabulary.



Fluency

Assess 2-4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask partners to take turns reading the passage, using appropriate phrasing. Remind them to pay attention to punctuation and to make their reading sound like they are talking. If needed, model reading with expression.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 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 choose a section of text and explain the main idea or topic.

Possible Conference Prompts

- What is the section about?
- How does the author connect ideas within the topic?
- How do those connections expand your understanding of the topic?

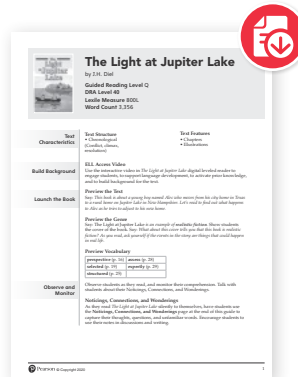
Possible Teaching Point Readers pay attention to how authors use words. Authors select a combination of abstract and concrete words to express ideas and explain topics.

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share examples of nouns used as verbs. Discuss the effect this usage has on the reader’s interest and understanding.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Himalayas* or the *myFocus Reader* text.
- 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



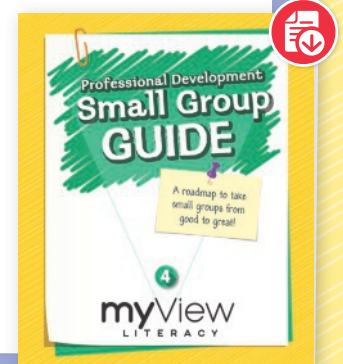
Students can

- complete the activity on *Student Interactive* p. 560.
- work with a partner to discuss and answer the questions on *Student Interactive* p. 561.
- play the *myView* games.

SUPPORT PARTNER READING

Encourage pairs to review challenging vocabulary in their reading. Provide dictionaries and encyclopedias as needed.

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



Explain Ideas



OBJECTIVE

Evaluate details read to determine key ideas.

ACADEMIC VOCABULARY

Offer students oral practice using the unit academic vocabulary words to talk about the selection. Give students sentence starters, such as

- Climbers can get sick at high ____.
- Wind and water can cause ____.

ELL Access

Discuss with students how they can use prior knowledge and experience to help them understand new words and phrases in English. For example, have students draw a picture of mountains. Then help them label the picture with nouns and adjectives in English.

Minilesson

FOCUS ON STRATEGIES Authors include details to explain and support key ideas. When you read a text, ask yourself:

- What is the text mostly about?
- What are the most important details?
- What would be a good title for this text?
- How would I summarize this text?

MODEL AND PRACTICE Use the Close Read note on p. 549 of the *Student Interactive* to model how to explain ideas.

- An important topic of the text is *the height of the Himalayas*. What idea about the height of mountains can I explain using information on this page? “The mountains are getting taller.” The author gives details about a process that results in the Himalayas growing.
- Have students choose a section of text and identify the main idea. Then ask them to underline details that explain or support it.

ELL Targeted Support Respond to Questions Tell students that responding to questions is a good way to check understanding.

Read aloud a short passage. Ask students to write at least one question about the text using word phrases or drawings. Then have them answer each other’s question. **EMERGING/DEVELOPING**



EXPERT’S VIEW Lee Wright, Teacher Specialist, Houston, TX

“Small group instruction has many advantages. One advantage is that it is much easier to differentiate instruction for each learner within a small group setting than it is within whole group. Differentiating instruction is a highly effective way to both better engage students in the content and to target their individual needs. Through small group instruction you can strategically differentiate the questions you ask, the activities you assign, and the feedback you provide.”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for explaining ideas.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Explain Ideas. Then use their annotations to complete the chart on p. 562.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they notice a key idea. Then have them write important details that explain or support the idea.

QUICK CHECK

Notice and Assess Can students identify and explain ideas?

Decide

- **If students struggle**, revisit instruction about explaining ideas in Small Group on p. T246.
- **If students show understanding**, extend instruction about explaining ideas in Small Group on p. T247.

STUDENT INTERACTIVE, p. 562



CLOSE READ

Explain Ideas

Explaining key ideas means making them clear by giving examples and defining vocabulary. You can use specific details from a text to explain ideas, such as what happens and why.

1. **MyTURN** Go to the Close Read notes in *The Himalayas* and underline details that help you determine key ideas.
2. **Text Evidence** Imagine that you are being asked to explain ideas based on specific details in the text. Use your evidence to complete the diagram.

To explain	I would include
how the Himalayas are changing today,	the detail that they grow about an inch taller every five years.
Possible responses:	
climates in the Himalayas,	the words <i>subtropical</i> , <i>temperate</i> , and <i>monsoon</i> .
erosion,	the definition plus the information that cutting down trees causes erosion because tree roots keep soil in place.
how endangered plants and animals are being protected,	details about the Sagarmatha National Park of Nepal.

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Read Like a Writer

OBJECTIVE

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

Analyze Author's Use of Text Features

Minilesson

FOCUS ON STRATEGIES Print features, often found in informational texts, include text boxes, images and captions, and other supplemental or organizational features in a text. Subheadings and headings are tools used by authors to help the reader easily find information.

- Identify the heading or subheading.
- What does this heading or subheading suggest to you?
- What can you predict about the text that follows the heading?

MODEL AND PRACTICE Model strategies for identifying and analyzing headings and subheadings by directing students to the top of p. 567 of the *Student Interactive*.

- 1. Identify** “Many Mountain Cultures” is the heading Charles W. Maynard uses to label this passage.
- 2. Question** What will this passage be about? Multiple cultures in the Himalayas.
- 3. Conclude** The first sentence confirms my prediction: The passage will tell about the 40 million people who live in the Himalayas.

ELL Targeted Support Headings To support students in this activity, review text features in *The Himalayas*, including photos, captions, and headings.

Ask students to review p. 567. Ask, *What is the heading?* Define the words in the heading if necessary. Prompt students to express the heading in their own words. **EMERGING/DEVELOPING**

Ask students to review p. 567. Direct students to work in pairs or small groups to discuss the purpose of headings. Ask them to explain why this heading is used. **EXPANDING**



ASSESS UNDERSTANDING

Apply

MyTURN Ask students to look again at *The Himalayas* and consider the headings and subheadings. Then guide students to complete the activity on p. 567 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 567



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

Authors use print features such as headings and subheadings to help readers find information.

Model

Read this text from *The Himalayas*.

Many Mountain Cultures

heading

About 40 million people live in the Himalayas.

- 1. Identify** Charles W. Maynard uses the heading "Many Mountain Cultures."
- 2. Question** What will I learn about in the text under this heading?
- 3. Conclude** I will learn about the different cultures to which 40 million people belong.

Read this text.

Mapping and Protecting the Himalayas

One early challenge to exploring the Himalayas was mapping its many high, snow-covered peaks.



MyTURN Follow the steps to analyze a heading.

- 1. Identify** Charles W. Maynard uses the heading "Mapping and Protecting the Himalayas."
- 2. Question** What will I learn about in the text under this heading?
- 3. Conclude** I will learn about Possible response: how people make maps of the Himalayas and how they protect the Himalayas.

Word Study Prefixes *dis-*, *over-*, *non-*, *under-*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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

FLEXIBLE OPTION 

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that word meanings are changed in predictable ways by prefixes. Knowing the meaning of a prefix helps you understand the word.

MODEL AND PRACTICE Take the base word *honest* which means “truthful.” The prefix *dis-* can mean “the opposite of” so *dishonest* means “the opposite of honest or truthful.” Ask students to consider the base word *qualify* and to choose a prefix to give the word an opposite meaning.



APPLY Have students complete *Word Study* p. 180 from the *Resource Download Center*.

Name _____

Word Study

Prefixes *dis-*, *over-*, *non-*, *under-*

- The prefixes *dis-* and *non-* both mean "not."
- The prefix *over-* can mean "on top of," "more of," or "too much."
- The prefix *under-* can mean "beneath" or "less of."

WRITE Complete each sentence by adding the correct prefix to the word in parentheses. Then use what you know about prefixes to read, or decode, the new words.

1. James thinks Gaston is an under (achiever) because he does not practice.
2. My dad accidentally fell over (board) when we went fishing.
3. The judge dis (allowed) the answer because the student spelled it wrong.
4. Keenan was non (committal) about whether he would attend the party or not.
5. Ray is under (age) so he cannot go to the concert.
6. Kat could not be trusted because she was dis (honest) in the past.
7. It was over (cast) today because of all the clouds in the sky.
8. Gophers usually live under (ground) if they can.

TURN and TALK Pair with a partner and take turns saying aloud each word and its definition.

High-Frequency Words

High-frequency words are words that you see frequently in texts.

WRITE With a partner, read these high-frequency words aloud: wonder, bottom, exactly, trouble, symbols, engine. Then take turns using each word in a sentence, and have your partner identify the word you chose.

Grade 4, Unit 5, Week 4
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180

Word Study, p. 180



FLEXIBLE OPTION
LESSON 3

More Practice

LESSON 1

Teach Prefixes *dis-*, *over-*, *non-*, *under-*

LESSON 2

Apply Prefixes *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Syllable Pattern
VCCCV

FLEXIBLE OPTION
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T241 to determine small group instruction.

Teacher-Led Options

Strategy Group



EXPLAIN IDEAS

Teaching Point Authors include details to explain and support main ideas. Look for key words that relate to the main topic or idea. Then identify what smaller details relate to that idea.

ELL Targeted Support

Help students identify and discuss key ideas.

Have students read paragraph 3 of *The Himalayas*. Ask: *What words relate to the topic of the Himalayas? Why are the Himalayas called the Rooftop of the World?* **EMERGING/DEVELOPING**

Ask students to read paragraph 7 of *The Himalayas*. Ask: *What happens at the same time the mountains are rising? What other two events are happening at the same time? How do you know?* **EXPANDING**

Have students read paragraph 5 of *The Himalayas*. Ask: *What does this paragraph explain? How would you explain this process in your own words? Which details are important? Which details would you include in your summary?* **BRIDGING**



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

Intervention Activity



EXPLAIN IDEAS

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher's Guide* for instruction on explaining ideas.

LEVEL E • READ

Lesson 33 Explain Ideas from Text

DIRECTIONS Read the following texts. Think about how ideas are explained in each text.

Thomas Edison

- 1 Thomas Edison is probably the most famous inventor who ever lived. He was the holder of more than 1,000 patents, including an electric light bulb, and the phonograph—a way of recording and storing sound. Today, one of the greatest compliments you can give an inventor is to call him or her “another Edison.”
- 2 Thomas Alva Edison was born in Ohio in 1847, but he grew up mostly in Michigan. Though he was always curious about how things worked, especially machines, he did not do well in school. He was easily distracted. His teachers considered him hard to work with. His mother disagreed. She taught him at home, where he read one book after another. Young Edison wanted to soak up all the knowledge he could.
- 3 Edison began inventing things in 1868, while he was working as a telegraph operator. Eventually, Edison quit his job to become an inventor full-time. He moved to New Jersey and opened up his own laboratory. He soon became known for his creativity and his hard work. Edison spent hours trying different ways of inventing new devices and machines. What if he turned the wire to the side? Suppose he made the hole at the end a little bigger? Sometimes it took hundreds of tries before he was satisfied.
- 4 Besides being an inventor, Edison was also good at promoting his inventions. He was able to sell his inventions for considerable amounts of money. For example, he earned \$40,000 for his first invention at a time when things cost much less than they do today. Edison died in 1931, famous for his promotional skills but mostly famous for being an inventor.

Making a Light Bulb

- 1 Light bulbs are small and not at all heavy. They look simple to make. A little glass, a little metal—that’s about it. Making a light bulb sounds easy, but manufacturing a light bulb is a long and complicated process.
- 2 First, filaments need to be made. Filaments are thin wires inside the bulb that actually light up. They are made out of tungsten, a metal that can heat up without burning.

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Reading Informational and Argumentative Text T • 215

Fluency

Assess 2–4 students



PROSODY

Have partners practice reading a short passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 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 IDEAS

Talk About Independent Reading Ask students to look back at their sticky notes to share examples of key ideas and supporting details.

Possible Conference Prompts

- What is the most important idea in this section of text?
- What details explain or support this idea?
- What signal words help you understand the relationship between these ideas?

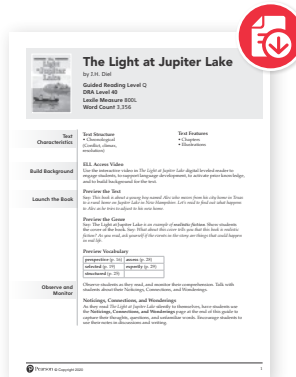
Possible Teaching Point Details help readers better understand key ideas in informational text. Topic-related words and text structure tell readers how details and ideas are related and connected.

Leveled Readers



EXPLAIN IDEAS

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to explain key ideas, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two volunteers to share key ideas in the informational text they are reading. Ask them to point out supporting details that help them explain ideas.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Himalayas* or another text they have previously read.
- read a trade book or their Book Club text.
- support their partner in identifying and explaining key ideas and details.

Centers



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

Literacy Activities



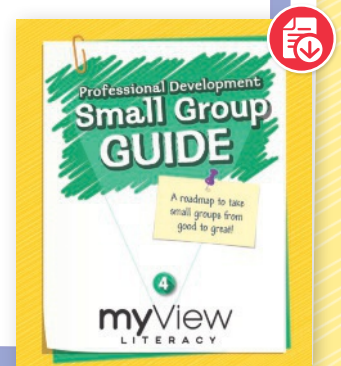
Students can

- complete the graphic organizer on *Student Interactive* p. 562.
- use a dictionary to create lists of words with prefixes *dis-*, *over-*, *non-*, and *under-*.
- play the *myView* games.
- identify key ideas with a partner, and take turns explaining them.

SUPPORT PARTNER READING

Encourage partners to use active listening in their book discussions by using techniques such as rephrasing.

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



Make Inferences



The Himalayas

OBJECTIVE

Make inferences and use evidence to support understanding.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary and domain-specific words to talk about the selection. Ask questions and prompt students to use the question to frame their answer.

- Where would you find tectonic plates?
- What are two words that describe a plateau?

Minilesson

FOCUS ON STRATEGIES Readers use what they read plus what they already know to make inferences about ideas that the author does not state directly.

- Think about what you already know about mountains, climate, and preservation.
- Notice what the author tells you directly about these things.
- Connect what you know with information in the text.
- Make an inference by expressing an idea that is not directly stated in the text.

MODEL AND PRACTICE Use the Close Read note on p. 554 of the *Student Interactive* to model how to make an inference.

- The text says that rhinoceroses used to live in the forests of the Outer Himalayas, and that the forest changed when people cut down trees. I know that some animals are well-adapted to ecosystems but cannot survive when the environment changes. I can make an inference: *Changes in the forest had a negative effect on the rhinoceros population.*

ELL Targeted Support Text to Self Tell students that skilled readers use their prior knowledge to help them understand what they read. Model how personal experience can help them make an inference. Read aloud a paragraph of *The Himalayas*.

After reading, work with students to answer questions that form a text-to-self connection, such as *Have you ever ___? When? Where? What did you learn?* **EMERGING**

After reading, have students work in pairs to share text-to-self connections, and then make an inference. **DEVELOPING**

After reading, have students work in small groups to share text-to-self connections, and then make an inference. **EXPANDING**

After reading, have students work individually to add their connection to the “What I already know” section of the practice activity and make an inference. Have them discuss their answers with a partner. **BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making inferences.

OPTION 1 MyTURN Have students annotate the text using the Close Read notes for Make Inferences. Then use their annotations to complete the chart on p. 563.

OPTION 2 Use Independent Text Have students recreate the chart on p. 563 and use it to record prior knowledge, text evidence, and resulting inferences about an informational text they are reading.

QUICK CHECK

Notice and Assess Can students make inferences?

Decide

- **If students struggle**, revisit instruction for making inferences in Small Group on p. T254.
- **If students show understanding**, extend instruction for making inferences in Small Group on p. T255.

STUDENT INTERACTIVE, p. 563



READING WORKSHOP

Make Inferences

To make inferences, put evidence from a text together with what you already know to develop a deeper understanding of an idea or a concept.

1. **MyTURN** Go back to the Close Read notes and highlight evidence that helps you make inferences about the Himalayas.
2. **Text Evidence** Paraphrase your highlighted text to support an inference about climbing and studying the Great Himalayas. Use evidence to support your understanding of the text.

What I read in the text:

Possible response: The Sherpa people live in Nepal's Great Himalayas. The Himalayas were some of the last mountains on Earth to be explored. Many climbers have died. Tenzing Norgay, a Sherpa, was one of the first to reach Everest's peak.

What I already know

Possible response: People who live in a place usually know more about it than people who are just visiting, even when the visitors have maps.

My inference about climbing and studying the Great Himalayas

Possible response: Climbing the Great Himalayas is difficult and dangerous. Studying the Himalayas would require talking with people who live there and know the mountains. Research would take a while because the mountains cover a large area.

Write for a Reader

OBJECTIVE

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

Use Text Features

Minilesson

FOCUS ON STRATEGIES Writers use text features to organize text and help readers locate information quickly. Headings and subheadings tell your readers how your writing is structured. They tell your readers about what they will read. Remind students that they just analyzed Charles W. Maynard’s use of headings in *The Himalayas*.

MODEL AND PRACTICE Point out that each section of a well-organized informational text has its own focus or topic. Titles, headings, and subheadings give the reader a preview of what the details in a section will be about. Model choosing an appropriate heading for a section of text. *I could write an informational essay about eating vegetables. One section could be about different ways to cook them. I could use the heading “Ways to Cook Vegetables.”* If you were scanning a text about vegetables, looking for information about how to choose fresh, ripe produce, what heading would you look for?

With the class, discuss how writers use important keywords and signal words to compose headings. Students should suggest possible headings such as “Picking Vegetables” or “How to Select Produce.”

ELL Targeted Support Text Features Tell students that they can summarize and organize their writing with headings or titles.

Ask: *If you were writing about your favorite food, what possible headings could you use? If you were writing about what you did over the weekend, what possible headings could you use?* **EMERGING**

Start with the above questions. Ask students to work in pairs or small groups to generate a longer list of possible headings. **DEVELOPING**

Start with the above activities and then ask students to explain why one heading or another might be chosen for a piece of writing. **EXPANDING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to complete the activity on p. 568 of the *Student Interactive*.

Writing Workshop

Direct students to use text features such as titles in their poems from the Writing Workshop.

STUDENT INTERACTIVE, p. 568



DEVELOP AUTHOR'S CRAFT

Write for a Reader

Print features such as contents lists, chapter titles, headings, and subheadings help readers understand a text's structure. They tell readers what sections of the text are about.

MyTURN Think about how headings in *The Himalayas* by Charles W. Maynard help you know what you will be reading. Now think how you can use headings in your own writing to let readers know what they will be reading.

What am I about to read?



1. For a section you are writing about the flavors of vegetables, what heading could you use that will help readers?

Possible response: The Different Tastes of Vegetables

2. Write a short passage about the best sandwich you have ever eaten. After you write the passage, write a heading that will tell readers what the passage is about.

Heading: Possible response: The Greatest Tasting Sandwich

Possible response: The best sandwich I ever ate had a combination of tastes. The wheat bread had seeds that made it taste a little sweet.

The bread was spread with mashed avocado. On top of that were cucumbers and a thin layer of sprouts. On top of that were a slice of mild-tasting cheese and a very thin slice of sweet onion. The top piece of bread also had mashed avocado on it.

Word Study Spiral Review

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using advanced knowledge of syllable division patterns such as VV.

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



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Syllable Pattern VCCCV

FOCUS ON STRATEGIES VCCCV words have predictable patterns that help students spell and decode words. Divide VCCCV words using these strategies:

- Divide compound words between the two words.
- When there is a prefix or suffix, divide the word after the prefix or before the suffix.
- When digraphs are present, do not divide the digraph.
- In many other words, divide the word after the first of the three consonants.

MODEL AND PRACTICE Display the words *fairground* and *hundred*. The word *fairground* is a compound word and divides between the word *fair* and the word *ground*. In the word *hundred*, *dr* is a digraph so we won't split the *d* and *r*. Thus, the word is divided between the *n* and *d*.

APPLY Direct students to work in pairs to divide the words *explain* and *exclude*.



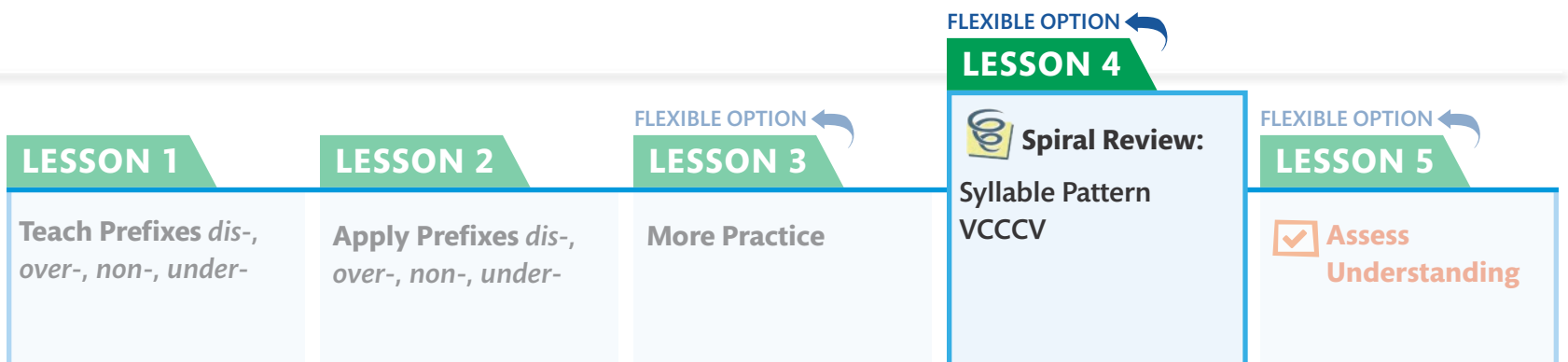
ELL Targeted Support

Dividing Syllables Practice correctly dividing VCCCV pattern words into syllables.

Explain that compound words with the VCCCV syllable pattern divide between the two words. Display and read aloud the compound words *halfway*, *somewhere*, and *daylight*. Instruct students to spell the words in their notebooks and draw a horizontal line to divide the syllables. **EMERGING**

Complete the activity above. Display and read aloud the following VCCCV pattern words *simply*, *increase*, and *function*. Have students circle the prefix or suffix and draw a horizontal line to divide the syllables. **DEVELOPING**

Complete the above activities. Display the words *athlete* and *complaint*. Instruct students to spell the words in their notebooks and divide the syllables without dividing the digraphs. **EXPANDING/BRIDGING**



Use the  **QUICK CHECK** on p. T249 to determine small group instruction.

Teacher-Led Options

Strategy Group

MAKE INFERENCES

Teaching Point You can combine knowledge you already have with information in a text to make an inference, or an educated guess, about what you are reading. Guide students to identify relevant prior knowledge that they can use to make inferences about *The Himalayas*.

ELL Targeted Support

Prompt students with questions to aid them as they form and express opinions, ideas, and feelings.

Ask: **What makes the Himalayas unique or special?** Encourage students to use single words and short phrases when sharing their opinions and ideas. **EMERGING**

Read aloud the information about animals in the Himalayas on *Student Interactive* p. 244. Then read aloud paragraph 20. Ask students to express opinions about why it is important to protect the endangered species in the Himalayas. **DEVELOPING**

Ask students how they would feel while climbing a mountain as high as Mount Everest. Encourage them to have a discussion about the possible dangers of climbing a mountain. Ask them to share ideas about the gear and equipment they might need. **EXPANDING/BRIDGING**



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

Intervention Activity

MAKE INFERENCES

Use Lesson 20, pp. T129–T134, in the *myFocus Intervention Teacher's Guide* for instruction on making inferences.

LEVEL E • READ

Lesson 20 **Make Inferences**

DIRECTIONS Read the following texts. Take note of details that stand out.

Too Late!

1 "The bus leaves at 3:00," Matt says to Josh. "Be there on time!"

2 "I will!" says Josh. But Matt is concerned. He wants to take that bus with Josh, and Josh is often late.

3 At 2:45 Matt is at the bus stop. He waits for Josh.

4 Matt waits a few minutes and looks at his watch. It is 2:50 and Josh is not there.

5 At 2:55 Josh is still not there. Matt looks at his watch again.

6 The bus comes at 3:00. Matt gets on the bus. He sits down by himself. His face is hot. The bus drives away.

7 A few minutes later Josh shows up and he looks at his own watch. "I wonder why Matt isn't here yet," he says with a frown. Then he looks at his watch again. His watch says 2:59. "I wonder whether my watch is accurate. Matt is never late."

My Uncle Max

1 My Uncle Max is a math teacher. One day, I asked Uncle Max a riddle. "Why was six afraid of seven?" I asked.

2 "Because seven eight nine!" Uncle Max said, laughing.

3 "You're right!" I said. "How did you know?"

4 Uncle Max just smiled. "When one and two played chess," he asked me, "who was the winner?"

5 I didn't have to think for very long. "One was the winner," I said, "because one won!"

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Fluency

Assess 2–4 students

RATE

Have partners practice reading a short passage at an appropriate rate and in a conversational tone.

ORAL READING RATE AND ACCURACY

Use pp. 139–144 in Unit 5 Week 4 *Cold Reads* to assess students. Have partners practice reading the passage. Use the *Fluency Progress Chart* to track student progress.

Conferring

3 students / 3–4 minutes per conference

MAKE INFERENCES

Talk About Independent Reading Ask students to look back at their sticky notes to share an inference and how they made it.

Possible Conference Prompts

- What did the text say?
- What did you already know?
- How did you put the two together?

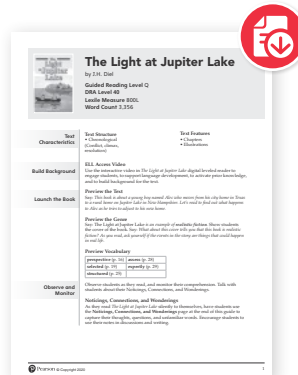
Possible Teaching Point Being able to make inferences adds layers of understanding and personal connections to what you are reading.

Leveled Readers



MAKE INFERENCES

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to make inferences, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two volunteers to share what they have learned about making inferences.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to *The Himalayas* or another text they have previously read.
- read a self-selected trade book or their Book Club text.
- practice fluent reading with a partner by reading a passage of text as if they are the narrator.

Centers



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

Literacy Activities



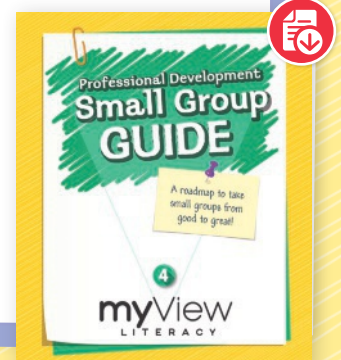
Students can

- complete the graphic organizer on *Student Interactive* p. 563.
- write about making inferences in their reader’s notebook.
- play the *myView* games.
- ask each other questions that help make connections and inferences.

SUPPORT INDEPENDENT READING

Help students set goals for their reading and track their progress.

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



Reflect and Share



The Himalayas

OBJECTIVES

Use text evidence to support an appropriate response.

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

Use commas and quotation marks to mark direct speech and quotations from a text.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words and domain-specific words to reflect on the text and make connections to sources, the unit theme, and the Essential Question. Ask:

- What risks did you write about?
- How can exploring mountains benefit people and the planet?

Write to Sources

Minilesson

FOCUS ON STRATEGIES Explain to students that when they write to sources, they must first study the source. Then they can respond to it.

- Before writing, make sure you understand the task. What is it that you are supposed to do?
- Make sure you understand how you are to use the source in your response.
- Ask yourself if your responses are clear and communicate what you intended.
- Make sure you correctly use quotation marks and commas to distinguish a quote from other words in the sentence.
- The Himalayas formed millions of years ago, when “Plate tectonic forces pushed the sea floors into high mountains,” explains Charles W. Maynard.

MODEL AND PRACTICE Model responding to sources using the Write to Sources prompt on p. 564 in the *Student Interactive*.

The weekly launch primary source and *The Himalayas* both had information about extreme environments. It could be risky to study extreme environments such as “blistering hot springs” and snowcapped mountain peaks. I think people study these landforms because they are curious about extreme places on Earth. I will review texts I have read and use note cards or outlines to organize my notes about why people explore these landforms.

ELL Targeted Support Express Ideas Give students an example of a content-related idea or opinion.

Display the following sentence frames. *Mountain climbing is dangerous because _____. I know this because _____.* Have partners work together to discuss responses and complete the sentences. **EMERGING/DEVELOPING**

Provide sentence frames for students to use to organize their ideas. *Mountain climbing is dangerous because _____. The Himalayas _____. One reason that people want to explore the Himalayas is _____.*

EXPANDING/BRIDGING



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for making connections across texts.

OPTION 1 Use the Shared Read Have students use evidence from the week's texts to express an idea about exploration. If desired, distribute Collaborative Conversations tips from the *Resource Download Center* to help guide discussions.

OPTION 2 Use Independent Text Students should use their self-selected independent reading texts to gather evidence for a written response about exploration.

QUICK CHECK

Notice and Assess Can students support ideas with text evidence from multiple texts?

Decide

- **If students struggle**, revisit instruction for making text comparisons in Small Group on p. T260.
- **If students show understanding**, extend instruction for using text evidence in Small Group on p. T261.

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. 564



RESPOND TO TEXT

Reflect and Share

Write to Sources The Himalayas are one set of mountains on Earth. Every continent on the planet has mountains that formed due to tectonic forces. Exploring and studying mountains can be dangerous. Why do some people take the risks involved to explore the landforms of Earth? Use evidence from the texts you have read this week to write and support an appropriate response.



Use Text Evidence As you gather evidence from your reading, record facts, examples, and quotations on note cards. Then follow these steps.

1. Lay out your notes. Put related ideas in groups.
2. Decide which ideas you want to include in your written response.
3. Put your groups of notes in the order you wish to use for your response.

Write your response, using evidence from your notes to support each idea. Use quotation marks and commas to set off a quote from other words in the sentence.

Weekly Question

What makes an extreme location a place to both protect and explore?

My VIEW

Write About It For additional practice on developing and writing opinions using text evidence, ask students to respond to the prompt below on a separate sheet of paper.

In paragraph 19, the author includes information about George Mallory and Andrew Irvine, two men who attempted to climb the highest peak in the Himalayas. Why do you think the author chose to do this? Was it an effective choice? Use text evidence to support your opinion.

Word Study Prefixes *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

WEEKLY STANDARDS PRACTICE



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

FLEXIBLE OPTION



LESSON 5

Assess Understanding

To assess students' understanding of prefixes, ask them to consider the following.

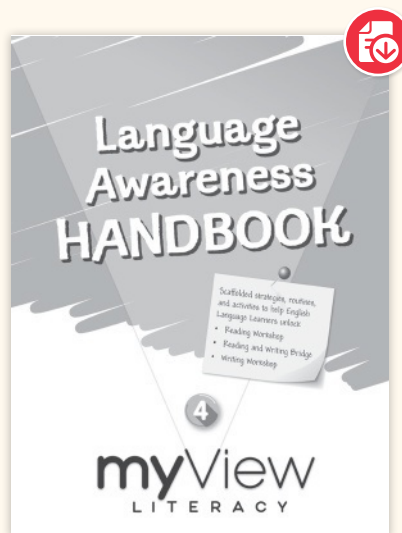
1. The prefix *dis-* plus the base word *appear* creates the word *disappear*. Using your knowledge of the prefix *dis-*, what does *disappear* mean?
 - a. To appear quickly
 - b. To become more visible
 - c. To become less visible
2. The prefix *over-* plus the base word *cook* creates the word *overcook*. Using your knowledge of the prefix *over-*, what does *overcook* mean?
 - a. To not cook
 - b. To cook too much
 - c. To not cook enough
3. Use the words *nonsense* and *undercook* in sentences of your own.





Develop Language Awareness

For additional practice with prefixes, complete the activity on p. 59 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand prefixes.



				FLEXIBLE OPTION
LESSON 1	LESSON 2	FLEXIBLE OPTION	FLEXIBLE OPTION	LESSON 5
Teach Prefixes <i>dis-</i> , <i>over-</i> , <i>non-</i> , <i>under-</i>	Apply Prefixes <i>dis-</i> , <i>over-</i> , <i>non-</i> , <i>under-</i>	More Practice	Spiral Review: Syllable Pattern VCCCV	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T257 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point Critical readers think about the different ways authors present similar ideas. This comparison helps readers question and expand their own understanding of ideas. Choose two selections and create a Venn diagram to show how ideas about biodiversity and preservation are the same and different. Have students refer to the primary source on p. 542.

ELL Targeted Support

Prompt students to share information from the texts in cooperative discussions. Remind students that biodiversity is when an environment or ecosystem is inhabited by a variety of animals and plant life.

Have students use a text to orally complete the cloze sentence: *After reading _____, I know biodiversity is important because _____.* **EMERGING**

Prompt student groups as they engage in cooperative discussions about the text: *Share information about a unique feature of the environment described in “Big Bend: Land of Contrasts.” How is this an example of biodiversity?* **DEVELOPING**

Complete the above activity. Then ask: *What is special or unique about the environment described in *The Himalayas*?* **EXPANDING**

Complete the above activity. Have small groups compare and contrast information about biodiversity from the texts. Then ask: *Why is it important to preserve biodiversity?* Instruct students to share their responses with the whole group. **BRIDGING**



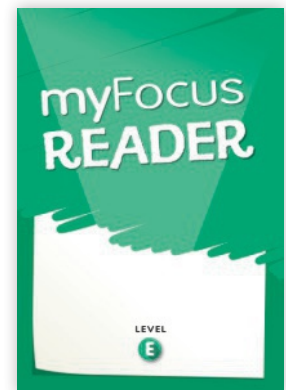
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 60–61 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 biodiversity and preservation. Encourage them to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

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

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on preserving biodiversity into an effective format.

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

See *Extension Activities* pp. 214–218 in the *Resource Download Center*.

Conferring

3 students / 3–4 minutes
per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share their ideas about how the selections address preserving biodiversity.

Possible Conference Prompts

- Which two selections did you compare?
- What was the most important idea in the first selection? In the second selection?
- How are the ideas in the two selections alike? Different?

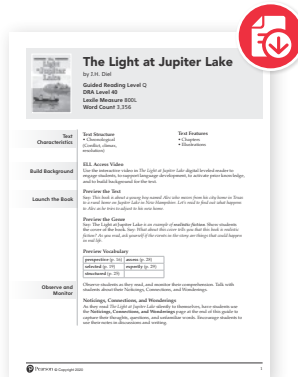
Possible Teaching Point Readers use texts they have read to make comparisons about structure, use of language, and ideas.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T216–T217.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share what they have written.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to “Preserving Biodiversity.”
- 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 national parks and other preservation efforts in the United States.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T484–T485, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

UNIT 5 WEEK 5

SUGGESTED WEEKLY PLAN

Suggested Daily Times

READING WORKSHOP

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

WRITING WORKSHOP

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

Learning Goals

- I can learn more about informational text by explaining concepts in a text.
- I can use language to make connections between reading and writing.
- I can use knowledge of the elements and structure of poetry to write a poem.

SEL SOCIAL-EMOTIONAL LEARNING

Assessment Options for the Week

- Daily Formative Assessment Options
- Writing Workshop Assessment

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

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

Materials

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

LESSON 1

RI.4.10, RF.4.3, W.4.10, SL.4.1, L.4.4

READING WORKSHOP

GENRE & THEME

- Interact with Sources: Explore the Infographic: Weekly Question T266–T267
- Listening Comprehension: Read Aloud “The Footprints Across Earth’s Back” T268–T269
- Informational Text and Video T270–T271
- Quick Check** T271

READING BRIDGE

- Academic Vocabulary: Parts of Speech T272–T273
- Word Study: Teach Word Parts *sub-*, *inter-*, *fore-* T274–T275

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T278–T279
- Strategy, Intervention, and On-Level/Advanced Activities T278
- ELL Targeted Support T278
- Conferring T279

INDEPENDENT/COLLABORATIVE

- Independent Reading T279
- Literacy Activities T279

BOOK CLUB T279 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T432–T433
 - » Add and Delete Ideas for Coherence and Clarity
 - » Share Back

INDEPENDENT WRITING

- Poetry T433
- Conferences T430

WRITING BRIDGE

- Spelling: Spell Words with *sub-*, *inter-*, *fore-* T434
 - Assess Prior Knowledge** T434
- Language and Conventions: Spiral Review: Comma Rules T435

LESSON 2

RI.4.4, RI.4.6, RF.4.3, W.4.10, SL.4.1, L.4.6

READING WORKSHOP

SHARED READ

- Introduce the Texts T280–T297
 - » Preview Vocabulary
 - » Read and Compare Texts
- Respond and Analyze T298–T299
 - » My View
 - » Develop Vocabulary
- Quick Check** T299
 - » Check for Understanding

READING BRIDGE

- Word Study: Apply Word Parts *sub-*, *inter-*, *fore-* T300–T301

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T302–T303
- Strategy and Intervention Activities T302
- Fluency T302
- ELL Targeted Support T302
- Conferring T303

INDEPENDENT/COLLABORATIVE

- Independent Reading T303
- Literacy Activities T303
- Collaboration T303

WRITING WORKSHOP

MINILESSON

- Poetry T436–T437
 - » Prepare for the Celebration
 - » Share Back

INDEPENDENT WRITING

- Poetry T437
- Conferences T430

WRITING BRIDGE

- Spelling: Teach Spell Words with *sub-*, *inter-*, *fore-* T438
- Language and Conventions: Oral Language: Dialogue Punctuation T439

LESSON 3

RI.4.6, RI.4.8, RF.4.3,
W.4.10, SL.4.1, L.4.2.b

READING WORKSHOP

CLOSE READ

- Compare and Contrast Accounts T304–T305
- Close Read: *Trashing Paradise* and “Bye Bye Plastic Bags on Bali”
 - ✔ **Quick Check** T305

READING BRIDGE

- Read Like a Writer: Analyze Author’s Purpose T306–T307
- Word Study: More Practice: Word Parts *sub-*, *inter-*, *fore-* T308–T309

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T310–T311
- Strategy and Intervention Activities T310
- Fluency T310
- ELL Targeted Support T310
- Conferring T311

INDEPENDENT/COLLABORATIVE

- Independent Reading T311
- Literacy Activities T311
- Partner Reading T311

WRITING WORKSHOP

MINILESSON

- Poetry T440–T441
 - » Publish and Celebrate
 - » Share Back

INDEPENDENT WRITING

- Poetry T441
- Conferences T430

WRITING BRIDGE

- Spelling: More Practice: Spell Words with *sub-*, *inter-*, *fore-* T442
- Language and Conventions: Teach Dialogue Punctuation T443

LESSON 4

RI.4.1, RI.4.3, RF.4.3,
W.4.10, SL.4.1, L.4.2.b

READING WORKSHOP

CLOSE READ

- Use Text Evidence to Explain Concepts T312–T313
- Close Read: *Trashing Paradise* and “Bye Bye Plastic Bags on Bali”
 - ✔ **Quick Check** T313

READING BRIDGE

- Write for a Reader: Develop Author’s Purpose T314–T315
- Word Study: Spiral Review: Prefixes *dis-*, *over-*, *non-*, *under-* T316–T317

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T318–T319
- Strategy and Intervention Activities T318
- Fluency T318
- ELL Targeted Support T318
- Conferring T319

INDEPENDENT/COLLABORATIVE

- Independent Reading T319
- Literacy Activities T319

WRITING WORKSHOP

MINILESSON

- Poetry T444–T445
 - » Prepare for Assessment
 - » Share Back

INDEPENDENT WRITING

- Poetry T445
- Conferences T430

WRITING BRIDGE

- Spelling: Spiral Review: Spell Words with *dis-*, *over-*, *non-*, *under-* T446
- Language and Conventions: Practice Dialogue Punctuation T447

LESSON 5

RI.4.9, RF.4.3, W.4.10,
SL.4.4, L.4.1, L.4.3

READING WORKSHOP

COMPARE TEXTS

- Reflect and Share Collaboration T320–T321
 - » Talk About It
 - ✔ **Quick Check** T321
 - » Weekly Question

READING BRIDGE

- Word Study: Word Parts *sub-*, *inter-*, *fore-* T322–T323
- **Assess Understanding** T323

FLEXIBLE OPTION

SMALL GROUP/INDEPENDENT

TEACHER-LED OPTIONS

- Guided Reading/Leveled Readers T324–T325
- Strategy, Intervention, and On-Level/Advanced Activities T324
- ELL Targeted Support T324
- Conferring T325

INDEPENDENT/COLLABORATIVE

- Independent Reading T325
- Literacy Activities T325

BOOK CLUB T325 **SEL**

WRITING WORKSHOP

MINILESSON

- Poetry T448
 - » Assessment

INDEPENDENT WRITING

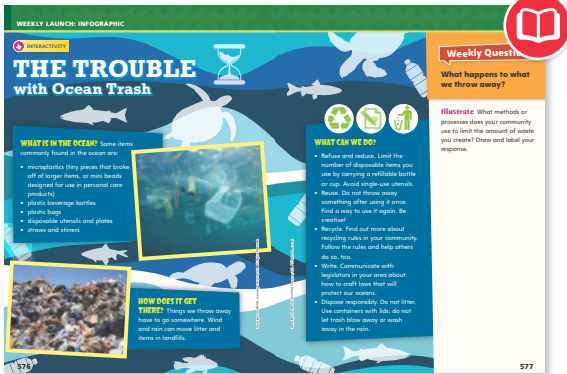
- Assessment T449
- Conferences T430

WRITING BRIDGE

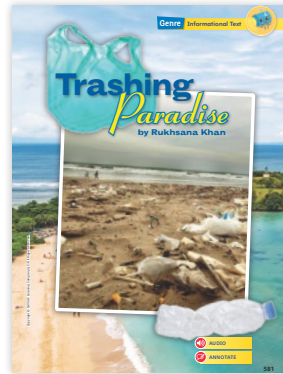
- Spelling: Spell Words with *sub-*, *inter-*, *fore-* T450
 - ✔ **Assess Understanding** T450
- Language and Conventions: Standards Practice T451

FLEXIBLE OPTION

Materials



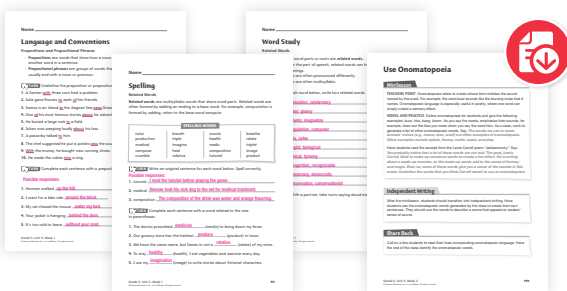
INFOGRAPHIC
The Trouble with Ocean Trash



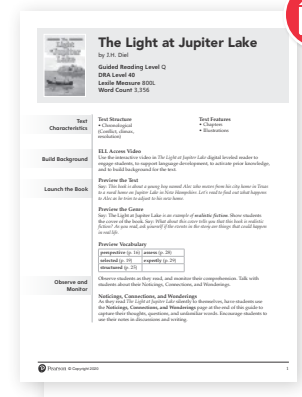
READING ANCHOR CHART
Digital Text



EDITABLE ANCHOR CHART
Digital Text



RESOURCE DOWNLOAD CENTER
Additional Practice



LEVELED READERS
TEACHER'S GUIDE

Words of the Week

Develop Vocabulary

marred
disposable
crude oil
toxic
phenomenon
initiative

Spelling Words

submarine	interpreter
submerge	forecast
international	subdue
forehead	interaction
interfere	foremost
subfreezing	substandard
interception	interface
foreperson	foreground
forearm	subheading
suburb	subvert

Challenge Spelling Words

subcontinent
interference
foreseeable

Unit Academic Vocabulary

amazed
border
consequences
label
preserve

WEEK 1 LESSON 1
READING WORKSHOP GENRE & THEME

Listening Comprehension

OBJECTIVES
Listen actively, use evidence to clarify information, and identify main ideas and supporting details. Use appropriate fluency skills, including reading with meaning and expression.

ELL Language Transfer
English Language Learners:
• Listen actively
• Identify main ideas and supporting details
• Use appropriate fluency skills, including reading with meaning and expression

THINK ALOUD
Readers think aloud to clarify information and identify main ideas and supporting details. They use evidence to support their thinking.

FLUENCY
Readers use appropriate fluency skills, including reading with meaning and expression, to read the text.

Informational Text
The Footprints Across Earth's Back Explain that they should listen actively to identify and track the supporting concepts or ideas in the text. Pay attention to the questions to clarify information and follow agreed-upon discussion rules.

START-UP
READ-ALOUD ROUTINE
Prepare their students to listen for important details and facts.
READ the entire text aloud without stopping for the Think Alouds.
RETELL the text aloud, using to model Think Aloud examples related to text evidence that supports key concepts.

The Footprints Across Earth's Back
For billions of years, Earth has supported life. For thousands of years, it has provided all that humans need. But humans, over 7 billion of us as of 2017, are straining Earth's natural limits.
Today, you may take a hot shower, brush your teeth, and sit in your family's car. You may use a computer or mobile device, sit in a heated air-conditioned house, watch TV, and have an internet connection. All these things use resources and energy and have an effect on our planet.
It's getting harder for Earth to keep up. Humans depend on carbon-based fuels, mostly oil, gas, and coal. All fuel cars and planes, heat and cool buildings, and provide electricity for appliances and devices. Burning these fuels releases a gas—carbon dioxide (CO₂). Research shows that CO₂ builds in the atmosphere in causing Earth's climate to warm. A warmer climate is melting. Coasters are warming and rising. The average American emits over 16 metric tons of CO₂ a year. How much is that? They're more than the combined weight of two adult African elephants.



READ ALOUD TRADE BOOK LIBRARY

Interactive Read Aloud

Fiction Lesson Plan

WHY
Interactive Read Alouds:
• Engage students to work about their independent reading levels.
• Support students' comprehension.
• Enhance students' reading language development.
• Provide an opportunity to model 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 your independent reading level number (Think Alouds are only written and read in the book at the points where you plan to stop to think with students).
Finalists Teaching Points
• Record the story or chapter/section.
• Record the Teaching Point.
• Determine Theme.
• Make Connections.
• Determine Point of View.

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.
• Point out interesting artwork or photos.
• Gather prior knowledge and activate essential background necessary for understanding.
• Discuss key vocabulary essential for understanding.

DURING READING
• You can choose to stop and reading to students get to get to the end and apply Think Aloud and open-ended questioning for a deeper dive into the text.
• Read with expression to share in literature.
• Ask questions to guide the discussion and draw attention to the teaching point.
• Use Think Aloud to model strategies and make use to monitor comprehension and extend reading time.
• Help students draw connections to their own experiences, think they have read or learned in the past, or in school.

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

INTERACTIVE READ ALOUD LESSON PLAN GUIDE

READ ALOUD
"The Footprints Across Earth's Back"

Trashing Paradise
by Rubina Khan

Bye Bye Plastic Bags on Bali
by Melati and Isabel Wijaya

SHARED READ
Trashing Paradise and Bye Bye Plastic Bags on Bali

BOOK CLUB

Titles related to Spotlight Genre and Theme: T486-T487

Mentor STACK

Writing Workshop T429



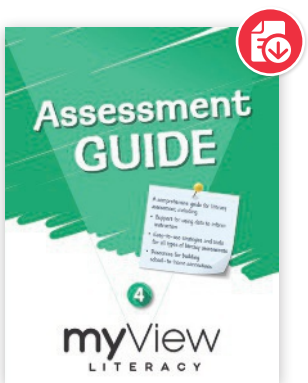
LITERACY STATIONS



SCOUT

Assessment Options for the Week

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



ASSESSMENT GUIDE

Interact with Sources

OBJECTIVES

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

Recognize characteristics of digital texts.

Make informed choices in the use and conservation of natural resources and reusing and recycling of materials such as paper, aluminum, glass, cans, and plastic.


ACADEMIC VOCABULARY

Language of Ideas Academic language helps students access ideas. After you discuss the infographic, ask: [What are the consequences of using plastic disposable items?](#) [Were you amazed by the images on page 576?](#) [How can you help preserve the ocean?](#)

- label
- consequences
- amazed
- preserve
- border

Explore the Infographic

Remind students of the Essential Question for Unit 5: *Why is it important to understand our planet?* Point out the Week 5 Question: *What happens to what we throw away?*

Illustrate Direct students' attention to the infographic on pp. 576–577 in the *Student Interactive*. Explain that the infographic combines words and pictures to provide information. Have students read the infographic and discuss the actions that they and the local community can take to preserve the ocean. 

Use the following questions to help students think about reducing waste:

- What recycling efforts do you and your family make?
- What reduce and reuse efforts do you make?
- Where does the trash from your community end up?

WEEKLY QUESTION Reread the Week 5 Question: *What happens to what we throw away?* Tell students they just considered the consequences of humans' use of disposable plastic items. Explain that this week they will learn more about the problem of plastic in the oceans.

ILLUSTRATE Have students consider the questions above as they create illustrations in response to the prompt on p. 577 of *the Student Interactive*.



ELL Targeted Support **Listening Comprehension** Read the title and the first subhead aloud. Reinforce that the pictures illustrate a big, human-made problem.

Preview key vocabulary: *commonly, reuse, communicate, legislators*. Have student pairs ask each other: *Where have you seen these words before? How do these words help you understand that trash is a problem?* After discussing, have students listen as you read the text. **EMERGING**

Preview key vocabulary: *personal, beverage, landfills*. Have student pairs ask each other: *How do these words relate to the trash problem? Why do you think so many plastic beverage bottles end up in landfills?* After discussing, have students listen as you read the text. **DEVELOPING**

Preview key vocabulary: *microplastic, disposable, legislators, responsibly*. Have student pairs ask each other: *How do these words relate to the trash problem? How can acting responsibly reduce this problem?* After discussing, have students listen as you read the text. **EXPANDING**

Have student pairs work together to generate and clarify questions about ocean trash. As you read the text, have them note any places that connect to their discussion. **BRIDGING**

STUDENT INTERACTIVE, pp. 576–577

WEEK
5

WEEKLY LAUNCH: INFOGRAPHIC

INTERACTIVITY

THE TROUBLE with Ocean Trash

WHAT IS IN THE OCEAN? Some items commonly found in the ocean are:

- microplastics (tiny pieces that broke off of larger items, or mini beads designed for use in personal care products)
- plastic beverage bottles
- plastic bags
- disposable utensils and plates
- straws and stirrers



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HOW DOES IT GET THERE? Things we throw away have to go somewhere. Wind and rain can move litter and items in landfills.



WHAT CAN WE DO?

- Refuse and reduce. Limit the number of disposable items you use by carrying a refillable bottle or cup. Avoid single-use utensils.
- Reuse. Do not throw away something after using it once. Find a way to use it again. Be creative!
- Recycle. Find out more about recycling rules in your community. Follow the rules and help others do so, too.
- Write. Communicate with legislators in your area about how to craft laws that will protect our oceans.
- Dispose responsibly. Do not litter. Use containers with lids; do not let trash blow away or wash away in the rain.

Weekly Question

What happens to what we throw away?

Illustrate What methods or processes does your community use to limit the amount of waste you create? Draw and label your response.

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

Point out Spanish cognates:

- atmosphere : *atmósfera*
- carbon : *carbón*
- consume : *consumir*
- emits : *emite*
- energy : *energía*

THINK ALOUD

Analyze Informational Text

I notice in the first paragraph that the author says humans “are straining” Earth. As I listen for details, I find that the daily things we do require energy from oil, gas, and coal. The author explains that burning these fuels is causing Earth to get warmer, which is changing the planet.

FLUENCY

After completing the Read-Aloud Routine, display “The Footprints Across Earth’s Back.” Model reading a short section aloud, and ask students to observe your reading rate. Invite partners to use a paragraph from the text to practice a fluent reading rate.

Informational Text

Tell students you are going to read aloud an informational text called “The Footprints Across Earth’s Back.” Explain that they should listen actively to details and facts that support concepts or ideas in the text. 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 important details and facts.

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

REREAD the text aloud, pausing to model Think Aloud strategies related to text evidence that supports key concepts.

The Footprints Across Earth’s Back

For billions of years, Earth has supported life. For thousands of years, it has provided all that humankind needs. But humans, over 7 billion of us as of 2017, are straining Earth’s natural limits.

Today, you may take a hot shower, brush your teeth, and ride in your family’s car. You may use a computer or mobile device, sit in a heated or air-conditioned house, watch TV, and turn on lights to do homework. All these things use resources and energy and have an effect on our planet.

It’s getting harder for Earth to keep up. Humans depend on carbon-based fuels, mostly oil, gas, and coal, to fuel cars and planes, heat and cool buildings, and provide electricity for appliances and devices. Burning these fuels releases a gas—carbon dioxide (CO₂). Research shows that CO₂ buildup in the atmosphere is causing Earth’s climate to warm. Ancient ice is melting. Oceans are warming and rising.

The average American emits over 16 metric tons of CO₂ a year. How much is that? That’s more than the combined weight of two adult African elephants.

*“The Footprints Across Earth’s Back,” continued*

The oceans and trees absorb a little more than half that gas. But the remaining CO₂ rises into the atmosphere. There it acts like a glass ceiling that keeps too much heat on Earth.

Reducing carbon-based fuels is our biggest challenge. But we also harm nature when we consume and waste resources. Here are a few ideas about how to reduce your carbon footprint and defend our planet.

- 1. Switch off.** Turn off stand-by power to electronic devices. No light should show on the TV or computer when you don’t need them. That can cut home electricity use by 10 percent.
- 2. Skip the car.** Sometimes a car is necessary. Other times you can take a bus or train, ride a bike, or walk. Do that when you can.
- 3. Avoid plastic bags.** A plastic bag takes hundreds of years to disintegrate, and it leaves toxic chemicals behind. Bring reusable canvas bags when you shop. Don’t add to the one trillion bags used worldwide every year!
- 4. Turn off the faucet.** Shut the water off while you’re brushing your teeth. A family of four could save 35,000 liters of water a year by doing that. Picture a big 2-liter bottle of soda. Now picture 17,500 of them—wasted!

Thinking about how to help Earth is the first step. Taking action is next. By using resources responsibly, we can walk more lightly across our planet.

THINK ALOUD

Analyze Informational Text As I reread this part of the text, I notice details and facts that explain how much carbon dioxide people are putting into Earth’s atmosphere. A main idea is that “reducing carbon-based fuels” is people’s “biggest challenge.” The author shows how we can help by taking actions to reduce energy use and avoid waste.

ELL Access

Explain that authors of informational text sometimes use words related to a specific subject—in this case, physical science. The words *metric* (p. T268, fourth paragraph) and *liters* (p. T269, sixth paragraph) relate to the universal system of measure.

In the fourth paragraph (p. T268), read aloud the sentence with *emits* and define it as “produces and releases.” Have students supply the missing word in this sentence: *A tea kettle emits ___ when the water boils.* Then read aloud the first sentence on this page and ask students to define *diameter* (a straight line passing through the center of a figure, such as a circle or sphere).

WRAP-UP

Topic:
Main Idea:
Details:
Analysis:

Use a three-box graphic organizer to help students identify the main idea, track supporting details and text evidence, and analyze the concept in the informational text model.

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 and Video

LEARNING GOAL

I can learn more about informational text by explaining concepts in a text.

OBJECTIVES

Recognize characteristics and structures of informational text.

Recognize characteristics and structures of digital texts.

LANGUAGE OF THE GENRE

After discussing the anchor chart, remind students to use these terms in their discussion.

- evidence
- concept
- website
- image

FLEXIBLE OPTION ANCHOR CHARTS

- Display a blank poster-sized anchor chart in the classroom.
- Add to the class anchor chart as you explore the genre.

ELL Language Transfer

Cognates Point out the Spanish cognates related to informational media:

- concept : *concepto*
- evidence : *evidencia*

Minilesson

FOCUS ON STRATEGIES Remind students that informational media, print and digital, communicate a concept by giving facts on a concept. Digital texts can be video, audio (podcasts), or multimedia.

- Note whether the information is conveyed in print or digital media.
- Identify the work's features—such as text, images, links, video, audio—and the work's location, such as in a book, magazine, or website.
- Ask yourself how to cite the location of specific evidence in the text, such as a paragraph number for text or a time stamp for a video.
- Ask yourself if a digital text is accompanied by audio, video, or both.

MODEL AND PRACTICE Model a focus on the genre elements of informational media. To shape a concept, or idea, in “The Footprints Across Earth’s Back,” the author **identifies a problem**: Earth is under strain. The **article offers information** about energy consumption, with **specific evidence** about the burning of carbon-based fuels and its **effects** on Earth’s climate. The writer **explains** how energy use emits CO₂ into the atmosphere and how we waste energy and other resources. At the end of the article, the author **suggests a solution**: things everyone can do to lessen human harm to our planet.

Discuss facts and ideas students have encountered about environmental issues. Ask them to explain what informational sources revealed these facts and ideas.

ELL Targeted Support Have students describe actions and habits in their own lives that require energy consumption.

Have students describe their families’ daily routines in terms of the use of resources. Prompt them with questions such as *How much water do you think you use when you bathe? What in your home requires electricity? What do you do with your trash? recycling?* **EMERGING/DEVELOPING**

Prompt students to hold a discussion in which they highlight energy use in their family and community and suggest ways to reduce waste and help the environment. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies to identify informational texts.

OPTION 1 TURN, TALK, AND SHARE Have students work with a partner on the Turn and Talk activity on p. 578 of the *Student Interactive*. Circulate to see if students can compare digital and print informational sources.

OPTION 2 Use Independent Text Have students use a log sheet to cite the location of information in independent reading or other texts by paragraph and line number, and in videos, by time stamp. Have them divide the log into a two-column chart with a selection title at the top of each column.

QUICK CHECK

Notice and Assess Can students identify informational media?

Decide

- **If students struggle**, revisit instruction about informational media in Small Group on p. T278.
- **If students show understanding**, have them continue practicing strategies for identifying informational media using the Independent Reading and Literacy Activities in Small Group on p. T279.

STUDENT INTERACTIVE, pp. 578–579



GENRE: INFORMATIONAL TEXT AND VIDEO

READING WORKSHOP

Learning Goal

I can learn more about informational text by explaining concepts in a text.

Spotlight on Genre



Informational Text and Video

Just like print texts, **digital**, or electronic, **texts** can take many forms. Web sites, individual pages on Web sites, links on pages within a Web site, images and videos on Web sites, and e-books are all examples of digital texts.

Common characteristics:

- They must be accessed on an electronic device.
- They are interconnected, often linking multiple resources in one text.
- They are navigable, using features such as time stamps and thumbnails in videos to orient the user.

Read, look, listen!

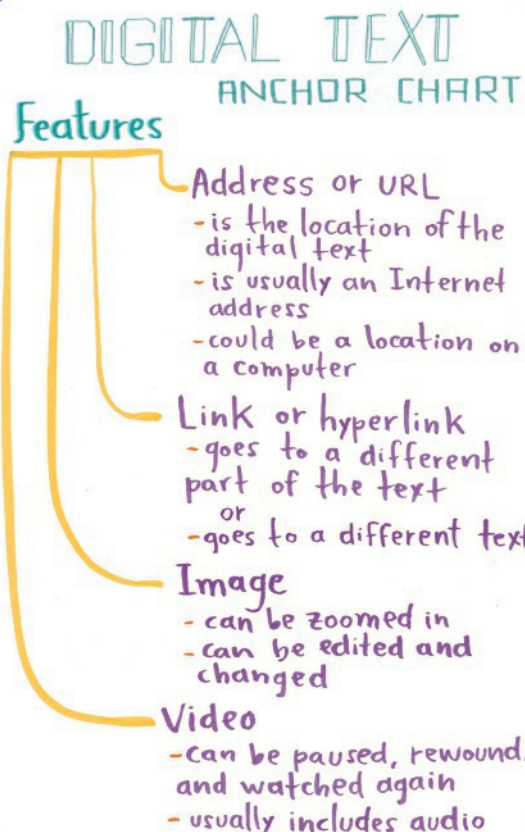


TURN and TALK With a partner, compare and contrast the features of informational printed text and digital text. Describe how you would refer to the specific location of evidence in each kind of text. Take notes on your discussion.

My NOTES

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Academic Vocabulary

LEARNING GOAL

I can use 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

Some long vowel sounds in English are similar to the sounds made by different vowels in Spanish. As a result, Spanish speakers may spell long *a* words with an *e* (*shék* for *shake*) or long *e* words with an *i* (*bit* for *beat*). Spellings like these indicate that students are hearing vowel sounds correctly but spelling using Spanish conventions. Have students practice English spelling for words with long vowels, like *label* and *amazed*.

WEEKLY STANDARDS PRACTICE



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

Parts of Speech

Minilesson

FOCUS ON STRATEGIES Knowing parts of speech, or the way words function in sentences, can help readers use context to understand the meaning of unfamiliar words. A word's meaning will change slightly with its part of speech. A common verb such as *walk* means "to move with one's legs," but *walk* as a noun can mean "the activity of walking" or "a physical pathway." By looking at context, we can determine the word's part of speech and its relevant meaning.

- When you come across an unfamiliar word, look at the context. Does the word describe or modify another word, or does it convey an action? Is the word being used as a noun, verb, or adjective?
- Use context clues to formulate a meaning for the word. Pay attention to how the part of speech affects the meaning.

MODEL AND PRACTICE Model this strategy using the academic vocabulary word *amazed*. Write or share the following sentences: *The amazed crowd roared with applause. The flying trapeze act always amazed the audience.*

What is the part of speech for amazed in the first sentence? (adjective) Amazed is an adjective used to describe the crowd. If we look at the context, we see that the effect of being amazed is roaring with applause. From this we can guess that amazed means "impressed or wowed." In the second sentence, what is the part of speech for amazed? (verb) If we know one definition of amazed, how can we adjust our definition to use amazed as a verb? (It means "to impress or wow.")

ELL Targeted Support Academic Vocabulary Students may have trouble using new academic words when they write independently.

Have students help you write a sentence using one or more of the academic words. Identify the word's part of speech. **EMERGING**

Use the above, then ask students to write their own sentence using the same academic word but as a different part of speech. **DEVELOPING**



ASSESS UNDERSTANDING

Apply

My TURN Have students follow the same strategy as they complete the activity on p. 603. Remind students that they will use these academic words throughout this unit.

STUDENT INTERACTIVE, p. 603



VOCABULARY

READING-WRITING BRIDGE

Academic Vocabulary

Parts of Speech A word's meaning changes slightly with its part of speech. For example, as a verb, *walk* means to move with one's legs. As a noun, *walk* refers either to a surface on which one walks or to the activity of taking a walk. A word's context helps you determine its part of speech.

My TURN For each sentence,

1. **Identify** the bold word's part of speech—noun, verb, or adjective—on the line.
2. **Write** your own sentence using the word in the same way.

Learning Goal

I can use language to make connections between reading and writing.

 noun 1. The **border** between Canada and the United States runs down the center of the St. Clair River.

 Possible response: Kansas City is on the border of Kansas and Missouri.

 verb 2. Sarnia, Ontario, **borders** the river on the east.

 Possible response: Texas borders Mexico along the Rio Grande River.

 noun 3. Please check the nutrition **label** on the bag of rice.

 Possible response: The label on this shirt says it is made of cotton.

 verb 4. The researcher **labels** each sample as it is collected.

 Possible response: I label my school supplies so I know which ones are mine.

Word Study Word Parts *sub-*, *inter-*, *fore-*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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

LESSON 1

Teach Word Parts *sub-*, *inter-*, *fore-*

FOCUS ON STRATEGIES Knowing Greek and Latin word parts *sub-*, *inter-*, and *fore-* will give us a clue to the meaning of words containing these parts. *Sub* means “under” and “a part of” and a *submarine* is an underwater vessel. *Inter* means “between” and *international* means occurring between nations. *Fore* means “before” and *forewarn* means “to warn beforehand.”

MODEL AND PRACTICE To demonstrate how word parts give us clues to a word’s meaning, use the words *submarine* and *subcontinent*. *Submarine* is a noun or adjective referring to something under the sea. *Subcontinent* is a large landmass that is part of a continent.

Guide students to determine the definitions of the words *interaction* and *interface* using their knowledge of the word part *inter-*. Encourage them to use dictionaries, if needed.



ELL Targeted Support

Understanding Prefixes Tell students that recognizing prefixes in English words will improve their language skills.

Write the word *subgroup* on the board and show visually that it means “a group under or part of a larger group.” **EMERGING**

In small groups, have students use a dictionary to find words that begin with *sub-*. **DEVELOPING**

Use the above activity, and then ask students to pick a word that starts with *sub-* and explain its word parts to a partner. **EXPANDING**

Use the above activities, and then ask students to find words that start with *inter-* and write a short paragraph using words with the studied prefixes.

BRIDGING



LESSON 1

Teach Word Parts
sub-, *inter-*, *fore-*

LESSON 2

Apply Word Parts
sub-, *inter-*, *fore-*

FLEXIBLE OPTION ↩

LESSON 3

More Practice

FLEXIBLE OPTION ↩

LESSON 4

Spiral Review:
Prefixes *dis-*, *over-*,
non-, *under-*

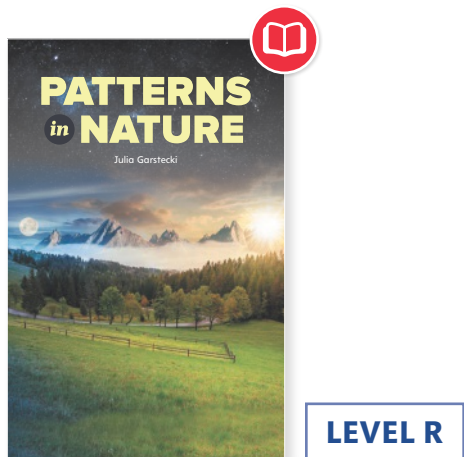
FLEXIBLE OPTION ↩

LESSON 5

Assess Understanding

Matching Texts to Learning

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



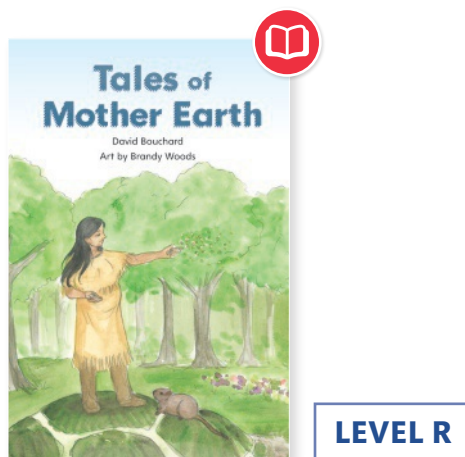
Genre Informational Text + Procedure

Text Elements

- Some new vocabulary defined in text
- Diagrams

Text Structure

- Description



Genre Traditional Tales

Text Elements

- Figurative language
- Minimal illustration

Text Structure

- Multiple Episodes



Genre Realistic Fiction

Text Elements

- Long stretches of descriptive language
- Chapter titles

Text Structure

- Chronological

Guided Reading Instruction Prompts

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

Identify Informational Media

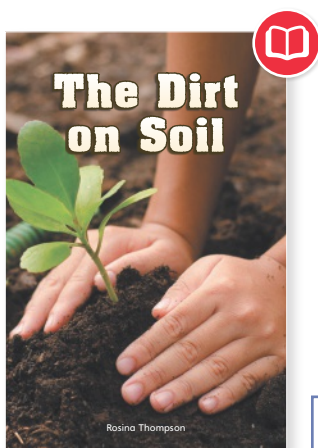
- How can you tell this selection is informational?
- What is the main topic or concept?
- What evidence and details support the concept?

Develop Vocabulary

- What context clues help reveal the meaning of the word ____?
- What does the word ____ tell about the concept of the informational text?
- What new or interesting words did the author use in evidence or details?

Analyze Informational Media

- How is the concept presented?
- What structure does the author use to communicate information?
- Is the author objective, or does he or she have a clear point of view?



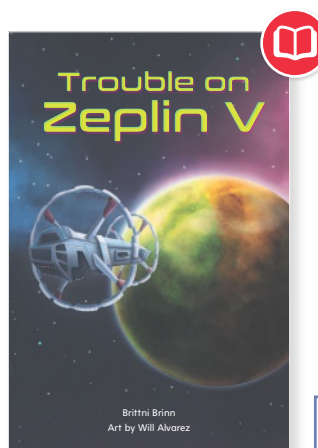
LEVEL S

Genre Informational Text**Text Elements**

- Meaning of new vocabulary derived from context
- Graphs and diagrams

Text Structure

- Description



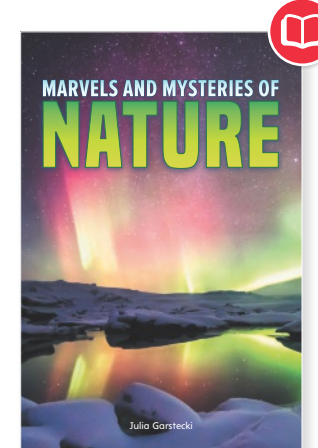
LEVEL T

Genre Science Fiction**Text Elements**

- Wide range of sentence types
- Words with affixes

Text Structure

- Chronological



LEVEL T

Genre Informational Text**Text Elements**

- Wide range of sentence types
- Maps and legends

Text Structure

- Description

Explain Events

- What happened and why?
- What details explain the reason that an event happened?
- How can you summarize the event and its cause in a sentence?

Use Text Evidence to Explain Concepts

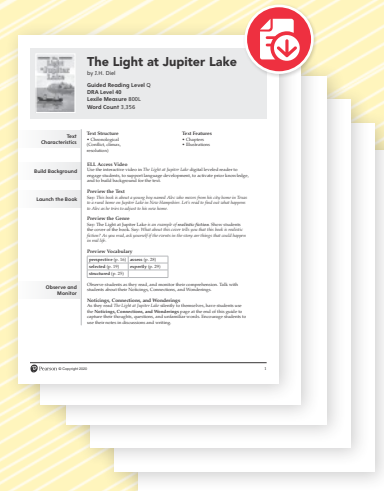
- What details and information help clarify a concept?

Word Study

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

Leveled Reader Teacher's Guide

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



Use the  **QUICK CHECK** on p. T271 to determine small group instruction.

Teacher-Led Options

Strategy Group

IDENTIFY INFORMATIONAL TEXTS

Teaching Point When you read, view, or listen to informational media, think about its concept. What events does it reveal or examine? Look for the facts and details that support information about the concept. Review the anchor chart on p. 579. Ask students to identify the means to locate and cite information in digital texts.

ELL Targeted Support

Remind students that informational ideas are communicated in many different ways. A video uses spoken words and moving images, while a printed article uses text, sometimes including visuals like photos and maps.

Have students use a T-chart and list aspects of informational media on one side. Provide strips with definitions and have students place the definitions next to the correct element. Then have students echo-read the chart with you.

EMERGING

Ask students to track characteristics of informational texts in the listening comprehension passage by completing these starters: *I know this is an informational text because _____. The concept of this text is _____. The concept is supported by evidence about _____.* **DEVELOPING**

Have students write a brief summary of the listening comprehension passage, identifying its main idea and supporting details. **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 texts.

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!

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On-Level and Advanced

INQUIRY

Question and Investigate Have students use the infographic on pp. 576–577 to generate questions about what we throw out and where it goes. During the week, have them research answers to the questions.

See *Extension Activities* pp. 38–42 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 informational texts and how knowing that concepts are supported by evidence helps them better understand the meaning of the article or video.

Possible Conference Prompts

- What is the read-aloud routine about?
- What issue does the read-aloud describe?
- What details help explain causes and effects?

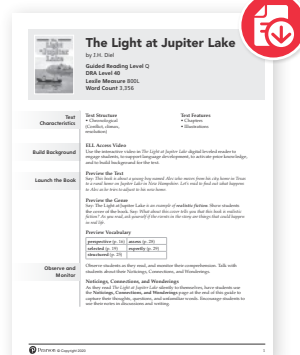
Possible Teaching Point Print and digital texts relay information differently. Print texts are static, whereas a digital text can move, show video, include audio, and provide instant links to related information.

Leveled Readers



IDENTIFY INFORMATIONAL TEXT

- For suggested titles, see “Matching Texts to Learning,” pp. T276–T277.
- For instructional support on how to identify informational text, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite two students to share what he or she learned about informational texts.

Independent/Collaborative

Independent Reading



Students can

- read a self-selected trade book.
- reread or listen to a previously read text.
- 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 reader’s notebook.
- summarize a text to a partner.
- play the *myView* games.
- write a synopsis to draw in new readers.
- work on an activity in the *Resource Download Center*.

BOOK CLUB



See Book Club, pp. T486–T487, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Introduce the Texts



Compare Texts

Point out that students will read a text, *Trashing Paradise*, and view a video, “Bye Bye Plastic Bags on Bali,” in this lesson. As they read, encourage students to think about the Week 5 Question: *What happens to what we throw away?*



OBJECTIVES

Establish purpose for reading assigned and self-selected texts.

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

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

Preview Vocabulary

- Introduce the vocabulary words on p. 580 of the *Student Interactive* and define them as needed.

marred: damaged; made ugly; marked

disposable: single-use; designed to be thrown away

crude oil: unrefined liquid petroleum

toxic: poisonous

phenomenon: something that can be studied or observed; event

- These words will help you understand key ideas and details in “Trashing Paradise.” Highlight the words when you see them in the text. Ask yourself what they contribute to your understanding of the article. Note how they connect with ideas you have read in other texts.

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. Help students see that the purpose for reading this text is to learn how disposable plastics affect the environment.

FIRST READ STRATEGIES

NOTICE Remind students to focus on facts the author cites.

GENERATE QUESTIONS Encourage students to jot down questions about new information and for further research.

CONNECT Tell students that they can connect information in *Trashing Paradise* to information in the video “Bye Bye Plastic Bags on Bali.”

RESPOND Direct students to note questions or ideas that they can bring to their small-group discussions.

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

ELL Targeted Support **Drawing** Remind students that drawing can help them build their vocabulary.

Have students draw pictures that illustrate each vocabulary word and label each drawing with the vocabulary word. **EMERGING**

Direct students to draw a picture that illustrates each vocabulary word and to write a sentence that uses the word to describe the picture.

DEVELOPING

Have student pairs write a five-sentence paragraph about pollution using at least three of the vocabulary words. **EXPANDING/BRIDGING**

ELL Access

Background Knowledge Tap students' prior knowledge to help them make meaning. Encourage students to share prior knowledge about pollution and actions to fight it.

STUDENT INTERACTIVE, pp. 580-581



Meet the Author



Rukhsana Khan is a children's author and storyteller. She grew up in the small town of Dundas, Ontario, where she dreamed of becoming a writer. Her greatest hope is that her stories help create understanding among cultures and reduce conflict in the world.

Trashing Paradise

Preview Vocabulary

As you read *Trashing Paradise*, pay attention to these vocabulary words. Notice how they give precise information about key concepts.

marred	disposable	crude oil
toxic	phenomenon	

Read

Before you begin reading, preview the text. Notice that an **informational text** in print is static, or unchanging. If you wanted to find more information about the topic of this text, how would you locate and access resources? Use these strategies when you read the text the first time.

<p>Notice</p> <p>facts and examples that clarify concepts.</p>	<p>Generate Questions</p> <p>before and during reading. Make a plan to answer these questions by rereading or by researching.</p>
<p>Connect</p> <p>information in this text to other texts you have read this week.</p>	<p>Respond</p> <p>by discussing with a small group.</p>

First Read

Genre Informational Text

AUDIO

ANNOTATE

581

First Read

Notice

I notice paragraphs 1 and 2 describe Bali as paradise. Paragraph 3 says it is polluted. Why did the writer begin with these descriptions?

Possible response: to contrast Bali's former beauty with the trash it has now

Close Read

Compare and Contrast Accounts

Have students scan **paragraph 3**. Ask: *What problem do the details explain?* (Possible response: the trash that litters Bali) Tell students to underline the sentence that sums up the problem. **See student page for possible responses.**

Ask students to explain why the last sentence in **paragraph 3** could function as a topic sentence.

Possible Response: It brings together all the information on the page, especially the problem the article is about.

DOK 2

OBJECTIVE

Evaluate details read to determine key ideas.

CLOSE READ

Compare and Contrast Accounts

Identify and underline the concept that is the main topic of this text.

marred damaged; made ugly; marked

- 1 Close your eyes and imagine yourself on the tropical island of Bali, in Indonesia. Picture blue skies and palm trees. Think of white sand that runs through your fingers like powder. The smell of orchids and coconuts mingles with a gentle breeze from the Indian Ocean. Gigantic aqua waves curl offshore. People swim, surf, snorkel, and soak in the tropical vibes.
- 2 That's the Bali many people see in their mind's eye. It's the Bali that existed for most of the island's history.
- 3 Now picture another version of Bali. This one is marred by trash. Waste is piled high on roadsides. It floats in the aqua ocean and washes up on the white-sand beaches. The smell of garbage replaces the scent of flowers. Unfortunately, this is the reality of Bali today. Garbage, particularly in the form of plastic waste, is turning this onetime paradise into an environmental nightmare.



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CROSS-CURRICULAR PERSPECTIVES

Science



Point out that Bali is home to rare species vulnerable to pollution, loss of natural land, and climate change. The Bali starling, a beautiful white bird with a patch of blue around its eyes, is critically endangered. Two butterflies, the Bali peacock and the paradise birdwing, are also unique to the island and facing extinction. In 1998, warming ocean water bleached half of Bali's brilliantly colored coral reefs. The dead reef will not recover and has reduced the number of tropical fish along parts of Bali's coast.

Ask students how extinction affects a renewable resource. (Possible response: It ends that resource.)



- 4 For most of its history, Bali really was a paradise. The Balinese people created little or no trash. They used cloth bags to carry what they needed. They used banana leaves, coconut shells, and other natural items as wrappings and plates for their food. Most of what they threw out was biodegradable. That means it decomposed, or rotted. It didn't create pollution. Bali's environment was in balance.
- 5 Then convenience came to Bali. It came in the form of disposable plastic containers, plastic bags, and other nonbiodegradable products. Soon everyone was drinking from plastic bottles. Store clerks were putting even the smallest purchase—say, a pack of chewing gum—into its own plastic bag.
- 6 The same thing was happening all around the world, of course, including the United States. Plastic, in particular, proved hard to resist. It's durable, lightweight, and waterproof. Almost overnight, plastic bags became a basic convenience of modern life. Few knew about or took the time to ask about the consequences of convenience.

CLOSE READ**Vocabulary in Context**

Context clues, such as word restatements, examples, and antonyms, can help you understand a word's meaning.

Use sentences in paragraphs 4 and 5 to determine the meaning of *biodegradable*.

Underline clues that support your definition.

disposable single-use; designed to be thrown away

First Read**Generate Questions**

THINK ALOUD I read that plastic became popular all over the world. When was plastic invented, and when did people realize it could be a problem?

Prompt students to name resources they could use to find answers to these questions.

Close Read**Vocabulary in Context**

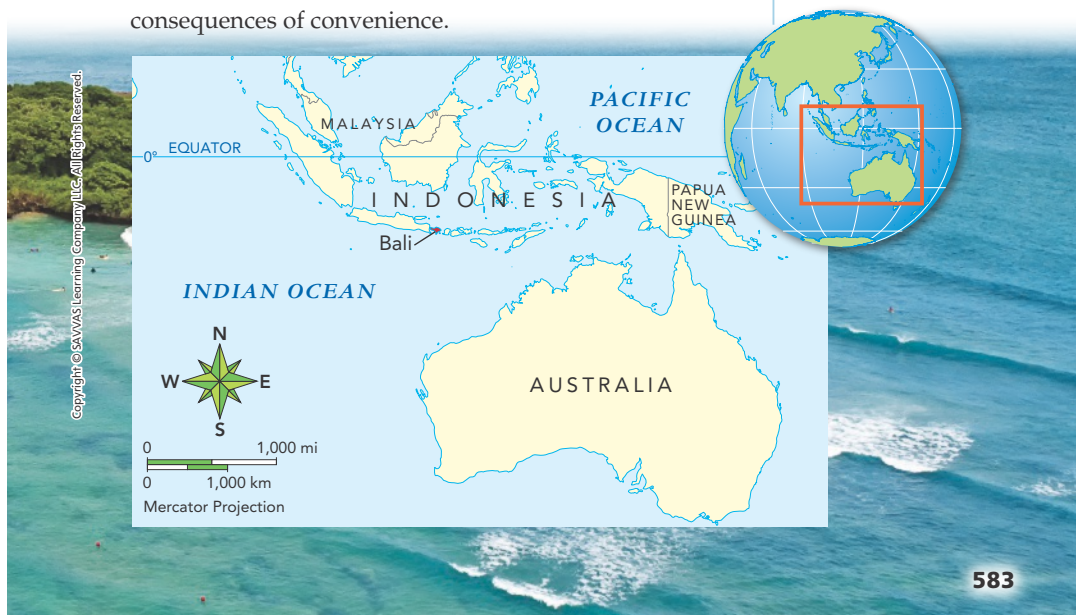
Point out to students that they should underline not only text that tells the meaning of the word but also text that tells the opposite meaning. **See student page for possible responses.**

Ask students what prefix changes a base word to have an opposite meaning. (*non-*) Point out the word *nonbiodegradable* and have students define it.

DOK 2

OBJECTIVE

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



583

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

Sound Devices Ask how many times the author repeats the word *convenience* in paragraph 6. (three) Then have a volunteer read the last sentence on the page. Ask: **What sound device does the author use in the phrase “the consequences of convenience”?** (alliteration)

Ask students what effect the repetition and alliteration around “convenience” creates. (Possible response: a negative feeling about convenience)

First Read

Generate Questions

THINK ALOUD I read that plastic bags are made from polyurethane. I would like to know more about the changes that turn crude oil into plastic bags. I could start by forming a question to research, “How does crude oil become plastic?” or I could perform a keyword search in a library database, using terms such as “crude oil, chemical reactions, plastic, polyurethane.”

Close Read

Compare and Contrast Accounts

Have students scan the text for details about how plastic’s makeup thwarts nature’s ability to decompose it. **See student page for possible responses.**

Ask students what makes plastic resistant to decay.

Possible response: It is made up of a combination of materials not found in nature.

Have students determine whether this information is presented in the video. Remind them to rewatch parts of the video as needed to find text evidence.

Possible response: The video does not present this information about plastic. Learning this information from the text helps readers better understand the video.

DOK 3

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CLOSE READ

Compare and Contrast Accounts

Underline details about how plastic is different from other materials. Is this information also presented in “Bye Bye Plastic Bags on Bali”?

crude oil unrefined liquid petroleum

7 Plastic is made from chemicals. Scientists take the chemicals from crude oil found deep inside the ground. Then they change the chemicals through reactions with other chemicals. That’s how they make polyurethane and other types of plastic. To make plastic bags, polyurethane is formed into pellets. Then the pellets are melted into a thin film. Machines cut the film into bags. The problem is that all plastics are different from anything that occurs in nature. That means nature doesn’t have an easy way to break them down. In fact, it can take hundreds or thousands of years for plastic to biodegrade. And in some cases, it never does.

Disposable plastic items do not break down the way objects made of natural materials do.



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584

ELL Targeted Support Sight Vocabulary Explain that recognizing contractions will help readers build fluency and comprehension. Display and read aloud paragraph 7 on p. 584.

Ask students to identify the contractions. (*That’s, doesn’t*) Have volunteers explain what each contraction means. **EMERGING**

Have volunteers restate each sentence without using contractions. **DEVELOPING**



8 For several reasons, Bali has felt the effects of this increase in the use of plastic more harshly and more visibly than many other places.

9 One reason is that Bali is a small island. At a little more than 2,000 square miles, it's about the size of the state of Delaware. Someone could easily drive around the whole island in a day.

Trash can pile up quickly in such a small place.

10 Another reason is that the Balinese are used to disposing of things by simply dropping them on the ground. When people carried food in banana leaves, this was fine. A dropped banana leaf soon breaks down and mixes with the soil. A dropped plastic container won't. However, longstanding habits are hard to break. In addition, many people simply don't consider the damage they're doing to the environment.

11 Tourists are a third reason for the trash problem—a *huge* reason. More than 3 million tourists visit Bali each year. They account for a large percentage of the hundreds of tons of plastic waste the island produces each day. They drink from countless plastic bottles or plastic bags. (Many small restaurants serve soft drinks in plastic bags, with straws, for convenience.) They get take-out food in plastic containers. They carry souvenirs in plastic bags. Often, they dispose of their trash thoughtlessly. They drop it out of their rental cars. They leave it sitting on the beach. Because they don't live on Bali, many tourists feel no responsibility to keep the island clean.

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**CLOSE READ****Use Text Evidence to Explain Concepts**

Highlight text evidence that would help you explain why throwing trash on the ground is dangerous for Bali.

First Read**Respond**

THINK ALOUD The text tells me that convenience and disposable items are harming the environment. I wonder if there are ways we can keep the convenience of disposable containers while preventing harm to the environment.

Have students discuss this idea in small groups.

Close Read**Use Text Evidence to Explain Concepts**

Direct students to highlight text that explains why people on Bali litter, then highlight text that explains the effects of plastic litter. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

585

CROSS-CURRICULAR PERSPECTIVES**Science**

Direct students' attention to paragraph 10. Clarify and correct misunderstandings about banana leaves as compared to banana peels. Point out that banana leaves are commonly used in food preparation and presentation in many places around the world. As a class, discuss the benefits and possible drawbacks of using leaves, paper, and other materials to carry food.

First Read

Notice

THINK ALOUD I notice numbers in paragraph 12. I know informational texts often include figures along with facts. I will read the paragraph closely to be sure I understand the significance of the percentage and the weight given.

Close Read

Use Text Evidence to Explain Concepts

Have students reread the second sentence in **paragraph 12**. Direct them to highlight text that helps them explain the topic of the sentence. **See student page for possible responses.**

Ask students to point out signal words the author includes to organize text and help readers locate important information.

Possible response: “That’s the fourth reason.”

DOK 2

OBJECTIVE

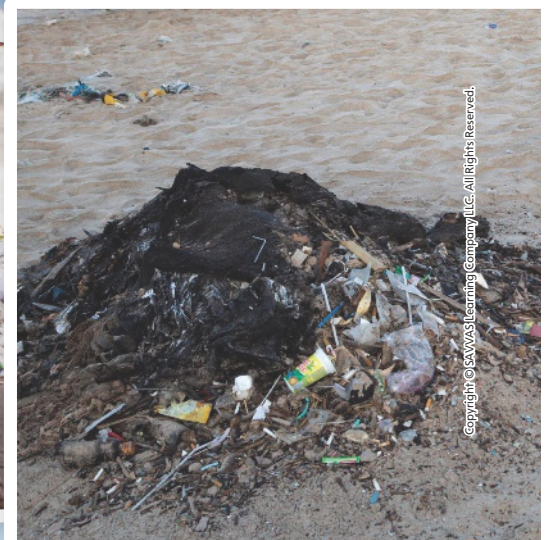
Evaluate details read to determine key ideas.

CLOSE READ

Use Text Evidence to Explain Concepts

Highlight text evidence that helps you explain why the amount of trash on Bali is increasing.

- 12 Then again, there really isn’t any good way to dispose of garbage on the island. That’s the fourth reason for Bali’s trash troubles. According to one source, 75 percent of rubbish isn’t picked up by any trash service. Bali’s refuse collection and disposal services simply can’t keep up with all the garbage produced by residents and tourists. How much garbage? According to the nonprofit R.O.L.E. (Rivers, Oceans, Lands, Ecology), an Indonesian organization that works to protect the environment, the average person on Bali produces about 6 pounds of potentially harmful solid waste per day. That’s more than twice as much as the average person in Indonesia’s capital city, Jakarta.
- 13 For the most part, the Balinese—like many other people around the world—have not developed adequate systems for waste management. Instead, they hide or eliminate trash in any way they can.



586

CROSS-CURRICULAR PERSPECTIVES

Science



Discuss with students that Bali’s problem of what do with plastic trash is also a challenge for other nations around the world. In the U.S., for instance, millions of tons of plastic ends up in landfills, in some cases causing environmental problems. Ask: **What actions can you take to help lessen this problem?** (Possible responses: limit use of plastic; reuse disposable plastic containers; recycle plastic)



14 Many Bali businesses, such as hotels and restaurants, burn litter, including plastics, in public places. Bali isn't unique in this practice; experts estimate that 40 percent of the world's waste is eliminated through burning. To put it mildly, that's not a safe solution. Plastic products are made of polyethylene, a type of gas. Burning plastic releases toxic chemicals called dioxins into the air, which carries them short or long distances to contaminate both land and water. These toxins are linked to illnesses such as cancer, birth defects, and breathing disorders in both wildlife and people. Burning waste also releases carbon dioxide into the air. Studies link high levels of carbon dioxide to climate change.

15 Other businesses and individuals in Bali simply dump trash in rivers or on the side of the road. In many cases, they don't want to pay the fees required to use legal dumping spots.

CLOSE READ**Compare and Contrast Accounts**

Underline details in the text that help you explain the downsides of burning trash. Consider how this information builds on details presented in the video.

toxic poisonous

First Read**Notice**

What fact shows that burning trash is not something only the Balinese do?

Possible response: the one cited in paragraph 14, saying "experts estimate that 40 percent of the world's waste" is burned

Close Read**Compare and Contrast Accounts**

Direct students to mark evidence in **paragraph 14** that explains the negative effects of burning trash. **See student page for possible responses.**

Ask students to explain the health problems that can be caused by burning trash. Then have them identify specific details in the video that this information helps clarify.

Possible response: It releases toxic chemicals that contaminate the environment and may cause cancer, birth defects, and breathing problems for animals and people. This information helps explain why the Wijsen sisters wanted to reduce the number of plastic bags. If there are fewer plastic bags in the trash, fewer will be burned, and people will be exposed to less pollution.

DOK 1

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.



Without safe, reliable ways to dispose of trash, Bali suffers from the buildup of discarded objects.

587

Possible Teaching Point**Word Study | Multiple-Meaning Words**

Read aloud paragraph 15. Call students' attention to the last sentence. Ask a volunteer to define the word *cases* in this context. ("instances") Ask: **What other definitions can cases have?** (Possible responses: "containers"; "legal proceedings"; "inspects before committing a robbery")

First Read

Respond

So much trash is not properly disposed of in Indonesia. How could this problem be addressed?

Have students discuss this question in small groups.

Close Read

Vocabulary in Context

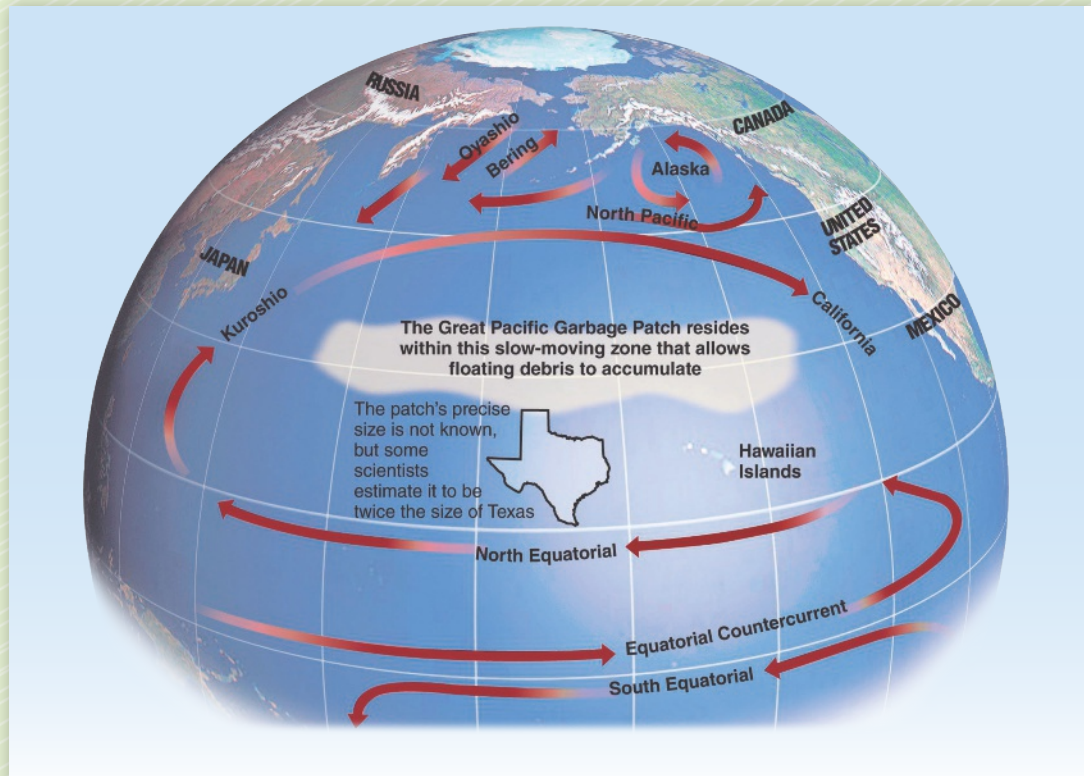
Remind students that context clues can be examples of or synonyms for an unfamiliar word or term. Have students underline context clues for *marine life* in **paragraph 18**. See student page for possible responses. Ask: *How does understanding this term help you explain events in this text?*

Possible response: Knowing about the effects of plastic on marine life helps readers understand why plastic trash is a problem.

DOK 2

OBJECTIVE

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



CLOSE READ

Vocabulary in Context

Use **context clues** in paragraph 18 to determine the meaning of *marine life*.

Underline examples that support your definition of the term.

- 16 R.O.L.E. reports that every 24 hours, the Balinese dispose of almost 530,000 cubic feet of trash along roadways and at illegal dump sites. That's enough waste to fill six Olympic-size swimming pools. Beachside hotels often bury trash under the sand. Soon the tide comes up and washes the trash into the ocean. River trash often heads out to sea too. There it mingles with the trash that is washed or blown into the water from Bali's shore.
- 17 Much of the trash eventually washes back onto the shore. Some of it will float far from the island, perhaps ending up in the Indian Ocean Garbage Patch in the North Pacific Ocean. This area of floating trash is at least 2 million square miles in size. About 90 percent of it is plastic. The patch is one of five spread across Earth's oceans.

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588

CROSS-CURRICULAR PERSPECTIVES

Science



Review units of measurement as needed: *hours, cubic feet, square miles*. Tell students that although "Olympic-size swimming pool" is not a standard unit of measurement, it is commonly used as a point of comparison to help readers visualize volumes or amounts. Work with students to analyze the information given in paragraphs 16 and 17. Refer to the image of the Great Pacific Garbage Patch for context and comparison.



18 Trash has a deadly effect on marine life. Plastic is the worst offender by far. Plastic doesn't biodegrade in the ocean. Sunlight and waves break some plastic items into smaller and smaller pieces, but they never disappear entirely. These tiny pieces are about the size of the plankton and algae that many sea creatures feed on. When birds or fish consume these plastic bits, they can get sick and die. If people eat the fish that consume the plastic, they can get sick too.

19 Many animals mistake larger pieces of plastic for food too. Leatherback sea turtles are one example. These turtles have been around for more than 100 million years, but today they are endangered, partially because they mistake plastic bags in the water for jellyfish, their favorite food. When they try to swallow a plastic bag, they suffocate. Scientists also have found traces of plastic in the turtles' eggs. Birds also eat large pieces of plastic, confusing things such as bottle caps with food. Mother birds even mistakenly feed plastic pieces to their babies. Sometimes the birds' stomachs fill up with plastic. This signals to the birds that they are full, so they stop eating real food. Then they starve.

20 Seals, manta rays, and black-tipped sharks have all been found with plastic in their stomachs. Plastic bags also wrap around these sea animals so they can't swim. Bags even suffocate the beautiful living coral on the floor of the Indian Ocean.



589

CLOSE READ

Compare
and Contrast
Accounts

Underline details in paragraphs 19 and 20 that tell you why plastic is dangerous to animals. How does this reason for resolving plastic bag pollution compare to the reasons presented in the video?

Plastic trash can be dangerous to marine life.

First Read

Connect

How does this information about the impact of human activity on the environment relate to another text you know or have recently read?

Possible response: The infographic "The Trouble with Ocean Trash" contained similar information about the presence of plastic in the ocean.

Close Read

Compare and Contrast
Accounts

Tell students to scan paragraphs 19 and 20 and underline details that explain the harm animals suffer from plastic in or near the sea. **See student page for possible responses.**

Ask students to name three ways in which marine life can suffer as a result of plastics.

Possible responses: from being poisoned by eating plastic; by suffocating from trying to swallow it; from starving because their stomachs are filled with indigestible plastics.

Have students consider whether the Wijzen sisters address this same issue in the video.

Possible response: The sisters mention that bags that are not burned usually end up in the oceans. The focus of their talk is not on harm caused to animals, but they do recognize that this is a problem.

DOK 3

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Mention that authors of informational texts support their central concept—here, how plastics harm Bali's environment—by introducing subtopics and supporting them with evidence. Have a volunteer read the first sentence in paragraph 18. Ask students how the remainder of the text on p. 589 relates to the statement, "Trash has a deadly effect on marine life." (Possible response: It supports the statement with examples and facts.)

First Read

Generate Questions

How does nature make Bali's trash problem worse? That idea really catches my attention. I will write this question down and look out for possible answers as I continue reading.

Close Read

Compare and Contrast Accounts

Remind students to look for a topic sentence, which authors of informational text often place at the beginning of a paragraph. Direct students to underline a key idea in **paragraph 22**. See student page for possible responses.

Ask students how tourism affects Bali.

Possible Response: Tourists add to Bali's trash problem but help its economy.

Encourage students to think about whether the economy of Bali was one of the Wijzen sisters' motivations for starting their organization.

Possible response: The Wijzen sisters do not mention tourism specifically, but an "island paradise," as they call Bali, is a natural tourist destination. Thoughts about the tourism economy may have influenced the adults and leaders who chose to help the girls' achieve their goals.

DOK 3

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Recognize characteristics and structures of informational text.

CLOSE READ

Compare and Contrast Accounts

Underline a key idea about Bali's tourism economy that is supported by details in both texts.

21 Nature does its share to make Bali's trash problem worse, or at least more obvious. Because Bali is a tropical island, it's greatly affected by the tides and by seasonal weather patterns. During Bali's rainy season, much of the island's trash washes out to sea. Then, during the winter season, from December to February or March, wind, waves, and strong currents drive the trash back to shore. It washes up on the sand or bobs nearby in the water. That's why winter in Bali has come to be known as "trash season." The cycle repeats every year. However, the amount of trash that goes out and comes back in gets bigger and bigger. It never goes away entirely.



22 Needless to say, all this garbage is bad for Bali's tourism business. No one wants to swim, snorkel, surf, or sunbathe at trash-infested beaches. A decrease in tourists might help slow the buildup of trash, but it would also damage the island's economy. Much of Bali's economy is based on tourist dollars. Tourists support many stores, restaurants, hotels, and other businesses on the island.

23 Those who fish—whether to feed their families or to make a living—suffer from the trash problem too. Anyone aware of the effects of plastic on fish will hesitate to eat seafood from the waters surrounding Bali. In addition, plastic gets tangled in fishing nets. It also damages boat propellers and other equipment.

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590

CROSS-CURRICULAR PERSPECTIVES

Science



Share with students that Bali's tourism is growing. Despite trash, the island's lovely beaches, lush rainforest, and vibrant wildlife continue to draw visitors from across the world. In 2016, tourism increased by 22.5 percent from 2015. Tell students that 4,900,000 tourists visited Bali that year, with some estimates predicting over 6 million for 2017. Ask: **What inference can you make about how this increase in tourism will affect Bali?** (Possible response: an increase in trash but also a boost to the economy)



24 The Balinese government was slow to address the island's trash problem. It was also seemingly slow to understand the causes. Bali's governor, Made Mangku Pastika, called the issue a "natural phenomenon." He blamed the rains and the tides for the repeated cycle of trash washing out and back in again, but he didn't address the problem of where the trash came from in the first place. Understandably, he didn't want to point the finger of blame at tourists, or hotels, or restaurants, or any one group. However, to bring about change, everyone on the island had to become aware of the problem. And they had to understand their role in creating it.

CLOSE READ**Use Text Evidence to Explain Concepts**

Highlight text evidence you can use to explain the government's reaction.

phenomenon something that can be studied or observed; event

First Read**Notice**

THINK ALOUD I just read that weather and tides can cause trash to wash up on shore. Here, I notice a photograph of a beach. This is an example that clarifies the concept

Close Read**Use Text Evidence to Explain Concepts**

Direct students to highlight text in **paragraph 24** that explains *why* the government was slow to respond and to name the source of the trash problem. **See student page for possible responses.**

Ask students to make an inference about the government's hesitation to blame tourists for part of the trash problem.

Possible response: The governor did not want to harm local businesses by assigning blame to them or the people whose travel to, and purchases on, Bali support the important tourism industry.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



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First Read

Generate Questions

What did other citizens think of the government's refusal to take on the trash problem?

Have students explain how they could use the Internet to research this question.

Close Read

Compare and Contrast Accounts

Direct students to look for details in paragraphs 25–27 that reveal what caused the sisters to want to address the trash problem. See student page for possible responses.

Encourage students to identify details that show why the text is a secondhand account.

Possible response: This section of *Trashing Paradise* is about the Wijsen sisters. The author is telling details about the work of other people, so it is a secondhand account. A firsthand account would be told by people who experienced the events.

DOK 2

OBJECTIVES

Evaluate details read to determine key ideas.

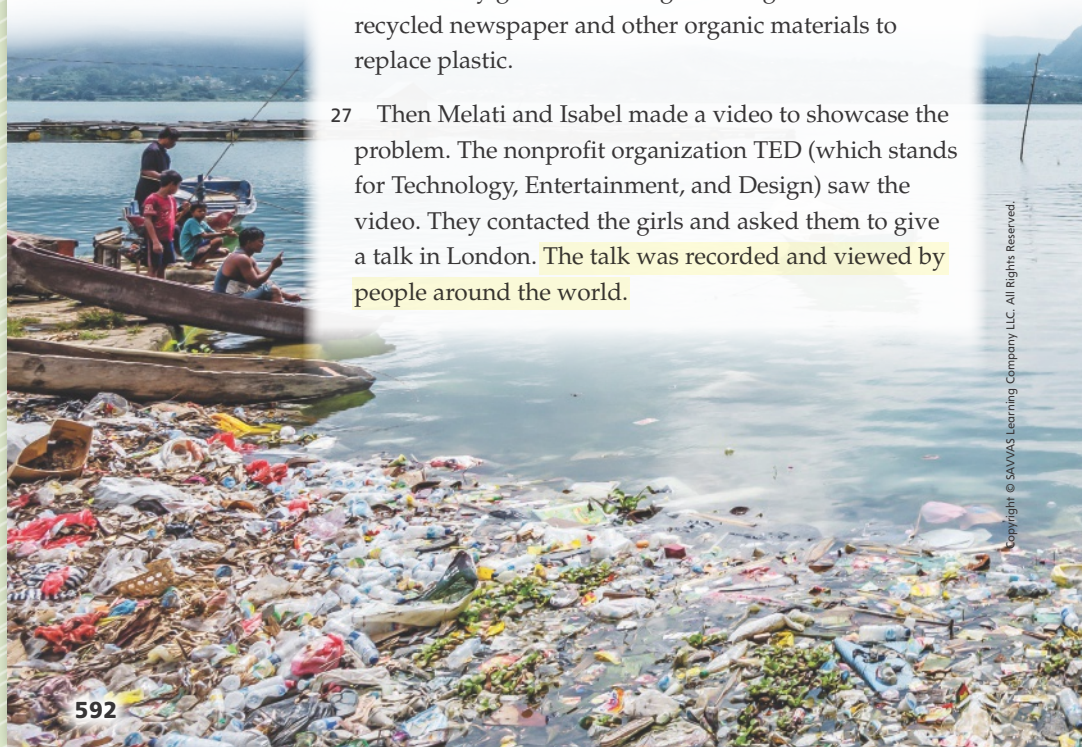
Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

CLOSE READ

Compare and Contrast Accounts

Identify and underline details that tell you what inspired the Wijsen sisters to do something about the trash. How does this information show that *Trashing Paradise* is a secondhand account?

- 25 Because the government wasn't doing anything, it was up to individuals to take action. In 2013, a pair of sisters named Melati and Isabel Wijsen, then ages 13 and 10, stepped up to help their island. They were appalled by the plastic waste piling up and washing up around them. They wanted to convince people to change their trash-making ways. At first they weren't sure how to tackle such an enormous issue. Then the girls decided to focus on one crucial part of the problem: plastic bags. In Melati and Isabel's view, the bags were not only deadly but also entirely unnecessary.
- 26 The sisters named their project Bye Bye Plastic Bags. They found a group of like-minded kids to work with them. Then they created petitions and developed educational presentations to raise awareness. They spoke at markets and festivals. They held beach cleanup events. They gave out net bags and bags made of recycled newspaper and other organic materials to replace plastic.
- 27 Then Melati and Isabel made a video to showcase the problem. The nonprofit organization TED (which stands for Technology, Entertainment, and Design) saw the video. They contacted the girls and asked them to give a talk in London. The talk was recorded and viewed by people around the world.



592

CROSS-CURRICULAR PERSPECTIVES

Science



Tell students that the Wijsens' work on behalf of their island country ties into a larger global issue of plastic waste in the environment. Explain that ecologists, oceanographers, and toxicologists (scientists who study the effects of poisonous substances) have long been concerned with the issue. Refer to the map on p. 588, which shows the Great Pacific Garbage Patch. Point out that about 80 percent of this mostly plastic garbage comes from land activities in Asia and North America.

Ask: **What measures might slow or prevent further growth of the Great Pacific Garbage Patch?** (Possible response: a decrease in the improper disposal of plastic trash; more recycling and reusing of plastics)



28 Melati and Isabel got people to pay attention. That was the first, crucial step to making real change in Bali. The sisters talked to the head of the United Nations and to Jane Goodall, who gave advice about how to grow a network of followers and activists. Finally, they even got the governor of Bali on their side. He signed a pledge that Bali would become plastic-bag free by 2018. In 2016, officials at Bali's airport started making sure that tourists weren't bringing plastic bags to the island.

29 Melati and Isabel's project spread from Bali to other parts of Indonesia. Today, many Indonesian cities are working to eliminate plastic bags. In a number of places, people must pay a fee to get a plastic bag at a store. This policy has proved very effective in getting people to bring their own cloth or recycled bags when they shop.

CLOSE READ**Use Text Evidence to Explain Concepts**

Highlight details that help you explain how the Wijsen sisters had an effect.

First Read**Respond**

THINK ALOUD Melati and Isabel's effort made a difference. How can we be creative in solving a problem in our own community?

Have students discuss this question in small groups.

Close Read**Use Text Evidence to Explain Concepts**

Guide students to read **paragraphs 28 and 29**, then highlight evidence that explains positive results of the Wijsens' efforts. **See student page for possible responses.**

Ask students to cite evidence that explains how a change in public policy can change people's behavior.

Possible response: The policy of charging a fee for plastic bags "proved very effective in getting people to bring their own" non-disposable or reusable bags.

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.



593

CROSS-CURRICULAR PERSPECTIVES**Science**

Have students focus on the reference to Jane Goodall in paragraph 28. Ask if anyone has heard of Goodall and knows what she is famous for. (She is a primatologist and renowned expert on chimpanzees.) Explain that she placed herself for years among a community of wild chimpanzees in Tanzania and that her studies produced insights into human and primate behavior. With her fame, she has lent her voice to support conservation, the protection of wildlife, and other environmental initiatives.

First Read

Generate Questions

THINK ALOUD The sisters are making a book for elementary school students. We can ask questions about it, such as “How much progress have they made? What is the status of the book?”

Have groups write questions about the Wijssen sisters’ book, then narrow their focus and make a plan to research and answer one question.

Close Read

Use Text Evidence to Explain Concepts

Direct students to scan **paragraph 31** and highlight details describing other people's and groups' attempts to solve the problem the Wijssen sisters identified. **See student page for possible responses.**

DOK 2

OBJECTIVE

Make inferences and use evidence to support understanding.

CLOSE READ

Use Text Evidence to Explain Concepts

Highlight additional details that you could use to explain effects of what the Wijssen sisters started.

30 The sisters are now focused on creating an educational book for elementary school students. It will be filled with information about pollution, waste management, and alternatives to plastic bags and other plastic products. Melati noted, “Change doesn’t happen if no one is educated.”

31 Many other individuals and organizations are now taking action too. For example, groups of surfers and companies that sell surfing equipment have organized regular beach-cleanup days on Bali. In one recent event, they cleaned up more than 1 million pounds of trash from Bali’s Kuta, Legian, Semanak, Jimbaran, and Kedonganan beaches. Other organizations, such as the nonprofit group Bali Fokus, are sharing the message “Free Bali from plastic.” They’re encouraging both residents and tourists to find alternatives to waste products. Bali Fokus and other local organizations are also working to develop better waste management facilities for the island.

Individuals can join together and work to make a positive change in the environment.



594



Possible Teaching Point

Read Like a Writer | Concept

Public Message Point out Bali Fokus’s slogan in paragraph 31: “Free Bali from plastic.” Have students consider local issues they might address through a call to action. Then encourage them to create the **concept**: a simple, brief slogan that rallies people to their cause and forms the headline of posters or fliers. Explain that a web page could also communicate the public message through their slogan (concept) and a brief paragraph (supporting details).



32 Bali's future depends on the work of these individuals and groups. It also depends on the cooperation of Bali's residents and its visitors. Environmentalists now urge tourists to plan ahead to make their visit as eco-friendly as possible. Before booking a room, for example, tourists should check to make sure their hotel follows proper waste-management procedures. Because foreigners shouldn't drink local water (which might make them sick), they should also check to see whether hotels have dispensers for boiled water, which is safe to drink. That way they can avoid buying bottle after bottle of water from the local stores.

33 Every choice and every change, small or large—from refusing a plastic drinking straw to building a new waste-treatment facility—can help make Bali a cleaner place to visit and to live. If everyone works together, one day the island may again become a real-life paradise.



595

CLOSE READ

Compare
and Contrast
Accounts

Underline the author's main point in the text.

First Read

Connect

THINK ALOUD How does the idea of Bali's environmental groups, citizens, and tourists working together relate to other texts you have read?

Possible response: In the infographic "The Trouble with Trash" I read about individuals and their local governments working together to write laws that will keep communities and oceans safe.

Close Read

Compare and Contrast
Accounts

Point out to students that authors of informational and argumentative texts build their central concept around their purpose and that the concept is often stated at or near the beginning or end of a text. Then have them scan **paragraphs 32 and 33** for the central concept. **See student page for possible responses.**

DOK 2

OBJECTIVE

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

Possible Teaching Point



Read Like a Writer | Author's Craft

Text Structure Reinforce that writers of articles and essays often place their central concepts near the beginning and end of a text. Have students look back at the last sentence in paragraph 3. Remind them that they identified this as the article's concept or main topic. Ask: **How does the last sentence relate to the concept stated near the beginning and advance the author's purpose?** (Possible response: It offers a solution to the problem explained in the earlier sentence, a solution that the author supports.)

Introduce the Texts



Trashing Paradise

Compare Texts

Before students view “Bye Bye Plastic Bags on Bali,” tell them that afterwards, they will use evidence from the video to explain a concept.

Access the video on SavvasRealize.com.



Bye Bye Plastic Bags on Bali

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.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

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

Recognize characteristics and structures of digital texts.

Preview Vocabulary

- Introduce the vocabulary word on p. 596 of the *Student Interactive* and define it as needed.
initiative: an act, process, or program that starts something
- This word will help you understand a central concept in “Bye Bye Plastic Bags on Bali.” As you watch the video, listen for the word and see if you can determine its meaning through spoken or visual context.

View and Compare



Discuss the First Read Strategies. Prompt students to establish that the purpose for viewing this selection is to learn how two young sisters took action to help solve a problem caused by disposable plastics.

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.

FIRST READ STRATEGIES

NOTICE Direct students to think about how editing effects (how video images are put together), sounds and music, and spoken words and performance contribute to the video’s message.

GENERATE QUESTIONS Encourage students to think of questions they’d like to research and ones they’d like to ask of the Wijnsens.

CONNECT Remind students to connect what they see and hear in the video to what they have read in other texts this week.

RESPOND Guide students to consider how they would make their video visually and aurally interesting.

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

ELL Targeted Support Word Web Tell students that creating a word web can help them build their vocabulary. Display a word web on the board with *initiative* at the center. Have student volunteers share words, concepts, and details related to *initiative*, and add them to the word web.

Ask student pairs to use the word web to describe what it means to “take initiative” in their own words. Then write a sentence using the word *initiative*. **EMERGING/DEVELOPING**

Close Read

Compare and Contrast Accounts Encourage students to consider the Wijsen sisters’ purpose for creating the video. Have students return to the text *Trashing Paradise* to find details to compare and contrast with the information presented in the video. Finally, have students determine whether the video is a firsthand or secondhand account.

Possible responses: The Wijsen sisters created the video to share the steps they took to creating an effective organization to reduce pollution. They want to inspire other kids to take real steps to make the world a better place. *Trashing Paradise* goes into detail explaining the problem of plastic bags on Bali that the Wijsens are helping to solve. The video is a firsthand account because the Wijsens are telling their own story.

STUDENT INTERACTIVE, pp. 596–597



Meet the Author



Melati and Isabel Wijsen were only ten and thirteen years old when they launched their campaign to ban plastic bags in Bali. “Don’t ever let anyone tell you that you’re too young.” Melati tells others who want to make a difference with their actions.



Genre Video

Bye Bye Plastic Bags on Bali

by Melati and Isabel Wijsen

initiative

BACKGROUND

Melati and Isabel Wijsen asked themselves how they could make a positive impact on the world. They identified a problem and proposed a solution. In 2013, these sisters launched a successful campaign to propose and pass a law banning plastic bags on Bali. This video helped the Wijsens become known internationally as founders of a global activism initiative. See SavvasRealize.com to access the link to the video.

Notice

Is the video a firsthand or a secondhand account? How do you know?

Generate Questions

during and after viewing to deepen your understanding of the topic.

Connect

facts and examples in this video to what you learned from *Trashing Paradise*.

First Read

Respond

by planning a video of your own in which you address questions to Melati and Isabel Wijsen.

CLOSE READ

Compare and Contrast Accounts

Identify why the speakers created this video. How is this account similar to and different from *Trashing Paradise*? Is the video a firsthand or secondhand account?

initiative an act, process, or program that starts something

AUDIO

Respond and Analyze

Compare Texts



- *Trashing Paradise*
- *“Bye Bye Plastic Bags on Bali”*

OBJECTIVES

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

Use text evidence to support an appropriate response.

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

Respond using newly acquired vocabulary as appropriate.

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

My View

Ask: What information surprised you? Would you recommend the article or the video to someone else? Why or why not?

- **Brainstorm** How can the lessons we learned from Bali’s plastic trash problem be applied to our community, and perhaps to other places in the world?
- **Discuss** How did the information in the article affect your viewing of the video?

Develop Vocabulary

Minilesson

FOCUS ON STRATEGIES Tell students that authors of informational text use words that relate to the subject of their topic. The words *marred*, *disposable*, and *toxic* closely relate to environmental issues.

- Ask yourself, *What is the meaning of this word?*
- Ask yourself, *How does this word relate to the topic?*

MODEL AND PRACTICE Complete the activity on p. 598.

- Point out that *marred* comes from paragraph 3, in which the author asks readers to picture a different Bali, no longer a paradise.
- Explain that the word, which means “damaged” or “made ugly,” describes the negative changes to Bali, which is the concept of the text.

ELL Targeted Support Vocabulary Explain that the vocabulary words can be helpful in describing environmental issues and actions.

Have students pronounce the vocabulary words. Then invite pairs to write two to three sentences about the Wijzen sisters. Instruct them to use three vocabulary words in their work. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use the strategies for developing vocabulary.

OPTION 1 MyTURN Guide students to include three vocabulary words in the sentences they use to answer the question on p. 598 of the *Student Interactive*.

OPTION 2 Use Independent Text Have students find and list unfamiliar words from their independent reading texts. Have them look for context clues to determine each word's meaning and use a dictionary to confirm definitions.

QUICK CHECK

Notice and Assess Can students identify how the vocabulary words relate to the topic of the informational text and video?

Decide

- **If students struggle**, revisit instruction for developing vocabulary in Small Group on p. T302.
- **If students show understanding**, extend instruction for developing vocabulary in Small Group on p. T303.

Check for Understanding MyTURN Have students complete p. 599 of the *Student Interactive*.

STUDENT INTERACTIVE, pp. 598–599



VOCABULARY

Develop Vocabulary

In informational text, authors choose words to affect how readers interpret, or think about, facts. Words have dictionary definitions that are called **denotations**. Words also have **connotations**. These are feelings that readers have when they see the words.

Connotations depend on readers' experiences. A word may have a positive connotation for some readers and a negative connotation for other readers.

MyTURN Read each word in context and its denotation. Write whether the word's connotation is negative, neutral, or positive. Then answer the question.

Possible responses:

Word in Context	Word in Context	Word in Context
Now picture another version of Bali. This one is marred by trash.	It came in the form of disposable plastic containers.	Burning plastic releases toxic chemicals called dioxins into the air.
Denotation	Denotation	Denotation
damaged, made ugly, marked	single-use, designed to be thrown away	poisonous
Connotation	Connotation	Connotation
negative	neutral, positive, negative	negative

Question:

How do the three connotations affect your interpretation of plastic containers?

Possible response: The three connotations cause me to think that plastic containers are bad. However, I can understand why people would use plastic containers for the convenience of being able to throw them away.

598

COMPREHENSION

READING WORKSHOP

Check for Understanding

MyTURN Look back at the texts to answer the questions.

- DOK 2** What characteristics do the informational text *Trashing Paradise* and the digital text "Bye Bye Plastic Bags on Bali" share?
Possible response: They both explain a problem and its causes. They both include information about a project to solve the problem.
- DOK 2** How did tourists and residents make Bali less inviting than it once was? Give examples from the texts to support your answer.
Possible response: Residents followed their old habits when they started using plastic bags. They threw trash on the ground, but no one picked it up. Tourists used many plastic items and did not feel responsible for keeping the island clean.
- DOK 3** Why should people around the world learn about the trash problem in Bali and about the Wijesen sisters? Use at least one quotation from a text to support your answer.
Possible response: The video says, "People have said NO to plastic bags before." Learning about Bali and the Wijesen sisters can help people use Bali's solutions to solve or prevent problems where they live.
- DOK 3** If you were in charge of communicating facts about a new, convenient way to dispose of trash, would you create a written informational text or a digital text? Explain your choice, using an example from each text to support your answer.
Possible response: I would create a digital text. People would remember the information because I would use a combination of photos, speech, and written signs as in "Bye Bye Plastic Bags on Bali." My speech and written signs would include facts about trash disposal, like "It never goes away entirely" from *Trashing Paradise*.

599

Word Study Word Parts *sub-*, *inter-*, *fore-*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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

LESSON 2

Apply Word Parts *sub-*, *inter-*, *fore-*

APPLY MyTURN Direct students to complete the activity on p. 604 of the *Student Interactive*.

foreground

subway

intercommunication

subgroup

forethought

Then have students write sentences that use words with prefixes *sub-*, *inter-*, and *fore-*.



STUDENT INTERACTIVE, p. 604



WORD STUDY

Word Parts *sub-*, *inter-*, *fore-*

The Greek and Latin word parts *sub-*, *inter-*, and *fore-* often give clues to a word's meaning. For example,

- **sub-** means "under," "near," or "part of"
In *subzero*, which means "under zero," the word part is added to *zero*.
- **inter-** means "between"
In *interchange*, which means "to exchange," the word part is added to *change*.
- **fore-** means "before" or "in front of"
In *forewarn*, which means "warn people before something happens," the word part is added to *warn*.

My TURN Use your knowledge of word parts as a clue to each word's meaning. Write your definitions on each line. Then use a print or digital dictionary to check your definitions.

Possible responses:

Word	Definition
foreground	an area in front of another area
subway	a way underneath the surface
intercommunication	a way to communicate between two groups
subgroup	a group that is part of a larger group
forethought	a thought that comes before something

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604



LESSON 2

Apply Word Parts
sub-, *inter-*, *fore-*

LESSON 1

Teach Word Parts
sub-, *inter-*, *fore-*

FLEXIBLE OPTION
LESSON 3

More Practice

FLEXIBLE OPTION
LESSON 4

Spiral Review:
Prefixes *dis-*, *over-*,
non-, *under-*

FLEXIBLE OPTION
LESSON 5

Assess
Understanding

Use the  **QUICK CHECK** on p. T299 to determine small group instruction.

Teacher-Led Options

Strategy Group



DEVELOP VOCABULARY

Teaching Point Authors carefully choose certain words to advance a purpose and bring clarity and power to a topic. Understanding these words will help you grasp the author's intentions and unlock meaning. Have students look back at *Trashing Paradise* and “Bye Bye Plastic Bags on Bali” to see or hear how the authors use specific words to lend force to their topic and message.

ELL Targeted Support

Have students rewatch the video and listen carefully.

Have student pairs work together to transcribe words they heard and understood, then use a print or online dictionary to confirm their understanding. **EMERGING**

Help students make a list of spoken words they did not understand. Direct students to use print or online dictionaries to enhance their understanding of words. **DEVELOPING**

Have students make a list of spoken words they did not understand and select an appropriate form of linguistic support to enhance their understanding. Offer options: ELL dictionary, English dictionary, or thesaurus. **EXPANDING**

Have students identify spoken words they may have misheard or misunderstood, then look them up in a glossary or dictionary. **BRIDGING**



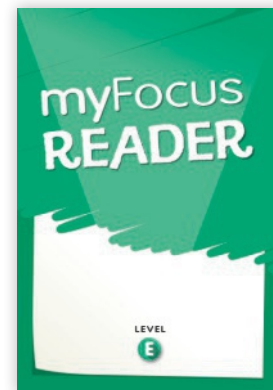
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Read pp. 62–63 in the *myFocus Reader* with students. Use the teaching support online at SavvasRealize.com to provide additional insight on how informational media can explain interesting events. Provide instructional support for comprehension and Word Study—Word Parts *sub-*, *inter-*, *fore-* and Academic Vocabulary.



Fluency

Assess 2–4 students



PROSODY

Have students choose a short passage from the text or a leveled reader. Ask pairs to take turns reading the passage with appropriate phrasing. Explain that fluent readers group words and phrases in a way that makes sense and that listeners can understand. If needed, model reading with appropriate phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Finally, record each student's performance. Track students' progress using the *Fluency Progress Chart*.

Conferring

3 students / 3–4 minutes per conference

DEVELOP VOCABULARY

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

Possible Conference Prompts

- What specific word did the author use to describe an important, detail, event, or idea?
- Why do you think the author chose that word?
- What helped you understand the word?

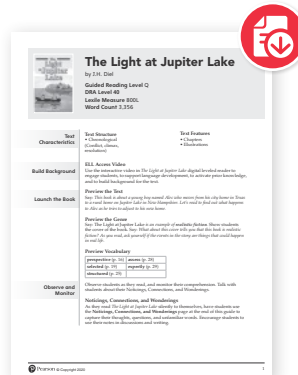
Possible Teaching Point Readers notice and understand words authors use to describe the concept and details in informational texts. They might pause and think, “Why did the author choose this word?”

Leveled Readers



DEVELOP VOCABULARY

- For suggested titles, see “Matching Texts to Learning,” pp. T276–T277.
- For instructional support on how to develop vocabulary, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share some new vocabulary words they learned from their reading, what the words mean, and why the author may have chosen those words.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to one of the selections or the *myFocus Reader* text.
- read a trade book or their Book Club text.
- partner-read a text.

Centers



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

Literacy Activities



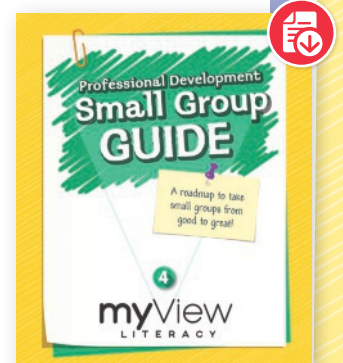
Students can

- complete the graphic organizer on *Student Interactive* p. 598.
- work with a partner to discuss and answer the questions on p. 599.
- play the *myView* games.
- take turns reading a passage fluently.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Encourage students to take notes and write questions to support understanding.

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



Compare and Contrast Accounts

Compare Texts



- *Trashing Paradise*
- *“Bye Bye Plastic Bags on Bali”*

OBJECTIVES

Evaluate details read to determine key ideas.

Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to explain events. Give students sentence starters, such as

- *People are often amazed at the amount of trash we . . .*
- *The consequences of using too much disposable plastic are . . .*

Minilesson

FOCUS ON STRATEGIES Readers compare and contrast ideas and details from two texts on the same topic to better understand both the topic and the texts.

- Identify how the types of details in the texts are similar and different.
- Consider how each author presents information about the topic.
- Look for pronouns that show the author’s point of view. A firsthand account will likely use first-person pronouns, such as *I*, *we*, and *our*. A secondhand account will likely use third-person pronouns, such as *it*, *they*, and *their*.

MODEL AND PRACTICE Use the Close Read note on p. 584 of the *Student Interactive* to model how to compare and contrast accounts.

- *I am looking for details in the text that explain how plastic is different from other materials. I see in the last lines that it can take hundreds or thousands of years for plastic to breakdown. Isabel and Melati Wijsen do not go into this much detail about plastic, but this detail does help me understand why plastic bags on Bali are such a big problem. The text helped me better understand the information in the video.*
- Have students use this strategy to complete the other close read notes to compare and contrast the accounts.

ELL Targeted Support Text Evidence Tell students that finding text evidence about causes and effects will help them compare and contrast accounts on the same topic.

Help students identify two details that explain why there is so much plastic trash on Bali. Display a two-column Cause-Effect chart. Write the effect (“too much plastic trash on Bali”) in the right-hand column and the two causes they find in the left-hand column. Encourage them to use details from both texts. **EMERGING/DEVELOPING**



EXPERT’S VIEW Sharon Vaughn, University of Texas at Austin

“Instructional feedback is as important as instruction, but what should feedback look like? It doesn’t just mean telling the student, “Good job!” Feedback means asking questions about what students are learning from text and asking them to demonstrate how the text supports their response. Good feedback is asking students to engage in purposeful activities through oral expression or in writing.”

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



FORMATIVE ASSESSMENT OPTIONS

Apply

Instruct students to use these strategies for comparing and contrasting accounts.

OPTION 1 MyTURN Have students annotate the text using the other Close Read notes for Compare and Contrast Accounts, and then use text evidence from their annotations to complete the chart on p. 600.

OPTION 2 Use Independent Text Have students use sticky notes to mark places where they identify specific details to compare and contrast in texts on the same topic. Direct them to identify on the sticky notes how the details are similar and different.

QUICK CHECK

Notice and Assess Can students use text evidence to compare and contrast accounts?

Decide

- **If students struggle**, revisit instruction about comparing and contrasting accounts in Small Group on p. T310.
- **If students show understanding**, extend instruction on comparing and contrasting accounts in Small Group on p. T311.

STUDENT INTERACTIVE, p. 600



CLOSE READ

Compare and Contrast Accounts

To compare and contrast two accounts of the same topic or event, readers tell how the texts are similar and different. Readers also determine whether each text is a firsthand or secondhand account. A firsthand account is told by someone who has experienced the event. A secondhand account is told by someone who knows about the event but was not there at the time.

1. **MyTURN** Go to the Close Read notes in *Trashing Paradise* and “Bye Bye Plastic Bags on Bali.” Underline and note details that show how the texts approach the topic.
2. **Text Evidence** Use your underlined text to compare and contrast the accounts of the topic in the chart.

Possible responses:

<i>Trashing Paradise</i>	Both Texts	“Bye Bye Plastic Bags on Bali”
<p>Tells about why plastic bags are turning Bali “into an environmental nightmare.”</p> <p>Provides details about why plastic bags do not biodegrade and should not be burned.</p> <p>Is a secondhand account that analyzes many aspects of the plastic bag problem on Bali.</p>	<p>Argue that plastic bag pollution on Bali is a major problem.</p>	<p>Calls Bali a “paradise lost” and an “island of garbage.”</p> <p>Explains that bags are burned or else pollute the ocean.</p> <p>Is a firsthand account of how the Wijzen sisters created a plan to reduce plastic bag pollution on their island by providing reusable bags and banning plastic bags.</p>

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Read Like a Writer

OBJECTIVES

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

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

Analyze Author's Purpose

Minilesson

FOCUS ON STRATEGIES Authors write for a reason: they may want to inform readers about a topic, persuade them to a point of view, entertain with humor or imagery, or express ideas and feelings. Authors select words carefully to achieve this purpose, and they can have more than one purpose in a single text.

- Identify the message in a text, paying attention to details and to the tone of the author's language.
- Ask yourself what purpose the author's language supports. For example, is the author using facts or making judgments? Is the language neutral or expressive in tone?

MODEL AND PRACTICE Model analyzing the author's purpose by directing students to the model example on p. 605 of the *Student Interactive*. Have students follow along as you complete the steps.

First, identify the details from the text. In the first two sentences, the author explains how plastic bags are made. The next two sentences describe a problem with this process. What purpose does this language support? Does it inform, persuade, entertain, or express feeling? After reading the text, we know more about the topic because the author uses facts and details. The passage's purpose is to inform readers about plastic bags as a product and as a problem.

ELL Targeted Support Identify Author's Purpose Use the following activities to help students identify author's purpose.

Write *inform*, *persuade*, *entertain*, and *express feeling* on the board. Point out that these are reasons why an author will write. Have students look up each word in the dictionary in order to understand what each purpose means. **EMERGING**

Use the above activity, then ask students to work in pairs to write a sentence for each purpose—one that informs, one that persuades, etc. **DEVELOPING**



ASSESS UNDERSTANDING

Apply

MyTURN Direct students to go back to *Trashing Paradise* and annotate where the author is being informative and where the author expresses a feeling. Then have students complete the activity on p. 605.

STUDENT INTERACTIVE, p. 605



ANALYZE AUTHOR'S CRAFT

READING-WRITING BRIDGE

Read Like a Writer

The **author's purpose** is the reason an author has for writing. An author may select literal, or plain and exact, language to achieve his or her purpose. The purpose may be to entertain, to inform, to persuade, or to express ideas and feelings. In a single text, the author may have more than one purpose.

Model!

Read this text from *Trashing Paradise*.

To make plastic bags, polyurethane is formed into pellets. Then the pellets are melted into a thin film. Machines cut the film into bags. **The problem is** that all plastics are different from anything that occurs in nature. That means nature doesn't have an easy way to break them down.

author's language

- 1. Identify** Rukhsana Khan uses literal language to explain how plastic bags are made. Then she calls attention to a problem.
- 2. Question** What purpose does her language suggest?
- 3. Conclude** The primary purpose is to inform because facts and details are used.



Reread paragraph 21 of *Trashing Paradise*.

MyTURN Follow the steps to analyze the passage. Explain the author's purpose based on her choice of words.

- 1. Identify** Rukhsana Khan uses literal language to explain
Possible response: how the seasons in Bali affect where the island's trash goes.
- 2. Question** What purpose does Rukhsana Khan's language suggest?
- 3. Conclude** Her language suggests **Possible response: that she wants to inform readers because she uses literal language to explain events.**

Word Study

Word Parts *sub-*, *inter-*, *fore-*

OBJECTIVES

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

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

FLEXIBLE OPTION 

LESSON 3


More Practice

FOCUS ON STRATEGIES Remind students that word parts give us a clue to a word's meaning.

MODEL AND PRACTICE Knowing that *fore* means “before” or “in front of” gives us a head start in defining words. *Forethought* is a thought that comes before something, and *forehead* is the front part of the head. Have students define and discuss *international* and *interception*.



APPLY Have students complete *Word Study* p. 181 from the *Resource Download Center*.



Name _____

Word Study

Word Parts *sub-*, *inter-*, *fore-*
Greek and Latin word parts can give clues to a word's meaning.

- *fore-* means "before" or "in front of"
- *inter-* means "between"
- *sub-* means "under," "below," "near," or "part of"

WRITING Write a simple definition for each word below based on your knowledge of Greek and Latin word parts. Confirm your definitions in a dictionary. Possible responses:

1. substandard below the usual standard
2. submarine under the ocean
3. forerunner something that comes before something else
4. foresee to see beforehand
5. foreshadow to indicate beforehand
6. interfere to disrupt or get in the way
7. interdict to prohibit or stop
8. intermix to mix two or more things together
9. subsidiary a secondary part
10. subcontract to contract a part of a project

TURN PARTNERS Pair with a partner. Take turns reading aloud each word above and then using it in an original sentence.

Grade 4, Unit 5, Week 5
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181

Word Study, p. 181



FLEXIBLE OPTION ←
LESSON 3

More Practice


LESSON 1

Teach Word Parts
sub-, *inter-*, *fore-*

LESSON 2

Apply Word Parts
sub-, *inter-*, *fore-*

FLEXIBLE OPTION ←
LESSON 4

 **Spiral Review:**
Prefixes *dis-*, *over-*,
non-, *under-*

FLEXIBLE OPTION ←
LESSON 5

Assess Understanding

Use the  **QUICK CHECK** on p. T305 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE AND CONTRAST ACCOUNTS

Teaching Point When you can compare and contrast details in two texts on the same topic, you will better understand both texts as well as the overall topic. Help students compare and contrast the accounts provided in *Trashing Paradise* and “Bye Bye Plastic Bags on Bali.”

ELL Targeted Support

If possible, pair ELLs with native speakers to discuss visuals and find text evidence.

Work with students to review their annotations. Provide sentence frames for students to tell you about their notes, such as *I underlined ___ in paragraph ___. This helps me explain these details in the video: _____. How are ___ and _____ related?* **EMERGING/DEVELOPING**

Have students work in pairs or small groups to discuss their annotations. Help students ask and answer questions as they compare and contrast the texts. *When I reread the text, I _____. Why did you underline ___? How did that detail in the text relate to the video?* **EXPANDING/BRIDGING**



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

Intervention Activity



COMPARE AND CONTRAST ACCOUNTS

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher’s Guide* for instruction on comparing and contrasting two texts on the same topic.

LEVEL E • READ

Lesson 33 Explain Ideas from Text

DIRECTIONS Read the following texts. Think about how ideas are explained in each text.

Thomas Edison

1 Thomas Edison is probably the most famous inventor who ever lived. He was the holder of more than 1,000 patents, including an electric light bulb, and the phonograph—a way of recording and storing sound. Today, one of the greatest compliments you can give an inventor is to call him or her “another Edison.”

2 Thomas Alva Edison was born in Ohio in 1847, but he grew up mostly in Michigan. Though he was always curious about how things worked, especially machines, he did not do well in school. He was easily distracted. His teachers considered him hard to work with. His mother disagreed. She taught him at home, where he read one book after another. Young Edison wanted to soak up all the knowledge he could.

3 Edison began inventing things in 1868, while he was working as a telegraph operator. Eventually, Edison quit his job to become an inventor full-time. He moved to New Jersey and opened up his own laboratory. He soon became known for his creativity and his hard work. Edison spent hours trying different ways of inventing new devices and machines. What if he turned the wire to the side? Suppose he made the hole at the end a little bigger? Sometimes it took hundreds of tries before he was satisfied.

4 Besides being an inventor, Edison was also good at promoting his inventions. He was able to sell his inventions for considerable amounts of money. For example, he earned \$40,000 for his first invention at a time when things cost much less than they do today. Edison died in 1931, famous for his promotional skills but mostly famous for being an inventor.

Making a Light Bulb

1 Light bulbs are small and not at all heavy. They look simple to make. A little glass, a little metal—that’s about it. Making a light bulb sounds easy, but manufacturing a light bulb is a long and complicated process.

2 First, filaments need to be made. Filaments are thin wires inside the bulb that actually light up. They are made out of tungsten, a metal that can heat up without burning.

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Fluency

Assess 2–4 students



PROSODY

Have partners practice reading a brief passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Track students’ progress using the *Fluency Progress Chart*.

Conferring

3 students / 3–4 minutes per conference

COMPARE AND CONTRAST ACCOUNTS

Talk About Independent Reading Ask students to look back at their sticky notes in their books and share what they learned about comparing and contrasting accounts.

Possible Conference Prompts

- What important events do the texts relate?
- What details are similar and different in the accounts?
- Are the texts firsthand or secondhand accounts?

Possible Teaching Point Readers and viewers of informational media on the same topic note important similarities and differences in the details presented. They may pause and think, “What can one text help me understand about the other text?”

Leveled Readers



COMPARE AND CONTRAST ACCOUNTS

- For suggested titles, see “Matching Texts to Learning,” pp. T276–T277.
- For instructional support on how to compare and contrast accounts, 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 ideas about comparing and contrasting accounts that they learned from their reading and viewing. As a class, discuss how details in the texts help them better understand the entire topic.

Independent/Collaborative

Independent Reading



Students can

- review or listen to *Trashing Paradise*.
- read a trade book or their Book Club text.
- partner-read a text; ask each other questions.

Centers



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

Literacy Activities



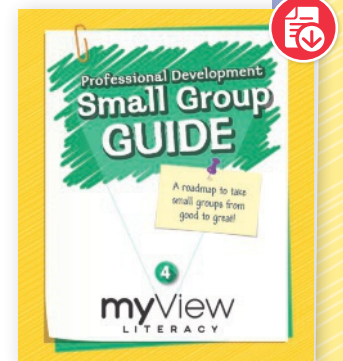
Students can

- complete the graphic organizer on p. 600.
- work with a partner to discuss and answer the questions on p. 601.
- play the *myView* games.
- take turns with a partner reading with appropriate phrasing.

SUPPORT INDEPENDENT READING

Students will need to practice independent reading throughout the unit. Remind students to reread to check their understanding as necessary.

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



Use Text Evidence to Explain Concepts

Compare Texts



- *Trashing Paradise*
- “Bye Bye Plastic Bags on Bali”

OBJECTIVES

Make inferences and use evidence to support understanding.

Evaluate details read to determine key ideas.

Use text evidence to support an appropriate response.

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words by having them restate vocabulary words in responses to questions about text details.

- Have can the actions you take help preserve nature and wildlife habitats?
- How can reading a product label contribute to an environmental cause?
- What consequences can the overuse of disposable plastic bring about?

Minilesson

FOCUS ON STRATEGIES Constructive readers use text evidence to explain important concepts in informational media. They read or view the details about events and their causes to understand the main topic. To use text evidence to explain concepts, ask yourself these questions as you read:

- What concept—event, condition, or state of things—does the text tell about?
- What causes brought about this event or condition?
- What details clarify this central concept?

MODEL AND PRACTICE Use the Close Read note on p. 585 of the *Student Interactive* to model how to use text evidence to explain concepts.

- I read in paragraph 8 that the problem of plastic trash is worse on Bali than it is in many other places.
- I read in paragraph 10 that people in Bali have a habit of dropping things on the ground because for a long time, before plastic came, they used things that rotted away.
- Then I read “A dropped plastic container won’t.” This is the key evidence about the danger of this habit of dropping things to the ground.

ELL Targeted Support Identify Text Evidence Tell students that recognizing useful text evidence will help them understand concepts.

Have student pairs reread paragraphs 8–11 on p. 585. Ask them to identify text evidence that explains the central concept that disposable plastic has caused great harm to the natural environment of Bali. Then have them illustrate the evidence. **EMERGING/DEVELOPING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students apply these strategies for using text evidence to explain concepts.

OPTION 1 MyTURN Have students revisit and apply the text evidence from their annotations for the Close Read notes to complete the chart on p. 601.

OPTION 2 Use Independent Text Have students use sticky notes to mark places in the text where they find evidence that helps them explain an important concept.

QUICK CHECK

Notice and Assess Can students use text evidence to explain a concept as they read or view informational media?

Decide

- **If students struggle**, revisit instruction for recognizing useful text evidence in Small Group on p. T318.
- **If students show understanding**, extend instruction for recognizing useful text evidence in Small Group on p. T319.

STUDENT INTERACTIVE, p. 601



CLOSE READ

READING WORKSHOP

Use Text Evidence to Explain Concepts

To explain concepts in a text, readers use specific details, facts, and examples to clarify and relate to abstract ideas.

1. **MyTURN** Go back to the Close Read notes and highlight ideas that help explain concepts.
2. **Text Evidence** Sort your highlighted text evidence into the correct category. Then use text evidence to explain one concept to a partner.

Concept: Problems
with Plastic

Garbage, particularly plastic waste, is turning Bali into an “environmental nightmare.”

“In fact, it can take hundreds or thousands of years for plastic to biodegrade.” Some plastic never breaks down.

Burning plastic is not safe.

Plastic is dangerous to animals.

“All this garbage is bad for Bali’s tourism business,” a big part of Bali’s economy.

Concept: Responding
to Problems

The Wijsen sisters took action because the government wasn’t doing anything, and the sisters were appalled by the trash.

Bali’s future depends on cooperation between residents and visitors, with everyone working together.

Write for a Reader

OBJECTIVES

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

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

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

Develop Author's Purpose

Minilesson

FOCUS ON STRATEGIES Writers know the importance of selecting literal, or nonfigurative, language to reveal a specific purpose or message to their readers. Every author writes for a particular reason, and his or her words support this purpose. Think about the language elements, such as tone and word choice, that help an author communicate purpose.

MODEL AND PRACTICE Model how students might establish a purpose in their own writing.

1. Identify a topic to write about, such as recycling. *What purpose could we have for writing about this topic?* (inform, entertain, persuade) *If we want to inform readers, what does the writing need to include?* (facts and details) *If we want to persuade, what do we need to include?* (Possible responses: straightforward, literal language; a stance, facts that we interpret to support an argument)
2. *Imagine we want to persuade readers to recycle more. What language elements should we include to suggest what our purpose is? Make a list of items or phrases that will persuade someone to recycle.* (Possible responses: reusing resources is better for the environment, there is more waste than we can process properly and recycling redirects items away from being waste, etc.)
3. Together as a class, draft a brief paragraph introducing the topic and using literal language that supports the purpose of the paragraph.

ELL Targeted Support Author's Purpose Have students consider ways to persuade a reader.

Have pairs create a pamphlet that persuades readers to visit their school. Instruct them to draw five pictures that represent facts about and benefits of attending their school. Help students write brief captions that describe the pictures. **EMERGING/DEVELOPING**

Have students work independently to write a paragraph about a place they like and persuade someone to visit there. Then have them present to a partner. **EXPANDING/BRIDGING**



ASSESS UNDERSTANDING

Apply

MyTURN Have students refer to the texts for examples of language that helps an author convey a message. Then guide students to complete the activity on p. 606 of the *Student Interactive*.

Writing Workshop

Have students identify what language elements support their purpose in their writing from the Writing Workshop. During conferences, support students' writing by helping them find opportunities to match language with purpose in their writing.

STUDENT INTERACTIVE, p. 606



DEVELOP AUTHOR'S CRAFT

Write for a Reader

On her Web site, Rukhsana Khan says, "My stories have all depended on what demanded to be written at the time I was writing them." Authors write for a purpose, and they choose their words to achieve their purpose.

MyTURN Think about how Rukhsana Khan's use of literal language suggests her purpose for writing *Trashing Paradise*. Now think about how you can use literal language to communicate your own purpose for writing.

What do I need to say?



1. Imagine that you want to inform readers that the school's water will be turned off for an hour so that a broken pipe can be repaired. What words could you use to clearly communicate your purpose?

Possible responses: Be prepared, plan ahead, waterless hour, upcoming repairs

2. Write an announcement for your classmates about an upcoming one-hour period without water. Use literal language to reveal your purpose.

Possible response: Plan ahead! From 1:00 to 2:00 P.M. tomorrow, the school needs to turn off its water supply to make some repairs. Be prepared to go without water in the classrooms, restrooms, gym, lunchroom, and hallways during that time. If you need water, get it before 1:00 P.M. tomorrow. The water will be turned back on as soon as repairs are finished.

Word Study Spiral Review

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.



FLEXIBLE OPTION 

LESSON 4



Spiral Review: Prefixes *dis-*, *over-*, *non-*, *under-*

FOCUS ON STRATEGIES Review the strategies from the previous week about prefixes *dis-*, *over-*, *non-*, and *under-*.

MODEL AND PRACTICE Call on students to help you write a word using each of the prefixes, and then ask for definitions of the words. Discuss how knowing the meaning of the prefix helps with defining the words.

APPLY Have students pair up or work independently to define each prefix and make a list of three words for each one. Challenge them to think of less common examples. Have students compare lists with each other and write two sentences using the two least common words from the lists.



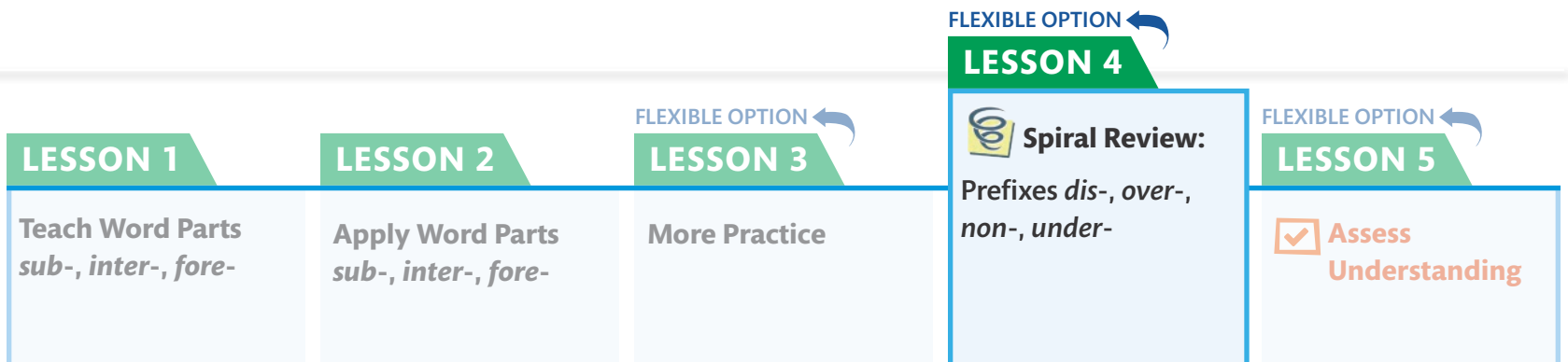
ELL Targeted Support

Prefixes Tell students that understanding how prefixes affect the meaning of a word can help them improve their language skills.

Write *over-* and *under-* on the board and ask students to draw a representation of these prefixes. **EMERGING**

Start with the above activity and then ask students to work in small groups using the prefixes *over-* and *under-* to create new words. **DEVELOPING**

Ask students to generate new word lists using other prefixes, such as *dis-* and *non-*. **EXPANDING**



Use the  **QUICK CHECK** on p. T313 to determine small group instruction.

Teacher-Led Options

Strategy Group



USE TEXT EVIDENCE TO EXPLAIN CONCEPTS

Teaching Point Events are things that happen. Concepts are key ideas, or central messages. Use details, facts, and examples to explain the important idea of a text. Guide students to explain concepts in *Trashing Paradise* and “Bye Bye Plastic Bags on Bali.”

ELL Targeted Support

Review key concepts addressed in the texts. Work with students to base explanations on text evidence.

Tell students that a summary includes a text’s main idea. Display the titles of the selections. Call on student volunteers to restate important concepts from the texts. Write the concepts in a bulleted list below the titles. **EMERGING**

Have student pairs work together to create bulleted lists of important concepts from both texts. Instruct them to cite page numbers to help locate the concepts in the texts. **DEVELOPING**

Have students complete the above activity. Then have them share several concepts from their lists with the whole group. Encourage students to use complete sentences as they explain their choices. Provide sentence frames such as, *___ is an important concept. Readers need to know ___ about this concept.* Guide students to use text evidence in their explanations. **EXPANDING**



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

Intervention Activity



USE TEXT EVIDENCE TO EXPLAIN CONCEPTS

Use Lesson 33, pp. T215–T220, in the *myFocus Intervention Teacher’s Guide* for instruction on using text evidence to explain concepts.

LEVEL E • READ

Lesson 33 Explain Ideas from Text

DIRECTIONS Read the following texts. Think about how ideas are explained in each text.

Thomas Edison

1 Thomas Edison is probably the most famous inventor who ever lived. He was the holder of more than 1,000 patents, including an electric light bulb, and the phonograph—a way of recording and storing sound. Today, one of the greatest compliments you can give an inventor is to call him or her “another Edison.”

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4 Besides being an inventor, Edison was also good at promoting his inventions. He was able to sell his inventions for considerable amounts of money. For example, he earned \$40,000 for his first invention at a time when things cost much less than they do today. Edison died in 1931, famous for his promotional skills but mostly famous for being an inventor.

Making a Light Bulb

1 Light bulbs are small and not at all heavy. They look simple to make. A little glass, a little metal—that’s about it. Making a light bulb sounds easy, but manufacturing a light bulb is a long and complicated process.

2 First, filaments need to be made. Filaments are thin wires inside the bulb that actually light up. They are made out of tungsten, a metal that can heat up without burning.

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Fluency

Assess 2–4 students



PROSODY

Have partners practice reading a brief passage with fluent phrasing.

ORAL READING RATE AND ACCURACY

Use pp. 145–150 in Unit 5 Week 5 *Cold Reads* to assess students. Have partners practice reading the passage. Finally, record each student’s performance. Track students’ progress using the *Fluency Progress Chart*.

Conferring

3 students / 3–4 minutes per conference

USE TEXT EVIDENCE TO EXPLAIN CONCEPTS

Talk About Independent Reading Ask students to reread their sticky notes and then talk with a partner about the evidence they noted.

Possible Conference Prompts

- What led you to focus on this evidence?
- How does the evidence explain the concept?

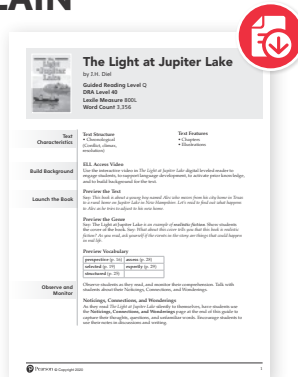
Possible Teaching Point It's a great idea to evaluate details as you're reading. After you do, you can refer to details that offer evidence to explain key concepts in the text.

Leveled Readers



USE TEXT EVIDENCE TO EXPLAIN CONCEPTS

- For suggested titles, see “Matching Texts to Learning,” pp. T276–T277.
- For instructional support on how to use text evidence to explain concepts, see the *Leveled Reader Teacher's Guide*.



Whole Group

Share Bring the class back together in whole group. Invite two students to share important evidence they used to explain concepts in *Trashing Paradise* and “Bye Bye Plastic Bags on Bali.”

Independent/Collaborative

Independent Reading



Students can

- reread or rewatch an informational selection with which they have previously engaged.
- read a self-selected book or their Book Club text.

Centers



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

Literacy Activities



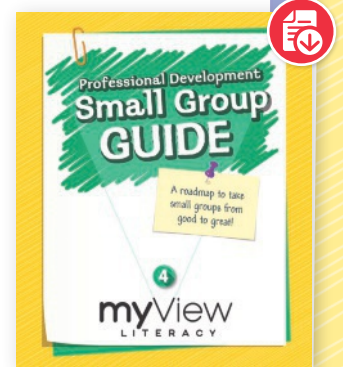
Students can

- complete the graphic organizer on p. 601.
- write about their book in their reader's notebook.
- play the *myView* games.
- choose a passage from the text and with a partner take turns reading the passage at a fluent rate and with appropriate expression.

SUPPORT PARTNER READING

Help students establish partner reading goals. Tell them they should discuss how to track progress with their partners in order to keep one another accountable.

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



Reflect and Share

Compare Texts



- *Trashing Paradise*
- *“Bye Bye Plastic Bags on Bali”*

OBJECTIVES

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

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.

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

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

ACADEMIC VOCABULARY

Integrate Offer students oral practice using the unit academic vocabulary words to reflect on the text, the unit theme, and the Essential Question. Ask:

- What were the consequences of the Wijzen sisters' actions?
- What are some ways you can preserve natural resources in your community?
- Which statistics or facts in the reading amazed you?

Talk About It

Minilesson

FOCUS ON STRATEGIES Remind students that to participate constructively in discussions with fellow readers, they must communicate effectively. In meaningful conversations about a text, readers make themselves easily understood by employing speaking skills.

- Consider your audience. Make eye contact with your listeners. Adjust your speaking rate and volume as needed. Enunciate clearly, and correctly use language conventions.
- Consider your purpose. Whether you intend to entertain, inform, or persuade your listeners, you should speak to be heard and understood.

MODEL AND PRACTICE Model effectively communicating ideas using the Talk About It prompt on p. 602.

- **One good reason to care for the environment is that we need it for our businesses. We read in one text that the tourist industry in Bali is hurt when the beautiful beaches become littered with trash.**
- Instruct students to express an opinion about how people take action on behalf of the environment. Remind them to enunciate clearly, use the conventions of language, and use evidence from multiple texts to support their opinions.

ELL Targeted Support Vocabulary Point out that the words writers use help lend clarity and power to their message. Encourage students to use both academic and selection vocabulary when they are writing about sources.

Prompt student pairs to use these words in sentences about protecting the environment: *consequences*, *disposable*, *toxic*. Then have them exchange their sentences, check each other's spelling and usage, and offer feedback on each other's work. **EMERGING/DEVELOPING**

Invite students to write and illustrate a paragraph expressing their opinion on protecting the environment. Tell them that they should use the following words in their paragraph: *consequences*, *preserve*, *marred*, *disposable*, *toxic*. **EXPANDING/BRIDGING**



FORMATIVE ASSESSMENT OPTIONS

Apply

Have students use these strategies for making connections between texts.

OPTION 1 Use the Shared Read Have students use evidence from this week's texts to complete the activity on p. 602 and support an opinion about the environment. If desired, distribute Collaborative Conversation tips from the *Resource Download Center* to guide evaluation of text evidence.

OPTION 2 Use Independent Text Students should use their self-selected independent reading to isolate other environment-related concepts and text evidence they could incorporate into their work.

QUICK CHECK

Notice and Assess Can students make connections across texts?

Decide

- **If students struggle**, revisit instruction on text comparisons in Small Group on p. T324.
- **If students show understanding**, extend instruction for making text comparisons in Small Group on p. T325.

WEEKLY QUESTION Have students use evidence from this week's texts and video to discuss the Weekly Question in small groups.

STUDENT INTERACTIVE, p. 602



RESPOND TO TEXT

Reflect and Share

Talk About It In *Trashing Paradise* and "Bye Bye Plastic Bags on Bali," you learned about actions that Bali residents Melati and Isabel Wijsen took because they were appalled at all the trash they saw. What other texts have you read in which people's environments inspired them to take action? Why do people care about their environments? Use examples from the texts to express and support your opinion about why people care.



Communicate Ideas Effectively When you express your opinion, employ speaking skills to make sure others understand you.

- Make eye contact. Look into the eyes of your listeners. When you meet someone's eyes, your sincerity comes through.
- Speak at a natural rate. Try not to talk too fast.
- Speak at a conversational volume. Do not yell, but make sure you speak loudly enough for everyone to hear you.
- Enunciate. Slow down if you have to so that you clearly say long or unusual words.
- Use language conventions. Use clear and complete sentences to express your ideas.

Discuss your opinion in your small group. Support your opinion with accurate information.

Weekly Question

What happens to what we throw away?

Word Study Word Parts *sub-*, *inter-*, *fore-*

OBJECTIVE

Demonstrate and apply phonetic knowledge by decoding words using knowledge of prefixes.

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

Assess Understanding

To assess students' understanding of the word parts *sub-*, *inter-*, and *fore-*, provide them with the following words: *foreperson* and *intergalactic*. Offer sample sentences:

Maria was the foreperson who gave the jury's verdict.

I saw a movie about intergalactic travel.

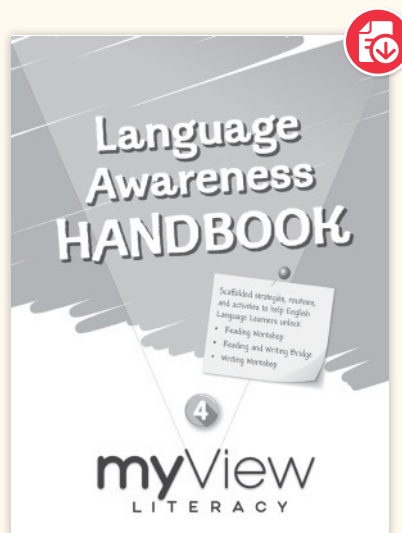
Have students write definitions for each word using their knowledge of the word part meanings. (Possible responses: *foreperson*: spokesperson or person at the head of the group; *intergalactic*: relating to two or more galaxies)





Develop Language Awareness

For additional practice with word parts, complete the activity on p. 61 of the *Language Awareness Handbook*. In this practice activity, students will use phonic support to understand word parts.



		FLEXIBLE OPTION	FLEXIBLE OPTION	FLEXIBLE OPTION
LESSON 1	LESSON 2	LESSON 3	LESSON 4	LESSON 5
Teach Word Parts <i>sub-, inter-, fore-</i>	Apply Word Parts <i>sub-, inter-, fore-</i>	More Practice	Spiral Review: Prefixes <i>dis-, over-, non-, under-</i>	<input checked="" type="checkbox"/> Assess Understanding

Use the  **QUICK CHECK** on p. T321 to determine small group instruction.

Teacher-Led Options

Strategy Group



COMPARE TEXTS

Teaching Point To compare texts and media that have similar topics, look for the details that explain their events and central concepts. Have students compare ideas across texts by using for each text a web diagram with the hub labeled “Environment.” Have them write the central concept in the hub. Then have them label the outer spaces “Events” and write in each the best evidence of the concept. Remind them to find how each text answers the Weekly Question, “What happens to what we throw away?”

ELL Targeted Support

To help students support their opinion with examples from the texts, remind them to draw on the key evidence underlying the central concept of each text.

Have partners complete and exchange their “Environment” webs. Invite them to illustrate and caption drawings that show the importance of the environment. Remind them to use evidence from the texts. **EMERGING/DEVELOPING**

Using their web diagrams as a guide, have students write a discussion brief on the importance of natural environments. Prompt them to express key ideas in their brief in short bulleted phrases that can serve as talking points.

EXPANDING/BRIDGING



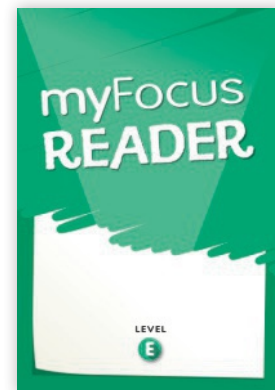
For additional support, see the online *Language Awareness Handbook*.

Intervention Activity



myFOCUS READER

Reread pp. 62–63 with students. Use the teaching support online at SavvasRealize.com to engage students in a conversation that shows what they have learned this week. Focus discussion on how the texts support their understanding of how what we throw away impacts the environment. Encourage students to use the Academic Vocabulary words.



Intervention Activity



WORD STUDY

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

On-Level and Advanced



INQUIRY

Organize Information and Communicate

Students should organize their findings on the environment into an effective format.

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

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

Conferring

3 students / 3–4 minutes per conference

COMPARE TEXTS

Talk About Independent Reading Ask students to share what they learned about explaining events.

Possible Conference Prompts

- How is the central concept stated?
- What are the important events?
- How would you summarize each text using the words *waste*, *trash*, *action*, *environment*, and *protect*?

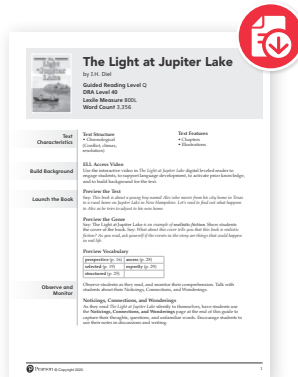
Possible Teaching Point Readers and viewers of informational media notice details that clarify and explain the concept.

Leveled Readers



COMPARE TEXTS

- For suggested titles, see “Matching Texts to Learning,” pp. T276–T277.
- For instructional support on how to compare texts, see the *Leveled Reader Teacher’s Guide*.



Whole Group

Share Bring the class back together in whole group. Invite one or two students to share information from other texts about the environment. Encourage students to compare the concepts of the texts to those in this week’s selections.

Independent/Collaborative

Independent Reading



Students can

- reread or listen to the infographic.
- 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 another informational text to further explore the topic of the environment.
- play the *myView* games.

BOOK CLUB



See Book Club, pp. T486–T487, for

- teacher’s summary of chapters in *Geology: The Study of Rocks*.
- talking points to share with students.
- collaboration prompts and conversation starters.
- suggestions for using the Discussion Chart.
- alternate texts to support the unit theme and Spotlight Genre.

Resources

Stacks of Mentor Texts



- Mentor texts, the foundation for each unit, provide students with a vision of the type of writing they will produce.
- Five to eight mentor texts are recommended for each unit.

myView Literacy Student Interactive



- Students use the *myView Literacy Student Interactive* to practice their learning from the minilessons.
- Students reference the *myView Literacy Student Interactive* to deepen their understanding of concepts taught in Writing Workshop.

Stapled Books (Kindergarten and Grade 1)



- Students in Kindergarten and Grade 1 will write in stapled books.
- Primary students create the types of books they are reading, which are mostly picture books.

Writing Notebook (Grades 2-5)



- Students in Grades 2-5 will need a writing notebook.
- Students use the writing notebook for writing drafts. Final copies may be written in their writing notebooks, or teachers may ask students to keyboard their final copies.

Portfolio



- Students may store final copies of their writing in their portfolios.
- At the end of every unit, students will be asked to share one piece of writing in the Celebration.

- Student authors learn to
- ▶ reflect on mentor texts.
 - ▶ write in different genres and styles.
 - ▶ apply writing conventions.



Conferences

Conferences are a cornerstone of the Writing Workshop. They provide an opportunity for the teacher to work one-on-one or in small groups with students to address areas of strength and areas of growth.

The focus of conferences should be on providing students with transferable writing skills and not solely on improving the current piece of writing.

Conference Pacing 30–40 minutes

- Consider a rotation where every student is conferred with over one week.
- Use the provided conference prompts for each lesson to guide conversations.
- Determine three possible teaching points for the conference based on student work.
- Come to the conference with stacks—published, teacher written, and student models.
- Use a note-taking system to capture pertinent details (Conference Notes Templates are available on SavvasRealize.com).



Conference Routine



Research	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

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](https://www.savvasrealize.com).

Writing Workshop Unit Overview

WEEK 1 Introduce and Immerse

WEEK 2 Develop Elements

WEEK 3 Develop Structure

WEEK 4 Writer's Craft

WEEK 5 Publish, Celebrate, and Assess

FLEXIBLE PATH



Units of Study

This Unit: Poetry

UNIT
1

NARRATIVE: OPINION ESSAY

Students will

- read personal narratives
- focus on introduction and sequence of events
- use adjectives, adverbs, and pronouns correctly
- write personal narratives

UNIT
2

INFORMATIONAL TEXT: HOW-TO 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
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

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
5

OPINION WRITING: OPINION ESSAY

Students will

- study elements of poetry
- use alliteration, assonance, and rhyme
- learn how to use line breaks and arrange stanzas
- write poetry



FAST TRACK

Your Writing Workshop for Standards Success

UNIT
5

POETRY: POEM

WEEK 1 INTRODUCE AND IMMERSE	Minilessons: <ul style="list-style-type: none">• Understand Poetry• Plan Your Poem
WEEK 2 DEVELOP ELEMENTS	Minilessons: <ul style="list-style-type: none">• Compose with Alliteration and Assonance• Compose with Similes and Metaphors
WEEK 3 DEVELOP STRUCTURE	Minilessons: <ul style="list-style-type: none">• Compose with Line Breaks• Arrange Stanzas• Select Punctuation• Set a Rhyme Scheme• Select a Genre
WEEK 4 WRITER'S CRAFT	Minilessons: <ul style="list-style-type: none">• Use Verbs• Revise for Structure• Revise for Word Choice• Edit for Adjectives• Edit for Prepositional Phrases
WEEK 5 PUBLISH, CELEBRATE, ASSESS	Minilessons: <ul style="list-style-type: none">• Add and Delete Ideas for Coherence and Clarity• Publish and Celebrate• Assessment

Weekly Overview

Students will

- study elements of poetry.
- begin writing their own poem.

WEEK	WRITING PROCESS	FLEXIBLE PATH
▶ 1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

FAST TRACK

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Understand Poetry T336	Explore What Poetry Sounds Like T340	Explore What Poetry Looks Like T344
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T337	Independent Writing and Conferences T341	Independent Writing and Conferences T345
SHARE BACK FOCUS 5–10 min.	Elements of Poetry T337	Rhythm and Rhyme T341	A Poem's Form T345
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T338 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Superlative Adjectives T339 	<ul style="list-style-type: none"> • Spelling Teach: Spell Latin Roots <i>gener, port, dur, ject</i> T342 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Relative Adverbs T343 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T346 • Language & Conventions Teach Relative Adverbs T347

Mentor **STACK**

- “Silver” by Walter de la Mare
- “The Robin Makes a Laughing Sound” by Sallie Wolf
- *Comets, Stars, the Moon, and Mars: Space Poems and Paintings* by Douglas Florian

Use the following criteria to add to your poetry stack:

- Each piece should use grade-level appropriate vocabulary.
- Pieces should feature elements of poetry such as rhythm, rhyme, and repetition.

Preview these selections for appropriateness for your students. Selections are subject to availability.

FAST TRACK**LESSON 4****LESSON 5**

Brainstorm Ideas T348

Plan Your Poem T352

Independent Writing
and Conferences T349Writing Club and
Conferences T352–T353Brainstorm Poetry
Elements T349

Ideas and Features T352

- FLEXIBLE OPTION** ↩
- **Spelling** Spiral Review T350
 - **Language & Conventions** Practice Relative Adverbs T351

- **Spelling Assess Understanding** T354

FLEXIBLE OPTION ↩

- **Language & Conventions** Standards Practice T355

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Haikus

Shape Poems

**INDEPENDENT WRITING
AND CONFERENCES**

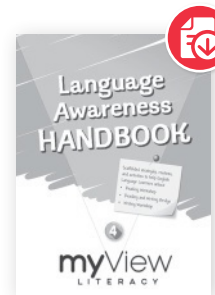
30–40 min.

Independent
Writing and
ConferencesIndependent
Writing and
Conferences**SHARE BACK FOCUS**

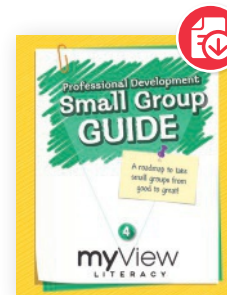
5–10 min.

A Haiku’s Form

Shape Poem



See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences



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During this time, assess for understanding of the basic characteristics of poetry to gauge where students may need support in their writing. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT

Conference Prompts

Genre Immersion Lessons

If students need additional support,


 **Then** review poems from the stack and discuss their purpose and features.

If students show understanding,

Then ask: What are the defining characteristics of poetry?

Explore What Poetry Looks Like

If students need additional support,


 **Then** have students read poems line by line with you and note the pauses.

If students show understanding,

Then ask: What is the focus of each stanza? Why did the poet end the lines in these places?

Brainstorm Ideas

If students need additional support,


 **Then** ask: What do you like about poetry?

If students show understanding,

Then ask: What features will you include in your poem?

Plan Your Poem

If students need additional support,

 **Then** ask: What topics do you enjoy writing about?

If students show understanding,

Then ask: What language will you use to create images and feelings in your poem?

Conference Support for ELL

EMERGING

- Generate rhymes for key words from a poem and then read and locate the rhymes in poems.
- Read stack text pieces to model elements of poetry. Invite students to clap along to demonstrate rhythm.

DEVELOPING

- Categorize words from poems into topic categories with students. Use visuals as needed.
- Ask students to recite favorite poems. Have others listen and guess the title.
- Have students read a poem aloud and then pause for the group to supply rhyming words.

EXPANDING

- Invite students to change one word from each line of a poem and then discuss the effect.
- Have students categorize poems based on poetic elements such as form, rhythm, or topic.
- Have partners read a line of poetry and leave a word out for their partner to suggest the word.

BRIDGING

- Have students dictate short poems to each other and compare their written work, focusing on line breaks and spelling.
- Invite students to make a collage poem, taking lines from different poems and combining them into a new poem to express a topic or emotion.



Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilesson on **text structure** and **relative adverbs**.



ELL Minilesson Support

Week 1: Introduce and Immerse

During this week of instruction, your ELLs will benefit from writing support that enhances their understanding of form as applied to a genre such as poetry. These targeted supports were chosen to help students better comprehend the writing mode and planning process.

Use this note for the minilesson on p. T340.

ELL Targeted Support

EXPLORE WHAT POETRY SOUNDS LIKE

Help students understand how rhythm and rhyme influence how a poem is read.

Read aloud a short poem from the stack with a regular rhythm. Tap to demonstrate the rhythm. Then ask students to read with you and tap along. Then ask students to substitute one new word in each line that uses the same rhythm. **EMERGING**

Ask students to write two lines of poetry describing any object they might see outside the school building. Have them read the two lines aloud to a partner, emphasizing the stressed syllables. Encourage partners to follow along, confirming or correcting where the emphasis is placed. **DEVELOPING**

Complete the above activity. Instruct students to add two more lines that rhyme. Then have them read the four line poem aloud to a partner. Encourage partners to follow along, confirming or correcting the use of end rhyme.

EXPANDING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T344.

ELL Targeted Support

EXPLORE WHAT POETRY LOOKS LIKE

Poetry looks unlike other formal written genres. Support students in understanding effects of the written form of poetry.

Read a stanza line by line to students. Have students follow along by pointing to the words. Have students point out capital letters and punctuation used in the poem. Discuss with students the placement of these conventions. (They are not always at the beginning or end of lines.) **EMERGING**

Define and display key terms: *verse*, *prose*, *stanza*, *paragraph*, *sentence*, *fragments*. Display and read aloud a poem. With students, identify fragments, complete sentences, and stanzas. Have students explain the relationship between a poem's stanzas and an essay's paragraphs.

DEVELOPING

FAST TRACK

Understand Poetry

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 461

The thumbnail shows a page from a student interactive. At the top, it says 'POETRY' and 'WRITING WORKSHOP'. The main title is 'Understand Poetry'. There is a 'Learning Goal' box that says 'I can use knowledge of the elements and structure of poetry to write a poem.' Below this is a paragraph defining poetry: 'Poetry is a form of literature that arranges words into lines and expresses ideas or feelings. Writers of poetry, called poets, use figurative language, concrete details, and sensory language to create images in a reader's mind. Poets also use sound devices such as rhythm, rhyme, and repeated sounds.' There is a 'My Turn' section with three numbered questions: '1. What topics do poets write about?', '2. What do you notice about the words poets choose?', and '3. What patterns of lines and sounds do you remember from poems you have read?'. Each question has several lines of handwriting practice. The page number '461' is at the bottom right.

Minilesson

Mentor STACK



TEACHING POINT Poetry is defined by its form, language, and rhythm or sound. Like all writers, poets have a purpose, which may be to

- tell a story,
- express an emotion,
- or evoke an image with words.

To achieve his or her purpose, a poet may use a specific type of poem, such as a sonnet, a lyric poem, or a free-verse poem.

MODEL AND PRACTICE Inform students that they will be reading different kinds of poems to prepare for their own poetry writing. Read aloud from the stack and discuss the characteristics and craft of poetry:

- Identify the title and topic of the poem.
- Display the poem. Ask: **How is the written form of poetry different from other genres we have read?**
- Point out line breaks and stanzas.
- Have students echo-read the poem. Discuss the rhythm or rhyme established in the poem.

Direct students to p. 461 in the *Student Interactive*. Have them read aloud additional poems from the stack with a partner and then complete the activity independently.



Independent Writing

Mentor STACK



FOCUS ON GENRE After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of poetry, invite them to read more poems from the stack.

WRITING SUPPORT

- **Modeled** Choose a poem from the stack, and do a Think Aloud to model thinking about the purpose of the poem and noticing the poetic language.
- **Shared** Prompt students to identify sensory or descriptive language they enjoy from a poem in the stack. Have students share drawings based on the imagery.
- **Guided** Use the stack texts to provide explicit instruction on identifying elements of poetry. Identify language and structure from the text that identifies it as a poem.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to brainstorming the purpose and topic of their poem in their writer's notebook.

See the **Conference Prompts** on p. T334.



Share Back

Invite volunteers to share the topic, language, and patterns they identified in the poems they read.

Spelling Spell Latin Roots *gener, port, dur, ject*

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T354, to assess students' prior knowledge of Latin roots.

For students who understand how affixes impact the spelling of words with Latin roots, include the following Challenge Words with the spelling list.

Challenge Words

portmanteau
 trajectory
 obdurate

ELL Targeted Support

-or and -er Ending Focus on spelling words that include the *-or* or *-er* ending. Write these words and pronounce them out loud: *actor, packer*. Tell students that *-or* and *-er* words turn verbs into nouns. For example, *believe* is a verb and *believer* is a noun.

Point out that *-or* and *-er* endings are somewhat arbitrary and the correct spelling must be practiced. Write these words, and ask students to add the correct *-or* or *-er* endings: *play, conduct, boost, instruct*. **EMERGING/DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Latin Roots *gener, port, jur, ject*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Homophones

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Superlative Adjectives

FOCUS ON STRATEGIES Review superlative adjectives as words that compare more than two items. Superlatives take three forms:

- *-est* ending (*slowest*)
- *most* + adjective (*most inventive*)
- irregular (*least*)

MODEL AND PRACTICE Have students fill in each superlative for the adjective in parentheses in the sentences below.

- This suit is made from some of the (fine) finest cloth in the world.
- Jody makes the (good) best peach pie in the state.
- I felt that the book was the (hilarious) most hilarious thing I'd ever read.

APPLY Invite partners to write their own sentences using superlatives, exchange papers, and identify each superlative.

OBJECTIVE

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

ELL Targeted Support

Superlative Adjectives Spanish speakers may drop the final *t* from words ending in *-est*. Some speakers may need extra time to understand that the extra syllable *-est* is still part of the word. Give students extra time to practice saying and writing the words.

Have partners say and write the positive, comparative, and superlative versions of simple adjectives: *big, small, old, young*. **EMERGING**

Provide three objects of varying sizes. Have partners describe them in simple written sentences: *This is the smallest, this is bigger, etc.* **DEVELOPING**

Have partners think of two adjectives that do not use *-est* in the superlative form and use them in written sentences. **EXPANDING/BRIDGING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Relative Adverbs

LESSON 3

Teach Relative
Adverbs

LESSON 4

Practice Relative
Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Explore What Poetry Sounds Like

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 462

POETRY

Explore What Poetry Sounds Like

A poem has memorable sounds. One sound is the **rhythm**, which is a regular pattern of stressed and unstressed syllables. The easiest way to understand the term **stressed syllable** is to say a word aloud. Read these sentences aloud to yourself:

I gave her a **present**. The first syllable of present is stressed.
I will present my speech next week. The second syllable of present is stressed.

The easiest way to hear a poem's rhythm is to read the poem aloud. For example, in the following lines, every other syllable is stressed. Each line has five stressed syllables. This is a regular pattern. Read the lines and clap with every bold syllable.

Tariq jumped **up** to **catch** the **fly**ing **ball**.
But Leah **caught** it **first** because she's **tall**.

Poems often include other sound devices, such as **rhyme**. Words rhyme when they have the same sound in their ending syllable or syllables.

MY TURN Choose a short poem from your classroom library and read it aloud to yourself. To describe the rhythm, count the stressed syllables you hear in the first two lines. Decide whether the pattern is regular. Then list all of the rhymes you hear.

Rhythm	Rhymes
Line 1 stressed syllables:	
Line 2 stressed syllables:	
Is this a regular pattern?	

462

Minilesson

Mentor **STACK**



TEACHING POINT Because of its focus on sound, poetry is meant to be read aloud. It may have a regular beat like a song. This is the poem's rhythm. Like a song, the rhythm may be fast or slow to complement the emotions or mood of the poem.

Poets use other sound devices like rhyme to emphasize words and enhance the musical quality of the poem. Both rhythm and rhyme make a poem enjoyable to read and listen to.

MODEL AND PRACTICE Explore the sounds of poetry with students. Review p. 462 in the *Student Interactive*. Discuss how differently stressed syllables can change the meaning of a word, such as *present*. Have students clap along to emphasize the regular pattern of the rhythm in the rhyming lines.

Ask: **What do you notice about the words that end each line?** (They rhyme.) Display the lines and underline each ending syllable. Point out that in this poem, the rhyme is called *end rhyme* because the rhyming words are at the end of each line. Emphasize that rhyme can also occur within the lines of a poem. Invite students to name other words that rhyme with the words on the board to demonstrate understanding of rhyme.

Direct students to the activity at the bottom of p. 462 in the *Student Interactive*. Have them use a poem from the stack and identify the rhythm and rhyme.

Possible Teaching Point

Writing Process

Prewriting | Rhyme Schemes

Explain to students that they can use different rhyme schemes in their poems. For example, in a stanza that is four lines long, students may use

- the ABAB rhyme scheme by rhyming the first and second lines with each other, and then the third and fourth lines with a different end rhyme sound, or
- the AABB rhyme scheme by rhyming the first and third lines with each other, and the second and fourth lines with each other

Tell students to pay attention to the rhyme scheme as they read poetry and think about which rhyme schemes they would like to use in their own writing.



Independent Writing

Mentor STACK



FOCUS ON SOUND After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of the sounds of poetry, have them read aloud poems with a partner and take turns emphasizing the rhythm and rhyme.

WRITING SUPPORT

- **Modeled** Choose a stack text and do a Think Aloud to model identifying rhythm and rhyme in a poem.
- **Shared** Have students choose a poem from the stack. Ask them to read one line of a poem aloud and prompt them to identify the stressed syllables that establish the rhythm. Continue as needed. Encourage them to note any rhyming words.
- **Guided** Use the poems from the stack to provide explicit instruction line by line to identify the regular pattern of stressed syllables in a poem and words that rhyme.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to exploring sounds including rhythms and rhymes for their own poems in their writer's notebook.

See the **Conference Prompts** on p. T334.

Share Back

Invite students to read aloud the lines from a poem they have read and identify the rhythm and rhyming words.

Spelling Spell Latin Roots *gener, port, dur, ject*

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

LESSON 2

Teach

FOCUS ON STRATEGIES Remind students that the Latin roots *gener, port, dur,* and *ject* can be found in many English words. Point out that adding a prefix or a suffix does not generally change the spelling of these roots.

MODEL AND PRACTICE

With the class, make a list of common prefixes and affixes that are found in words with Latin roots. Help students recognize *trans-, com-, -ous, -ation,* and others.

APPLY MyTURN Have students complete the activity on p. 459 of the *Student Interactive*.

SPELLING
READING-WRITING BRIDGE

Spell Words with Latin Roots

Some English words have been built with one of the Latin roots *gener, port, dur,* or *ject* plus a prefix, suffix, or both. These words usually have a meaning related to the root. Use a dictionary to confirm the meaning. In general, adding a prefix or a suffix does not change the spelling of the root.

MyTURN Read the words. Then spell the words in the correct columns. Note that the silent *e* in *endure* is not a suffix.

SPELLING WORDS				
generous	generic	degenerated	general	generalization
portable	transport	comport	passport	rapport
duration	durable	endure	endurable	endurance
projector	eject	ejection	interjection	objection

Prefix + Root	Root + Suffix	Prefix + Root + Suffix
transport	generous	degenerated
comport	generic	endurable
passport	general	endurance
rapport	generalization	projector
endure	portable	ejection
eject	duration	interjection
	durable	objection

459

LESSON 2

Teach: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION LESSON 4

Spiral Review: Homophones

LESSON 5

Assess Understanding



Language & Conventions

Relative Adverbs

FLEXIBLE OPTION **LESSON 2****Oral Language: Relative Adverbs**

FOCUS ON STRATEGIES Display the table below and define relative adverbs as words that join two clauses or sentences and tell *where*, *when*, and *why*.

Clause	Relative Adverb	Clause
I forgot	where	I put my hat.
We know	why	the cat escaped.
Ky laughed	when	Steve told a joke.

MODEL AND PRACTICE Write the following sentence on the board: I do not know ____ the next train arrives at the station. (*when*) Ask students to think of a relative adverb that can connect the two clauses.

Go over these questions:

- Ask yourself, what needs to be known — *when*, *where*, or *why*?
- Fill in one of the relative adverbs.
- Read the sentence to make sure that it makes sense.

APPLY Have students work in pairs to ask each other *where*, *when*, and *why* questions, then answer them in complete sentences using relative adverbs.

OBJECTIVES

Use relative pronouns and relative adverbs.

Edit drafts using standard English conventions.

FLEXIBLE OPTION **LESSON 2****Oral Language:
Relative Adverbs**FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Superlative
Adjectives

LESSON 3

**Teach Relative
Adverbs**

LESSON 4

**Practice Relative
Adverbs**

FLEXIBLE OPTION **LESSON 5**

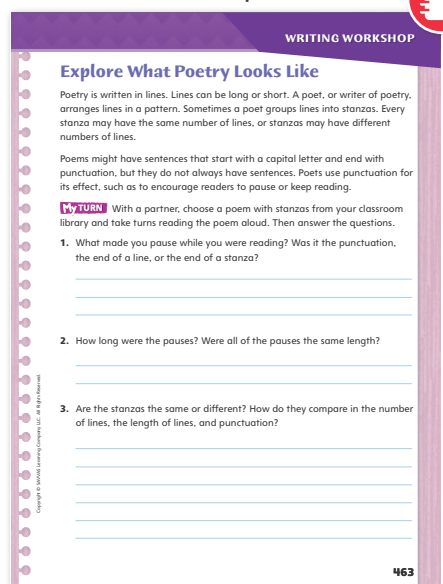
Standards Practice

Explore What Poetry Looks Like

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 463



Minilesson

Mentor **STACK**



TEACHING POINT Poetry, unlike other formal written genres, does not need to follow formal writing conventions. Poets may write in complete sentences, but they do not have to. Instead, they separate ideas into lines and stanzas.

MODEL AND PRACTICE Ask: *How is poetry different from other genres?* After students share answers, direct their attention to p. 463 in the *Student Interactive*.

- Invite students to share some of their favorite and most memorable lines from poems they have read so far. Record them on the board. Then note whether the line is a complete sentence with a subject and verb. Discuss what makes the line memorable or unique.
- Write or show a stanza from a poem to students. Read the lines aloud, and ask students to notice the pauses as you read. Pay attention to punctuation; give a short pause at commas and a longer pause at end punctuation. Discuss the pauses with students.
- Invite students to notice other aspects of a poem's written form. Ask: *Why do you think the poet ended the line with these words?* (To establish rhyme, to end on an important words, to create an image, to finish a thought, or lead to the next idea)

Direct students to complete the activity on p. 463 in the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Relative Adverbs

Remind students that the relative adverbs *where*, *when*, and *why* are used to join two clauses or sentences. Challenge students to find relative adverbs in a poem they have read and think about how they can follow that example in their own writing.

Independent Writing

Mentor STACK



FOCUS ON FORM After the minilesson, students should transition into independent writing.

- Students should refer back to the stack to help them think about what type of poem to write and characteristics related to its form (length of lines, number of stanzas, and use of lines to establish ideas).

WRITING SUPPORT

- **Modeled** Choose a poem from the text and do a Think Aloud to model how the written form guides how the poem is read aloud.
- **Shared** Have students choose a poem from the stack. Prompt students to note the number of lines in the stanza and the punctuation and writing conventions used. Then prompt students to read the poem aloud, paying attention to these features.
- **Guided** Use the poems from the stack to provide explicit instruction on how the written form and punctuation guide the reading of a poem.



Intervention Refer to the *Small Group Guide* for support.

- If students have chosen a topic for their poem, they may explore writing lines or planning the focus of stanzas for their poem in their writer's notebook.

See the **Conference Prompts** on p. T334.

Share Back

Invite a few students to share their observations about how the written form guided their reading. Then compare the notes students made about number and length of lines.

Spelling Spell Latin Roots *gener, port, dur, ject*

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES To reinforce how to spell words with Latin roots, as a class break each spelling word down into Latin roots and affixes, have students pronounce the word out loud, and then spell it out on their papers.

MODEL AND PRACTICE Explain that the words can be broken down into three categories: *prefix-root*, *root-suffix*, and *prefix-root-suffix*. Ask volunteers to name an example of each word type from the spelling list.

APPLY Have students complete *Spelling* p. 182 from the *Resource Download Center*.

Name _____

Spelling
 Latin Roots *gener, port, dur, and ject*
 Many English words come from the Latin roots *gener, port, dur, and ject*. These roots are clues to the meaning and spelling of words.

SPELLING WORDS				
generous	generic	degenerated	general	generalization
portable	transport	comport	passport	rapport
duration	durable	endure	endurable	endurance
projector	eject	ejection	interjection	objection

Write Complete each sentence with the correct spelling word. Spell correctly.

1. My uncle was very generous when donating money.
2. Frank had an objection to the starting time because he would be late.
3. There is not much difference between the generic and the brand-name product.
4. Josh paused during his speech because the loud interjection from the audience distracted him.
5. I have to endure a ten-hour car drive with my cranky little brother.
6. Our teacher used a projector to display his lesson for the class.
7. An American cannot visit Egypt without a current passport.
8. The author's generalization of the subject left out important details.
9. Janis showed incredible endurance during the marathon.
10. My family uses a portable computer because we travel a lot.

Grade 4, Unit 5, Week 1
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell
 Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Homophones

LESSON 5

Assess Understanding



Language & Conventions

Relative Adverbs

LESSON 3

Teach Relative Adverbs

FOCUS ON STRATEGIES Point out that relative adverbs can be confused with prepositions. A relative adverb joins two independent clauses. A preposition has an object, and together the preposition and object (and any modifiers) form a prepositional phrase. A prepositional phrase gives information about another word or group of words in the sentence.

- We hiked **in** the deep part of the canyon. (preposition)
- We hiked **where** the canyon is deep. (relative adverb)

In the first sentence, the preposition *in* is part of the prepositional phrase *in the deep part of the canyon*. In the second sentence, the relative adverb *where* joins the two independent clauses *We hiked* and *the canyon is deep*.

MODEL AND PRACTICE Have students complete this table.

Clause	Relative Adverb	Clause
I lost my keys	when	we went to Taos.
I don't know	why	Victor likes hot peppers.
We like to camp	where	there are lots of lakes.
Lupi explains	why	she is running for mayor.

OBJECTIVES

Use relative pronouns and relative adverbs.

Edit drafts using standard English conventions.

ELL Targeted Support

Relative Adverbs and Prepositions

Point out that relative adverbs can be confused with prepositions. To emphasize the difference, explain that relative adverbs connect two independent clauses and prepositions begin dependent clauses. Prepositional phrases begin with prepositions and tell when or where something is located in space and/or time. Display the following sentences.

1. The hikers walked _____ the waterfall.
2. _____ the drawer we found gold coins.

Have students complete the sentences in their notebooks by filling in the blank with a preposition. Then have students rewrite each sentence by replacing the prepositional phrase with a relative adverb and a new clause. **DEVELOPING**

LESSON 3

Teach Relative Adverbs

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Relative Adverbs

LESSON 4

Practice Relative Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Brainstorm Ideas

OBJECTIVE

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 464

POETRY

Brainstorm Ideas

Poets think of ideas before they begin a poem. One way to gather ideas is called **brainstorming**. During brainstorming, the focus is generating ideas for writing.

MY TURN Complete the sentences and the checklist to make choices about the elements of your poem.

- **Topic, Theme, or Message:**
My poem could be about _____
or _____
- **Sound:**
My poem could sound like a poem I've read, such as _____
That means it would sound _____
- **Appearance:**
My poem could look like a poem I have read, such as _____
That means it would have _____ lines and _____ stanzas.

BRAINSTORMING FOR A POEM

- I will use rhymes.
- I will repeat words or phrases.
- I will use a regular rhythm.

Each element affects the others!

464

Minilesson

Mentor **STACK**



TEACHING POINT Like all writers, poets brainstorm ideas for their poetry. They focus on the topic (or message) of the poem, the sounds of the poem and the effect the sounds will have on the reader, and the appearance of the poem and the way the form will affect how the poem is read.

MODEL AND PRACTICE Tell students that they will be brainstorming ideas for their own poems. Emphasize that they can think about the poems they enjoyed so far to help them generate ideas for their own poems:

- Ask: **What topics did you enjoy from the poems we have looked at?** Invite students to think about the effect the poem had on them. Ask: **How did the poem make you feel? What did the poet do to achieve that?**
- Ask: **What sounds—regular rhythms or rhymes—did you enjoy from the poems we have read?** Invite students to think about the effect the sounds had on the meaning of the poem. (Did they make the poem fun or dark or sad?)
- Ask: **What types of poems have you enjoyed reading? Do you like poems with short lines or long lines? Is a short poem better than a poem with multiple stanzas?** Remind students that the form of a poem informs how it is read.

Direct students to p. 464 in the *Student Interactive*. Have them complete the brainstorming activity and the checklist to generate ideas for their poem.

Possible Teaching Point

Spelling | Spell Latin Roots *gener*, *port*, *dur*, and *ject*

Remind students that the spelling of Latin Roots *gener*, *port*, *dur*, and *ject* generally do not change when a prefix or suffix is added. For example

- adding *ous* to make the word *generous* does not change the spelling of the root *gener*
- adding *able* to make the word *portable* does not change the spelling of the root *port*

As students brainstorm ideas and rhyme schemes for their poetry, remind them to spell words with Latin roots correctly.



Independent Writing

Mentor STACK



FOCUS ON IDEAS After the minilesson, students should transition into independent writing.

- If students need to further explore brainstorming, they may use this time to do so.

WRITING SUPPORT

- **Modeled** Do a Think Aloud to model reflecting on the topic, sounds, and appearance of a poem.
- **Shared** Have students describe topics, sounds, and appearances of poems they have read. Record their responses.
- **Guided** With students, generate ideas to explore for topics, rhythm patterns and rhymes, and forms or appearance of poems. Encourage students to circle or note the ones that appeal most to them.



Intervention Refer to the *Small Group Guide* for support.

- If students have started their poems, they should continue and include any new ideas from the brainstorming session in their writer's notebooks.

See the **Conference Prompts** on p. T334.

Share Back

Invite partners to share the results of their brainstorming on the topic, sounds, and appearance of their poems.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling homophones.

SPELLING WORDS

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

Writing Workshop

As students work in their writing notebooks, remind them to check the spellings of homophones.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homophones

FOCUS ON STRATEGIES Define homophones as words that are pronounced the same but have different spellings and meanings. Give examples: *bear, bare*.

MODEL AND PRACTICE Read the following words and definitions out loud, and have students spell the words on their papers.

1. *stair (step)*
2. *stare (look)*
3. *break (destroy)*
4. *brake (slow)*
5. *bore (be tedious)*
6. *boar (wild pig)*
7. *here (at hand)*
8. *hear (listen)*
9. *principle (key rule)*
10. *principal (school leader)*

APPLY Have pairs use the homophones *peak/peek* and *rain/reign* in written sentences.

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION

LESSON 4



Spiral Review: Homophones

LESSON 5

✓ Assess Understanding



Language & Conventions

Relative Adverbs

LESSON 4

Practice Relative Adverbs

APPLY MyTURN Have students complete *Student Interactive* p. 460.

LANGUAGE AND CONVENTIONS

Relative Adverbs

To convey complete information, use the **relative adverbs** *where*, *when*, and *why* to connect two clauses that are related. Each **clause** has a subject and a verb. The second clause tells the place of (*where*), the time of (*when*), or the reason for (*why*) an event or statement in the first clause.

Clause 1	Relative Adverb	Clause 2
I must find out	where	the cat is hiding.
I will tell Vanessa	when	I find the cat.
She will ask	why	the cat ran away.

MyTURN Use relative adverbs to complete the paragraph.

Hela opened the door **when** she heard Dirsu's knock. She asked him **why** he had come back so soon. "I forgot to tell you **where** I put the birthday candles," Dirsu said. "You'll need them **when** it's time for the cake," he added.

460

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OBJECTIVES

Use relative pronouns and relative adverbs.

Edit drafts using standard English conventions.

Writing Workshop

As students draft their Writing Workshop texts, focus on using relative adverbs to identify *when*, *where*, and *why* in their writing.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Relative Adverbs

LESSON 3

**Teach Relative
Adverbs**

LESSON 4

Practice Relative Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Plan Your Poem

OBJECTIVE

Plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping.

STUDENT INTERACTIVE, p. 465

The thumbnail shows a page titled 'Plan Your Poem' from a 'WRITING WORKSHOP'. It includes instructions for freewriting and a 'My TURN' section. A large empty box is provided for writing. At the bottom, it says '465'.

Minilesson

Mentor **STACK**



TEACHING POINT Writing poetry, like any type of writing, is a process. The first step is generating ideas. Freewriting can be a very helpful tool. Use it to explore

- feelings or emotions about a topic,
- images, descriptions, and details that relate to the topic or purpose of the poem and,
- sounds of words, rhymes, or rhythms to incorporate in the poem.

MODEL AND PRACTICE Inform students that they will be using freewriting to help them explore the topic, ideas, and features to include in their poems.

- Say: *The focus of freewriting is on ideas. There is no need to worry about writing rules. Freewriting is a way to follow your thoughts and capture them in writing.*
- Remind students that they should write down all their thoughts. Say: *Even if you are not sure you like an idea or phrase, write it down. These thoughts may lead to better ideas and can be revised later. You will also have the opportunity to share your thoughts with your classmates, and they may be able to help you revise these ideas into language you want to include in your poem.*

Direct students to p. 465 in the *Student Interactive*. Have them freewrite for five minutes. Then direct them as stated to note ideas they want to emphasize. Encourage them to circle ideas they want to revisit and explore further.

WRITING CLUB

Guide students into Writing Club groups. See p. T353 for details of how to run Writing Club. See the **Conference Prompts** on p. T334.

Share Back

Invite students to share their freewriting with a partner. Have them focus on the ideas they highlighted and want to include in their poems.



WRITING CLUB

What's Happening This Week? In this week's Writing Club, students will share their ideas and plans for their poetry.

As students are in new Writing Club groups, they should spend the first 5 to 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 speaking

What Are We Sharing? Prior to sharing their poems, students should determine what elements of poetry 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 their ideas. This will help direct the group's focus.



How Do We Get Started? Use these prompts to help students begin the discussion in their Writing Club:

- Why did you decide to write a poem about this topic?
- What rhythm and rhymes will you include in your poem?
- What will your poem look like? Discuss the length of lines, stanzas, and the poem itself. Include notes about punctuation.
- What effect do you want your poem to have on the reader?
- What language and characteristics of poetry will you include to achieve that effect?



Spelling Spell Latin Roots *gener, port, dur, ject*

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

generous	duration
generic	durable
degenerated	endure
general	endurable
generalization	endurance
portable	projector
transport	eject
comport	ejection
passport	interjection
rapport	objection

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. Jory is **generous** with both his time and his money.
2. The 800-meter dash is both a sprint and an **endurance** race.
3. If you make noise during the play, they will **eject** you from the theater.
4. The senator has a major **objection** to the budget bill.
5. This leather is both beautiful and **durable**.
6. My dad once had a job running a **projector** in a movie theater.
7. This new laptop is powerful and completely **portable**.
8. The debate started out well, but soon **degenerated** into an argument.
9. In **general**, most of the debates were highly productive.
10. We need to find out how to **transport** a sofa to New Mexico.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Latin Roots *gener, port, jur, ject*

FLEXIBLE OPTION
LESSON 4

Spiral Review: Homophones

LESSON 5

✓ Assess Understanding



Language & Conventions

Relative Adverbs

FLEXIBLE OPTION

LESSON 5

Standards Practice

Have students identify the relative adverb that best fits the sentence.

Tien and Dorin rode the subway to the theater _____ Hamilton was playing.

- A why
- B for
- C when
- D where**

APPLY Have students complete *Language and Conventions* p. 187 from the *Resource Download Center*.

Name _____

Language and Conventions

Relative Adverbs

The relative adverbs *where*, *when*, and *why* are used to connect two related clauses. The second clause tells the place of where, the time of when, or the reason for why an event or statement in the first clause.

TURN Complete each sentence with the correct relative adverb.

- Kevin ran to the lake _____ his friends were fishing.
- There must be a reason _____ Leah left the party.
- That is the restaurant _____ I had sushi for the first time.
- I will never forget the day _____ I got my first adult bike.
- Tell me _____ you did not mow the lawn today.
- Can you tell me _____ we arrive at our destination?
- July is the month _____ our family usually goes on vacation.
- This is the field _____ we saw the fox.
- Do you know _____ so many students are sick today?
- The convenience store is the place _____ you can buy a map.
- The storm is the reason _____ the yard was a mess.
- Philadelphia is the city _____ the Constitution was written.
- Please leave your backpack _____ you go in the store.
- Friday is the day _____ we begin training for the marathon.
- Did you ask the doctor _____ you keep sneezing?

Grade 4, Unit 5, Week 1
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OBJECTIVES

Use relative pronouns and relative adverbs.

Edit drafts using standard English conventions.

WEEKLY STANDARDS PRACTICE

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

FLEXIBLE OPTION

LESSON 5

Standards Practice

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Superlative
Adjectives

FLEXIBLE OPTION

LESSON 2

Oral Language:
Relative Adverbs

LESSON 3

Teach Relative
Adverbs

LESSON 4

Practice Relative
Adverbs

Weekly Overview

Students will

- create rhythms that will give their poems distinct sounds and feelings.
- use alliteration, assonance, rhymes.
- make comparisons with similes and metaphors.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
▶ 2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	LESSON 1	LESSON 2	LESSON 3
MINILESSON 5–10 min.	Compose a Rhythm T360	Compose with Alliteration and Assonance T364	Compose with Similes and Metaphors T368
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T361	Independent Writing and Conferences T365	Independent Writing and Conferences T369
SHARE BACK FOCUS 5–10 min.	More Rhythmic Words T361	Examples of Similar Sounds T365	Clear and Descriptive Similes and Metaphors T369
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T362 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Relative Adverbs T363 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with <i>-en, -ent, -ence</i> T366 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Capitalization Rules T367 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T370 • Language & Conventions Teach Capitalization Rules T371

Mentor STACK



Choose selections that demonstrate elements of poetry, such as

- simple, consistent rhythms.
- different examples of similes and metaphors.
- both rhyming and nonrhyming schemes (in different poems).

LESSON 4

LESSON 5

Compose with Rhyming Words T372

Use Repetition T376

Independent Writing and Conferences T373

Writing Club and Conferences T376–T377

Additional Rhyming Lines T373

Effects of Repeated Words T376

FLEXIBLE OPTION

- **Spelling** Spiral Review T374
- **Language & Conventions** Practice Capitalization Rules T375

- **Spelling Assess Understanding** T378

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T379

ADDITIONAL RESOURCES

MINILESSON

5–10 min.

Onomatopoeia

Personification

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

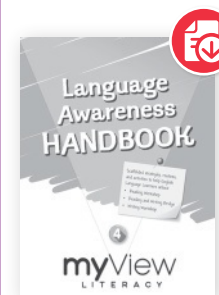
Independent Writing and Conferences

SHARE BACK FOCUS

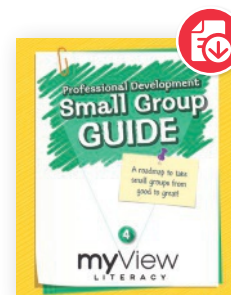
5–10 min.

Examples of Onomatopoeia

Examples of Personification








See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

As students learn the week’s minilessons, make sure to engage them in discussion to gauge their progress. Offer additional support with the stack texts and *Student Interactive* if necessary.

FORMATIVE ASSESSMENT		Conference Prompts
Compose a Rhythm		
If students need additional support,		Then offer them words with similarly emphasized syllables.
If students show understanding,		Then tell them to think about how different rhythms affect poems.
Compose with Alliteration and Assonance		
If students need additional support,		Then assign them a sound and help list alliterative words.
If students show understanding,		Then discuss the effects of different repeated sounds.
Compose with Similes and Metaphors		
If students need additional support,		Then give them simile sentence frames to fill in.
If students show understanding,		Then remind them to make sure their metaphors maintain poetic rhythm.
Compose with Rhyming Words		
If students need additional support,		Then assign words and ask them to find suitable rhymes.
If students show understanding,		Then ask them to create more complex rhymes involving multiple words.
Use Repetition		
If students need additional support,		Then help them determine what mood they want to convey.
If students show understanding,		Then ask them to repeat multiple terms to bolster the effect they are trying to create.

Conference Support for ELL

EMERGING

- Use a Think Aloud to model creating an alliterative sentence.
- Ask students to draw pictures that illustrate similes or metaphors.

DEVELOPING

- Offer students a list of compatible words, and help them use it to make rhythmic sentences.
- Work with students to create several different lists of rhyming terms.

EXPANDING

- Assign students consonant and vowel sounds so they can incorporate alliteration and assonance into their work.
- Instruct students regarding which words or phrases they should repeat and where they should repeat them.

BRIDGING

- Assign specific comparisons to students for use in descriptive similes and metaphors.
- Offer explicit examples of words or phrases students can repeat to achieve their desired effects.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **author’s message** and **capitalization rules**.



ELL Minilesson Support

Week 2: Develop Elements

As students spend the week working on their poetry, ELLs may need additional assistance with certain literary techniques that affect the sound of their work. Use these targeted supports to aid with minilessons in question.

Use this note for the minilesson on p. T364.

ELL Targeted Support

COMPOSE WITH ALLITERATION AND ASSONANCE

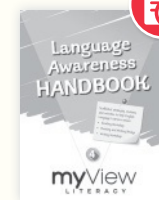
Using certain patterns can affect the way writing sounds and can give poetry a more melodic flow. Alliteration is multiple words starting with the same consonant sound. Assonance is multiple words containing the same vowel sound.

Use a Think Aloud to model selecting a vowel sound, then create a list of assonant words that use the sound. **EMERGING**

Pick a specific letter, then work with students to brainstorm words that start with the letter. Together, make sentences featuring those words. **DEVELOPING**

Guide students by explicitly suggesting words they can use to maintain alliteration or assonance. **EXPANDING**

Instruct students to try to create lines or phrases that show both alliteration and assonance. Offer explicit support as necessary. **BRIDGING**



See the *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T372.

ELL Targeted Support

COMPOSE WITH RHYMING WORDS

Many poems contain rhyming words that affect their rhythm. Rhyming words are typically placed at the end of lines, forming a pattern.

Use a Think Aloud to model creating rhyming couplets, showing how the final words of each pair end in syllables that sound alike. Adhere to a set rhythm with each couplet. **EMERGING**

Put students in groups, and give each group an opening line of poetry. Instruct each group to work together to come up with a rhyming second line, and have them continue writing if time allows. **DEVELOPING**

Assign students two rhyming words. Ask them to create two lines of poetry using the rhyming words. If time allows, have students write two more lines using the same rhyming pattern. **EXPANDING**

Guide students by suggesting specific multiple-word rhyming terms, then tell them to use the terms in their writing. **BRIDGING**

Compose a Rhythm

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 495



POETRY WRITING WORKSHOP

Compose a Rhythm

Learning Goal
I can use knowledge of the elements and structure of poetry to write a poem.

Rhythm is a pattern of stressed syllables. Often, the pattern is regular. That means that the same pattern repeats in line after line. The best way to create rhythm is to experiment with saying words together aloud.

Lines	What to Notice
1. Lucy asked me where I went. 2. People left the circus tent.	Each line has 7 syllables. Say each line aloud and listen to the rhythm the stresses make.
Lucy asked me where I went when people left the circus tent.	Add the unstressed word when to line 2. This change adds a syllable, but it also keeps the rhythm the same and connects the ideas in the lines.

MY TURN Say each word from the word bank aloud. Then experiment with putting the words together to create a rhythm. Do not worry about what the words mean. Finally, write a combination on the line. Underline the stressed syllables.

Word Bank			
feather	begin	strong	soft
remember	September	listen	whisper
our	flower	decide	lovely

Possible responses: feather flower lovely soft

MY TURN Apply rhythm when you compose a poem in your writing notebook.

495

Minilesson

Mentor STACK



TEACHING POINT Words in poetry are chosen, in part, because of the way they sound and the syllables that are stressed. That pattern of stressed syllables forms a rhythm, which most prose writing does not have. Rhythm

- gives a poem its own unique sound and feel.
- can be identified by reading a poem aloud.

MODEL AND PRACTICE Pick two or three texts from the stack, and read them aloud, stressing patterns in the sounds. Remind students of the following criteria to explain why the different rhythms of these texts function properly:

- Rhythm is about patterns in sounds—it is like making music with words.
- Rhythm is largely subjective, so there are usually no right and wrong answers.

Refer to p. 495 of the *Student Interactive* for exercises in grouping words together to form rhythms.



Independent Writing

Mentor STACK



FOCUS ON RHYTHM Instruct students to come up with rhythmic groups of words they would like to use in their writing.

- If students need additional opportunities to develop their understanding of rhythm, refer to stack texts to offer more examples of how words come together to form rhythms.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model picking words that form a rhythm when linked together.
- **Shared** Pick a starting word, and then work with a group of students to brainstorm more words that work rhythmically with the first.
- **Guided** Explicitly instruct students on words they can add to their writing to build rhythms with existing words.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to expand their word groups to full rhythmic sentences.

See the **Conference Prompts** on p. T358.



Share Back

Ask students to share the word lists or sentences that they have created. Have other students suggest more words that could fit with the rhythms established by the lists.

Spelling Spell Words with *-en*, *-ent*, *-ence*

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T378, to assess students' prior knowledge of word parts *-en*, *-ent*, and *-ence*.

For students who understand that the spelling of a root or base word may be changed when one of these suffixes is added, include the following Challenge Words with the spelling list.

Challenge Words

opalescent
 fraudulent
 divergent

ELL Targeted Support

Words with *-en*, *-ent*, *-ence* Explain that when the word part *-en*, *-ent*, or *-ence* is added to a base word as a suffix, the spelling of the base word might have to change.

Write the following words on the board and say them aloud: *forgot*, *tight*, *confide*. Use a different color to add the suffixes: *forgotten*, *tighten*, *confident*. Emphasize that you doubled the consonant when spelling *forgotten*. Read the words aloud again, and have students spell them. **EMERGING/DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-en*, *-ent*, *-ence*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION

LESSON 4

 Spiral Review: Latin Roots

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Relative Adverbs

FOCUS ON STRATEGIES Go over the use of relative adverbs as words that join two clauses or sentences, and tell where, when, and why. Example: *She hid **where** we could not see her. I learned **why** volcanoes erupt. Millie left **when** the band started to play.*

MODEL AND PRACTICE Write the two clauses on the board, and ask students to write in a relative adverb to connect them.

Clause	Relative Adverb	Clause
I explained	why	we needed help.
Rob ran	when	the bear growled.
We waited	where	the creek ended.

Provide additional sentences for students to complete.

APPLY Invite partners to write their own sentences containing two independent clauses, leaving a blank for a relative adverb. Have students exchange papers and write in each relative adverb.

OBJECTIVES

Use relative pronouns and relative adverbs.

Edit drafts using standard English conventions.

ELL Targeted Support

Relative Adverbs and Prepositions Point out that relative adverbs can be confused with prepositions. To emphasize the difference, explain that relative adverbs connect two independent clauses and prepositions begin dependent clauses. Prepositional phrases begin with prepositions and tell when or where something is located in space and/or time.

Display the following sentences.

1. The hikers walked ____ the waterfall.
2. ____ the drawer we found gold coins.

Have students complete the sentences in their notebooks by filling in the blank with a preposition.

Then have students rewrite each sentence by replacing the prepositional phrase with a relative adverb and a new clause.

DEVELOPING

FLEXIBLE OPTION

LESSON 1



Spiral Review: Relative Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language: Capitalization Rules

LESSON 3

Teach Capitalization Rules

LESSON 4

Practice Capitalization Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose with Alliteration and Assonance

OBJECTIVES

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.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 496



POETRY

Compose with Alliteration and Assonance

Repeated sounds help make a poem memorable. **Alliteration** is the repetition of consonant sounds at the beginnings of words.

Hilda helped Haruki hold the hamster.

Assonance is the repetition of vowel sounds inside words.

We see the beagle leap across the stream.

In lines of poetry with alliteration and assonance, the sounds only have to repeat once, not with every word.

My Turn Write four sentences. In each one, use the repeated sound indicated.

- Alliteration of *r*. Possible response: *Trucks trundled through the trees.*
- Assonance of long *o*. Possible response: *Slow toads poked along the road.*
- Alliteration of *b*. Possible response: *Bao blew bubbles better than Bev.*
- Assonance of short *u*. Possible response: *Some bugs love the sun.*

My Turn Apply alliteration and assonance when you compose the draft of a poem in your writing notebook.

496

Minilesson

Mentor STACK



TEACHING POINT Poets use repetition of sound within words to develop interest and images.

- The repetition of initial consonant sounds is alliteration.
- The repetition of internal vowel sounds is assonance.

It is important to remember that alliteration and assonance refer to sounds and not spelling. The words *city* and *surf* are alliterative because they start with the same consonant sound, while *trait* and *weight* are assonant because they contain the same vowel sound.

MODEL AND PRACTICE Read aloud a stack text with students, pointing out how authors use alliteration or assonance to give poems a unique structure or sound. Then break students into groups and assign each group a word, instructing them to separately list words that are alliterative and words that are assonant with their assigned word.

Possible Teaching Point

Writing Process

Drafting | Alliteration

As students compose their poems with alliteration, remind them to make sure that the words have the same initial consonant sound. For example, while *city* and *surf* have same consonant sound, *cat* and *sit* do not. Even words that begin with the same letters will not always be alliterative, such as *charm* and *chord*. As students draft their poems, encourage them to say the words aloud to make sure they are alliterative.



Independent Writing

Mentor STACK



FOCUS ON SOUND DEVICES After the minilesson, students should transition into independent writing. Instruct students to use alliteration and assonance.

- If students need additional opportunities to develop their understanding of assonance and alliteration, refer them to stack texts to see how alliterative and assonant terms affect sound and make poems memorable.

WRITING SUPPORT

- **Modeled** Pick a specific sound, and then use a Think Aloud to model writing an alliterative or assonant line using that sound.
- **Shared** Assign student pairs a word. Then have them place the word in an alliterative or assonant sentence.
- **Guided** Explicitly instruct students on words they should use to maintain alliteration or assonance.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to draft more examples of alliteration and assonance, using different consonant and vowel sounds throughout their writing.

See the **Conference Prompts** on p. T358.

Share Back

Have students share their examples of alliterative and assonant language. Ask other students to build on the examples by offering more words that use the same consonant or vowel sounds.

Spelling Spell Words with *-en*, *-ent*, *-ence*

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

LESSON 2

Teach

FOCUS ON STRATEGIES When added as a suffix to a base word, the word part *-en* creates a verb. An *e* that ends the base word may be dropped. The word part *-ent* attaches to form an adjective. The final letter(s) of the base word may be dropped. The suffix *-ence* attaches to form a noun. The final letter(s) of the base word may be dropped. The suffix

MODEL AND PRACTICE

Display several spelling words. Call on volunteers to identify the base words and explain changes to the spelling of the base words if applicable.

APPLY My TURN Ask students to complete the exercises on p. 493 of the *Student Interactive*.

READING-WRITING BRIDGE

SPELLING

Spell Words with *-en*, *-ent*, *-ence*

Adding the endings *-en*, *-ent*, and *-ence* as suffixes to roots and the ends of base words sometimes requires changing the spelling. For example,

bite → *bitten* – drop the *e*, double the consonant, and add *-en*
indulge → *indulgent* – drop the *e*, and add *-ent*

My TURN Read the words. Then sort the words by their endings.

SPELLING WORDS				
chosen	frozen	stolen	forgotten	driven
spoken	tighten	forbidden	undertaken	mistaken
present	presence	evident	evidence	confident
confidence	intelligent	intelligence	persistent	persistence

<p>-en</p> <p>chosen _____</p> <p>mistaken _____</p> <p>spoken _____</p> <p>driven _____</p> <p>forbidden _____</p> <p>forgotten _____</p> <p>stolen _____</p> <p>frozen _____</p> <p>tighten _____</p> <p>undertaken _____</p>	<p>-ent</p> <p>intelligent _____</p> <p>confident _____</p> <p>persistent _____</p> <p>present _____</p> <p>evident _____</p> <p>-ence</p> <p>intelligence _____</p> <p>confidence _____</p> <p>persistence _____</p> <p>presence _____</p> <p>evidence _____</p>
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493

LESSON 2

Teach: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION LESSON 4

Spiral Review: Latin Roots

LESSON 5

Assess Understanding



Language & Conventions

Capitalization Rules

FLEXIBLE OPTION

LESSON 2**Oral Language: Capitalization Rules**

FOCUS ON STRATEGIES Introduce capitalization rules for the main words in historical events and the names of languages, nationalities, and races. Give examples for each capitalization rule, and clarify misunderstandings as needed.

MODEL AND PRACTICE Read the sentence aloud. Ask students to identify the words that should be capitalized and explain why. Reread the sentence, and call on a volunteer to write it on the board.

I have books about **European** history, the **Battle of New Orleans**, the **Korean** language, famous **Native American** people, and **Latvian** geography.

APPLY Have students write paragraphs including at least one correctly capitalized language name. Challenge students to include a nationality, a race, and a historical event.

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.

FLEXIBLE OPTION

LESSON 2

Oral Language:
Capitalization Rules

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Relative Adverbs

LESSON 3

Teach Capitalization
Rules

LESSON 4

Practice
Capitalization Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Compose with Similes and Metaphors

OBJECTIVES

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.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Minilesson

Mentor STACK 

TEACHING POINT Writers often describe subjects by comparing them to other things, especially in poems. Two ways to compare things are with *similes* and *metaphors*.

Similes compare two things using the word *like* or the word *as*. For example:

- The train was as loud as a clap of thunder.

Metaphors compare two things without using *like* or *as*. For example:

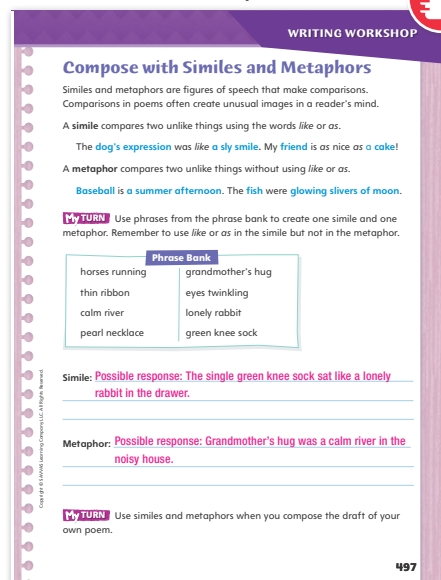
- The hummingbird was a helicopter hovering in the air.

MODEL AND PRACTICE Read aloud a couple of texts from the stack, pausing at each simile and metaphor. Ask the students:

- What is being compared in this figure of speech? Is this a simile or a metaphor?
- What is the effect of this comparison? What idea does it add to the poem?

Refer students to p. 497 in the *Student Interactive* for more practice writing similes and metaphors.

STUDENT INTERACTIVE, p. 497



The screenshot shows a page titled 'WRITING WORKSHOP' with the heading 'Compose with Similes and Metaphors'. It includes definitions of similes and metaphors, a 'Phrase Bank' with items like 'horses running', 'thin ribbon', 'calm river', 'pearl necklace', 'grandmother's hug', 'eyes twinkling', 'lonely rabbit', and 'green knee sock'. It also features a 'My Turn' section with a writing prompt and a 'Possible response' for both simile and metaphor.

Possible Teaching Point

Language & Conventions | Capitalization Rules

Encourage students to pay attention to capitalization rules as they write their similes and metaphors. For example, if they write that something is “as vast as the ocean,” *ocean* is not capitalized because it is a common noun. However, if they write that it is “as vast as the Pacific Ocean,” *Pacific Ocean* is capitalized because it is a proper noun, the name of a particular ocean.



Independent Writing

Mentor STACK



FOCUS ON SIMILES AND METAPHORS After the minilesson, students should transition into independent writing. Direct them to incorporate similes and metaphors.

- If students need additional opportunities to develop their understanding, have them use similes and metaphors from stack texts as models for their own writing.

WRITING SUPPORT

- **Modeled** Model comparing pairs of subjects using both similes and metaphors.
- **Shared** Write out sentence frames that contain similes and metaphors, and work with students to fill them in.
- **Guided** Ask students what comparisons they want to make, then explicitly tell them how to make the comparisons as similes or metaphors.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them check that their similes and metaphors contain descriptive adjectives.

See the **Conference Prompts** on p. T358.

Share Back

Have volunteers share the similes and metaphors they have written. Ask other students to offer feedback on how they can make their similes and metaphors more clear or descriptive.

Spelling Spell Words with *-en*, *-ent*, *-ence*

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that *-en*, *-ent*, and *-ence* can sometimes change the spelling of a root or base word.

MODEL AND PRACTICE Write the following words, and ask students to add a suffix and provide the correct spelling of the new word: *hide*, *broke*, *dark*, *bright*, *give*, *fluorescent*, *patient*, *absent*.

APPLY Have students complete *Spelling* p. 183 from the *Resource Download Center*.

Name _____

Spelling

Spell Words with *-en*, *-ent*, *-ence*
 Add the word parts *-en*, *-ent*, and *-ence* as suffixes to roots and base words to change meanings and parts of speech. Sometimes you have to drop the *e* or double the final consonant when adding an ending.

SPELLING WORDS				
chosen	frozen	stolen	forgotten	driven
spoken	tighten	forbidden	undertaken	mistaken
present	presence	evident	evidence	confident
confidence	intelligent	intelligence	persistent	persistence

My Turn Add *-en*, *-ent*, or *-ence* to each base word to create a new word. Use the rules about dropping the *e* or doubling the final consonant to spell correctly.

- froze _____ frozen _____
- chose _____ chosen _____
- stole _____ stolen _____
- forgot _____ forgotten _____
- drive _____ driven _____
- spoke _____ spoken _____
- forbid _____ forbidden _____
- confide _____ confidence _____
- persist _____ persistence _____
- tight _____ tighten _____

My Turn Write a sentence for each word below. Responses will vary, but students should use and spell each word correctly.

- evident _____
- evidence _____
- confidence _____

Grade 4, Unit 5, Week 2
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FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Latin Roots

LESSON 5

Assess Understanding



Language & Conventions

Capitalization Rules

LESSON 3

Teach Capitalization Rules

FOCUS ON STRATEGIES Point out that capitalization of historical events can be tricky. Examples:

- the Civil Rights Act of 1964
- the Cold War
- the war on poverty
- Lincoln’s assassination
- the Gettysburg Address

Note that the Cold War is capitalized while the war on poverty is not. Similarly, Lincoln’s assassination is not capitalized, but Lincoln’s Gettysburg Address is capitalized.

MODEL AND PRACTICE Present this paragraph and have students capitalize correctly.

In ~~mexico~~, **Mexico** the fifth of May is celebrated as ~~cinco-de mayo~~ **Cinco de Mayo**, the day when the ~~mexican army~~ **Mexican Army** defeated ~~french~~ **French** forces in the ~~battle of Puebla~~ **Battle of Puebla** in 1862. In the United States, the day is a celebration of ~~mexican-american~~ **Mexican American** culture.

Provide more examples for additional practice.

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.

ELL Targeted Support

End Punctuation Review usage of the three end punctuation marks in English.

- Use a period after a complete sentence or a command.
- Use a question mark after a question.
- Use an exclamation mark to show force, surprise, or a shouted statement.

Write the sentences below and have students supply the end punctuation. **EMERGING/DEVELOPING**

- Are you ready for some fun
- We won the game
- The house is on Pine Street

In addition to the sentences above, ask students to write their own sentences with each type of end punctuation.

EXPANDING

LESSON 3

Teach Capitalization Rules

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Relative Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Capitalization Rules

LESSON 4

Practice
Capitalization Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

Compose with Rhyming Words

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 498



POETRY

Compose with Rhyming Words

You may use rhymes to create predictable patterns of sound. Words rhyme when they have the same sound in their ending syllable or syllables. Rhyming words do not have to have matching spellings. Sounds make the rhymes.

fruit	boat	today	hooray
letter	better	president	hesitant
jingle	tingle	planetary	solitary

Sometimes phrases of more than one word can be used to make a rhyme.
comb your hair go nowhere

My TURN Write at least one rhyming word under each bold word.

Possible responses:

chopping	tonight	flame	good
stopping	delight	name	wood
dropping	sunlight	same	should
topping	be right	game	hood

My TURN Use rhyming words when you compose the draft of a poem in your writing notebook.

Some poems do not have rhymes.

498

Minilesson

Mentor **STACK**



TEACHING POINT Many poems combine rhythm with rhyme. When composing poetry with rhyming words, remember:

- Words rhyme because they end in syllables that sound alike.
- Rhyming words rhyme with each other solely because of sounds. As with alliteration and assonance, spelling is not a factor.

MODEL AND PRACTICE Pick two or three rhyming poems from the stack to show students different ways in which rhyming words can be used and how rhymes affect rhythm. Then select sample words and work with students to create lists of rhymes.

Have students use *Student Interactive* p. 498 to practice creating rhymes.

Possible Teaching Point

Spelling | Spell Words with *-en*, *-ent*, *-ence*

Remind students that they can create rhymes with words that end with *-en*, *-ent*, or *-ence* as long as the ending of the rhyming words sound alike. For example

- *Chosen* can rhyme with *frozen*, *son*, and *close in*
- *Evident* can rhyme with *dent*, *student*, and *pendant*
- *Persistence* can rhyme with *distance*, *absence*, and *sentence*

Have students check that they spelled words with *-en*, *-ent*, or *-ence* correctly as they compose their rhyme schemes.



Independent Writing

Mentor STACK



FOCUS ON RHYME After the minilesson, students should transition into independent writing. Challenge students to write rhyming couplets.

- If students need additional opportunities to develop their understanding of rhyme, refer them to the word lists the class created, as well as stack texts that can show them how to use rhyming words.

WRITING SUPPORT

- **Modeled** Model writing a verse of a rhyming poem using terms from the created word list.
- **Shared** Pick a rhyming scheme from the word list, and work with students to create a poem, with each student offering a line.
- **Guided** Offer explicit instruction to help students choose rhymes.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them try using internal, or middle, rhyme in addition to rhymes at the end of lines.

See the **Conference Prompts** on p. T358.

Share Back

Ask students to share the rhymes that they have written. Other students should volunteer additional lines that could be added to the poems, keeping rhyming patterns and rhythm in mind.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

Writing Workshop

As students proofread their writing, remind them to check the spellings of words with Latin roots.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Latin Roots

FOCUS ON STRATEGIES Review Latin roots *gener*, *dur*, *ject*, and *port*. Show how the word *injection* is constructed from prefix *in-*, root *ject*, and suffix *-ion*.

MODEL AND PRACTICE Write the following words, and ask students to identify each Latin root and prefix or suffix and define each word.

1. *duration*
2. *generic*
3. *subjective*
4. *unimportant*
5. *enduring*

APPLY Read aloud the Spelling Words *generous*, *portable*, *endure*, and *objection*. Have students write and briefly define each word. Then have them use each word in a written sentence.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Latin Roots

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *-en*, *-ent*, *-ence*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *-en*, *-ent*, *-ence*

LESSON 5

✓ Assess Understanding



Language & Conventions

Capitalization Rules

LESSON 4

Practice Capitalization Rules

APPLY MyTURN Have students edit the paragraph on *Student Interactive* p. 494.

LANGUAGE AND CONVENTIONS

Capitalization Rules

Many historical events, languages, races, and nationalities have proper nouns for names. Proper nouns are capitalized.

Rule	Examples
Capitalize the main words in the names of historical events.	the American Revolution the Battle of San Jacinto
Capitalize the names of languages.	Swedish Arabic
Capitalize the names of races.	American Indian Native Hawaiian
Capitalize the names of nationalities.	Guatemalan Korean

MyTURN Edit this draft by correcting capitalization for seven words.

English and **Spanish** are the two most common languages spoken in Texas homes. The next two most common languages in Texas are **Vietnamese** and **Chinese**. This is because many immigrants came to Texas from Vietnam after the **Vietnam War** ended in 1975. More **Asian** immigrants came to Texas in the late 1970s, and most of them were of **Chinese** descent.

494

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.

Writing Workshop

As students draft their Writing Workshop texts, remind them to follow capitalization rules for proper nouns. Tell them to consult references such as a print or online dictionary if they are not sure whether a noun is common or proper.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Relative Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Capitalization Rules

LESSON 3

Teach Capitalization
Rules

LESSON 4

Practice Capitalization Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

Use Repetition

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 499

WRITING WORKSHOP

Use Repetition

In poems, you may repeat words and phrases to emphasize ideas.

Barely a thought
I gave to being *caught*
although *caught* was what I got
when we played tag.

Instead, running
and laughing and swearing and laughing—
were *barely thoughts* as I was *caught*!

Repetition of caught emphasizes what happened to the speaker.
Repetition of and laughing emphasizes fun.
Repetition of barely, thoughts, and caught echoes the first stanza and emphasizes the quickness of the game.

MY TURN Write lines that contain each sample repetition.
Possible responses:

Sample Repetition	My Three Lines
The phrase <i>in the boat</i> two times	In the boat were two fishers who tried to find room in the boat for their fish.
The same verb four times	The princess smiled at the clown. The king smiled and the queen smiled. The clown clapped, yelled "Yes!" and smiled.

MY TURN Use repetition to emphasize ideas when you compose your own poem. Discuss your poem with your Writing Club.

499

Minilesson

Mentor STACK

TEACHING POINT Repetition can emphasize the importance of repeated terms. This emphasis can develop and intensify a mood. Repetition can also affect a poem's rhythm. A repeated word or phrase, pronounced and stressed the same way, can shape the way a poem sounds.

MODEL AND PRACTICE Refer to p. 499 in the *Student Interactive* to show how repetition can add emphasis. Then work with students to choose words and phrases to convey different feelings through repetition.

For example:

- Repeating the word *dancing* may make a poem sound happy and active.
- Repeating the word *rain* may make a poem sound sad.
- Repeating the word *spider* may make a poem sound scary.

Pick examples from stack texts that illustrate the different effects repetition can have in poems. Then have students complete the activities on p. 499 of the *Student Interactive*.

WRITING CLUB

Place students into groups so they can complete the Writing Club assignment on p. T377. See the **Conference Prompts** on p. T358.

Share Back

Have volunteers share examples of repeated words or phrases in their own writing. Ask other students how the use of these terms makes the work sound or feel.



WRITING CLUB

What's Happening This Week? This week in Writing Club, students will share selections from their poetry work that reflect the objectives of one or more of the week's minilessons.

Writing Club is a time when students can share their work with each other and get feedback that will ultimately help them to grow as writers. During Writing Club, students should be encouraged to

- share work that focuses on areas where they feel they could use more help.
- take notes on their peers' work as it is shared.
- offer insight in a helpful fashion after their peers are finished sharing their work.

What Are We Sharing? Students should be instructed to read poems (or excerpts from poems) that reflect literary techniques with which they feel they could use more help. Some areas in which they may want to consult with their peers could include rhythm, differentiating between similes and metaphors, and effectively using repetition of words and phrases.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- Let's try to think of words with the same stressed syllables as ____.
- ____ also starts with the same sound as ____.
- What can you compare ____ to?
- What else rhymes with ____?
- Which words can you repeat to create the mood you want?



Spelling Spell Words with *-en, -ent, -ence*

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping *e*, changing *y* to *i*, and doubling final consonants.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence


LESSON 5

Assess Understanding

Read the following sentences aloud. Repeat each boldfaced word, and have students spell it.

1. You will need to **tighten** the screws.
2. The persuasive author supplied plenty of facts and **evidence**.
3. The **persistent** ringing of the alarm annoyed me.
4. I am **confident** that I will do well on the test.
5. Have you ever **driven** from Tucson to Flagstaff?
6. Having **confidence** is important to success.
7. Jolene's **presence** will be missed after she goes off to college.
8. This is one of the biggest projects the city has ever **undertaken**.
9. **Intelligence** is a trait that psychologists study.
10. If it is **forbidden**, then it is not allowed.

FLEXIBLE OPTION 
LESSON 1

 Assess Prior Knowledge


LESSON 2

Teach: Spell Words with *-en, -ent, -ence*

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Words with *-en, -ent, -ence*

FLEXIBLE OPTION 
LESSON 4

 Spiral Review: Latin Roots

LESSON 5

 Assess Understanding



Language & Conventions

Capitalization Rules

FLEXIBLE OPTION


LESSON 5

Standards Practice

Have students identify the sentence that is capitalized correctly.

- A Our family celebrated Independence day at the native American Center eating Thai spring rolls.
- B** Our family celebrated Independence Day at the Native American Center eating Thai spring rolls.
- C Our family celebrated independence Day at the Native American Center eating thai spring rolls.

APPLY Have students complete *Language and Conventions* p. 188 from the *Resource Download Center*.



Name _____

Language and Conventions
Capitalization Rules
Proper nouns, including names for historical events, languages, races, and nationalities, are capitalized.

Try It! Underline the words in each sentence below that should be capitalized.

- The united states was attacked by japan at pearl harbor during world war II.
- My favorite country to visit is germany.
- Uncle frank is indonesian and speaks malay and english.
- Many african americans moved from the american south to the north in the 1920s.
- My best friend's family is from the caribbean islands.
- Did you know one of the most famous battles of the revolutionary war was at bunker hill?
- The majority of people in afghanistan are pashtun.
- I had a lot of inuit friends when I lived in canada.
- The wildlife in africa is beautiful.
- How many countries are in asia?
- I think china has the largest population, but it is not the largest country.
- The chinese people speak several languages, including mandarin and min.
- The capital of china is beijing.
- My favorite place to go hiking is in kentucky.
- I have a lot of friends in massachusetts and in rhode island.

Grade 4, Unit 5, Week 2
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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.

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:
Relative Adverbs

FLEXIBLE OPTION

LESSON 2

Oral Language:
Capitalization Rules

LESSON 3

Teach Capitalization
Rules

LESSON 4

Practice
Capitalization Rules

Weekly Overview

Students will

- understand line breaks in poetry.
- learn to arrange stanzas.
- use punctuation to set rhythm and beats.
- select a genre and set a rhyme scheme.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Compose with Line Breaks T384	Arrange Stanzas T388	Select Punctuation T392
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T385	Independent writing and Conferences T389	Independent Writing and Conferences T393
SHARE BACK FOCUS 5–10 min.	Line Breaks for Emphasis T385	Stanzas T389	Effects of Punctuation T393
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T386 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Capitalization Rules T387 	<ul style="list-style-type: none"> • Spelling Teach: Spell Multisyllabic Words T390 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Title Capitalization T391 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T394 • Language & Conventions Teach Title Capitalization T395

Mentor **STACK**

Use the following criteria to add to your poetry stack:

- Poems with an obvious rhyming scheme.
- Poems that are haiku or couplets.
- Poems that use punctuation to control the rhythm and beat.

FAST TRACK**LESSON 4**

Set a Rhyme Scheme
T396

Independent Writing and
Conferences T397

Explain Rhyme Scheme
T397

- FLEXIBLE OPTION** ←
- **Spelling** Spiral Review T398
 - **Language & Conventions** Practice Title Capitalization T399

FAST TRACK**LESSON 5**

Select a Genre T400

Select a Genre and
Conferences T400–T401

Poetic Form T400

- **Spelling** **Assess Understanding** T402
- FLEXIBLE OPTION** ←
- **Language & Conventions** Standards Practice T403

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Poetry

Poetry Project

INDEPENDENT WRITING AND CONFERENCES

30–40 min.

Independent Writing and Conferences

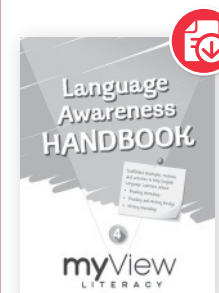
Independent Writing and Conferences

SHARE BACK FOCUS

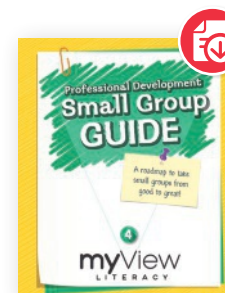
5–10 min.

Make a Stanza

Use Punctuation for Control







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 composing line breaks, arranging stanzas, selecting punctuation, and setting a rhyme scheme in students' poems. Have stacks and minilessons available to reference during the conferences.

FORMATIVE ASSESSMENT		Conference Prompts
Compose with Line Breaks		
If students need additional support,	 Then review poems from the stack noting how line breaks create effect.	
If students show understanding,	Then ask: How does the way the author used line breaks help you think about line breaks in your own poems?	
Select Punctuation		
If students need additional support,	 Then have students read a poem with and without punctuation, comparing the effects.	
If students show understanding,	Then ask: How does punctuation affect the way you read a poem?	
Set a Rhyme Scheme		
If students need additional support,	 Then use poems from the stack and have students mark words that rhyme in a stanza, noting patterns.	
If students show understanding,	Then ask: How will you use rhyme in your poem? What effect will your rhyme scheme have on the reader?	
Select a Genre		
If students need additional support,	 Then review the relationships between genre and topic, purpose, and audience.	
If students show understanding,	Then ask: How will your new draft be different from a poem? How will it be similar?	

Conference Support for ELL

EMERGING

- Display and read aloud a few lines of a poem, emphasizing natural rhythm in flow with the line breaks. Underline rhyming words. Read them aloud and have students repeat after you.

DEVELOPING

- Review poems with students one line at a time, pointing out areas where a writer deliberately emphasizes points by using line breaks.
- Use familiar nursery rhymes and tongue twisters to help students understand rhyme scheme.

EXPANDING

- Choose from the stack different poem types including limericks, sonnets, couplets, and haiku. With students, identify the type of poem and the rules it must follow.

BRIDGING

- Add free or open verse poems to the stack for students to explore poems that follow natural ways of speaking.
- Have students explore a poem such as Edgar Allan Poe's "The Bells" or another from the mentor stack to examine the poet's use of rhetorical devices such as repetition, alliteration, and onomatopoeia.

Reading-Writing Bridge

While conferencing with students, refer back to the Bridge minilessons on **rhetorical devices** and **titles and capitalization**.



ELL Minilesson Support

Week 3: Develop Structure

During this structure development 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. T384.

ELL Targeted Support

COMPOSE WITH LINE BREAKS

Poets consider how a poem flows when they make line breaks in a poem.

Read aloud a poem from the stack. Then give students a copy of the poem with the line breaks removed. Have them annotate it or rewrite to add line breaks. Have small groups discuss to explain how their choices affect the poem by adding emphasis, rhythm, or clarity.

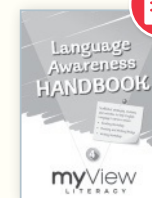
EMERGING

Have student pairs work together to write sentences about the line breaks in a poem from the stack. Guide students to explain how the poem's rhythm, ideas, and emphasis would be different if the line breaks changed.

DEVELOPING

Have students work together to read a poem with line breaks, then write sentences explaining how the line breaks add to the sound and meaning of the poem. **EXPANDING**

Have students choose a one-stanza poem from the stack and write sentences explaining how the line breaks add to the sound and meaning of the poem. **BRIDGING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T392.

ELL Targeted Support

SELECT PUNCTUATION

Punctuation or the lack of punctuation can determine the pacing in a poem, affecting how the poem is read.

Choose poems from the stack that have different punctuation. Read them with students, noting the kinds of punctuation that a writer chose and modeling pauses. Discuss the meaning of the punctuation. Help them understand why a writer may have chosen one kind of punctuation over another. **EMERGING**

Discuss symbols such as the marks used to indicate questions and exclamations in languages other than English. Have students tell what these symbols indicate to them in their first language. Have them make a comparison chart for these symbols and their equivalent English punctuation. **DEVELOPING**

Choose a short poem from the stack that has a lot of punctuation. Present it to students with punctuation removed and have them punctuate it the way they think it should be punctuated. Have them compare their version with the original poem by reading both aloud.

EXPANDING/BRIDGING

FAST TRACK

Compose with Line Breaks

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 537

The screenshot shows a page from a student interactive. At the top, it says 'POETRY' and 'WRITING WORKSHOP'. The main title is 'Compose with Line Breaks'. Below the title, there is a 'Learning Goal' box that says 'I can use knowledge of the elements and structure of poetry to write a poem.' There are two poems, 'Poem 1' and 'Poem 2', each with a line break. 'Poem 1' is 'Bread tastes better when covered in butter or jelly or honey or melted cheese.' 'Poem 2' is 'Bread tastes better when covered in butter or jelly or honey or melted cheese.' Below the poems, there is a paragraph explaining line breaks and their effect on rhythm and emphasis. There are also two questions and their possible responses. The page number '537' is at the bottom right.

Minilesson

Mentor STACK



TEACHING POINT Not only do line breaks affect the way a poem looks, but they also put emphasis on certain words or ideas within a poem. Authors use line breaks to

- help readers understand the rhythm and pacing of a poem,
- affect how a poem sounds, and
- emphasize ideas and images in a poem.

MODEL AND PRACTICE Tell students that authors carefully decide where to make line breaks as they write poems. They decide which words or points to emphasize and what kind of rhythm they would like in a poem. Use a poem from the stack to ask the following questions.

- Why did the author break the line where he or she did?
- What would happen to the rhythm of the poem if the author broke the line in a different place?
- What kinds of ideas is the author trying to emphasize with the line breaks?

Direct students to p. 537 in the *Student Interactive*. Have them complete the activity independently.

Independent Writing

Mentor STACK



FOCUS ON LINE BREAKS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of composing with line breaks, they should read additional poems from the stack and note how the author used line breaks to emphasize points.

WRITING SUPPORT

- **Modeled** Choose one of the poems from the stack and write it on the board or chart paper without line breaks. Have students suggest line breaks and compare the two versions' use of rhythm and emphasis.
- **Shared** Have students work with a partner to make and explain their chosen line breaks in a poem.
- **Guided** As students decide to make line breaks, discuss with them the effect each line break will have on the meaning of the sentence.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their poems in their writer's notebook.

See the **Conference Prompts** on p. T382.



Share Back

Have volunteers share the line breaks they made in the activity, and let the class discuss how the line breaks affect meaning.

Spelling Spell Multisyllabic Words

OBJECTIVES

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

Spell words using advanced knowledge of syllable division patterns.

SPELLING WORDS

complex	apply
fortress	complaint
extra	sculpture
function	emphasize
instant	hindrance
arctic	technical
conflict	puncture
partner	juncture
substance	congress
extreme	simply

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T402, to assess students' prior knowledge of multisyllabic words.

For students who demonstrate understanding of spelling multisyllabic words, include these Challenge Words with the spelling list.

Challenge Words

conscience
 conscious
 hatchet

ELL Targeted Support

Spelling Patterns Use these supports to practice identifying spelling patterns.

Display and read aloud the words *conflict*, *extra*, and *sculpture*. Have students write the words and circle the consonant digraphs. **EMERGING**

Complete the above activity. Then for each word, have student pairs write another word that contains the same digraph. **DEVELOPING**

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge


LESSON 2

Teach: Spell Multisyllabic Words

FLEXIBLE OPTION LESSON 3

More Practice: Spell Multisyllabic Words

FLEXIBLE OPTION LESSON 4

 **Spiral Review:** Spell Words with *-en*, *-ent*, and *-ence*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Capitalization Rules

FOCUS ON STRATEGIES Review last week’s Language and Conventions lessons on capitalization rules. Direct students to p. 494 of the *Student Interactive* to review the rules.

MODEL AND PRACTICE Display the following sentence: The five most used languages in Texas are English, Spanish, Vietnamese, Chinese, and Tagalog. Each of the languages is capitalized because names of languages are always capitalized. Direct students to consider the following sentences and capitalize correctly: *The Iron Age was before the Bronze Age but not before the Stone Age. We studied traditional literature from Africa, Asia, and Europe.*

APPLY Ask students to write two or three sentences describing another country or historical event while paying close attention to capitalization rules.

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.

ELL Targeted Support

End Punctuation Review usage of the three end punctuation marks in English.

- Use a period after a complete sentence or a command.
- Use a question mark after a question.
- Use an exclamation mark to show force, surprise, or a shouted statement.

- Are you ready for some fun
- We won the game
- The house is on Pine Street

In addition to the sentences above, ask students to write their own sentences with each type of end punctuation. **EXPANDING**

Write the sentences below and have students supply the end punctuation. **EMERGING/DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review: Capitalization Rules

FLEXIBLE OPTION

LESSON 2

Oral Language: Title Capitalization

LESSON 3

Teach Title Capitalization

LESSON 4

Practice Title Capitalization

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Arrange Stanzas

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 538



POETRY

Arrange Stanzas

A stanza is a group of lines in a poem. There is a longer pause at the end of a stanza than at the end of a line. The pause at the end of a stanza means that the mood or thought of the poem is changing.

Stanzas can have two or more lines. All stanzas do not have to have the same number of lines. Single lines can be mixed with stanzas. Stanzas do not have to end when a sentence ends.

My TURN Divide these lines into stanzas that have separate thoughts. Underline the last line of each stanza you create.

Possible response:

A crowd waits at the bus stop.
Buses come, six in a line.
The crowd makes six lines.
I find the line for mine.
My line climbs six steps
in the four-twenty-nine.
The door squeaks and slams.
I get home just fine.

My TURN Apply the skill of arranging stanzas when you compose a poem in your writing notebook.

Stanzas may separate ideas in unexpected ways.

538

Minilesson

Mentor STACK



TEACHING POINT Stanzas are groups of lines in a poem. Not all stanzas in a poem have to be the same length.

- Stanzas express a complete thought.
- A stanza can contain multiple sentences.
- The pause at the end of a stanza is longer than the pause at the end of a line.

MODEL AND PRACTICE Remind students that line breaks help a reader read a poem. Note that a stanza is a group of lines that express a complete thought in a poem, and that students should pause between stanzas when reading aloud.

Have students note how many stanzas a poem has. Say: **Remember, each stanza expresses a complete thought before moving onto the next stanza. Note how an author arranges the stanzas of a poem so that it makes sense.** Then direct students to p. 538 in the *Student Interactive*. Have them complete the activities for dividing lines into stanzas that express a complete thought.

Possible Teaching Point

Writing Process

Drafting | Line Breaks and Stanzas

As students draft their poems, remind them that line breaks can

- draw attention to an important idea
- occur at the end of or in the middle of a sentence
- develop rhythm and rhyme scheme

Additionally, tell them that stanzas can

- build on ideas previously introduced
- introduce new images
- vary in length



Independent Writing

Mentor STACK



FOCUS ON ARRANGING STANZAS After the minilesson, students should transition into independent writing.

- If students need additional opportunities to develop their understanding of arranging stanzas, they should read and examine additional poems from the stack.

WRITING SUPPORT

- **Modeled** Model aloud your thought processes as you show students how to arrange lines into stanzas.
- **Shared** Have students share a poem from the stack and discuss the ideas in each stanza of a poem. Have them note how the ideas fit together to make a complete poem.
- **Guided** As you read a poem from the stack, pause after each stanza and have students tell what the author was trying to say. Move on to the next stanza and repeat the activity.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their poems in their writer's notebook.

See the **Conference Prompts** on p. T382.

Share Back

Have students work in small groups to discuss how and why they divided the lines into stanzas in the *Student Interactive* activity.

Spelling Spell Multisyllabic Words

OBJECTIVES

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

Spell words using advanced knowledge of syllable division patterns.

SPELLING WORDS

complex	apply
fortress	complaint
extra	sculpture
function	emphasize
instant	hindrance
arctic	technical
conflict	puncture
partner	juncture
substance	Congress
extreme	simply

LESSON 2

Teach

FOCUS ON STRATEGIES Review the strategies students use to divide words with a VCCCV syllable pattern. Students can use sound-spelling patterns. Prefixes, suffixes, and digraphs provide clues on how to spell new words.

MODEL AND PRACTICE

Display or write the words *sculpture*, *extreme*, and *complex*. Guide students to say each word aloud and divide the words into syllables to show patterns in spelling.

APPLY MyTURN

Direct students to complete the activity on p. 535 of the *Student Interactive*.

SPELLING
READING-WRITING BRIDGE

Spell Multisyllabic Words

Dividing words with three consonants together follows rules for the syllable pattern VCCCV. The rules depend on whether the word is a compound, has a prefix or suffix, or includes digraphs, which are two letters that make one sound. Check the syllable breaks of these multisyllabic words in a dictionary.

MyTURN Read each word aloud to hear its sound spelling. Refer to a print or online dictionary to determine syllabication. Then correctly spell each word in the column that represents its syllable pattern.

SPELLING WORDS				
complex	fortress	extra	function	instant
arctic	conflict	partner	substance	extreme
apply	complaint	sculpture	emphasize	hindrance
technical	puncture	juncture	Congress	simply

VC/CCV		VCC/CV	
complex	substance	function	technical
fortress	extreme	arctic	puncture
extra	apply	partner	juncture
instant	complaint	sculpture	
conflict	emphasize		
Congress	hindrance		
simply			

535

LESSON 2

Teach: Spell Multisyllabic Words

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Multisyllabic Words

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with -en, -ent, and -ence

LESSON 5

Assess Understanding



Language & Conventions

Title Capitalization

FLEXIBLE OPTION

LESSON 2**Oral Language: Title Capitalization****FOCUS ON STRATEGIES** In a title, you must capitalize:

- first and last words in a title.
- nouns, pronouns, verbs, adverbs, and adjectives.
- the words *where*, *while*, *that*, *because*, *if*, and *since*.
- prepositions with five or more letters

Do not capitalize:

- the articles *a*, *an* and *the*; the word *to*
- conjunctions such as *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*

MODEL AND PRACTICE In the title I Want a Dog: My Opinion Essay, The first and last words are capitalized. The pronouns “I” and “My,” the nouns “Dog” and “Essay,” the verb “Want,” and the adjective “Opinion” are capitalized. The article *a* is not.

APPLY Ask students to work in small groups to discuss how to capitalize these titles:

The Cat in the Hat

The Narrative of the Life of Frederick Douglass

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.

FLEXIBLE OPTION

LESSON 2**Oral Language: Title Capitalization**

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Capitalization
Rules

LESSON 3

**Teach Title
Capitalization**

LESSON 4

**Practice Title
Capitalization**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Select Punctuation

OBJECTIVES

Choose punctuation for effect.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 539

The thumbnail shows a page titled "Select Punctuation" with two tables. The first table explains how punctuation affects rhythm and pauses, with examples like "Running and running and breathing hard I won the race." and "Running, and running, and breathing hard, I won the race." The second table explains how punctuation affects ideas, with examples like "This is all. This is all?" and "With a period, this statement gives a final answer. With a question mark, the line asks for an answer." There is also a "Possible response" section with a poem snippet.

Minilesson

Mentor STACK



TEACHING POINT Authors use punctuation to affect how a poem is read. The use of commas, dashes, and end punctuation can convey the emotion the author is trying to bring to the poem.

- Authors use commas to affect the pacing and rhythm in a poem.
- End punctuation can call up different emotions in the reader. Question marks are used to raise awareness or concern about an issue. Exclamation marks indicate a sense of excitement or anticipation to the reader.
- Punctuation or the lack of punctuation can affect how quickly a reader reads a poem. For example, a comma or dash is used to signal a pause in the poem.

MODEL AND PRACTICE Remind students that the use of punctuation affects how anything is read. In poetry, it can affect the rhythm and flow of a poem. Say: *How you use punctuation in a poem affects how your poem will be read. It also shows the emotion you want the reader to feel in your poem. Let's examine how an author uses punctuation in a poem.*

Choose a poem from the stack that has prominent punctuation. Read a stanza or two from the poem according to the punctuation marks. Then say: *Did I read the poem according to the way the author intended with the punctuation used? How do you know?*

After students discuss the poem you read, have them complete p. 539 of the *Student Interactive*. Help them place punctuation to let readers know when to stop, pause, or slow down when reading the poem.

Possible Teaching Point

Language & Conventions | Title Capitalization

Remind students to follow the rules of title capitalization. They should capitalize

- nouns, pronouns, verbs, adverbs, and adjectives
- prepositions with five or more letters
- the words *where*, *while*, *that*, *because*, *if*, and *since*.

They should not capitalize articles and conjunctions, unless these words are the first or last words in the title.



Independent Writing

Mentor STACK



FOCUS ON PUNCTUATION After the minilesson, students should transition into independent writing.

- If students need additional opportunities to learn how to punctuate a poem, they should read additional poems from the stack.

WRITING SUPPORT

- **Modeled** Read aloud a stanza, according to the punctuation so that students can see how it affects the rhythm and meaning.
- **Shared** Have pairs read multiple stanzas aloud and then discuss how they used punctuation to guide their reading.
- **Guided** Help students navigate different kinds of punctuation in a poem. Pause at commas and dashes, tilting your voice for question marks, and showing excitement at exclamation marks.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their poems in their writer's notebook.

See the **Conference Prompts** on p. T382.

Share Back

Have volunteers read aloud the stanzas they punctuated as the class discusses how effective the punctuation is to the poem's meaning.

Spelling Spell Multisyllabic Words

OBJECTIVES

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

Spell words using advanced knowledge of syllable division patterns.

SPELLING WORDS

complex	apply
fortress	complaint
extra	sculpture
function	emphasize
instant	hindrance
arctic	technical
conflict	puncture
partner	junction
substance	congress
extreme	simply

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that their knowledge of sound-spelling patterns and advanced syllable division patterns can guide them to spell and understand new vocabulary.

MODEL AND PRACTICE Display the words *emphasize*, *technical*, and *partner*. Ask students to divide these words by syllable and then spell each. Have students demonstrate how they can use a print or an online dictionary to confirm or correct their spelling and syllabication.

APPLY Have students complete *Spelling* p. 184 from the *Resource Download Center*.

The thumbnail shows a worksheet with the following content:

- Name: _____
- Spelling**
- Multisyllabic Words
- To divide most words with the syllable pattern VCCCV, consider whether the word
 - is a compound.
 - has a prefix or suffix.
 - includes digraphs (two letters that make one sound).
- SPELLING WORDS**
- Table of words: complex, arctic, extreme, emphasize, instant; fortress, conflict, apply, hindrance, juncture; extra, partner, complaint, technical, congress; function, substance, sculpture, puncture, simply.
- My TURN** Write three new sentences using words with the VCCCV syllable pattern. Use what you know about syllable patterns to spell correctly. Possible responses:
 - The machine is very complex with a lot of moving parts.
 - The castle was a fortress that protected the area.
 - I like extra mustard on my hot dog, but this is too much.
 - The crash was so fast it happened in an instant.
- My TURN** Write four new sentences using words with the VCCCV syllable pattern. Possible responses:
 - My partner and I just finished our project.
 - James admired the sculpture at the museum.
 - The function of the lever is to open the door.
 - This winter is so cold it feels like the Arctic.
- Grade 4, Unit 5, Week 3
- 184

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Multisyllabic Words

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Multisyllabic Words

FLEXIBLE OPTION

LESSON 4

Spiral Review: Spell Words with -en, -ent, and -ence

LESSON 5

Assess Understanding



Language & Conventions

Title Capitalization

LESSON 3

Teach Title Capitalization

FOCUS ON STRATEGIES Remind students of the rules for correctly capitalizing titles.

MODEL AND PRACTICE Ask volunteers to list words that are always capitalized in titles and words that are not capitalized in titles. Discuss with students how the rules for capitalizing titles differ from capitalizing within sentences. Use prompts such as: *When do you capitalize the last word? When would you write “an” with a capital letter? Are proper nouns capitalized? Are common nouns capitalized in titles?*

For additional practice, display books and write the titles on the board. Circle words within the titles and call on students to identify why they are or are not.

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.

ELL Targeted Support

Title Capitalization Remind students that there are rules for the capitalization of titles that they must memorize.

As students learn the rules for title capitalization, ask them to write a list of the kinds of things that call for title capitalization such as books, movies, television shows, and school classes. To practice spelling, read aloud and display the title of a book. Then have students write the title in their notebooks.

EMERGING

Start with the question above and then ask students to list their favorite books and movies. Guide them to work in small groups practicing the rules for capitalizing titles. Encourage students to use a print or an online resource to check their spelling. **DEVELOPING/EXPANDING**

LESSON 3

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Capitalization
Rules

FLEXIBLE OPTION

LESSON 2

Oral Language: Title
Capitalization

**Teach Title
Capitalization**

LESSON 4

**Practice Title
Capitalization**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Set a Rhyme Scheme

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 540

POETRY

Set a Rhyme Scheme

Some poems have rhymes. Rhymes at the ends of lines follow a pattern called a rhyme scheme.

My friend and I had a nice long talk a
about what to do for fun. b
Her father gave us some sidewalk chalk a
and said, "Show me when you're done!" b

Each rhyme at the end of a line is assigned a letter.

- Talk rhymes with chalk, and that rhyme is assigned the letter a.
- Fun rhymes with done, and that rhyme is assigned the letter b.
- The rhyme scheme is written as abab.

My Turn Find the rhyme scheme of the first stanza and write it on the line. Then add words to the second stanza that will give it the same rhyme scheme.

The tree was big Rhyme Scheme aabb
but the little twig
grew much, much taller
since it started out smaller.

The snowflake was small
but the big snow ball
flew for much longer
Its thrower was stronger.

My Turn Apply a rhyme scheme when you compose the draft of a poem in your writing notebook.

When you fit rhymes into a rhyme scheme, choose words that make sense in the poem.

540

Minilesson

Mentor STACK



TEACHING POINT A rhyme scheme is a pattern of rhyming words in a poem. Rhymes are usually used at the ends of lines. The words, though, must make sense to the meaning of the poem. In a rhyme scheme

- A letter is assigned to each pair of rhyming words in a stanza.
- A rhyme scheme can affect the beat and rhythm in a poem.
- Rhymes should make sense to the overall meaning of the poem.

MODEL AND PRACTICE Discuss a rhyme scheme from one of the poems in the stack. Underline corresponding rhyming words in the lines of the poem and assign each rhyme a letter to indicate rhyme scheme. Point out that often more than two words follow the same rhyming pattern in a poem and so multiple lines may be assigned the same letter. Say: *When I hear the rhyme scheme in this poem, I can feel the beat and rhythm in this poem. I see how the author used a specific rhyme at the end of each line.*

Have students complete p. 540 of the *Student Interactive*. Have them note how the rhyme scheme controls the beat and rhythm in the poem.

Possible Teaching Point

Spelling | Spell Multisyllabic Words

As students revise and edit their poems, remind them that prefixes, suffixes, and digraphs (two letters that spell a single sound) can provide clues on how to spell new multisyllabic words. Provide them the following examples as a guide:

- *incomplete* (in / com / plete)
- *controllable* (con / trol / la / ble)
- *unclench* (un / clench)

Dividing words into syllables can show patterns in spelling.



Independent Writing

Mentor STACK



FOCUS ON RHYME SCHEME After the minilesson, students should transition into independent writing.

- If students need additional opportunities to practice rhyme scheme, they should read poems from the stack and describe the rhyme scheme of each.

WRITING SUPPORT

- **Modeled** Display, underline, and label the rhyme scheme from the *Student Interactive*.
- **Shared** Use a poem from the stack that has a strong rhyme scheme. Have groups examine the rhyme scheme in the poem and explain the letters they would assign to it.
- **Guided** Guide students as they work through the *Student Interactive*. Have them suggest possible words to complete the activity and why they think the words work in the poem.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they should transition to writing their poems in their writer's notebook.

See the **Conference Prompts** on p. T382.

Share Back

Have volunteers tell the class what words they added to the *Student Interactive* activity and explain how the rhyming words they added fit into the poem's rhyme scheme and meaning.

Spelling Spiral Review

OBJECTIVE

Spell words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.

SPELLING WORDS

chosen	present
frozen	presence
stolen	evident
forgotten	evidence
driven	confident
spoken	confidence
tighten	intelligent
forbidden	intelligence
undertaken	persistent
mistaken	persistence

Writing Workshop

As students edit their writing, ask them to note and check the spelling of words with suffixes.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with *-en*, *-ent*, and *-ence*

FOCUS ON STRATEGIES Review the spelling rules about spelling changes when adding suffixes to a base word.

MODEL AND PRACTICE Display the following words and ask students to add suffixes such as *-en*, *-ent*, or *-ence*.

- indulge: **indulgent**
- length: **lengthen**
- confide: **confidence**

APPLY Using the Spelling Words from the previous week, guide students to review their spelling in pairs or small groups.

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Multisyllabic Words

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Multisyllabic Words

FLEXIBLE OPTION

LESSON 4



Spiral Review:
Spell Words with
-en, *-ent*, and
-ence

LESSON 5

Assess Understanding



Language & Conventions

Title Capitalization

LESSON 4

Practice Title Capitalization

APPLY My TURN Direct students to complete the My Turn activity on p. 536 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Title Capitalization

Follow rules for capitalizing words in the titles of historical documents, books, stories, and essays.

- Always capitalize the first and last words of the title.
- Capitalize all nouns, pronouns, verbs, adverbs, and adjectives.
- Capitalize the words *where*, *while*, *that*, *until*, *because*, *if*, and *since*.
- Capitalize prepositions that are five or more letters long.
- Do **not** capitalize the articles *a*, *an*, and *the*; the word *to*; or the conjunctions *and*, *but*, *or*, *nor*, *for*, *so*, and *yet*.

The following examples illustrate these rules.

<i>Reaching for the Moon</i>	"The Best Way to Run a Race"
<i>Why the Sky Is Far Away</i>	<i>The House That Jane Built: A Story About Jane Addams</i>

My TURN Edit this paragraph to correct fourteen errors in capitalization. Write three short lines (=) under each letter that should be capitalized.

Benjamin Franklin, who helped draft the declaration of independence, published poor Richard's almanack for twenty-five years, beginning in 1732. His major work, now known as The autobiography of Benjamin Franklin, was originally published in French. The first English translation had the long title of the private life of the late Benjamin Franklin, LL.D. originally written by himself, and now translated from the French.

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536

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.

Writing Workshop

Direct students to review their writing notebooks to ensure they are using these rules for title capitalization.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Capitalization
Rules

FLEXIBLE OPTION

LESSON 2

Oral Language: Title
Capitalization

LESSON 3

Teach Title
Capitalization

LESSON 4

Practice Title
Capitalization

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Select a Genre

OBJECTIVES

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

STUDENT INTERACTIVE, p. 541



WRITING WORKSHOP

Select a Genre

The genre of poetry has many subgenres. In other words, poetry comes in many forms. Some forms, like the ones in the chart, follow detailed rules.

Form	Rules	Example
Couplet	two rhymed lines giving a complete thought	We practice piano day after day Before Mr. Wu invites us to play.
Haiku	three lines, not rhymed first line with 5 syllables, second line with 7 syllables, third line with 5 syllables	Lightning BOOM thunder— look, twisting air is lifting roofs, dust, bicycles.

My TURN Read the following paragraph. Select a genre from the chart, and write a poem in that genre based on the paragraph.

Myeong loves to make birds out of modeling clay. She finds pictures of a bird she likes, such as a finch. Usually she finds more than one picture so she can see the bird from different angles. Then she uses tools to press, pinch, and cut the clay into exactly the right bird. When it is dry, she paints it.

Possible response:
She cuts and presses and coils and pinches,
and when she's done, she's made some finches.

My TURN Identify a topic, purpose, and audience. Then select any genre, and plan a draft by brainstorming ideas.

541

Minilesson

Mentor STACK



TEACHING POINT Display the words *genre* and *subgenre*. Have a volunteer define *genre* as “type or category of text.” Point out the prefix *sub-* and define *subgenre*. Discuss subgenres of poetry, such as sonnets, acrostics, limericks, or concrete poems. Different types of poems have different traits, patterns, and rhythms.

- Couplets are poems with two lines in each stanza.
- A couplet features end rhyme and expresses a complete thought.
- A haiku is a short poem of three lines that follow a pattern.
- Haiku feature natural imagery and evoke strong emotion.

MODEL AND PRACTICE Read the example on p. 541 of the *Student Interactive*. Have students count syllables as you read each line. Say: “A couple” is another way to say “two” or “a pair.” When I write two rhyming lines that together express a single thought, I write a couplet. When I write a haiku, I think carefully about the syllable pattern of each word. Remember that a haiku creates a single intense image in the mind of the reader, and is not rhymed. Using the first activity on *Student Interactive* p. 541, guide students to plan a draft of a poem based on the paragraph by selecting a subgenre. Ask students to explain their choice of form or subgenre.

Independent Writing

Mentor STACK



Use the instruction on p. T401 to guide students on how to plan a first draft by selecting a genre. Tell students to choose a genre based on their answers to the questions *What* (topic), *Why* (purpose), and *Who* (audience). Alternatively, students may continue working on an existing draft. See the **Conference Prompts** on p. T382.

Share Back

Have volunteers share an original poem, identify its subgenre, and discuss what kind of poem they decided to write and why.



SELECT A GENRE



Topic In their writing notebooks, ask students to brainstorm what kind of poem they would like to write. Use the prompts below to help students generate ideas.

- Will this topic be interesting to others?
- Will my topic make a good poem?
- What kind of poem best suits this topic?

Purpose Tell students that determining the purpose of their writing will help them select the kind of poem they would like to write. Ask students to think about whether they want to:

- tell about nature, a historical event, or an important idea.
- use rhyme in their poem.
- use punctuation and multiple stanzas.

Audience In small groups, have students brainstorm about who might want to read their poems. Would the poem be for children, adults, or both? Have them decide on the audience and write it in their writing notebooks.



Genre of Choice

Students should look at their topic, purpose, and audience to select the kind of poem they would like to write. If students need support with naming the genre of their poems, provide common options such as the ones below as a starting point:

- narrative poem
- haiku
- couplet

In their writing notebooks, tell students to begin writing their first draft.



Spelling Spell Multisyllabic Words

OBJECTIVES

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

Spell words using advanced knowledge of syllable division patterns.

SPELLING WORDS

complex	apply
fortress	complaint
extra	sculpture
function	emphasize
instant	hindrance
arctic	technical
conflict	puncture
partner	junction
substance	Congress
extreme	simply

LESSON 5


Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The **sculpture** is made of marble.
2. The **fortress** is on the site of an ancient battle.
3. He needs to **apply** himself to his homework.
4. She will not let her disability be a **hindrance** to enjoying her life.
5. Danna has no **complaint** about the events of the day.
6. Allison decided to have an **extra** piece of cake.
7. There is a **junction** where the two roads meet.
8. His dance **partner** knew all the dance steps.
9. There was a sticky **substance** on the floor.
10. Polar bears thrive in **arctic** weather.

FLEXIBLE OPTION 
LESSON 1

 **Assess Prior Knowledge**


LESSON 2

Teach: Spell Multisyllabic Words

FLEXIBLE OPTION 
LESSON 3

More Practice: Spell Multisyllabic Words

FLEXIBLE OPTION 
LESSON 4

 **Spiral Review:** Spell Words with *-en*, *-ent*, and *-ence*

LESSON 5

 **Assess Understanding**



Language & Conventions

Title Capitalization

FLEXIBLE OPTION

LESSON 5

Standards Practice

Have students select the correct title capitalization for each story.

- Which title is capitalized correctly?
 - Little House On The Prairie
 - Little house on the Prairie
 - Little House on the Prairie
- Which title is capitalized correctly?
 - The Princess and the Pea
 - The princess and The Pea
 - The Princess And the Pea

APPLY Have students complete *Language and Conventions* p. 189 from the *Resource Download Center*.

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.

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:
Capitalization
Rules

FLEXIBLE OPTION

LESSON 2

Oral Language: Title
Capitalization

LESSON 3

Teach Title
Capitalization

LESSON 4

Practice Title
Capitalization

Weekly Overview

Students will

- use progressive verb tenses.
- revise and edit their poetry, carefully evaluating word choices.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
▶ 4	Revising and Editing	Writer's Craft
5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	FAST TRACK LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Use Verbs T408	Revise for Structure T412	Revise for Word Choice T416
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T409	Independent Writing and Conferences T413	Independent Writing and Conferences T417
SHARE BACK FOCUS 5–10 min.	Modifying Verbs T409	Suggestions to Strengthen T413	Effects of Change T417
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T410 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Titles Capitalization T411 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with <i>dis-</i>, <i>over-</i>, <i>non-</i>, <i>under-</i> T414 <p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Comma Rules T415 	<p>FLEXIBLE OPTION ←</p> <ul style="list-style-type: none"> • Spelling More Practice T418 • Language & Conventions Teach Comma Rules T419

Mentor **STACK**

Use the following criteria to add to your poetry stack:

- The poem includes progressive verbs and modal verbs.
- The poem includes descriptive language and a strong rhythm.
- The poem includes a wide variety of prepositional phrases.

FAST TRACK**LESSON 4**

Edit for Adjectives T420

Independent Writing
and Conferences T421Adding Adjectives in
Order T421

- FLEXIBLE OPTION**
- **Spelling** Spiral Review T422
 - **Language & Conventions** Practice Comma Rules T423

FAST TRACK**LESSON 5**Edit for Prepositional
Phrases T424Writing Club and
Conferences T424–T425

Adding Information T424

- **Spelling** *Assess Understanding* T426
- **FLEXIBLE OPTION**
- **Language & Conventions** Standards Practice T427

ADDITIONAL RESOURCES**MINILESSON**

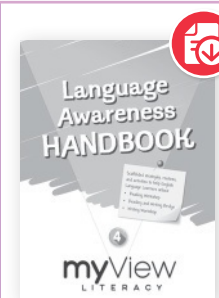
5–10 min.

Find the Perfect
WordUnnecessary
Words**INDEPENDENT WRITING
AND CONFERENCES**

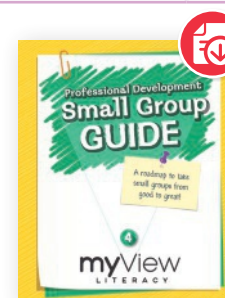
30–40 min.

Independent
Writing and
ConferencesIndependent
Writing and
Conferences**SHARE BACK FOCUS**

5–10 min.

Effective
LanguageEliminating
Unnecessary
Words






See the online *Language Awareness Handbook* for additional writing support.



See the *Small Group Guide* for additional writing support.

Conferences Mentor STACK

Check in with students throughout the week to make sure that they understand each day's minilesson. Use the selected stack texts and the *Student Interactive* to offer additional support as needed.

FORMATIVE ASSESSMENT		Conference Prompts
Use Verbs		
If students need additional support,	 Then review conjugations of the verb <i>is</i> with them.	
If students show understanding,	Then ask: How do modal verbs help writers express attitudes?	
Revise for Structure		
If students need additional support,	 Then ask them which of their ideas they feel are most important.	
If students show understanding,	Then ask them to try adding or removing rhyme schemes.	
Revise for Word Choice		
If students need additional support,	 Then suggest areas where their work can use more detail.	
If students show understanding,	Then ask them to create more descriptive phrases that they can evolve into new poems.	
Edit for Adjectives		
If students need additional support,	 Then have them refer to an adjective order list as they write.	
If students show understanding,	Then urge them to use comparative and superlative adjectives in the same sentences.	
Edit for Prepositional Phrases		
If students need additional support,	 Then help them use sentences with specific prepositions.	
If students show understanding,	Then suggest they use prepositional phrases to add detail to their work.	

Conference Support for ELL

EMERGING

- Use a Think Aloud to model moving lines in a poem around to improve structure and impact.
- Use drawings to illustrate proper adjective order.

DEVELOPING

- Create lines of poetry with words that disrupt rhythm. Work with students to pick substitute words that maintain rhythm.
- Ask students to list adjectives associated with a particular noun, then work with them to put the adjectives in the correct order.

EXPANDING

- Tell students which modal verbs they should use in specific circumstances.
- Guide students by offering explicit instructions on how to make adjectives comparative and/or superlative.

BRIDGING

- Ask students to conjugate progressive verbs in the future and past tense.
- Instruct students to use longer prepositional phrases with less common prepositions.

Reading-Writing Workshop Bridge

While conferring with students, refer back to the Bridge minilessons on **text features** and **comma rules**.



ELL Minilesson Support

Week 4: Writer's Craft

While students work on revising and editing their poetry, ELLs may require extra help applying the minilessons of the week to their own personal writing. Refer to these targeted supports for help with two of the minilessons.

Use this note for the minilesson on p. T408.

ELL Targeted Support

USE VERBS

Writers use progressive verb tenses to describe an action in progress. To form a progressive verb tense, use a form of *to be* and a verb with *-ing* at the end. Writers use modal verbs to express attitudes about actions.

Use a Think Aloud to model changing present-tense verbs to progressive-tense verbs. Reinforce instruction by helping students edit for verbs in sentences from their own writing. **EMERGING**

Work with students to create a word wall filled with common modal verbs. Have pairs take turns using modal verbs to edit sentences from their writing notebooks. **DEVELOPING**

Guide students to conjugate past- and future-tense progressive verbs, explicitly instructing them on which form of the verb *be* they should use. Then have them edit their writing for correct progressive verb tenses. **EXPANDING**

Instruct students to write paragraphs featuring multiple modal verbs. As they edit their work, encourage them to think about how modal verbs convey different attitudes and can change otherwise identical sentences.

BRIDGING



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T420.

ELL Targeted Support

EDIT FOR ADJECTIVES

Support students as they implement rules for correctly using comparative, superlative, and multiple adjectives in sentences.

Use shared writing to help students express one complete idea using the most basic sentence pattern. (The boat floats. The cat naps.) Now direct students to add information about the subject of the sentence by modifying it with an adjective. (The blue boat floats. The fast cat naps.) **EMERGING**

Have student pairs write a simple sentence, then identify how they can add information to the sentence by adding an adjective. (The new boat floats. The old cat naps.) Guide pairs to rewrite the sentence correctly. **DEVELOPING**

Have students write a simple sentence, then identify how they can add information to the sentence by adding one or more adjectives. (The newer boat floats. The big old cat naps.) Guide students to rewrite the sentence correctly. **EXPANDING**

Provide students with a sentence following the pattern *The noun verb*, and challenge students to vary it by rewriting and adding one or more adjectives. Correct misunderstandings about adjective order and use of comparatives and superlatives. **BRIDGING**

FAST TRACK

Use Verbs

OBJECTIVES

Edit drafts using standard English conventions.

Form and use the progressive verb tenses.

Use modal auxiliaries to convey various conditions.

STUDENT INTERACTIVE, p. 571

Use Verbs

Learning Goal
I can use knowledge of the elements and structure of poetry to write a poem.

Progressive verb tenses show actions in progress.

- The past progressive tense shows an action that was happening in the past: *We were hiking.*
- The present progressive tense shows an action that is happening right now: *We are hiking.*
- The future progressive tense shows an action that will be happening in the future: *We will be hiking.*

Some helping verbs, called *modal verbs*, help writers express attitudes. These verbs always come before another verb. Here are some examples.

He **can** eat peaches. *Attitude: He is able to eat peaches.*

We **may** buy oranges. *Attitude: It is possible we will buy oranges.*

You **must** have brought a jacket! *These verbs always come first in a verb phrase.*

They **could** be arriving today. *These verbs are the same in every tense and with singular and plural subjects.*

Common modal verbs include *can, could, may, might, must, should, will, and would.*

MY TURN Choose a verb from the box to correctly complete each sentence.

Verbs			
gliding	can	may	will
must	resting	hearing	should

1. The swans were **gliding** on the pond.

2. We _____ finish by the due date.
Students may use can, may, will, must, or should.

571

Minilesson

Mentor STACK



TEACHING POINT Verbs are action words that describe what subjects do. Progressive verbs are used for actions that are in progress.

- To form the progressive verb tense, the suffix *-ing* is added to the end of the verb.
- A form of *be* is added to the verb to tell when the action in the sentences takes place.
- Progressive verbs can be present tense (*I am going*), past tense (*I was going*), or future tense (*I will be going*).

Modal verbs are another type of verb. Modal verbs express attitudes. These verbs include *may, could, will, must, and can*, and *they* always come before another verb.

MODEL AND PRACTICE Model how to clarify which verbs describe actions and which describe attitudes. Say: **If I say “We will be singing,” then I am using the future progressive tense to describe an action happening in the future. If I say “We may sing,” then I am using a modal verb to describe possibility.** Refer to p. 571 in the *Student Interactive* and have students complete the activity independently to practice using appropriate progressive verb tenses and modal verbs.



Independent Writing

Mentor STACK



FOCUS ON VERB TENSES Ask students to use progressive verb tenses and modal verbs in their own poetry.

- If students need additional opportunities to practice using verbs, refer them to stack texts that show progressive verbs.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model creating sentences with the progressive verb tenses and modal verbs.
- **Shared** Work with students to create sentences with progressive verb tenses and modal verbs. Show how certain verbs can be switched to change meaning.
- **Guided** Explicitly instruct students on how to use specific verbs, offering conjugations when necessary.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to include different tenses (past, present, and future progressive) in their writing.

See the **Conference Prompts** on p. T406.



Share Back

Have students share the verbs they have used in their writing. Ask other students to suggest how to strengthen their verb choices to enhance meaning.

Spelling Spell Words with *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T426, to assess students' prior knowledge of words with *dis-*, *over-*, *non-*, and *under-*.

For students who correctly spell words with *dis-*, *over-*, *non-*, and *under-*, include the following Challenge Words in the spelling list.

Challenge Words

overabundance
 nonchalant
 underestimate

ELL Targeted Support

Words with *dis-*, *over-*, *non-*, and *under-* Tell students that recognizing prefixes such as *dis-*, *over-*, *under-*, and *non-* can help them decode and spell new vocabulary. Display the words *nonrenewable* and *overwhelm*.

Say each word part and ask students to repeat after you. Then say the whole word and ask students to repeat. Do this several times. **EMERGING**

Begin with the above activity and have students work in pairs to repeat this with the remaining spelling words. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VCCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Title Capitalization

FOCUS ON STRATEGIES Review strategies on capitalization of titles on p. 536 of the *Student Interactive*.

MODEL AND PRACTICE Display a book from the classroom library and point out which words are capitalized and which are not. For example, in *James and the Giant Peach*, *James* and *Peach* are capitalized because they are the first and last words in the title. They would also be capitalized in the middle of the title because they are nouns. *Giant* is an adjective so it is also capitalized. *And* is a conjunction and does not need to be capitalized. *The* is an article and does not need to be capitalized.

APPLY Ask students to write a short list of their favorite books, movies, or television shows and to demonstrate their knowledge of title 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.

ELL Targeted Support

Title Capitalization Remind students that there are rules for the capitalization of titles that they must memorize.

As students learn the rules for title capitalization, ask them to write a list of the kinds of things that call for title capitalization such as books, movies, television shows, and school classes. To practice spelling, read aloud and display the title of a book. Then have students write the title in their notebooks. **EMERGING**

Start with the question above and then ask students to list their favorite books and movies. Guide them to work in small groups practicing the rules for capitalizing titles. Encourage students to use a print or online resource to check their spelling.

DEVELOPING/EXPANDING.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Title
Capitalization

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comma Rules

LESSON 3

Teach Comma Rules

LESSON 4

Practice Comma
Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Revise for Structure

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.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 572



POETRY

Revise for Structure

Changing the structure of a poem changes its effect on readers. The change might involve

- putting ideas in a different order
- adding or removing rhymes
- adding, deleting, or rearranging concrete words
- making rhythms more obvious

First Structure: Unrhymed quatrain, four lines with similar rhythms

Beware of kittens!
They have tiny teeth
that are sharp, like needles,
and will make you leap up!

Second Structure: Haiku, three lines with 5, 7, and 5 syllables

Tiny kitten teeth
sharp, startling as needles.
Get ready to jump!

My TURN Revise this poem so that it has the structure of an unrhymed quatrain, a rhymed quatrain, or a haiku.

Listen to that wind, playing with the crack
in the window. A whistle, an oboe,
flute, horn, oboe again, and then the strings
climb the scale to a shriek. Here comes the storm!

Responses will vary but should be in one of the structures assigned.

My TURN Revise for structure when you revisit drafts of your own poems.

572

Minilesson

Mentor STACK



TEACHING POINT As with other forms of writing, is it important that students revise their poetry after they finish their initial drafts. During the revision process, students will have the opportunity to

- replace existing words with different words that sound better in context.
- change the order of the ideas they have presented.
- make adjustments to their rhythms and add or remove rhymes.

Experimenting with these processes will help students create a final draft.

MODEL AND PRACTICE Refer to p. 572 in the *Student Interactive* to show how poems can be changed structurally, even to the extent of taking on different poetic forms. Pose the following questions to help students move along in their revision:

- Would your poem work better with or without a rhyming pattern?
- Which idea should start your poem? Which should finish it?
- Are repeated words and terms helping rhythm and mood?

Refer to poetry texts from the stack in order to show students finished examples that can influence their revisions. Then have students complete the activity on p. 572 of the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Comma Rules

Remind students that commas need to be paired with a conjunction in order to form a compound sentence, such as *I studied hard, and I got an A on the text*. As students revise and edit their poems, have them look for compound sentences and make sure they've included a comma before the conjunction.



Independent Writing

Mentor STACK



FOCUS ON STRUCTURE Instruct students to revise their own poetry independently, altering structure where necessary.

- If students need additional opportunities to help them revise their poems, suggest that they focus on patterns of rhythm and rhyme. Refer them to stack texts for examples.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model making structural changes to a poem.
- **Shared** Introduce a sample poem to students and work with them to apply revisions that can help strengthen structure.
- **Guided** Offer explicit instruction regarding where students' poetry can use structural changes.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to change their poems to haikus or quatrains and see which result they prefer.

See the **Conference Prompts** on p. T406.

Share Back

Have volunteers share sections of their first drafts and newly revised versions of the same poem. Other students should offer feedback on how the changes make the pieces stronger structurally, or suggest more edits.

Spelling Spell Words with *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

LESSON 2

Teach

FOCUS ON STRATEGIES Display the word parts *dis-*, *over-*, *under-*, and *non-*, and tell students that the spelling of a root or base word does not change when adding these prefixes.

MODEL AND PRACTICE

Display the words *nonliving*, *disinfect*, and *overcast*. Point out the base word that follows each prefix. Say and spell each of these words. Ask a volunteer to demonstrate knowledge of prefixes by spelling, then identifying the base word in, the words *nonsense*, *disobey*, and *underline*.

APPLY MyTURN Guide students to complete the MyTurn activity on p. 569 of the *Student Interactive*.

READING-WRITING BRIDGE

SPELLING

Spell Words with *dis-*, *over-*, *non-*, *under-*

Dis-, *over-*, *non-*, and *under-* are word parts that can function as prefixes. Adding one of these word parts as a prefix to a base word does not change the spelling of the base word.

MyTURN Read the words. Then sort and spell the words in alphabetical order.

SPELLING WORDS				
disobey	disconnect	disinfect	disembark	disappoint
nonexistent	nonsense	nonrenewable	nonverbal	nonliving
overreact	overachieve	overwhelm	overcast	overcharge
underachieve	understatement	underarm	underdog	underline

<p><i>disappoint</i> _____</p> <p><i>disconnect</i> _____</p> <p><i>disembark</i> _____</p> <p><i>disinfect</i> _____</p> <p><i>disobey</i> _____</p> <p><i>nonexistent</i> _____</p> <p><i>nonliving</i> _____</p> <p><i>nonrenewable</i> _____</p> <p><i>nonsense</i> _____</p> <p><i>nonverbal</i> _____</p>	<p><i>overachieve</i> _____</p> <p><i>overcast</i> _____</p> <p><i>overcharge</i> _____</p> <p><i>overreact</i> _____</p> <p><i>overwhelm</i> _____</p> <p><i>underachieve</i> _____</p> <p><i>underarm</i> _____</p> <p><i>underdog</i> _____</p> <p><i>underline</i> _____</p> <p><i>understatement</i> _____</p>
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569

LESSON 2

Teach: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION LESSON 4

Spiral Review: Syllable Pattern VCCC

LESSON 5

Assess Understanding



Language & Conventions

Comma Rules

FLEXIBLE OPTION

LESSON 2**Oral Language: Comma Rules**

FOCUS ON STRATEGIES Introduce the comma rule for creating a compound sentence by joining two simple sentences with a comma and a conjunction.

MODEL AND PRACTICE Display these sentences from p. 570 of the *Student Interactive*.

Laredo is too far away.

We will stay overnight in San Antonio.

To combine these sentences, add a comma after the first sentence. Then, choose an appropriate coordinating conjunction, such as *so*, and follow the conjunction with the second sentence.

Laredo is too far away, so we will stay overnight in San Antonio.

APPLY Ask the students to generate simple sentences and display them for the class. Create a selection of 10 or more. Guide students to work in small groups to join different sentences using coordinating conjunctions and comma rules.

OBJECTIVE

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:
Comma Rules

FLEXIBLE OPTION

LESSON 1

Spiral Review:
Title
Capitalization

LESSON 3

Teach Comma Rules

LESSON 4

Practice Comma
Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Revise for Word Choice

OBJECTIVES

Choose words and phrases to convey ideas precisely.

Revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 573

Revise for Word Choice
Choosing new words for a poem clarifies its ideas. It also changes the poem's effect on readers. Revising for word choice might involve

- adding and deleting concrete words
- rearranging sensory details for coherence
- using new words to create clear rhythm and images
- adding or removing rhymes

Original Poem
We are third from the sun, a ball of rock.
Venus and Mars come from similar stock.
Our air is different. It keeps us alive.
It's why we have oceans, with whales that dive.

Poem Revised for Word Choice
This stony planet, the third from the sun,
is, unlike near others, a lively one
with air, with water, with animals too
that scurry and dive under skies so blue.

This change makes the poem sound more formal and less personal.
Ideas have been rearranged. "Unlike near others" refers to Venus and Mars. "Lively" is a short way of referring to life. The image of animals "that scurry and dive" says more about life on Earth than the original poem because it alludes to animals that live on land as well as in water.

RETURN In your writer's notebook, revise for word choice to create coherence and clarity in one of your own poems.

573

Minilesson

Mentor STACK 

TEACHING POINT In addition to revising their poems' structures, students will also want to revise their word choice for coherence and clarity. As with prose, specific words convey specific ideas, but in poems, they also affect the rhythm. Writers can revise their word choice to:

- add, delete, or rearrange words for coherence based on the images they convey.
- change words to better suit the established rhythm.
- add descriptive words to make ideas clearer.

MODEL AND PRACTICE Refer students to p. 573 in the *Student Interactive* to show them examples of how changing words can affect the way a poem sounds and feels. Explain that when they revise their own work for word choice, they should keep the following questions in mind:

- Do these words describe the picture I have in my mind?
- Do I like the way these words sound with the other words in my work?

Pick two or three poems from the stack and read them aloud, pointing out examples of word choices that convey ideas well. Describe how other words with similar meanings would be less powerful. Then have students independently complete the activity on p. 573 of the *Student Interactive*.

Possible Teaching Point

Spelling | Spell Words with *dis-*, *over-*, *non-*, *under-*

Explain that students may want to choose longer words not only because they are often more specific and vivid but also because they can affect the poem's rhythm. Remind students that when a word includes the prefix *dis-*, *over-*, *non-*, and *under-*, such as *disapprove* or *nonstop*, the spelling of the root or base part of that word does not change.



Independent Writing

Mentor STACK



FOCUS ON WORD CHOICE Direct students to revise their own poetry for word choice.

- If students have trouble adding, deleting, and rearranging ideas for coherence and clarity, refer them to stack texts to see examples of concrete words and sensory details.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model replacing general terms with more descriptive, specific words and phrases.
- **Shared** Write sample lines of poetry on the board, and then work with students to replace words with more appropriate substitutions.
- **Guided** Offer explicit suggestions for words that students should replace or delete in their writing.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, ask them to reread their poems to make sure that the word choices they made have not affected structure in unforeseen ways.

See the **Conference Prompts** on p. T406.

Share Back

Have volunteers share the words or phrases that changed, along with the original words or phrases that were replaced. Ask other students to explain how they think the changes have affected the mood, rhythm, and level of detail of the work.

Spelling Spell Words with *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES When the word parts *non-*, *under-*, *over-*, and *dis-* are added as prefixes to base words, the spelling of the base words remains the same.

MODEL AND PRACTICE Display the following words: *connect*, *cast*, *verbal*, *line*. Ask: *What prefix can you add to each word? Spell the new word. Does the spelling of the base word change when we add dis-, over-, non-, or under-?*

APPLY Have students complete *Spelling* p. 185 from the *Resource Download Center*.

Name _____

Spelling

Words with *dis-*, *over-*, *non-*, *under-*

Dis-, *over-*, *non-*, and *under-* are word parts that can function as prefixes. Adding one of these word parts as a prefix to a base word does not change the base word's spelling. *Dis-* and *non-* both mean "not." *Over-* may mean "on top of," "more of," or "too much." *Under-* may mean "beneath" or "less of."

SPELLING WORDS				
disobey	disconnect	disinfect	disembark	disappoint
nonexistent	nonsense	nonrenewable	nonverbal	nonliving
overcast	overachieve	overwhelm	overcast	overcharge
underachieve	understatement	underarm	underdog	underline

TURN Complete each sentence with a word from the word bank.

- You will foul out of the game if you disobey the referee's instructions.
- Do not get upset and overreact if you do not make the team.
- Jackie was the underdog in the race, but she beat the others anyway.
- The guest pass is nonrenewable, so enjoy the park while you can.
- It is overcast today, so I will not need sunglasses.
- Make sure you are on the ship on time or it will disembark without you.
- You will disappoint our puppy if you do not give her a treat.
- I could not understand what she said, so it sounded like nonsense to me.
- Do not disconnect the cable or we will lose our Internet connection.
- Frank's description was an understatement because the show was much more exciting than I expected.

Grade 4, Unit 5, Week 4
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FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 4

Spiral Review: Syllable Pattern VCCCV

LESSON 5

Assess Understanding



Language & Conventions

Comma Rules

LESSON 3

Teach Comma Rules

FOCUS ON STRATEGIES Tell students that commas are used to join two or more sentences to create compound sentences. The first sentence is followed by a comma and a coordinating conjunction.

MODEL AND PRACTICE Display these simple sentences from p. 570 of the *Student Interactive*:

Adnan found Dina.

They came back to the lunch table.

These sentences can be combined to make a compound sentence. The comma rule is that the comma follows the first sentence. After this, choose a coordinating conjunction such as *and*. Then add the second simple sentence.

Adnan found Dina, and they came back to the lunch table.

OBJECTIVE

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

Comma Rules Illustrate the comma rule pattern visually: Sentence 1 + comma + conjunction + sentence 2.

Ask, *What kinds of punctuation can end a sentence? What punctuation mark is used to join two sentences, creating a compound sentence?* **EMERGING**

Use the questions above to prompt students. Have students respond in complete sentences. **DEVELOPING**

LESSON 3

Teach Comma Rules

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Title
Capitalization

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comma Rules

LESSON 4

**Practice Comma
Rules**

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Adjectives

OBJECTIVES

Edit drafts using standard English conventions, including adjectives, including their comparative and superlative forms.

Order adjectives within sentences according to conventional patterns.

Correct spelling of words with grade-appropriate orthographic patterns and rules and high-frequency words.

STUDENT INTERACTIVE, p. 574



POETRY

Edit for Adjectives

An adjective describes a noun or pronoun. A **comparative adjective** compares two nouns. A **superlative adjective** compares three or more nouns.

Rule	Comparative	Superlative	Examples
Add <i>-er</i> and <i>-est</i> to short adjectives	<i>longer</i>	<i>longest</i>	A week is <i>longer</i> than a day. In North America, the <i>longest</i> day is in June.
Use <i>more</i> and <i>most</i> with long adjectives	<i>more adventuresome</i>	<i>most adventuresome</i>	Andre is <i>more adventuresome</i> than Lim. This year Dinora is the <i>most adventuresome</i> camper.

Adjectives usually come before the word they describe. When you use two or more adjectives to describe one thing, you can put the adjectives in order according to the example below that shows where they often appear before a noun.

closest to noun	color	red box
next closest	shape	square red box
next closest	age	old square red box
next closest	size	tiny old square red box
farthest	opinion	beautiful tiny old square red box

My Turn Edit drafts of your own poems for adjectives. Follow the rule for adding *-er* and *-est* to spell adjectives correctly.

Adjectives give useful details.

574

Minilesson

Mentor STACK



TEACHING POINT As students edit their poetry for correct adjective use, they should adhere to the following rules:

- Comparative adjectives compare two nouns. To make an adjective with one or two syllables comparative, add the suffix *-er* to it. To make an adjective with three or more syllables comparative, add the word *more* or the word *less* before it.
- Superlative adjectives compare three or more nouns. To make an adjective with one or two syllables superlative, add the suffix *-est* to it. To make an adjective with three or more syllables superlative, add the word *most* or the word *least* before it.
- To apply multiple adjectives to a single noun, the adjectives must be placed in the proper order. Those describing color should appear closest to the noun. Other adjectives should appear in the following order from farthest to closest to the noun: opinion, size, age, and shape.

MODEL AND PRACTICE Use two or three texts from the stack to show how authors use adjectives. Help students practice the rules for modifying, spelling, and ordering adjectives.

Refer students to p. 574 of the *Student Interactive* for more examples of how to properly use adjectives.

Possible Teaching Point

Writing Process

Revising & Editing | Revising to Make Adjectives More Vivid

Challenge students to make their comparative and superlative adjectives more lively and expressive. For instance, instead of *bigger*, students could use the comparative adjectives *vaster* or *more gigantic*. Instead of *nicest*, students could use *most generous* or *sweetest*. Encourage students to monitor how the rhythms and rhymes in their poems change as they edit for adjectives. Remind them to check a dictionary to see if the base or root words change spelling as they add *-er* or *-est*.



Independent Writing

Mentor STACK



FOCUS ON ADJECTIVES Instruct students to edit the adjectives in their own work.

- If students need additional opportunities to help them edit for adjectives, refer them to stack texts so they can see which adjectives use *-er* or *-est* and which use *more* or *most*.

WRITING SUPPORT

- **Modeled** Use a Think Aloud to model changing adjectives from comparative to superlative forms.
- **Shared** Display several adjectives on the board with several nouns. Work with students to place each adjective in the correct order.
- **Guided** Explicitly tell students in which order they should be putting strings of adjectives.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, instruct them to modify nouns with long strings of adjectives in the proper order.

See the **Conference Prompts** on p. T406.

Share Back

Have volunteers share examples of correctly spelled comparative and superlative adjectives that they have used in their writing. Ask other students to identify the adjectives used, and then add an additional adjective to each noun, using the proper order.

Spelling Spiral Review

OBJECTIVES

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

Spell words using advanced knowledge of syllable division patterns.

SPELLING WORDS

complex	apply
fortress	complaint
extra	sculpture
function	emphasize
instant	hindrance
arctic	technical
conflict	puncture
partner	junction
substance	Congress
extreme	simply

Writing Workshop

Guide students to review their writing for words with VCCCV syllable patterns and check that the words are spelled correctly.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Pattern VCCCV

FOCUS ON STRATEGIES Remind students that their knowledge of advanced syllable division patterns can guide them to spell and understand new vocabulary.

MODEL AND PRACTICE Review the words *fortress*, *instant*, and *hindrance*. Say the words, emphasizing the syllables, and ask students to repeat.

APPLY Displaying the spelling words from the previous week, guide students to identify or annotate the VCCCV pattern in each word.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Syllable Pattern VCCCV

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *dis-*, *over-*, *non-*, *under-*

LESSON 5

✓ Assess Understanding



Language & Conventions

Comma Rules

LESSON 4

Practice Compound Sentences

APPLY MyTURN Direct students to practice comma rules by editing the paragraph on p. 570 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Comma Rules

A compound sentence is made by joining two or more sentences. A comma follows the content of the first sentence. Next comes a coordinating conjunction: *for, and, nor, but, or, yet, or so*. Last comes the content of the second sentence. The entire compound sentence ends with a period.

First Sentence and Comma	Coordinating Conjunction	Second Sentence
Laredo is too far away,	so	we will stay overnight in San Antonio.
Adnan found Dina,	and	they came back to the lunch table.

MyTURN Edit the paragraph by deleting two commas where they do not belong and adding three commas that are missing in compound sentences.

West Texas has more than forty mountain ranges and you can explore parts of seven of them. The ranges formed in different ways. For example, the Guadalupe Mountains look like other mountains but they are the remains of an ocean reef. You can visit the Hueco Mountains that formed when Earth's crust stretched or you can visit the Davis Mountains that formed when a volcano collapsed.

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570

OBJECTIVE

Edit drafts using standard English conventions, including: punctuation marks, including apostrophes in possessives, commas in compound sentences and quotation marks in dialogue.

Writing Workshop

Instruct students to consider compound sentences and comma rules in their writing. Direct them to edit their writing for proper use of comma rules.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Title
Capitalization

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comma Rules

LESSON 3

Teach Comma Rules

LESSON 4

Practice Comma Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Edit for Prepositional Phrases

OBJECTIVE

Edit drafts using standard English conventions, including prepositions and prepositional phrases.

STUDENT INTERACTIVE, p. 575

WRITING WORKSHOP

Edit for Prepositional Phrases

A preposition is the first word in a prepositional phrase. A prepositional phrase ends with a noun or pronoun called the **object of the preposition**. The prepositional phrase tells about another word in the sentence.

Mother strolls **to the window** and looks **at the trees**, then asks, "After **the game**, would you work **with me** please?"

To the window tells where Mother is going. **At the trees** says what Mother sees. **After the game** says when the two people would work. **With me** reveals who will work together.

Review the meanings of several prepositions.

Preposition	Sample Meanings	Preposition	Sample Meanings
of	coming from; being one member or part	between	with one on either side
with	having; in the company of	over	across; above; on top
before	in front of	to	in the direction of
after	behind in order	in	within the area of; by means of
during	while something is happening	without	not having
through	in one side and out the other; by way of	at	in a particular place; to or toward; in the field of
among	surrounded by	into	to the inside or middle

TURN Edit drafts of your own poems for prepositional phrases. Share some of your favorite prepositional phrases with your Writing Club.

575

Minilesson

Mentor STACK

TEACHING POINT Prepositions are words that describe how one or more nouns in an individual sentence relate to another noun or nouns in the sentence. A prepositional phrase includes the preposition and the noun or nouns that are being acted upon. For instance, in the sentence *The dog sat on the rug*, *on* is the preposition and *on the rug* is the prepositional phrase. By adding prepositional phrases to their work, authors add precise description.

MODEL AND PRACTICE Pick a few texts from the stack and read them aloud, pointing out instances of prepositional phrases. Omit the prepositional phrases as you reread the lines in order show students how there is less information given without them.

Display the following sentences for students and ask them to identify the prepositional phrases:

1. *Maria and Lee went to the store before dinner.*
2. *I took a walk in the yard with my dog and my cat.*
3. *Are you going to bed at 9 P.M.?*

Refer to p. 575 of the *Student Interactive* for more examples of prepositions and how to use them. Then have students edit their own writing.

WRITING CLUB

Place students into groups and instruct them to work together on the Writing Club assignment. The Writing Club assignment can be found on p. T425. See the **Conference Prompts** on p. T406.

Share Back

Have volunteers share sentences from their writing. Ask students to suggest prepositional phrases that can be added to the sentences to offer precise description.



WRITING CLUB

What's Happening This Week? This week, students will use Writing Club to discuss the edits and revisions that they are making to their poetry. This includes verb adjustment, revision for structure and word choice, and appropriate use of adjectives and prepositional phrases.

Writing Club is an exercise where students can share their work with one another in order to both learn more about writing and help teach their peers. During Writing Club, students should:

- read excerpts from their poems out loud to their groups.
- listen carefully as other students do the same.
- offer and accept writing-related feedback.

What Are We Sharing? Students will share areas in their poems that reflect changes they have made based on the minilessons of the week. They should try to focus on areas that have given them difficulty, so that the feedback they get from their peers can strengthen any weaknesses in their writing.



How Do We Get Started? Conversation Starters

Use these prompts to help students begin the discussions in their Writing Club.

- How can you adjust the verbs in your poem to strengthen your writing?
- Can you move that line to the beginning of the poem?
- I think ____ is a more descriptive word than ____.
- Would making that adjective superlative strengthen the poem?
- You should add a prepositional phrase to ____ in order to give more information.



Spelling Spell Words with *dis-*, *over-*, *non-*, *under-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling text.

Spelling Sentences

1. The sky is gray and **overcast**.
2. The teacher instructed the class to **underline** the verbs.
3. We had to **disconnect** the cables.
4. Our team was the **underdog** and not expected to win.
5. At the end of the trip, we will **disembark** the cruise ship.
6. The clerk did not want to **overcharge** the customer.
7. They did not want to **disappoint** the teacher.
8. They made up their own language and it sounded like **nonsense** to others.
9. Fossil fuels are a **nonrenewable** resource.
10. The teacher did not want to **overwhelm** the students with too much homework.

FLEXIBLE OPTION LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION LESSON 4

📖 Spiral Review: Syllable Pattern VCCCV

LESSON 5

✓ Assess Understanding



Language & Conventions

Comma Rules

FLEXIBLE OPTION

LESSON 5

Standards Practice

Direct students to select the sentence that shows the correct use of comma rules in a compound sentence.

- A. It was family night, so we played card games.
- B. It was family night so, we played card games.
- C. It was family night so we played, card games.

APPLY Have students complete *Language and Conventions* p. 190 from the *Resource Download Center*.

Name _____

Language and Conventions

Comma Rules

A compound sentence is two or more simple sentences joined together.

- A comma follows the first sentence.
- A coordinating conjunction (for, and, nor, but, or, yet, or so) follows the comma.
- The second sentence follows the coordinating conjunction.
- The entire compound sentence ends with a period.

My Turn For each sentence below, circle Yes if it is a compound sentence, and circle No if it is not a compound sentence.

1. Yes No James is on the track team, and he trains every day.
2. Yes No Israel and Gaston are so fast that no one can catch them.
3. Yes No We went to Chicago on vacation, but the Field Museum was closed.
4. Yes No Neither the principle nor the teacher knew when the class ended.
5. Yes No Our team practiced all week, yet we were not able to win the game.

My Turn Correctly punctuate each compound sentence below.

1. I will take the last train to London, and you can meet me at the station.
2. You should be there by four-thirty, yet we might arrive later.
3. I am leaving in the morning, but I will see you again.
4. I do not know if I am coming, because my puppy does not like to be home alone.
5. Will I be waiting for you at the station, or will I meet you elsewhere?

Grade 4, Unit 5, Week 4
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OBJECTIVE

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:
Title
Capitalization

FLEXIBLE OPTION

LESSON 2

Oral Language:
Comma Rules

LESSON 3

Teach Comma Rules

LESSON 4

Practice Comma Rules

Weekly Overview

Students will

- revise drafts of poems for clarity and coherence.
- share, publish, and reflect on the writing experience.
- follow a six-step plan to write in response to a writing prompt.

WEEK	WRITING PROCESS	FLEXIBLE PATH
1	Prewriting	Introduce and Immerse
2	Drafting	Develop Elements
3	Drafting	Develop Structure
4	Revising and Editing	Writer's Craft
▶ 5	Publishing	Publish, Celebrate, and Assess

Minilesson Bank

Daily Plan

Based on what you know about your students' writing, choose one minilesson from the options below for each day's instruction.

	FAST TRACK LESSON 1	LESSON 2	FAST TRACK LESSON 3
MINILESSON 5–10 min.	Add and Delete Ideas for Coherence and Clarity T432	Prepare for the Celebration T436	Publish and Celebrate T440
INDEPENDENT WRITING AND CONFERENCES 30–40 min.	Independent Writing and Conferences T433	Independent writing and Conferences T437	Independent Writing and Conferences T441
SHARE BACK FOCUS 5–10 min.	Replace Unclear Ideas T433	Use a Checklist T437	Read a Poem Aloud T441
READING-WRITING WORKSHOP BRIDGE 5–10 min.	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling Assess Prior Knowledge T434 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Spiral Review: Comma Rules T435 	<ul style="list-style-type: none"> • Spelling Teach: Spell Words with <i>sub-</i>, <i>inter-</i>, <i>fore-</i> T438 <p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Language & Conventions Oral Language: Dialogue Punctuation T439 	<p>FLEXIBLE OPTION ↩</p> <ul style="list-style-type: none"> • Spelling More Practice T442 • Language & Conventions Teach Dialogue Punctuation T443

Mentor **STACK**

Use the following criteria to add to your poetry stack:

- The poems feature clear, concise language.
- Verses lend themselves to oral presentation with rhythm and rhyme.
- Strong images are developed through figurative language.

FAST TRACK**LESSON 4****LESSON 5**

Prepare for Assessment
T444

Assessment T448

Independent Writing
and Conferences T445

Assessment T448–T449

Freewriting and Drafting
T445

Assessment T448

FLEXIBLE OPTION

- **Spelling** Spiral Review T446
- **Language & Conventions** Practice Dialogue Punctuation T447

- **Spelling** Assess **Understanding** T450

FLEXIBLE OPTION

- **Language & Conventions** Standards Practice T451

ADDITIONAL RESOURCES**MINILESSON**

5–10 min.

Freestyle Poetry

Perform Your
Poetry Effectively

**INDEPENDENT WRITING
AND CONFERENCES**

30–40 min.

Independent
Writing and
Conferences

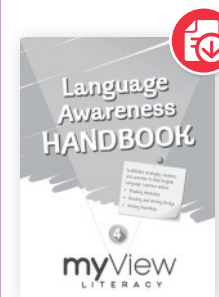
Independent
Writing and
Conferences

SHARE BACK FOCUS

5–10 min.

Freestyle Poem

Poetry
Performance



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 writing their poem. Have stacks and minilessons available to reference during the conference


FORMATIVE ASSESSMENT Conference Prompts

Add and Delete Ideas for Coherence and Clarity

If students need additional support,  **Then** ask: What is one way you can improve your poem for clarity?

If students show understanding, **Then** ask: What effect do your revisions for clarity have on readers?

Prepare for the Celebration

If students need additional support,  **Then** ask: What is one element of your poem that you should check before preparing a final copy?

If students show understanding, **Then** ask: Which item or items on the checklist do you find most helpful?

Publish and Celebrate

If students need additional support,  **Then** ask: What is one metaphor or simile you used in your poem?

If students show understanding, **Then** say: Describe the language you used in your poem to express your ideas.

Assessment Lessons

If students need additional support,  **Then** ask: How do you decide what ideas to write about?

If students show understanding, **Then** ask: Which step did you find most challenging?

Conference Support for ELL

EMERGING

- Use modeled writing to help students add and delete ideas to improve clarity.
- Do a Think Aloud about how to complete the sentence starters in the minilesson.
- Use modeled writing to help students plan and write their poem.

DEVELOPING

- Use shared writing to help students add and delete ideas to improve clarity.
- Use modeled writing to demonstrate how to complete the sentence starters in the minilesson.
- Use shared writing to help students brainstorm, draft, and finalize their poem.

EXPANDING

- Use guided writing to help students add and delete ideas to improve clarity.
- Use shared writing to demonstrate how to complete the sentence starters in the minilesson.
- Use guided writing to help students brainstorm, draft, and finalize their poem.

BRIDGING

- Use guided writing to teach students to recognize clarity.
- Use guided writing to demonstrate how to complete the sentence starters in the minilesson.
- Use guided writing to help students write their poem.



Reading-Writing Workshop Bridge

When conferring with students, refer back to the Bridge minilessons on **author's purpose** and **dialogue punctuation**.



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 poem that will be assessed. These targeted supports were chosen to help students add and delete ideas for clarity and to include similes as they draft their poems.

Use this note for the minilesson on p. T432.

ELL Targeted Support

ADD AND DELETE IDEAS FOR COHERENCE AND CLARITY

Identifying vague ideas and replacing them with precise concepts helps develop vocabulary and facility with language.

Write unclear words and phrases such as *over there*, *the room*, *the animal*, *the place we went*, and *the food*. Guide students to delete and replace these unclear ideas with more specific, clear phrases. Discuss with students the effect of the edits. **EMERGING**

Guide students to suggest words or phrases to replace the underlined words in simple rhyming lines such as *The room is hot/from the steaming pot* and *The food is delicious/**but it's not nutritious*, underlining the vague words as shown. Record students' suggestions. Then have them echo-read the lines with you, using the suggested words and phrases in place of the underlined words. Have them copy the revised lines. **DEVELOPING**



See the online *Language Awareness Handbook* for additional writing support.

Use this note for the minilesson on p. T444.

ELL Targeted Support

PREPARE FOR ASSESSMENT

Poetry offers opportunities to practice different language structures. However, understanding figurative language may present a challenge as the language is not literal.

Explain that a simile is a figure of speech that describes and compares two different things in a unique way using *like* or *as*. Display and read aloud the following sentence frames: *My grandfather is ____ tall ____ a tree. The baseball flew through the air ____ a bird*. Instruct them to fill in the blanks with *like* or *as*. Point out that similes paint pictures in listeners' minds.

EMERGING

Complete the above activity. Then provide students two lists of nouns such as *face*, *soup*, and *penny*, and *fire truck*, *ice*, and *star*. Have students work in pairs to write similes, using one word from each list in each simile. Invite volunteers to share their work and describe the comparison. **DEVELOPING**

Provide students a list of nouns and have them write two or three similes using one of the words in the list in each figure of speech. Tell them to write at least one simile using *like*, and one using *as*. Invite volunteers to share their similes. **EXPANDING/BRIDGING**

FAST TRACK

Add and Delete Ideas for Coherence and Clarity

OBJECTIVE

Revise drafts to improve sentence structure and word choice by adding, deleting, combining and rearranging ideas for coherence and clarity.

STUDENT INTERACTIVE, p. 609

The screenshot shows a page from a student interactive with the following content:

- POETRY WRITING WORKSHOP**
- Add and Delete Ideas for Coherence and Clarity**
- Learning Goal:** I can use knowledge of the elements and structure of poetry to write a poem.
- Unclear Idea Deleted:** My golden retriever is hoping to run ~~up over there~~ to the lake. She wags her long tail and says, "This will be fun! Come along, just for my sake!"
- Clearer Idea Added:** My golden retriever is hoping to run ~~over the fields and~~ to the lake. She wags her long tail and says, "This will be fun! Come along, just for my sake!"
- My TURN:** Cross out the least clear idea in each couplet. Add an idea to make the couplet clearer. Possible responses:
 - The teacher told us twice
nature museum
 - The place we visit is nice.
Bleating goats and honking geese
 - Make it hard to nap in peace.
- My TURN:** Add and delete ideas as needed when you revise the draft of a poem in your writing notebook.
- Page number: 609

Minilesson

Mentor STACK



TEACHING POINT The purpose of adding or deleting ideas is to more clearly convey the writer's ideas and imagery. Writers do this by

- replacing vague language with precise words and phrases that paint clear pictures in readers' minds,
- adding or deleting words, part of lines, or lines to enhance rhythms, rhymes, and meaning, and
- replacing unclear ideas with precise ones.

MODEL AND PRACTICE Provide the following couplet: *The train moves by before I can blink / It must be heading somewhere important, at least that's what I think.* Use a Think Aloud to model how to delete the vague phrase "moves by" and replace it with a more precise one. Say: "Moves by" is vague and doesn't reveal the speed of the train, but "whizzes past" or "zooms down the track" tells readers that the train is moving really fast.

Guide students to identify the vague idea "somewhere important" in the second line of the couplet. Ask: *What might you replace this with to make it more specific?*



Independent Writing

Mentor STACK



FOCUS ON IDENTIFYING VAGUE IDEAS Direct students to examine the drafts of their poems for unclear ideas and ways to make these ideas more precise. Suggest that students read their poems aloud to themselves to help identify vague ideas.

- If students need additional opportunities to understand how to revise their draft for clarity, provide individual feedback in conference.

WRITING SUPPORT

- **Modeled** Use a stack text to help students understand how specific words or phrases contribute to the poem's clarity.
- **Shared** Write a line of a poem with a vague word or phrase, and have students suggest replacements that express the idea more clearly.
- **Guided** Use a stack text to explain what a phrase or line contributes to the clarity of a poem.

 **Intervention** Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, have them use this time to revise drafts in their writing notebooks.

See the **Conference Prompts** on p. T430.



Share Back

Invite several students to share examples of revisions they made to their poems to clarify ideas. Have students explain how adding or deleting ideas improved their drafts.

Spelling Spell Words with *sub-*, *inter-*, *fore-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

submarine	interpreter
submerge	forecast
international	subdue
forehead	interaction
interfere	foremost
subfreezing	substandard
interception	interface
foreperson	foreground
forearm	subheading
suburb	subvert

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

Use the sentences from Lesson 5 Spelling, p. T450, to assess students' prior knowledge of words with the studied prefixes.

For students who understand that the spelling of prefixes in these words is the same, include the following Challenge Words with the spelling list.

Challenge Words

subcontinent
 interference
 foreseeable

ELL Targeted Support

Spelling with Prefixes Tell students that knowing Greek and Latin prefixes will improve their English writing.

Write *fore* ____, *inter* ____, and *sub* ____ and have students fill in a vocabulary word aloud.

EMERGING

Use the above activity; have student pairs pick a prefix and practice the spelling words with that prefix. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *sub-*, *inter-*, *fore-*


FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION

LESSON 4

 **Spiral Review:** Spell Words with *dis-*, *over-*, *non-*, *under-*

LESSON 5

✓ **Assess Understanding**



Language & Conventions

Spiral Review

FLEXIBLE OPTION

LESSON 1



Spiral Review: Comma Rules

FOCUS ON STRATEGIES Review the language-and-conventions topic from the previous week about comma rules. See p. T419.

MODEL AND PRACTICE Share with students the sentence: *They went on vacation ____ I watched their dog.* Then guide students to fill in the blank with a **comma** and a **conjunction**, such as *so*. As a class, try other compound sentences using a comma after the first clause, followed by a conjunction such as *but, for, yet, and nor*.

APPLY Have students create their own sentences, using commas and coordinating conjunctions appropriately.

OBJECTIVE

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

Comma Rules Illustrate the comma rule pattern visually: Sentence 1 + comma + conjunction + sentence 2.

Ask, *What kinds of punctuation can end a sentence? What punctuation mark is used to join two sentences, creating a compound sentence?* **EMERGING**

Use the questions above to prompt students. Have students respond in complete sentences. **DEVELOPING**

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comma Rules

FLEXIBLE OPTION

LESSON 2

Oral Language:
Dialogue Punctuation

LESSON 3

Teach Dialogue
Punctuation

LESSON 4

Practice Dialogue
Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for the Celebration

OBJECTIVES

Write legibly in cursive to complete assignments.

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

STUDENT INTERACTIVE, p. 610



POETRY

Prepare for the Celebration

A poet's goal is to end up with exactly the sounds, images, and ideas he or she wants, with nothing extra to confuse readers. Therefore, as poets complete their poems, they read them both silently and aloud to make sure they are just right.

My Turn Write your poem in cursive. Make sure you can read every word. Then read your poem aloud. Make changes if you need to. Read the poem aloud again.

Follow the process in this checklist to prepare your completed poem.

MY POEM IS COMPLETE WHEN

- I have chosen line breaks.
- I have chosen punctuation.
- I have arranged lines in stanzas if I want to.
- I have made choices about rhythm, repeated letter sounds, and rhymes.
- I have read my poem out loud to make sure it sounds the way I want it to.
- I have repeated these steps until I am happy with my poem.
- I have made final corrections and written a clean copy in legible cursive.

Trust your ears!

610

Minilesson

Mentor STACK



TEACHING POINT Before publishing their poems, writers polish them by reading them silently and aloud to themselves for

- appropriate line breaks and punctuation,
- logical organization of ideas in lines and stanzas, and
- effective rhythm, repeated letter sounds, and rhymes.

MODEL AND PRACTICE Explain that today students will write their poems in cursive and then revise them as needed to create a final copy of the poem for publication.

Direct students' attention to the checklist on p. 610 in the *Student Interactive*. Have students echo-read each item in the checklist with you. Use a stack text to review the meaning of terms used in the list such as *line break*, *stanza*, *rhythm*, *rhyme*, and *repeated letter sounds*, and to point out punctuation within lines, at the end of lines, and at the end of stanzas.

Then have students echo-read the stack text with you as you model reading at an appropriate rate with accuracy and expression. Tell students to read their poems with fluency and expression as they read aloud to themselves. Then have students complete the activity on p. 610 of the *Student Interactive*.

Possible Teaching Point

Language & Conventions | Dialogue Punctuation

As students prepare to publish their poems, remind them to check the punctuation of any dialogue they have included. Have them

- make sure any direct speech has quotation marks around it
- put a comma inside the quotation marks if the quote is in the middle of a sentence and the coordinating conjunction, or joining word.
- put the end punctuation mark inside the quotation marks if it is part of the quote.



Independent Writing

Mentor STACK



FOCUS ON REREADING AND REVISING Have students read their poem both silently and aloud to themselves as they revise and polish their poem for publication.

- If students need more opportunities to prepare a completed poem, provide individual feedback in conference.

WRITING SUPPORT

- **Modeled** Do Think Alouds to explain the elements of poetry identified in the first four items in the checklist.
- **Shared** Have pairs of students work with a stack text to analyze the elements of poetry listed in the items on the checklist.
- **Guided** Challenge students to read their drafts from a fresh perspective. Provide explicit instruction on how to revise their poem based on items in the checklist.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, they may use the checklist to prepare their completed poem.

See the **Conference Prompts** on p. T430.

Share Back

Invite one or two volunteers to explain the purpose of the checklist and describe a change they made to their poem before preparing their final copy.

Spelling Spell Words with *sub-*, *inter-*, *fore-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

submarine	interpreter
submerge	forecast
international	subdue
forehead	interaction
interfere	foremost
subfreezing	substandard
interception	interface
foreperson	foreground
forearm	subheading
suburb	subvert

LESSON 2

Teach

FOCUS ON STRATEGIES Explain that Greek and Latin word parts have meaning. *Sub-* means “under,” “near,” or “part of.” *Inter-* means “between.” *Fore-* means “before” or “in front of.”

MODEL AND PRACTICE

Display the words *interaction*, *foreground*, and *subheading*. Practice spelling each word. Point out the prefix and discuss its meaning and spelling, and then call on a volunteer to explain what the whole word means. Use a dictionary to confirm the meaning of each word.

APPLY MyTURN Have students complete the activity on p. 607 of the *Student Interactive*.

READING-WRITING BRIDGE

SPELLING

Spell Words with *sub-*, *inter-*, *fore-*

Greek and Latin word parts offer clues to the meanings of words. The word part *sub-* means “under,” “near,” or “part of.” The word part *inter-* means “between.” The word part *fore-* means “before” or “in front of.” Knowing these Greek and Latin word parts can help you spell words that contain *sub-*, *inter-*, and *fore-*. Use a dictionary to confirm the full meaning of a word.

MyTURN Read the words. Sort and spell the words in alphabetical order.

SPELLING WORDS			
submarine	submerge	international	forehead
interfere	subfreezing	interception	foreperson
forearm	suburb	interpreter	forecast
subdue	interaction	foremost	substandard
interface	foreground	subheading	subvert

<p>forearm _____</p> <p>forecast _____</p> <p>foreground _____</p> <p>forehead _____</p> <p>foremost _____</p> <p>foreperson _____</p> <p>interaction _____</p> <p>interception _____</p> <p>interface _____</p> <p>interfere _____</p>	<p>international _____</p> <p>interpreter _____</p> <p>subdue _____</p> <p>subfreezing _____</p> <p>subheading _____</p> <p>submarine _____</p> <p>submerge _____</p> <p>substandard _____</p> <p>suburb _____</p> <p>subvert _____</p>
---	---

607

LESSON 2

Teach: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION LESSON 1

Assess Prior Knowledge

FLEXIBLE OPTION LESSON 3

More Practice: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION LESSON 4

Spiral Review: Spell Words with *dis-*, *over-*, *non-*, *under-*

LESSON 5

Assess Understanding



Language & Conventions

Dialogue Punctuation

FLEXIBLE OPTION **LESSON 2****Oral Language: Dialogue Punctuation**

FOCUS ON STRATEGIES Provide an oral example such as: *Jenny said to me, “Do you have a calculator?” And I said, “No.”* If I write our conversation on the board, what should I write? Display two sets of quotation marks for the two speakers in the dialogue above, and ask students to help you write fill in the dialogue. Explain that when direct speech is written, it needs quotation marks to show that it is an exact quote and a comma to separate it from the rest of the sentence.

MODEL AND PRACTICE Write on the board: *I told Tim that he needed a blue pen. “I have one,” he replied.* What part is direct speech? How can you tell? Have students help you write the first sentence as direct speech and change the second sentence to indirect speech. (Possible response: I told Tim, “You need a blue pen.” He said that he has one.)

APPLY Have students work in pairs to create a sentence of dialogue. Ask partners to share their sentence aloud with another pair and then identify where the quotation marks should go.

OBJECTIVE

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:
Dialogue Punctuation

FLEXIBLE OPTION **LESSON 1**

Spiral Review:
Comma Rules

LESSON 3

Teach Dialogue
Punctuation

LESSON 4

Practice Dialogue
Punctuation

FLEXIBLE OPTION **LESSON 5**

Standards Practice

FAST TRACK

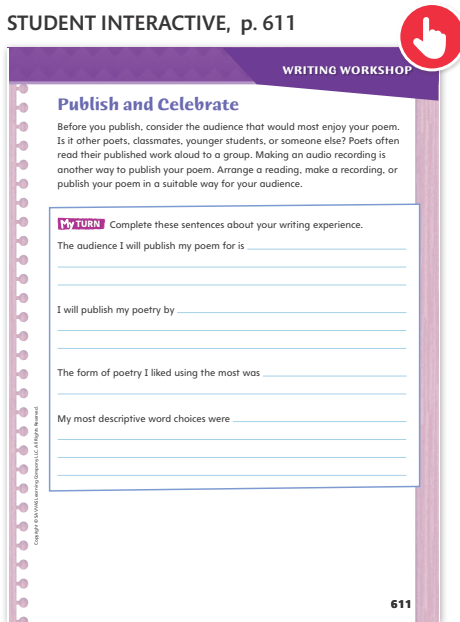
Publish and Celebrate

OBJECTIVES

Publish written work for appropriate audiences.

Use an appropriate mode of delivery to present results.

STUDENT INTERACTIVE, p. 611



Minilesson

Mentor **STACK**



TEACHING POINT Before publishing, poets consider their audience by thinking about who would most enjoy their poem. After publishing and reading their work aloud, they reflect on the experience to help improve future writing. Poets should reflect on

- the figurative language they used,
- their word choice,
- the poem’s effect on listeners, and
- the form of poetry they enjoyed using the most.

MODEL AND PRACTICE Say: *Poetry is a genre meant to be read aloud. Often poets read their poems aloud to an audience and sometimes poets make audio recordings of their work.* Discuss with students why poetry should be read aloud. (to hear the sounds, rhythms, and rhymes, and to help understand the ideas the poet is expressing) Ask: *How does reading a poem aloud help others understand the poem?*

Give students time to publish their work by arranging a reading or making an audio recording. Remind readers to speak clearly and with expression so that listeners can enjoy the sounds and figurative language, and understand the poem’s message.

Direct students’ attention to the sentence starters on *Student Interactive* p. 611. Have students echo-read each sentence starter with you, and guide them to underline key words and phrases in each sentence. As needed, review definitions of the key terms. Then do a Think Aloud to model completing the first sentence starter.

Possible Teaching Point

Spelling | Spell Words with *sub-*, *inter-*, *fore-*

Remind students that knowing prefixes can help them make sure they spell words correctly.

- *Sub-* means “under, near, or part of”
- *Inter-* means “between”
- *Fore-* means “before or in front of”

Knowing these prefixes can help students spell words such as *suburb*, *interfere*, and *foremost*.



Independent Writing

Mentor STACK



FOCUS ON A NEW OR REVISED POEM After the minilesson, students should transition into independent writing.

- Invite students to write a new poem, integrating what they learned from thinking about their writing experience, or have them select one of their unpublished poems to edit or revise, integrating what they learned.

WRITING SUPPORT

- **Modeled** Using a stack text, model completing the sentence starters on the *Student Interactive* page. Write in complete sentences.
- **Shared** Have students work in pairs to discuss how to identify similes, metaphors, repeating sounds, descriptive words, and phrases in their poems.
- **Guided** Provide explicit instruction on reflecting on writing a poem. Guide students to complete each sentence starter.



Intervention Refer to the *Small Group Guide* for support.

See the **Conference Prompts** on p. T430.

Share Back

Ask several students to read their new or revised poem aloud to a group. Invite two or three volunteers to comment on why they chose to use the particular form of poetry for their poem.

Spelling Spell Words with *sub-*, *inter-*, *fore-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

submarine	interpreter
submerge	forecast
international	subdue
forehead	interaction
interfere	foremost
subfreezing	substandard
interception	interface
foreperson	foreground
forearm	subheading
suburb	subvert

FLEXIBLE OPTION

LESSON 3

More Practice

FOCUS ON STRATEGIES Remind students that knowing the meaning and spelling of word parts *sub-*, *inter-*, and *fore-* will help them spell words that contain these word parts.

MODEL AND PRACTICE Write or display the following sentences. Have students fill in the blank with a vocabulary word.

1. Video conferences are a good way to ____ with each other. (**interface**)
2. It is hard to ____ the future without research. (**forecast**)

APPLY Have students complete *Spelling* p. 186 from the *Resource Download Center*.

Name _____

Spelling
Spell Words with *sub-*, *inter-*, *fore-*
Greek and Latin word parts offer clues to the meaning and spelling of words.

SPELLING WORDS				
submarine	interface	interaction	interpreter	foreperson
interfere	submerge	foreground	foremost	forecast
forearm	subfreezing	international	subheading	substandard
subdue	suburb	interception	forehead	subvert

Suburb Complete each sentence with a spelling word. Use what you know about prefixes to spell correctly.

1. When they arrived at the naval academy, the submarine had surfaced.
2. Sophie thinks living in a suburb is quieter than living in the city.
3. I only speak Spanish and English, so I needed an interpreter when I visited Algeria.
4. The United Nations is an organization dedicated to international cooperation.
5. If you submerge the glass in water, the dirt will wash off.
6. I did not bring an umbrella because the forecast did not include rain.
7. My mom felt my forehead to see if I had a fever.
8. The worker's substandard performance got him fired.
9. The subfreezing temperature was too cold for me without a parka.
10. The foreperson on the committee took attendance at the beginning of the meeting.

Grade 4, Unit 5, Week 5
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FLEXIBLE OPTION

LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION

LESSON 4

🌀 Spiral Review: Spell Words with *dis-*, *over-*, *non-*, *under-*

LESSON 5

✓ Assess Understanding



Language & Conventions

Dialogue Punctuation

LESSON 3

Teach Dialogue Punctuation

FOCUS ON STRATEGIES Say that **dialogue** is direct speech, and it has rules for punctuating properly. Quotation marks go at the beginning and end of the speech. If the quote is in the middle of a sentence or interrupted by other words, separate the quoted words from the rest of the sentence with a comma. If punctuation marks are part of the quote, such as an exclamation or question mark, leave the punctuation inside the quotation marks.

MODEL AND PRACTICE To reinforce the instruction, have students help you write a skit about going to a pet store. Use at least three speakers (human or animal). Then rewrite the dialogue as a paragraph, following the rules of dialogue punctuation.

Ask students to add another sentence with direct speech on their own.

OBJECTIVE

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

Dialogue Punctuation Explain that dialogue is something students will come across often in their reading, and knowing punctuation rules will help with their language skills.

Write on the board: *“Can you touch your toes?” I asked. She nodded and said, “Yes I can.”* Ask students to identify what part is direct speech and call on two volunteers to act out the dialogue. **EMERGING**

Have student pairs write a new question and answer. Then have them perform their dialogue for another pair, and the other pair writes out the dialogue in sentence format, using correct punctuation. **EXPANDING**

LESSON 3

Teach Dialogue Punctuation

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comma Rules

FLEXIBLE OPTION

LESSON 2

Oral Language:
Dialogue Punctuation

LESSON 4

Practice Dialogue Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

Prepare for Assessment

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

Minilesson

Mentor **STACK**



TEACHING POINT Following a plan helps writers craft a poem in response to a writing prompt. Remind students that writers always closely read a prompt and brainstorm ideas before creating a draft.

MODEL AND PRACTICE Explain to students that they will write a poem in response to a prompt to prepare for an assessment. Have students echo-read with you the text in dark type for each step on p. 612. Discuss the following questions: **Why is it important to identify the type of writing and the topic in the prompt?** (Step 1) **What are the benefits of brainstorming?** **Why should you think about how your audience might respond to the ideas you brainstorm?** (Step 2) **What is freewriting? What is its purpose?** (Step 3) **What are some poetry forms that you might use? What is alliteration? What is assonance?** (Step 4) **What are some ways to strengthen the structure of a poem? How might you strengthen an idea expressed in a poem?** (Step 5) **What should you listen for as you read your poem aloud? What are some qualities of a well-polished poem?** (Step 6)

Have students independently complete the activity on p. 612 of the *Student Interactive*.

STUDENT INTERACTIVE, p. 612



POETRY

Prepare for Assessment

Why Turn? Follow a plan as you prepare to write a poem that appropriately responds to the prompt. Use your own paper.

- Study the prompt.**
You will receive an assignment called a writing prompt. Read the prompt carefully. **Highlight** the type of writing you must do. **Underline** the topic you are supposed to write about.
Prompt: Write a **short poem** about an astronaut's view of planet Earth.
- Brainstorm.**
List at least six things that are unique about the way an astronaut sees Earth. Circle three ideas that you think will capture readers' interest.
- Freewrite your poem.**
For five minutes, write about the three ideas you circled. Do not pay attention to spelling, grammar, lines, stanzas, or punctuation.
- Draft your poem.**
Determine the form of your poem. Apply your choices about rhythm, alliteration, assonance, rhyme, similes and metaphors, line breaks, stanzas, and punctuation.
When you read your poem silently to yourself, tap out the rhythm.
- Revise your poem.**
Find ways to strengthen the structure, word choices, and ideas in your poem.
- Finalize your poem.**
Present your poem by reading it aloud. Apply the skills and rules you have learned to polish your poem.

612

Possible Teaching Point

Writing Process

Publishing | Read Aloud with Emotion

Tell students that poetry is meant to be recited and heard. As students read their poems aloud or make a recording, encourage them to think about how they can use their voices to emphasize ideas for a listening audience. Urge them to read slowly and expressively and emphasize the words they believe are most important.



Independent Writing

Mentor STACK



FOCUS ON SUBGENRES After the minilesson, students should transition into independent writing.

- If students need additional practice preparing a draft, remind them of possible poetry subgenres and refer them back to the stack to look for ideas.

WRITING SUPPORT

- **Modeled** List several ideas for a poem and do a Think Aloud to model freewriting about them.
- **Shared** Have students work in groups to create a simile, metaphor, assonance, or alliteration from an idea generated during freewriting. Invite class members to share examples of their figurative language and write them on the board.
- **Guided** Provide explicit instruction on using freewriting to write a structured poem.



Intervention Refer to the *Small Group Guide* for support.

- If students demonstrate understanding, encourage them to experiment with a poem type they have not used in other minilessons.

See the **Conference Prompts** on p. T430.

Share Back

Invite volunteers to describe how they used their freewriting to create a first draft of their poem. Some students may want to read aloud their freewriting about one idea and then share how that idea is expressed in the final version of their poem.

Spelling Spiral Review

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

Writing Workshop

As students proofread their writing, remind them to check the spelling of words with *dis-*, *over-*, *non-*, and *under-*.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Words with *dis-*, *over-*, *non-*, *under-*

FOCUS ON STRATEGIES Review the spelling rule from the previous week about word parts *dis-*, *over-*, *non-*, and *under-*.

MODEL AND PRACTICE Display this sentence: *The disappointed crowd overreacted with glee when the underrrdog team won.* Call on a volunteer to identify and correct the misspelled words. Explain that adding prefixes *dis-*, *over-*, *non-*, or *under-* will not change the spelling of base words, as in disappointed, overreacted, and underdog.

APPLY Using the Spelling Words from the previous week, invite students to make flashcards, create a crossword puzzle, or write spelling sentences to quiz a partner on the correct spellings.

FLEXIBLE OPTION

LESSON 4



Spiral Review: Spell Words with *dis-*, *over-*, *non-*, *under-*

FLEXIBLE OPTION

LESSON 1

Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION

LESSON 3

More Practice: Spell Words with *sub-*, *inter-*, *fore-*

LESSON 5

Assess Understanding



Language & Conventions

Dialogue Punctuation

LESSON 4

Practice Dialogue Punctuation

APPLY MyTURN Have students complete p. 608 of the *Student Interactive*.

LANGUAGE AND CONVENTIONS

Dialogue Punctuation

Dialogue is written conversation. The words characters speak are called direct speech. Direct speech always appears in quotation marks. Follow these rules to punctuate dialogue.

Rule	Example
Use quotation marks at the beginning and end of each speaker's words.	"Please help me collect plastic bags for recycling."
When direct speech begins in the middle of a sentence, put a comma before the quotation starts.	Adnan asked, "Can every plastic bag be recycled?"
When regular text interrupts a complete sentence of dialogue, follow the interruption with a comma.	"Mr. Jackson," I said, "can you tell us if the recycling company will accept all kinds of plastic bags?"
Put punctuation that ends a quotation inside the quotation marks.	"I'm glad you asked!" Mr. Jackson said.

MyTURN Edit this draft to correctly punctuate the dialogue.

Our guide pointed out the grove of palm trees.

"This one is a date palm," she said, "from which people harvest dates."

Zeke asked, "What do dates look like?"

The guide smiled and said, "I just happen to have a few to show you!"

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608

OBJECTIVE

Edit drafts using standard English conventions, including punctuation marks, including apostrophes in possessives, commas in compound sentences, and quotation marks in dialogue.

Writing Workshop

During Writing Workshop, encourage students to use correct punctuation when writing direct speech. You may wish to have students trade drafts with a partner to check the punctuation in any dialogue.

FLEXIBLE OPTION

LESSON 1



Spiral Review:
Comma Rules

FLEXIBLE OPTION

LESSON 2

Oral Language:
Dialogue Punctuation

LESSON 3

Teach Dialogue
Punctuation

LESSON 4

Practice Dialogue Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice

FAST TRACK

Assessment

OBJECTIVE

Compose literary texts such as personal narratives and poetry using genre characteristics and craft.

STUDENT INTERACTIVE, p. 613



WRITING WORKSHOP

Assessment

My TURN Before you write a poem 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 understand what poetry looks like and sounds like.	<input type="checkbox"/>	<input type="checkbox"/>
	I can brainstorm and freewrite to get ideas for a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can select a form for a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can create rhythms and repetition in a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use alliteration and assonance in a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can choose line breaks and stanzas for a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can determine the rhyme scheme of a poem.	<input type="checkbox"/>	<input type="checkbox"/>
Craft	I can use similes and metaphors in a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use punctuation for effect.	<input type="checkbox"/>	<input type="checkbox"/>
	I can revise the structure of a poem.	<input type="checkbox"/>	<input type="checkbox"/>
	I can revise word choice in a poem.	<input type="checkbox"/>	<input type="checkbox"/>
Conventions	I can use adverbs correctly.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use prepositional phrases correctly.	<input type="checkbox"/>	<input type="checkbox"/>
	I can use modal verbs correctly.	<input type="checkbox"/>	<input type="checkbox"/>

613

Minilesson

Mentor STACK



TEACHING POINT Using a checklist of skills necessary for writing a poem helps writers

- evaluate how well they understand each skill, and
- identify which skills they need to review and practice before writing a poem for assessment.

MODEL AND PRACTICE Discuss with students that when writing a poem, *ideas and organization* includes such skills as selecting a form for the poem, creating a rhyme scheme and rhythms, and determining line breaks and stanzas. Also explain that *craft* is the language and techniques a writer uses to write a text. In poetry, craft includes language, such as similes and metaphors, and techniques, such as using punctuation effectively.

Direct students to the skills checklist on p. 613 in the *Student Interactive* and explain that before they write the poem that will be assessed, or *revise one* they have published, 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 skill to write a poem. If you don't fully understand the skill, you can review and practice it. Then you will be better prepared to write or revise a poem for your assessment.** As needed, review the terms used in the checklist. Then emphasize that this checklist is a tool for self-evaluation and is not assessed. Therefore, students should be honest with themselves as they evaluate their skills.

Direct students to complete the checklist.

Assessment

Inform students that they are going to take a writing assessment. Have students complete the assessment on p. T449 or assess students' published writing using the rubric.



WRITING ASSESSMENT

**WRITTEN COMPOSITION: Poem**

Provide students the assessment prompt below. The prompt may be displayed for students to respond to on a separate sheet of paper. Alternatively, the prompt may be printed from SavvasRealize.com.

READ the information in the box below.

It benefits us to understand our planet.

THINK about natural resources on Earth and why they are important to life on our planet.

WRITE about one natural resource such as air, water, wind, soil, plants, or animals, and how that resource supports life on our planet. Describe the resource, how it is used, and why it is important to protect it.

Be sure to

- select a form and clear structure for the poem.
- include metaphors and similes, and sound devices such as alliteration and assonance.
- use punctuation and line breaks effectively.

4-Point Poetry Writing Rubric



Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Poetry is clearly focused and developed throughout.	Poetry has a well-developed structure and appropriate form.	Poetry includes effective use of imagery and sound devices to convey ideas and create effects.	Precise, concrete sensory language and appropriate figurative language are used.	Poetry uses appropriate conventions, such as punctuation and line breaks for effect.
3	Poetry is mostly focused and developed throughout.	Poetry has a somewhat clear structure and form.	Poetry includes some imagery and sound devices to convey ideas or for effect.	Poetry uses adequate sensory language and some figurative language.	Poetry has a few conventions errors but is still coherent and effective.
2	Poetry is somewhat developed but may occasionally lose focus.	Poetry's structure is confusing, and the form may be unrecognizable.	Poetry includes minimal or ineffective imagery and few sound devices.	Language is imprecise with minimal sensory detail. Figurative language is weak.	Poetry includes errors in conventions usage with little regard to poetic effect.
1	Poetry may be confusing, unfocused, or too short.	Poetry has little or no apparent form or structure.	Poetry includes no imagery or sound devices to convey ideas.	Language in poetry is vague, unclear, or confusing.	Poetry is hard to follow because of frequent errors.
0	Poetry gets no credit if it does not demonstrate adequate command of poetry writing traits.				

Spelling Spell Words with *sub-*, *inter-*, *fore-*

OBJECTIVE

Demonstrate and apply spelling knowledge by spelling words using knowledge of prefixes.

SPELLING WORDS

disappoint	overachieve
disconnect	overcast
disembark	overcharge
disinfect	overreact
disobey	overwhelm
nonexistent	underachieve
nonliving	underarm
nonrenewable	underdog
nonsense	underline
nonverbal	understatement

LESSON 5

✓ Assess Understanding

Use the following sentences for a spelling test.

Spelling Sentences

1. The tourist needed an **interpreter**.
2. Today's **forecast** is scattered thunderstorms.
3. The injured player used ice to **subdue** the pain.
4. Their first **interaction** did not last long.
5. Lunch was the **foremost** thought in my mind.
6. A diver must **submerge** his whole body in the water.
7. Cruises often travel to **international** destinations.
8. She covered her **forehead** with a hat.
9. The player made an **interception**.
10. Arctic scientists recorded **subfreezing** temperatures.

FLEXIBLE OPTION
LESSON 1

✓ Assess Prior Knowledge

LESSON 2

Teach: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION
LESSON 3

More Practice: Spell Words with *sub-*, *inter-*, *fore-*

FLEXIBLE OPTION
LESSON 4

🌀 Spiral Review: Spell Words with *dis-*, *over-*, *non-*, *under-*

LESSON 5

✓ Assess Understanding



Language & Conventions

Dialogue Punctuation

FLEXIBLE OPTION

LESSON 5

Standards Practice


Display the sentence and have students respond independently.

Two tickets, he said. I asked him, "What show?" He told me which show.

Which revision best fixes the sentence?

- A Add quotation marks around *Two tickets*,
- B Add quotation marks around *which show*.
- C Remove comma after *I asked him*

APPLY Have students complete *Language and Conventions* p. 191 from the *Resource Download Center*.



Name _____

Language and Conventions

Dialogue Punctuation

The words characters speak in written conversation is called direct speech. Direct speech always appears in quotation marks.

- Use quotation marks at the beginning and end of each speaker's words.
- When direct speech begins in the middle of a sentence, put a comma before the quotation starts.
- When regular text interrupts a complete sentence of dialogue, follow the interruption with a comma.
- Put punctuation that ends a quotation inside the quotation marks.

My Turn Complete each sentence with the correct punctuation.

1. "If you go to the lake, please bring an umbrella."
2. Janet asked, "Will James help me carry the box?" and then went inside.
3. "Wow! That was terrific!" Jamie shouted.
4. Thomas said, "I do not like ice cream with whipped cream."
5. "Who is going to the movies later?"
6. "When I was a delivery person, I got up very early in the morning," Lin said.
7. I went to the game and told Sian, "You can play shortstop today."
8. My aunt was surprised and told us, "I was so frightened!"
9. "When does the test begin?" I asked the teacher.
10. I told her, "Frida Kahlo is one of my favorite painters."

Grade 4, Unit 5, Week 5 191

OBJECTIVE

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:
Comma Rules

FLEXIBLE OPTION

LESSON 2

Oral Language:
Dialogue Punctuation

LESSON 3

Teach Dialogue
Punctuation

LESSON 4

Practice Dialogue
Punctuation

Week 6

PROJECT FOCUS

This week students will

- research information about extreme weather.
- write an opinion article about the most dangerous environmental event.

Lesson 1 Compare Across Texts

T456–T459

RI.4.9, W.4.7,
SL.4.5

- Answer the Essential Question

Inquire

- Introduce Inquiry Project
- Read “Warning! Warning!”
- Generate questions
- Use Academic Vocabulary

Lesson 2 Explore and Plan

T460–T463

RI.4.2, W.4.7, W.4.8,
W.4.9.b

- Argumentative Writing
- Read “Too Tied to Technology?”
- Claims and evidence

Conduct Research

- Sources of evidence
- Emails to experts

Lesson 3 Collaborate and Discuss

T464–T467

RI.4.8, W.4.8,
SL.4.1

- Read a Student Model
- Identify features of opinion articles

Refine Research

- Primary and secondary sources
- Read “Living Near a Volcano”
- Classify sources in an article

Lesson 4 Extend Research

T468–T471

RI.4.10, W.4.9,
SL.4.1

- Using online archives
- Possible archives for article

Collaborate and Discuss

- Revise claims and evidence
- Edit for conventions

Lesson 5 Celebrate and Reflect

T472–T473

RI.4.10, SL.4.6,
L.4.3.c

- Share your articles
- Reflect on your work

Reflect on the Unit

- Reflect on your goals
- Reflect on your reading
- Reflect on your writing



INTEGRATE your INSTRUCTION

English Language Arts

- Write opinion pieces.
- Conduct short research projects.
- Engage in collaborative discussions.

uEngineer It!



For alternative inquiry projects with a science focus, go online to SavvasRealize.com.

Science

- Use science explanations to describe the mechanisms for natural events.
- Use technology to make accurate observations.

4-Point Research Project Rubric



Score	Focus	Research	Organization and Development	Language and Vocabulary	Delivery
4	The topic is clear and focused.	The research is thorough and based on a variety of sources, all of which are cited.	The organization is effective and clear. Facts and evidence thoroughly support the opinion.	Language is clear and precise with appropriate use of conventions throughout.	Eye contact, speaking rate, volume, and enunciation are all excellent. Delivery is effective throughout.
3	The topic is mainly clear and focused.	The research is mostly thorough and based on a variety of sources, some of which are cited.	The organization is generally effective and clear. Facts and evidence largely support the opinion.	Language is usually clear and precise with appropriate use of conventions in most of the writing.	Eye contact, speaking rate, volume, and enunciation are generally good. Delivery is usually effective.
2	The topic is stated, but not clearly, and the focus is not always apparent.	The research is partly relevant and relies on more than one source, but most sources are not cited.	The organization is sometimes effective and clear. Some facts and evidence support the opinion.	Language is often unclear or imprecise, and conventions are frequently ignored.	There are noticeable deficits in eye contact, speaking rate, volume, and enunciation. Delivery is largely ineffective.
1	The topic is unclear and unfocused.	Much of the research is not relevant and comes from a single source, which may or may not be cited.	The organization is poor. The opinion is not generally supported by facts and evidence.	Language is vague and general, and little attention is paid to conventions.	There is little evidence of good presentation skills.
0	Possible characteristics that would warrant a 0: <ul style="list-style-type: none"> • No response is given. • Student does not demonstrate adequate command of writing or presentation of an argumentative article. • Response is unintelligible, illegible, or off topic. 				



Have students complete a student-friendly Research Project Checklist, p. 220, from the *Resource Download Center*.

Compare Across Texts

OBJECTIVES

Synthesize information to create new understanding.

Use text evidence to support an appropriate response.

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

Features

In this unit, students studied the Earth and its geographic features. This unit of study should help students understand that the Earth has an enormous variety of landforms, weather conditions, and bodies of water, and that all people should do their part to help preserve these natural features.

TURN, TALK, AND SHARE **Connect to Theme** Have students refer to each selection to find examples of the importance of the Earth’s natural features. Ask students to support their statements with an actual passage from the text. Demonstrate by using the following model about the Himalayas.

The Himalayas are an enormous mountain range in Asia. The text says, “These mountains form the boundaries between many countries.” I know that one meaning of the word *border* is “boundaries,” so I know that this mountain range is not just a physical feature of Earth, but it also acts as a border, or a feature of nations.

Compare Across Texts

Volunteers should identify the feature or environmental issue described in each of the weekly selections. Then use the questions below to help students compare across texts.

- Which selections are mainly about landforms or other natural features, and which are mostly about environmental issues?
- How are all the other selections connected to the ideas in the Week 1 selection, *Planet Earth*?

Essential Question

MyTURN Remind students of the Unit 5 Essential Question: *Why is it important to understand our planet?* Have students write their answers to the question in their notebooks. If they have difficulty responding:

- Place students in pairs or small groups, and have each group review the Weekly Question for each selection.
- Then, have students make connections to ideas in other texts and to the larger community or the world.



ELL Targeted Support Text to Self Explain that students can use environmental print to make connections between what they have read and what they have seen.

Point out examples of environmental print that relate to Earth's Features, such as a poster showing Earth's core or a mobile of the planets revolving around the Sun. Offer sentence starters to help students make connections. *We have ____ in our classroom. It shows _____. This relates to what we learned about _____.* **EMERGING**

Point out examples of environmental print that relate to Earth's Features. Prompt students to make their own connections by asking: *What does this tell me about Earth's Features? How do these ideas relate to what I read?* **DEVELOPING**

Have students work with a partner to identify and discuss examples of environmental print that relate to Earth's Features, such as road signs notifying people of landmarks, mountains, and volcanoes. Ask: *Why are these signs important?* **EXPANDING**

Have students identify examples of environmental print that relate to Earth's Features. Have them write sentences that connect environmental print to the unit theme. **BRIDGING**

STUDENT INTERACTIVE, pp. 614-615

COMPARE ACROSS TEXTS

UNIT THEME
Features

TURN and TALK
Connect to Theme
In this unit, you learned many new words for talking about Earth's Features. With a partner, review each selection to find and quote a sentence from the text that best illustrates the academic vocabulary word. Be prepared to tell why you chose that sentence from each text.

WEEK 1
from **Planet Earth**
amazed
Possible response: "Scientists believe Earth's continents were once joined as a single landmass called Pangaea."

WEEK 2
Volcanoes
label
Possible response: "Volcanoes are formed when magma pushes its way up through the cracks in Earth's crust."

WEEK 3
from **The Top 10 Ways You Can Reduce Waste**
preserve
Possible response: "Ask yourself the following questions, 'Can I still use this?' and 'could someone else use this?'"

WEEK 4
The Himalayas
border
Possible response: "These mountains form the boundaries between many countries on the continent of Asia."

WEEK 5
Trashing Paradise and "Bye Bye Plastic Bags on Bali"
consequences
Possible response: "Garbage, particularly in the form of plastic waste, is turning this onetime paradise into an environmental nightmare."

Essential Question
MyTURN
In your notebook, answer the Essential Question: Why is it important to understand our planet?

WEEK 6
Project
Now it is time to apply what you learned about features in your **WEEK 6 PROJECT: Danger Ahead!**

614

615

Inquire

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Respond using newly acquired vocabulary as appropriate.

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

During this week, students will develop the idea of Features by following a research plan and writing an opinion article arguing that a particular type of storm or other environmental event is the single most dangerous. Before assigning the research article, motivate students by activating their prior knowledge and helping them set a purpose for their work.

Read aloud the Activity prompt on p. 616. Assign students to work in small groups or pairs to tell what they know about different kinds of storms or other environmental events. Have them express why they think these storms or other events might be especially dangerous.

RESEARCH ARTICLES

Warning! Warning!	790L, 900L, 950L
Too Tied to Technology?	800L, 900L, 940L
Living Near a Volcano	790L, 910L, 940L

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:

- tornado : *tornado*
- hurricane : *huracan*
- extreme : *extremo*

CRITICAL LITERACY **Build Background**

Read-Pause-Annotate Distribute copies of “Warning! Warning!” Use the article to help students understand how warning signs in nature can indicate the arrival of certain weather events, such as storms. Then have partners take turns reading the article aloud, pausing from time to time to make annotations as follows:

- Underline unfamiliar words and phrases; use context clues to decide on possible meanings and write these meanings in the margin.
- Put a star next to any statement in the article that you think is especially important or interesting.
- Put question marks beside parts of the article that bring up further questions about storms and other environmental events.

Have students discuss their completed annotations with the class.

COLLABORATE Have students work in pairs or trios to generate and clarify questions about natural warning signs and how weather can be predicted. Tell students that they may find answers to these questions as they do research for their project.



EXPERT'S VIEW Alfred Tatum, University of Illinois at Chicago

“Our charge as teachers is to make it difficult for students to be disengaged. We need to self-audit—take a look at the texts we choose and our instructional practices and routines. If students are not engaged, the lesson is either mis-paced or misplaced. Either we go too slowly or we miss the point of the text and its connection to students’ lives. Our instruction should be well-paced and well-placed. Students should find the instructional supports that they need.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students have difficulty generating questions, model asking questions beginning with the words *What*, *How*, and *Why*. Then guide students to write one question of their own beginning with each of these words.

OPTION 2 Extend Have students look at the questions they generated. For each question, have them list at least two ways in which they might find the answer, such as asking an expert or using a search engine online.

ELL TARGETED SUPPORT

Help students pay attention to question form as they generate questions. In English, the verb generally follows the subject in declarative statements (as in *The girl drank the water*), but questions typically place a modal verb before the subject (as in *Did the girl drink the water?*). Give students plenty of practice asking and answering questions and noticing the difference in form.

Use Academic Words

COLLABORATE Have students complete the chart on p. 617 using newly acquired vocabulary, then share their responses. Tell students that they should look for ways to include these words and their forms in the drafts of their research project.

STUDENT INTERACTIVE, pp. 616–617



INQUIRE
PROJECT-BASED INQUIRY

Danger AHEAD!

Activity

Extreme weather can lead to extreme results. Storms and environmental events such as tornadoes, blizzards, hurricanes, and floods can destroy and reshape Earth's features. What storm or environmental event do you think poses the greatest danger? Write an opinion article to share your answer and support it with facts.

Research Articles

With your partner, read "Warning! Warning!" to generate questions about how warning signs in nature can predict extreme weather. Then make a research plan for creating your opinion article.

1. **Warning! Warning!**
2. **Too Tied to Technology?**
3. **Living Near a Volcano**

Generate Questions

COLLABORATE After you read "Warning! Warning!" use the information in the article to generate questions about warning signs in nature and how to predict weather. List three of your questions here.

1. _____
2. _____
3. _____

Use Academic Words

COLLABORATE In this unit, you learned many words related to the theme of *Features*. Work with your partner to add more academic vocabulary words to each category. If appropriate, use this vocabulary when you plan, research, and create your opinion article.

Academic Vocabulary	Word Forms	Synonyms	Antonyms
label	labeled labeling mislabeled	name describe tag	unmarked untitled unnamed
amazed	amaze amazing amazement	shocked astonished surprised	bored uninterested expected
border	borders bordering bordered	limit boundary edge	center middle focus
consequences	consequence consequential inconsequential	results effects costs	causes reasons roots
preserve	preserves preserved preserving	protect save conserve	destroy damage harm

Explore and Plan

OBJECTIVES

Evaluate details read to determine key ideas.

Apply grade 4 Reading standards to informational text.

Recognize characteristics and structures of argumentative text.

Develop and follow a research plan with adult assistance.

RESEARCH ARTICLES

Warning! Warning!	790L, 900L, 950L
Too Tied to Technology?	800L, 900L, 940L
Living Near a Volcano	790L, 910L, 940L

See the *Small Group Guide* for additional information on how to distribute the articles.

Opinions and Claims

Use the argumentative article “Too Tied to Technology?” and the information in the Plan Your Research chart to help students recognize the characteristics and structures of argumentative text. Argumentative and opinion essays are based primarily on claims (statement of opinion) and details (such as facts and other examples of evidence).

CRITICAL LITERACY **Identify Purpose, Claim, and Evidence**

COLLABORATE Distribute copies of “Too Tied to Technology?” Tell students that this is an example of an argumentative or opinion article because it makes a claim and supports it with evidence. Explain that identifying the author’s purpose in writing the text can help students identify the claim. Tell students that they can

- determine the intended audience for the text,
- decide what the author wants readers to do or to believe, and
- identify what evidence the author uses to support this claim.

Once students have read “Too Tied to Technology?,” lead them in a discussion about the characteristics and structure of the argumentative article. Guide them to think and read critically about the text by asking questions such as the following:

- What is the author’s claim?
- Why did the author write this article?
- How do the author’s facts support the claim?
- Are there counter-arguments to the author’s claim? What are they?

COLLABORATE Have pairs or trios use the **Plan Your Research** activity on p. 618 to help them identify the central claim they will make in their article. They should also use the chart to note the evidence they could use in support of their claim. Review with students that their claims are clear and specific and that the evidence must be directly relevant to the argument.

ELL Targeted Support Claims Read aloud several simple claims, such as *People should eat more fruit*, *Dogs are friendly*, and *Reading books is fun*. Point out that each claim uses simple sentences to express an opinion about a topic.

Offer the language structure of subject, verb, and adjective or description. Ask students to repeat a claim you read aloud that uses this structure. Assist students as they use this language structure to say or write a new claim. **EMERGING**

Have students work with a partner to repeat a claim they heard, identify its parts (such as subject, verb, and adjective), then write a new claim using the same parts.

DEVELOPING

Explain that students can make their claims more specific by using details to modify the simple subject-verb language structure. Have students listen as you read aloud the claims again. Then have them modify one sentence they heard by adding adjectives and other details. **EXPANDING**

Modify the activity above by reading aloud claims that use complex or compound sentences. Then have two pairs listen and write what they hear, then exchange claims to identify the subject, verb, and other parts of each claim. **BRIDGING**

STUDENT INTERACTIVE, pp. 618–619



EXPLORE AND PLAN

A Clear Claim Close-Up

People write **argumentative texts** to persuade readers to think or do something. Look for these features when you read opinion articles:

- a claim.
- reasons and evidence that support the claim, and
- a logical order, such as order of importance.

The claim in an opinion article almost always shows up in the first paragraph, but it might not be the first sentence.



COLLABORATE With your partner, read “Too Tied to Technology?” Then answer these questions about the text.

1. What is the writer’s claim?

2. What evidence does the writer use to persuade readers?

3. Does the writer present the strongest evidence first or last? How does this make the argument more persuasive?

PROJECT-BASED INQUIRY

Plan Your Research

COLLABORATE Before you begin to research dangerous weather, you need to make a research plan. Use this chart to write a claim and plan how you will look for evidence.

Definition	Examples
<p>CLAIM A claim is a statement of the writer’s perspective or opinion. An effective claim</p> <ul style="list-style-type: none"> • defines a writer’s goal, • is clear and specific, and • is supported by facts and other evidence. <p>Read the two examples to the right. Then, with your partner, write a claim for your opinion article about dangerous weather.</p>	<p>This writer is writing an argumentative text about caves.</p> <ul style="list-style-type: none"> • Caves are super cool! Too general and vague • Mammoth Cave is the most impressive geographic feature in the United States. Clear and specific <p>My dangerous weather claim: _____</p>
<p>EVIDENCE Information that supports your claim is evidence. You might include</p> <ul style="list-style-type: none"> • facts • statistics • quotations • examples 	<p>Fact: A famous shaft in Mammoth Cave is called the Bottomless Pit.</p> <p>Statistic: More than 400 miles of cave have been explored at Mammoth.</p> <p>Quote: Cave guide Stephen Bishop said Mammoth Cave is “grand, gloomy, and peculiar.”</p> <p>Example: Caves are impressive because there is little or no natural light inside.</p>

With your partner, list some possible sources in which to look for evidence that supports your dangerous weather claim.

Conduct Research

OBJECTIVES

Work collaboratively with others to develop a plan of shared responsibilities.

Compose correspondence that requests information.

Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Identify and gather relevant information from a variety of sources.

Demonstrate understanding of information gathered.

PRIMARY SOURCES

Review with students that primary sources are typically the accounts of people who were present during an event, or who have some other first-hand knowledge of a topic. Give examples of primary sources that might assist students in writing their articles.

- an account of a damaging hurricane written by a survivor
- a comparison of storm types written by a meteorologist
- photos and drawings from life of the damage from specific storms

Expert Assistance

TEACHING POINT The world is full of experts, and many of these experts are happy to share their knowledge and experience with students. If students approach these experts in a polite manner, they may learn information that is both useful and interesting.

MODEL AND PRACTICE Use the example on p. 620 to model how to generate questions and request information from a person with experience.

- Layna got information about Mammoth Cave from books and from the Internet, but she wanted more information that could add interest to her article. She decided to ask a person who worked there. She used the Internet to find a contact address for a tour guide who works at the cave. Notice how Layna was careful to be polite in her email—she thanked the tour guide, and she understood that she couldn't just say "Answer my question!" Notice how Layna did not simply ask the tour guide to explain what it is like to work at the cave. She posed clear questions that the tour guide can answer with unique and specific information.
- Explain how students can find an email address for a local weather forecaster or a NOAA scientist. You may want to carry out a search for a specific scientist or forecaster while students look on. If so, talk students through each step so they understand what to do. Remind students that experts are busy people who may not have time to respond to an email.

COLLABORATE Have students complete the chart on p. 621. Point out that different experts have different knowledge bases; an environmental scientist may not have the same background as a television newscaster, for instance, so students need to think carefully about who would best be able to answer each question they have. Be sure to check emails for grammar, spelling, and appropriateness before allowing students to send them.



EXPERT'S VIEW Julie Coiro, University of Rhode Island

“Talking and conversation are important elements of reading and building understanding. Rather than having kids working individually on a computer with a headset on, students should be collaborating, talking, discussing, and questioning. Reading on the Internet often involves two students sitting at one computer and making sense of information together. This develops a collaborative give and take—questioning, thinking, responding.”

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



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students have trouble thinking of good questions for an expert, help students make a two-column chart showing what they already know about the topic and what they do not yet know. Help them express the items in the second category as questions: *I don't know why tornadoes are shaped like funnels becomes Why are tornadoes shaped like funnels?* For each question, ask if a climate scientist, a weather reporter, or someone else would be most likely to know the answer.

OPTION 2 Extend If students show a strong understanding of how to ask for expert advice, have them list the steps required to carry out the process. Have students create a simple poster or flowchart form showing the steps for reference.

ELL TARGETED SUPPORT

Work with the term *expert* with students. Explain that an *expert* is someone who knows a lot about a topic: *A doctor knows a lot about medicine, so a doctor is an expert on medicine.* Ask students to complete or generate sentences telling about experts, such as *A firefighter is an expert on fires. A chef is an expert on food.* Be sure students understand the term *expert* and have a chance to use the word in different contexts.

NEXT STEPS Students learn about ways to structure an argumentative text, noting especially the importance of introduction, conclusion, and body paragraphs.

STUDENT INTERACTIVE, pp. 620–621



CONDUCT RESEARCH

REACH Out to a PRO

Experts can help you gather evidence to support your claim. You might contact one of these weather experts:

- a local weather forecaster
- a weather scientist

Locate a Contact Address You can find e-mail addresses on professional or educational Web sites.

Write Your E-mail When you write your e-mail:

- Use a polite, formal tone.
- Generate one or two specific questions.
- Clarify your questions to be sure they make sense.

EXAMPLE Layna sent this e-mail to a tour guide.

New Message x

To a_graner@nps.email

Subject Information for a School Report

Dear Abel Graner,

My partner and I are writing an article about Mammoth Cave. Since you are an expert on Mammoth Cave, we would like to include some of your ideas in our article.

What is the most amazing thing about working in Mammoth Cave? What is the strangest thing that ever happened during one of your tours?

Thanks for reading this note.

The subject tells the reader what the e-mail is about.

The writer explains why she is writing.

The writer asks specific questions that only this expert can answer.

PROJECT-BASED INQUIRY

COLLABORATE With your partner, think of two types of experts you could write to when gathering evidence for your dangerous weather opinion article. Then generate questions with your partner.

	Expert 1	Expert 2
Type of Expert and Expertise		
Where to Look for E-mail Address		
Specific Questions Only This Expert Can Answer		

Work together to write polite, clear e-mails to the experts. When you get a response, talk about which evidence could best support your claim.

Collaborate and Discuss

OBJECTIVES

Recognize characteristics and structures of argumentative text.

Organize with purposeful structure, including an introduction, transitions, and a conclusion.

Compose argumentative texts, including opinion essays, using genre characteristics and craft.

CUSTOMIZE IT!

Whether appearing in printed form in a magazine or posted on a website, most articles still appear as blocks of text. Students who are especially interested in technology, though, might like to try a different presentation format for their articles. For instance, students might choose to present their articles as an online slideshow, in which each slide includes a paragraph or a few sentences along with a related visual image or two. The slideshow, of course, must include all the text necessary to an article.

Analyze Student Model

TEACHING POINT Tell students that this model is about Mammoth Cave, but that their assigned article is about dangerous forms of weather; the model uses Mammoth Cave to demonstrate how to organize an argumentative essay. Use the Student Model to talk about how an essay of this type is structured, focusing especially on the purpose of each paragraph.

MODEL AND PRACTICE Use the article about Mammoth Cave on p. 623 to demonstrate the structure of an opinion article.

The first paragraph of an opinion article is the introduction. The introduction names the topic, Mammoth Cave, so readers know what to expect. The claim often appears in the first paragraph. What is the clear and specific claim this author makes about Mammoth Cave? (Mammoth Cave is the most impressive natural feature in the United States.) The next four paragraphs make up the body of the article. This is where writers put facts, details, and quotes that support the claim. The last paragraph is the conclusion. Part of the conclusion's purpose is to restate the original claim using different words.

Have students find the quotations, statistics, and facts that support the claim. Use the callouts for further information about claims and evidence along with describing the structure of the article. Wrap up by noting that writers often arrange body paragraphs in an order; challenge students to decide whether this article gives the strongest evidence in the first body paragraph or saves it for the end.

COLLABORATE Have students use the checklist at the bottom of p. 622 to help them create a well-structured first draft of their opinion article. Review the Academic Vocabulary for the unit. Remind students to look for ways of incorporating these terms into their work.

Write for a Reader

Audience Most articles are intended for the general public; they are not aimed at any specific group of people. Because of this, students will need to ensure that their readers become interested quickly. Point out that the Student Model uses descriptive language to draw readers in and make them want to learn more about the topic.



ELL Targeted Support Vocabulary Have students practice using vocabulary related to the concept of arranging items in a specific order.

Place three counters of different colors in a row. Touch them in turn. Say: **These counters are in order. They are in the order first, next, last.** Have students repeat this language after you. Then have students expand on this vocabulary by completing simple sentences such as *The red counter is ____ (first).* **EMERGING**

Place three counters of different colors in a row. Touch them and say: **The red counter is first. The blue counter is next. The black counter is last.** Have students repeat this language after you. Ask: **Which counter is first?** Have students demonstrate their vocabulary knowledge by responding with the full sentence *The red counter is first.* Continue with *next* and *last*. **DEVELOPING**

Place four counters of different colors in a row. Touch each counter. Ask: **Which counter is first?** Have students answer in a complete sentence. Repeat with other order vocabulary such as *second, third, fourth, next, and last.* **EXPANDING**

Modify the activity above by having students expand their order vocabulary. Have them take turns asking and answering questions about the counters using the form *Which counter is ____?* **BRIDGING**

STUDENT INTERACTIVE, pp. 622–623



COLLABORATE AND DISCUSS

PROJECT-BASED INQUIRY

Defend YOUR Claim

An **opinion article** tries to persuade readers to believe a claim. Well-structured opinion articles follow this basic plan:

- The **introduction** presents the writer's claim, or opinion statement.
- The **body** of the article presents evidence to support the claim.
- The **conclusion** restates the claim and leaves readers with something to think about.

The body paragraphs can present evidence in different ways. Some articles present the strongest evidence first. Other articles build up to the ideas that provide the best support. When writers present their strongest support first or last, they are using order-of-importance organization. Writers include transitions to help readers follow the organization, or structure, of their argument.

COLLABORATE Read the Student Model. Work with your partner to recognize the characteristics of argumentative texts.

Now You Try It!

Discuss the checklist with your partner. Work together to follow the steps as you compose your opinion article.

Make sure your opinion article

- states a specific claim
- presents facts, statistics, quotes, or examples as evidence
- follows a clear structure, such as order of importance
- includes a strong conclusion that restates your claim

Student Model

In the United States, you can see wild waterfalls, huge deserts, or super-deep canyons. Of all the geographic features, though, Mammoth Cave National Park in Kentucky is the most impressive.

Underline the sentence that states the writer's claim.

Mammoth Cave is the longest cave system in the world. It includes more than 400 miles of underground passages. More than 2 million visitors come to this national park each year.

Highlight two statistics.

Some of the caves are big enough for people to walk in. Others you have to crawl to explore. Some are too small for people to enter at all.

One early cave guide, Stephen Bishop, called Mammoth Cave "grand, gloomy, and peculiar." Abel Graner is a guide there today. "The cave is my favorite place in the world," he says, "but it's not for everyone. I've seen people faint because they got scared. But some people love it as much as I do."

Underline two quotations.

Mammoth Cave is unlike almost any other place in the United States. The underground caves include cool rock formations like stalactites and stalagmites.

Highlight the sentence that restates the claim.

If you want to see the most inspiring place in the United States, you should definitely put Mammoth Cave at the top of your to-visit list!

Refine Research

OBJECTIVES

Identify and gather relevant information from a variety of sources.

Identify primary and secondary sources.

Demonstrate understanding of information gathered.

RESEARCH ARTICLES



Warning! Warning!	790L, 900L, 950L
Too Tied to Technology?	800L, 900L, 940L
Living Near a Volcano	790L, 910L, 940L

See the *Small Group Guide* for additional information on how to distribute the articles.

Primary and Secondary Sources

TEACHING POINT All sources can be useful, but the most reliable and interesting are often primary sources. Primary sources are created by people who experienced an event or have direct knowledge of a topic. Secondary sources are put together from primary sources. Students should be able to distinguish primary and secondary sources.

MODEL AND PRACTICE Use the bullet points on p. 624 to model the differences between primary and secondary sources.

- When you find a source that deals with your topic, ask yourself whether the writer had direct experience with that type of storm or disaster.
- Diaries and on-the-scene newspaper articles are excellent examples of primary sources. Photos and other visuals may be as well.
- Primary sources often include vivid words. An account of surviving a storm, for instance, may contain descriptive language about what the wind felt like and what the writer thought. In contrast, a secondary source like an encyclopedia article will offer little description of thoughts and feelings.

CRITICAL LITERACY

Primary Source Accounts

Distribute copies of the research article “Living Near a Volcano.” Use this research article to help explain the differences between primary and secondary sources. Write the following prompts on the board and have student pairs read the article together:

- Write the author’s purpose at the bottom of the article.
- Put a star next to information that came directly from people who have lived near a volcano that could erupt any minute.
- Talk with your partner about how the article would have been different if it had relied entirely on secondary sources.

COLLABORATE

Have students identify primary and secondary sources by completing the activity on p. 624 of the *Student Interactive*. Then have students read the article on p. 625 and answer the questions. Point out that primary sources for this article probably would have been Bishop’s own words and the writings of people who knew him well. Guide students to identify the primary source the author used to write the article. Ask students to suggest examples of secondary sources the author of “Stephen Bishop, Cave Expert” might have consulted.



DIFFERENTIATED SUPPORT

OPTION 1 Intervention If students struggle with the difference between primary and secondary sources, divide students into two groups. Show an image to one group but not the other. Have students in the first group write a description of the image and share it with the second group. Have the second group write another description. Lead a discussion about how the accounts from the “primary source” and “secondary source” groups differ.

OPTION 2 Extend If students readily understand the difference between primary and secondary sources, have them make a list of events (such as sports events, plays, or parades) they know about from direct experience and another list of events they know about only indirectly. Have students label the lists “Primary” and “Secondary” and talk about their lists with a partner.

ELL TARGETED SUPPORT

Have students investigate the terms *primary* and *secondary*. Explain that *primary* means “first” and *secondary* means “second.” Provide examples such as *primary school* (the first few years of schooling) and *secondary school* (high school). If you have native Spanish speakers, relate the terms to the Spanish words *primero* and *segundo*.

NEXT STEPS Students use online archives to carry out more research for their articles. They identify appropriate key words and record the information they find.

STUDENT INTERACTIVE, pp. 624–625



REFINE RESEARCH

Super Sources

Great research includes a variety of sources. When you look for information, ask yourself: When was this material created, and who created it?

- **Primary sources** are created at the time of an event. People who see an event and document it produce primary sources.
- **Secondary sources** are created after an event is over by people who did not see the event themselves.

This chart gives some examples of primary and secondary sources.

Primary Sources

- a diary written by someone who lives near a volcano
- a photograph of a volcano erupting
- a newspaper article written at the time of a volcanic eruption
- a speech given by a leader to persuade citizens to leave a dangerous place
- a movie filmed as a volcano erupts

Secondary Sources

- an encyclopedia article about volcanoes
- a diagram showing the parts of a volcano
- a magazine article that describes the causes and effects of an eruption
- a biography of a leader written by a modern author
- a documentary about the volcano

COLLABORATE Read the article “Living Near a Volcano.”

Then draw a T-chart on a separate sheet of paper. Work with a partner to identify primary and secondary sources used in the article. Record them in your T-chart.

624

PROJECT-BASED INQUIRY

COLLABORATE Read this paragraph. Then answer the questions.

Stephen Bishop, Cave Expert

by Elena Nunez

Stephen Bishop was an enslaved person in his teens when he first came to Mammoth Cave in 1838. He soon became one of the greatest experts on this underground area. Bishop explored many parts of the cave that no one had ever seen before. He began to lead tours through the caves. Bayard Taylor, one of the people he guided, wrote that Bishop was “the model of a guide—quick, daring, enthusiastic, persevering, with a lively appreciation of the wonders he shows.” Bishop became a free man in 1856, but he died just one year later.

1. Identify the primary source named in the paragraph. How can you tell this is a primary source?

Primary Source: Bayard Taylor

How I can tell: He was one of the people guided by Stephen

Bishop, and he wrote about Bishop, so he had firsthand knowledge of him.

2. Is the paragraph by Elena Nunez a primary or secondary source? Why?

It is a secondary source because Elena Nunez speaks in the third person about Stephen Bishop and Bayard Taylor and probably did not know them.

625

Extend Research

OBJECTIVES

Retell, paraphrase or summarize texts in ways that maintain meaning and logical order.

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.

Online Archives

TEACHING POINT Newspapers and magazines often offer searchable online archives, or collections of articles and other research materials. Students can use these archives to find information about their research topics.

MODEL AND PRACTICE Use *The Daily Times* archive sample on p. 626 to model how to use an online archive.

- If you have ever used an online search engine, then using an online archive will seem very familiar. Layna began by going to the newspaper’s archive. She searched for Mammoth Cave. Notice that she used quotation marks so she would find articles with that exact phrase. The archive gave her two choices right away. Notice that each one has the title and a short description. Layna can click on either title to read the source.
- If the article is not what Layna needs, she can try another one. She can also narrow her search by using different terms, or broaden it by choosing resources other than articles. She can also organize her search by asking the archive to give her results in a particular order, such as starting with the oldest articles in the system or by starting with the sources that seem most relevant—that is, are most closely connected to Layna’s research.
- If Layna decides to use information from an article, she will need to cite her sources. Any material quoted directly from the text should be placed in quotation marks. Layna may also choose to incorporate ideas from the article by using her own words to paraphrase the material.

COLLABORATE Help students find appropriate online archives and ensure that they can access the archives without difficulty. Discuss specific search terms that students might find especially useful to their topics, such as “hurricanes,” “destructive tornado,” or “Alaska earthquake.” Have students fill out the chart on p. 627 to plan what to look for and determine how best to find that information. Review with students how they should record the information they find and how to cite their sources.



ELL Targeted Support Vocabulary Students may choose to order the information they obtain from searching an online archive. One way to order the information is to arrange the results from newest to oldest or vice versa. Work with students to make sure they understand the meaning of these words.

Show students an unused pencil. **This pencil is new.** Then show them a short pencil that has gotten a lot of use. **This pencil is old.** Have students repeat the sentences. Display a group of other classroom objects, some of which are brand-new and some of which are not. Have students complete sentences of the form *This is a(n) _____. It is new/it is old.*

EMERGING/DEVELOPING

Display two pencils, one brand-new and the other obviously well-used. **This pencil is new. This pencil is old.** Have students identify other objects in the classroom that are new and others that have been used. Have them use full sentences to identify the objects and tell whether they are new or old. **EXPANDING**

Have students look at the publication dates of three books from the classroom library. Guide them to put the books in order of publication from newest to oldest. Have them describe the arrangement to a partner using words such as *new/newer/newest* and *old/older/oldest*. **BRIDGING**

STUDENT INTERACTIVE, pp. 626–627



EXTEND RESEARCH

Finding **FACTS** In
Online Archives

An **online archive** is a collection of articles and other resources. Many newspapers, magazines, and Internet sites have online archives you can search.

Use the same search methods you use when choosing keywords to look for information in an online search engine. Place phrases in quotation marks to find results that include an exact phrase.

When you find information, place quoted material in quotation marks or use your own words to paraphrase the ideas you find. Cite your sources.

Layna searched for articles about Mammoth Cave in *The Daily Times* online archive. This sample shows her results.

The Daily Times Online Search

Your Search: "Mammoth Cave"

Sort by: Newest Oldest **Relevance**

Date Range: **BIG DISCOVERIES IN MAMMOTH CAVE**

All Since 1900 Geologist Dr. Shannon McBride shares findings of a recent study of rock formations in Mammoth Cave National Park. July 29, 2015

Past 24 hours

Past 7 Days

Past 30 Days **Specific Dates MAMMOTH CAVE SCRAPBOOK**

Past 12 Months Images collected by reporters over the last 25 years. September 7, 2012

Result Type

All Types

Article **Article**

Blog Post

Multimedia

Click **Newest** to see the most recent sources first. Click **Oldest** to see the oldest sources first. Click **Relevance** to see the sources that are most connected to your search first. Choose the date range for your search.

Click a title to view that source.

PROJECT-BASED INQUIRY

COLLABORATE With your partner, think about how you can use online archives to find more information for your opinion article. Complete the planning chart to guide your research.

Name of Online Archive:	Search Key Words:
Archive Web Address (URL):	Date Range:
	What types of results are we looking for?
Name of Online Archive:	Search Key Words:
Archive Web Address (URL):	Date Range:
	What types of results are we looking for?
Name of Online Archive:	Search Key Words:
Archive Web Address (URL):	Date Range:
	What types of results are we looking for?

Collaborate and Discuss

OBJECTIVES

Organize with purposeful structure, including an introduction, transitions, and a conclusion.

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.

CUSTOMIZE IT!

Before giving their formal presentations, have students record their presentations with no audience or an audience of just one person. Then have students watch and listen to themselves. This can give them important feedback about what may need to be changed before doing the actual presentation.

Revise and Edit

TEACHING POINT Review with students that revision is an essential part of the writing process. Authors need to be sure that their work is grammatically correct and uses conventions accurately. Stress that articles must have a strong organization and appropriate transitions.

MODEL AND PRACTICE Use the information on p. 628 as a model for revising to add supporting statements and transitions. Refer back to the Student Model on p. 623 as needed.

The students who wrote the original opinion article about Mammoth Cave decided that they needed more information that would support their claim. They added some extra information from the email they received from the tour guide. They also expanded the transition into the final paragraph.

Point out that both changes make the organization clearer and easier to follow. Ask students to use their own words to describe the differences between the original and the revised version.

Peer Review

COLLABORATE Pairs should now exchange drafts of their articles and read each other's work. Have them evaluate the other pair's articles; remind students to be respectful in their comments.

Claim and Evidence Have students use the checklist at the top of p. 628 to ensure that they have clearly stated their claim and supported it with sufficient evidence. They can also check to make sure they have an effective organization with strong transitions between paragraphs.

Conventions Ask students to use the checklist on p. 629 to review their use of conventions, especially comparative and superlative forms of adjectives. Have them focus especially on proper use of quotation marks in using someone else's words. Help students understand when and how to use comparative and superlative adjectives.

DIFFERENTIATED SUPPORT

OPTION 1 Intervention Help students create effective transitions by giving them a list of words and phrases that are useful in connecting ideas. Sample terms include *in addition*, *moreover*, *also*, *however*, *but*, and *still*. Model how two or three of these could be used to link together paragraphs. You may find it helpful to use the sentences and paragraphs in the Student Model on p. 623.

OPTION 2 Extend If students show a strong ability to write effective transitions, have them work with a partner to write two short paragraphs on a given topic and then write three transitions linking them. Have them discuss which of the three transitions is most (and least) effective and why.

ELL TARGETED SUPPORT

Explain that in English, short adjectives typically add *-er* to make the comparative and *-est* to form the superlative, as in *dark/darker/darkest* or *fast/faster/fastest*. Display three pencils of different lengths. Have students arrange the pencils by length and use adjective forms to describe them as *long*, *longer*, and *longest*. Then have them ask and answer questions of the form *Which is the longest pencil?*

NEXT STEPS Students produce a clean and revised copy of their article and present it.

STUDENT INTERACTIVE, pp. 628–629

COLLABORATE AND DISCUSS	PROJECT-BASED INQUIRY		
<p>Revise</p> <p>Revise Claim and Evidence Reread your opinion article with your partner. Have you</p> <ul style="list-style-type: none"><input type="checkbox"/> clearly stated your claim?<input type="checkbox"/> included strong facts, statistics, quotations, and examples?<input type="checkbox"/> used order-of-importance organization and transitions to structure your ideas? <p>Adding Support and Transitions</p> <p>The writers of the Student Model opinion article added more information about Abel Graner and his work in Mammoth Cave. They also added an introductory phrase to make the order of their support clear.</p> <p>One early cave guide, Stephen Bishop, called Mammoth Cave “grand, gloomy, and peculiar.” Abel Graner is a guide there today. “The cave is my favorite place in the world,” he says . . . He loves to take visitors on both electric-light tours and tours where the only light comes from paraffin lamps people carry.</p> <p>The most important reason you should see Mammoth Cave is that it [▲]Mammoth Cave is unlike almost any other place in the United States. The underground caves include cool rock formations like stalactites and stalagmites.</p> <p>628</p>	<p>Edit</p> <p>Conventions Read your opinion article again. Have you used correct conventions?</p> <ul style="list-style-type: none"><input type="checkbox"/> spelling<input type="checkbox"/> punctuation<input type="checkbox"/> capitalization of names and places<input type="checkbox"/> quotation marks around ideas quoted from research<input type="checkbox"/> correct comparative and superlative adjectives (such as <i>better</i>, <i>best</i>, <i>more</i>, and <i>most</i>) <p>Peer Review</p> <p>COLLABORATE Exchange opinion articles with another group. Use the chart to review an article. Write the claim and then note the key evidence. Rank the evidence from most to least persuasive. Compare your ranking with the order the writers used to share these ideas.</p> <table border="1"><tr><td>CLAIM</td></tr><tr><td>EVIDENCE</td></tr></table> <p>629</p>	CLAIM	EVIDENCE
CLAIM			
EVIDENCE			

Celebrate and Reflect

OBJECTIVES

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

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

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

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

Synthesize information to create new understanding.

Use an appropriate mode of delivery to present results.

Differentiate between contexts that call for formal English and situations where informal discourse is appropriate; use formal English when appropriate.

BIBLIOGRAPHY

This lesson does not focus heavily on the need for a bibliography, but students are asked to cite their sources as they carry out their research. Review with students that compiling a list of sources as part of their article is helpful in two major ways: it allows readers to follow up on the article's claims if they want more information, and it tells readers that the information in the article is legitimate.

Time to Celebrate!

Remind students that they not only need to write their opinion articles, but that they also need to present their work to an audience. Discuss the options for presentation given in the text to ensure that students can make appropriate choices. Explain the difference between contexts that call for formal English and situations where informal language is appropriate.

Use the information in the first part of p. 630 to help students understand the qualities of an effective presentation.

- It's important to make eye contact with members of your audience. It will be more interesting for your listeners if you engage with them, and you may find that doing so makes your presentation better.
- Try to speak the way you would in a normal conversation. You want to be sure you aren't speaking too quickly or too slowly, because your audience will have a difficult time understanding what you are saying. For the same reason, be sure to speak loudly enough to be heard—but not so loudly that your audience interprets it as shouting!
- When your classmate is presenting, listen actively. Give your full attention to the presentation. Listen to their speech and any other audio that is presented. Look closely at any visuals that are presented.

COLLABORATE Guide students to choose an appropriate method of delivery for their opinion articles and make their presentations. Then, presenters should ask audience members what they thought of the presentation. Presenters can also make guesses about audience reaction based on listeners' questions, body language, and so on. Stress that students should simply record the reactions; there will be a chance later to more deeply reflect on audience reactions.

Reflect

My TURN Students are responsible for filling out this section on their own. Tell them that it is possible and acceptable for students to have different ideas from their partners. Review with students that they need to evaluate all aspects of their work and that they should be honest in their conclusions. Remind them that giving details about what was and was not successful is more productive than making general statements (*I will speak more slowly compared to I will do a better job*).



Reflect on the Unit

Reflect on Your Goals Students should refer to the goals they wrote for themselves earlier in the unit. Have them rate themselves in each category. *Were your goals realistic? How close did you come to achieving each goal? How can you come closer to meeting your goals?*

Reflect on Your Reading Have readers think about what they read, with the aim of interpreting the texts in terms of geographic features and the environment. *Which texts taught you the most about natural features and the environment? Which ideas in the texts were most interesting or surprising? Explain.* Have students answer the Reflect on Your Reading question.

Reflect on Your Writing Have students complete the Reflect on Your Writing assignment to help them see how they have improved as writers and to explore how they can continue to improve their work. *How can you tell if your writing is improving? What writing during this unit represents the best example of your work? How will you continue to work on making your writing even better?*

Reading and Writing Strategy Assessment Checklists



The *Reading and Writing Strategy Assessment Checklists* will help you monitor student progress.



STUDENT INTERACTIVE, pp. 630–631



CELEBRATE AND REFLECT

Time to Celebrate!

COLLABORATE Now you will present your opinion article to another group. To prepare, decide if your presentation will be oral, multimedia, or a video. As you present, remember to make eye contact with your audience and speak at a natural rate and volume. If your topic is serious, remember to use formal English when you present. Listen to your audience's comments and questions after you finish.

How persuasive did your audience find your claim and article? Write some of their reactions here.

Reflect on Your Project

My TURN Think about your opinion article. What parts of your article do you think are strongest? Which areas might you improve next time? Write your thoughts here.

Strengths

Areas of Improvement

630

REFLECT ON THE UNIT

Reflect on Your Goals

Look back at your unit goals. Use a different color to rate yourself again.

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

Reflect on Your Reading

Which idea from the unit would you most like to share with a friend or family member who did not read the same texts? Why?

Reflect on Your Writing

Review the writing you did for this unit. Which writing are you proudest of and want to put in your portfolio for this year? Why?

631

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 *Geology: The Study of Rocks*, available online at SavvasRealize.com.

Plan Book Club

- 1 CHOOSE THE BOOK** You may want to group students who read at about the same level of complexity into clubs. Help students choose a book or choose one for them from the list on p. T475.
 - 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. Give a brief preview of the setting or topic and what the book is about. Then allow students the chance to discover the book on their own.
 - 5 ENJOY THE BOOK** Remember that Book Club is a time for students to discover the enjoyment of reading. As they read and discuss the book in 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, Features, or the Essential Question for the unit: *Why is it important to understand our planet?* 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, you might help them choose a book in the genre.



Each Day

DISCUSSION CHART Display a sample of the Discussion Chart and ask students to create something similar in their notebooks. Explain that they will fill in their charts with details they **notice**, **connections** they make, and things they **wonder** about as they read to prepare for their Book Club conversations.

Noticings	Connections	Wonderings

TEACHER'S ROLE Since Book Club is a time for students to get their own enjoyment out of reading, the teacher's role should be as an occasional facilitator, helping to start conversations or direct groups to understandings.

When groups sit down for their conversations each day, they might have trouble sustaining a meaningful conversation about the book. If so, ask groups questions to spark collaborative discussion of the book.

COLLABORATION An important part of Book Club is students' ability to effectively share their ideas and build on those of others. Offer them examples on how to phrase their ideas productively and respectfully. **SEL**

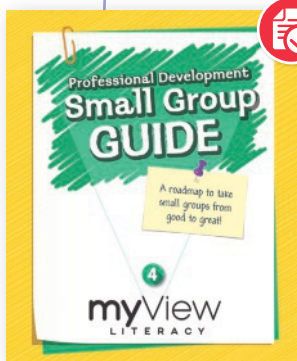
- Yes, but on the other hand _____.
- I agree because _____.
- I'm not sure I understand. Can you say more?



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



Geology: The Study of Rocks by Susan H. Gray



U.S. Landforms by Dana Meachen Rau



Paddle-to-the-Sea by Holling C. Holling



Morning Girl by Michael Dorris



What Are the 7 Wonders of the Natural World? by Amy Graham



Rain Forest Food Chains by Heidi Moore



Preview these selections for appropriateness for your students and for title availability.

BOOK CLUB

OBJECTIVES

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

Establish purpose for reading assigned and self-selected texts.

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

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

BOOK CLUB CHOICE

The following pages offer instruction specific to one of this unit's books, *Geology: The Study of Rocks*. 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. T474, 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 *Geology: The Study of Rocks*

Teacher's Role

GUIDE BOOK CLUB Have students move into book clubs. Remind them that as members of book clubs, they are responsible for completing and assessing their own reading and writing. The role of the teacher is not to ask specific questions to get specific answers. Rather, the teacher will help encourage students to participate in discussion with one another to guide them towards new understandings.

CONNECT TO THE THEME This text connects to both the unit theme, Features, and the Essential Question for the unit: *Why is it important to understand our planet?*

CONNECT TO THE SPOTLIGHT GENRE As students read *Geology: The Study of Rocks*, listen for moments in their Book Club conversations when they are using strategies for reading informational texts. You can prompt them to use reading strategies. For example, *How do the images and diagrams help you understand the topic? What types of evidence does the author use to support the main idea?* Encourage students to use the glossary or a dictionary to research unfamiliar words.

LAUNCH THE BOOK Over the course of this unit, students will read *Geology: The Study of Rocks* by Susan H. Gray. This informational text provides a basic overview of the study of geology. We learn about the natural processes that shape the earth both above and below its surface. In addition, we gain information about the history of the discipline, the development of new theories, and technological advancements.



EXPERT'S VIEW Frank Serafini, Arizona State University

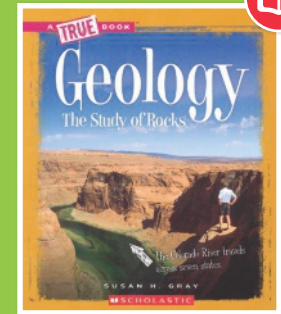
“Literacy assessments should help you come to know children as readers and writers. Use them to gather information to drive your instruction. In order to support readers and writers, we need to know what they can and cannot do. It takes a variety of assessment tools to get to know children as readers and writers—literature logs, running records, observational notes, think aloud protocols, and conferences all help us get to know our students.”

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



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK

**Geology: The Study of Rocks** by Susan H. Gray**U.S. Landforms** by Dana Meachen Rau**Paddle-to-the-Sea** by Holling C. Holling**Morning Girl** by Michael Dorris**What Are the 7 Wonders of the Natural World?** by Amy Graham**Rain Forest Food Chains** by Heidi Moore

Book Support

DISCUSSION CHART The Discussion Chart provides three distinct categories students can use to organize their thoughts in response to a new book or experience.

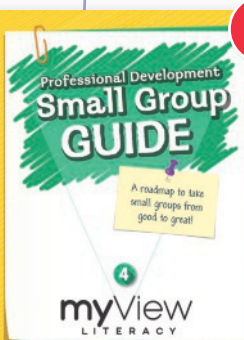
- **Noticings** is a place for students to note what catches their attention in the text.
- **Connections** encourages students to read the book through the lens of their own lives, including how they connect the text to other texts and the world.
- **Wonderings** allows students to share any interpretations, insights, or further 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 student's choosing.
- guiding a student-led book club.
- facilitating Book Club when there aren't enough books for all students.



BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

Week 1

TEACHER'S SUMMARY

Chapter 1 - Studying the Earth This chapter introduces the study of geology. We learn that geologists, or scientists who study geology, explore how formations above and below the earth's surface are created. They study rocks, minerals, fossils, natural resources, and other materials made on earth. In addition, geologists monitor rapid changes in the earth, such as volcanoes and earthquakes.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to launch students' thinking on the elements of the new text.

What is the term for people who study earthquakes? What is the term for people who study volcanoes?

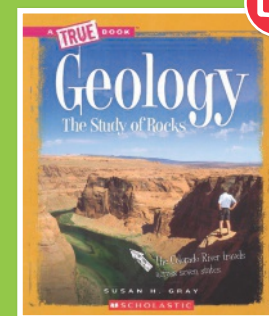
What kinds of advice do geologists give to builders?

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**

- In my own reading, I noticed _____.
- I didn't quite understand _____. Can someone please explain ___ to me?
- Another reason might be _____.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Geology: The Study of Rocks by Susan H. Gray



U.S. Landforms by Dana Meachen Rau



Paddle-to-the-Sea by Holling C. Holling



Morning Girl by Michael Dorris



What Are the 7 Wonders of the Natural World? by Amy Graham



Rain Forest Food Chains by Heidi Moore



Session 1

Present the book to the groups. Explain that the book details the study of geology as well as basic information about some of the earth's natural processes. Point out that the book is an informational text. Ask students to observe and analyze the images in addition to the text.

Tell the groups 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 they will fill in their charts with details they notice, connections they make, and things they wonder about as they read.

Allow groups to use any remaining Book Club time to begin reading.

Session 2

By Session 2, students will have read Chapter 1 of *Geology: The Study of Rocks*. 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

- What do you think about the topic so far?
- What did you already know? What did you learn?
- What features help you better understand the text?

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 - History of Geology People have theorized about the earth's natural processes for thousands of years. In this chapter, we learn about several scientists whose theories paved the way for new discoveries. For example, James Hutton, a Scottish scientist in the 1700s, thought the earth's landforms formed through an extremely slow process of sediment collecting into layers. Hutton's hypothesis went against the common belief that the earth must be around 6,000 years old. Fifty years later, Louis Agassiz believed the continent of Europe was once covered in glaciers due to evidence of scratches and smooth spots on rocks. Both Hutton and Agassiz were initially criticized, but other scientists eventually supported their ideas after further research. In 1912, Alfred Wegener, a German scientist, challenged the consensus that the continents were fixed in place. Wegener claimed that all the earth's continents were once connected but drifted apart very slowly. Wegener's theory of continental drift wasn't correct, but his ideas paved the way for the current theory of plate tectonics.

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.

What did other scientists think of James Hutton when he shared his ideas about how landforms are created? Why?

What are the differences between rocks and minerals?

COLLABORATION Remind students that it is important in any group discussion for people to take turns talking and know how to ask questions based on what others say. Offer sentence stems like these as examples of ways to talk about the text. **SEL** SOCIAL-EMOTIONAL LEARNING

- That makes me think _____.
- I think the author is trying to _____.
- One detail I find interesting is _____.

Session 3

By Session 3, students will have read pp. 10–15 in Chapter 2 of *Geology: The Study of Rocks*.

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 timeline help you understand the text?
- What did you learn about geologists from the past?

Session 4

By Session 4, the students will have completed Chapter 2 of *Geology: The Study of Rocks*.

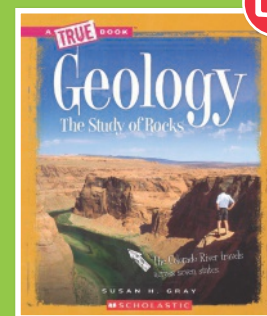
CONVERSATION STARTERS

- Which detail did you find the most surprising?
- Why might a scientist be hesitant to introduce an alternative theory? What are the benefits of sharing new ideas?

Students should refer to details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 3 next week.

READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



Geology: The Study of Rocks by Susan H. Gray



U.S. Landforms by Dana Meachen Rau



Paddle-to-the-Sea by Holling C. Holling



Morning Girl by Michael Dorris



What Are the 7 Wonders of the Natural World? by Amy Graham



Rain Forest Food Chains by Heidi Moore

BOOK CLUB

OBJECTIVES

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

Establish purpose for reading assigned and self-selected texts.

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

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

Week 3

TEACHER'S SUMMARY

Chapter 3 - Our Rapidly and Slowly Changing Earth We learn about the earth's layers as well as the fast and slow processes that change its surface. The earth's layers, from outermost to innermost, include the crust, mantle, outer core, and inner core.

Erosion and the shifting of tectonic plates cause slow changes to the earth. Erosion is the process by which waves, wind, ice, and rain break down soil and rocks, removing them from one place and depositing them in another. Tectonic plates transform the landscape when they collide and separate at slow speeds that are only detectable with special instruments.

Rapid changes to the earth include earthquakes, tsunamis, and volcanoes. Earthquakes occur when two tectonic plates rub against each other. Earthquakes beneath the ocean cause tsunamis, which are powerful and fast-moving waves. Volcanoes are openings in the earth's crust. When tectonic plates shift, it can cause ash, gas, and molten rock to flow up to the surface through the volcanoes.

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.

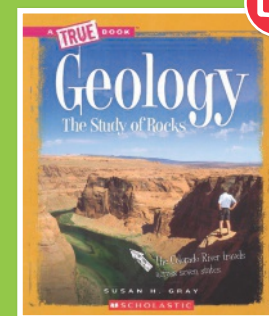
How do the earth's layers differ from one another?

In "The Big Truth," we learn that the formation of mountains can be a fast or slow process. How are mountains formed by erosion? What example does the text provide?

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**

- Based on _____, I think that _____.
- I don't agree with _____ because _____.

SMALL GROUP



CHOOSE YOUR

BOOK



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Rain Forest Food Chains by Heidi Moore

Session 5

By Session 5, students will have read pp. 18–25 in Chapter 3 of *Geology: The Study of Rocks*.

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

- Where have you seen examples of erosion?
- What additional questions do you have about earth's inner layers?

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 of *Geology: The Study of Rocks*.

CONVERSATION STARTERS

- What did you already know about mountains? What did you learn?
- Why are events like earthquakes and tsunamis dangerous?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss 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 - The Rock Cycle We learn that the rock cycle is the process by which rocks and minerals are created, destroyed, and renewed. Volcanoes, earthquakes, and erosion are all a part of this process. There are three types of rock created in the rock cycle: igneous, sedimentary, and metamorphic. Magma, which is rock melted by the temperatures and pressure deep inside the earth, travels to the surface through volcanoes and hardens into igneous rock. Sedimentary rock is formed as layers of sediment pile up. The bottom layers of deposited material get squeezed and pressed into solid rock. Metamorphic rock is formed when pressure and heat change the chemical makeup of rocks deep beneath the earth's crust.

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.

Not all rocks are the same. In this chapter, we learn how rocks and minerals are constantly being created, destroyed, and renewed. What are three types of rock created in the rock cycle?

How does magma transform into igneous rock?

What happens in the process of deposition?

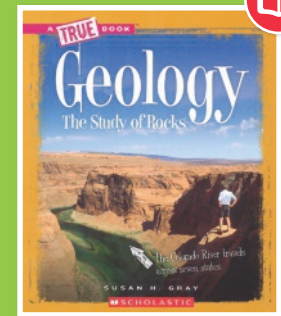
COLLABORATION Offer sentence stems like these as examples of how to phrase ideas in a meaningful conversation. **SEL** SOCIAL-EMOTIONAL LEARNING

- What do you think about _____?
- Could you explain _____ to me?
- That's an interesting idea. I hadn't thought of it that way.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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Session 7

By Session 7, students will have read pp. 30–33 in Chapter 4 of *Geology: The Study of Rocks*.

CONVERSATION STARTERS

- How does the illustration on page 30 help you understand the rock cycle?
- What more do you learn about volcanoes?

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 completed Chapter 4 of *Geology: The Study of Rocks*.

CONVERSATION STARTERS

- How well does the author explain her point?
- What additional questions do you have about the rock cycle?

Ask students to share details and ideas from their Discussion Charts. Tell students that they should be prepared to discuss Chapter 5 next week.

BOOK CLUB

OBJECTIVES

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

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

Establish purpose for reading assigned and self-selected texts.

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

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

Week 5

TEACHER'S SUMMARY

Chapter 5 - Frozen Fields and Outer Space In this chapter, we learn different ways geologists pursue and apply their studies of the earth. Some geologists travel to icy regions of the Arctic and Antarctic to make maps of unexplored areas. Astrogeologists use information gathered from space exploration to create maps and descriptions of objects in space. Technology and warning systems created by geologists help save lives. For example, when a devastating earthquake hit Japan in 2011, millions of people received alerts warning them to take cover in advance of the event. As technology advances, scientists aspire to make more discoveries both deep inside and beyond the planet.

KEY IDEAS If necessary, refer to the Teacher's Summary and share some of the following talking points to guide students' thinking toward the elements the class has been working on.

The focus of geologists goes beyond Earth. Geologists also investigate land formations and processes on other planets and objects in space. What are the benefits of studying objects in outer space?

How can technological advances help save lives in the event of an earthquake, tsunami, or volcanic eruption?

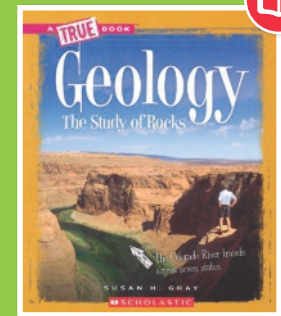
COLLABORATION Remind students that it is important in any group discussion for people to be part of the conversation and share what they are thinking. Offer sentence stems like these examples. **SEL**

- One question I have is _____.
- The main idea might be _____.
- I don't agree with _____ because _____.



READING WORKSHOP

SMALL GROUP



CHOOSE YOUR

BOOK



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Session 9

By Session 9, student will have read pp. 39–41 in Chapter 5 of *Geology: The Study of Rocks*. When appropriate, touch base with each group and support students to keep the conversation going.

CONVERSATION STARTERS

- Have you heard about this issue?
- What different opinions have you heard on this topic?
- How well does the author support her opinion?

Session 10

By Session 10, students will have finished reading *Geology: The Study of Rocks*. On this final day of the unit's Book Club, the groups should widen the focus of their discussions to take in the entire book.

CONVERSATION STARTERS

- What idea do you think the author wants you to walk away with?
- Do you agree with the author's opinion? Why or why not?
- What did you find the most surprising?

Glossary

OBJECTIVE

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

How to Use a Glossary

Minilesson

FOCUS ON STRATEGIES Remind students that a glossary is a text feature that appears at the back of a book. It includes important terms or vocabulary used in the book. It also includes a word's syllabication, pronunciation, part of speech, and definition.

Glossary entries appear in alphabetical order. Guide words appear at the top of each page to help readers quickly locate terms. These words show the first and last words on the glossary page.

Tell students that if a word does not appear in the glossary, they can use a print or digital dictionary. A print dictionary uses the same organization as a glossary. Use letter tabs and guide words to locate terms. For a digital dictionary, use the search field to type in a word. When a word has multiple entries, use context to determine which meaning is being used in the text.

MODEL AND PRACTICE Model how to use a glossary entry using the Example glossary entry from p. 632 in the *Student Interactive*.

- When I look up a word in a glossary, I am looking for an entry word. This word is bold and dots in the word tell me how to divide it into syllables. I look for the entry word based on its starting letter. In this case, *abundant* begins with the letter *a* so I know that it will be at the beginning of the glossary. When I find *abundant*, I can see that it is divided into three syllables.
- In parentheses, I see how *abundant* is pronounced, and I also see that the second syllable is stressed.
- Next, I find the word's part of speech, or function in a sentence, and its definition.

Ask students to work with a partner to locate a different word in the glossary. Have them explain what they learned from the entry and then use the word in a sentence.

ASSESS UNDERSTANDING

Apply

My TURN Have students try this process independently as they complete the My Turn activity on p. 632 of the *Student Interactive*.

TURN, TALK, AND SHARE Have students turn and talk to a partner about how they might use a print or digital dictionary to find the meaning of a word that does not appear in the glossary. Encourage them to describe how the process relates to looking up a word in a glossary. Then have them identify the meaning, pronunciation, and syllabication for their chosen word using a print or digital dictionary.

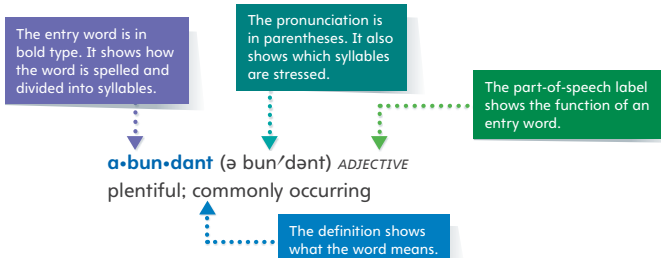
STUDENT INTERACTIVE, p. 632

GLOSSARY INSTRUCTION

How to Use a Glossary

This glossary can help you understand the meaning, 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 *challenge*.

a thing that requires skill or thought

Write the syllabication of the word. **chal•enge**

Use the pronunciation guide to help you say the word aloud.

What other words do you know that share the same base word as *challenge*?

Possible response: challenged, challenging, challenger, challengeable

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.

STUDENT INTERACTIVE, p. 633

GLOSSARY

abundant • border

Aa

a•bun•dant (ə bun'dənt), *ADJECTIVE*. plentiful; commonly occurring

ac•cen•tu•at•ed (ək sen'tʃū ā tid), *VERB*. highlighted; called attention to

ac•com•plish (ək kəm'plɪʃ), *VERB*. achieve; succeed

a•dopt•ed (ə dɒp'tɪd), *VERB*. started to use a selected idea or method

al•ti•tude (əl'tɪ tʊd), *NOUN*. height or distance above sea level or Earth's surface

a•mazed (ə məzd'), *ADJECTIVE*. awed; impressed; struck

as•ton•ish•ment (ə stən'ɪʃ mənt), *NOUN*. a feeling of great surprise

Bb

bar•gain (bār'gæn), *NOUN*. an agreement between people about what each will give or receive

bor•der¹ (bɔr'dər), *NOUN*. line or boundary

bor•der² (bɔr'dər), *VERB*. to farm or separate edge

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>	

633

STUDENT INTERACTIVE, p. 634

GLOSSARY

bothered • drought

both•ered (bɒθ'əd), *ADJECTIVE*. annoyed or upset with

buoy (bū'e), *NOUN*. an object that floats on the surface of water

Cc

chal•lenge (chal'ənʃ), *NOUN*. a thing that requires skill or thought

cir•cu•lates (sēr'kyə lāts), *VERB*. moves through a system

com•mend•a•ble (kə men'də bəl), *ADJECTIVE*. worthy of praise

com•po•sure (kəm pō'zʃər), *NOUN*. the calm control of oneself

con•flict (kən flɪkt'), *VERB*. goes against; interferes with

con•fused (kən fyūzd'), *ADJECTIVE*. unable to understand

con•se•quen•ces (kən'sə kwən səz), *NOUN*. results; effects

cool (kūl), *ADJECTIVE*. interesting or stylish

cre•ate (krē āt'), *VERB*. make or produce something

crude oil (krūd oil), *NOUN*. unrefined liquid petroleum

Dd

de•ceived (dē səvd'), *VERB*. caused a person to believe something that is not true

ded•i•ca•tion (ded'ə kə'shən), *NOUN*. an official ceremony for something created for a special purpose

deed (dēd), *NOUN*. something that is done; an action taken

dis•pos•a•ble (dɪs pō'zə bəl), *ADJECTIVE*. single-use; designed to be thrown away

drought (draut), *NOUN*. a long time of low or no rainfall

634

STUDENT INTERACTIVE, p. 635

GLOSSARY

emissions • infernal

Ee

e•mis•sions (i mɪʃ'ənz), *NOUN*. substances released; anything given off by something else

er•o•sion (i rō'zʃən), *NOUN*. process of wearing away or breaking down land over time

ex•ces•sive (ek ses'ɪv), *ADJECTIVE*. a lot, or more than necessary

ex•change (eks tʃənj'), *NOUN*. return

ex•pand (ek spænd'), *VERB*. communicate in detail; make larger

Ff

face (fās), *NOUN*. surface; front or outer part

fes•ti•val (fes'tə vəl), *NOUN*. organized series of special events and performances

flocked (flɒkt), *VERB*. moved in a group

frus•trat•ed (frus'trā tid), *ADJECTIVE*. feeling annoyed at being unable to change something

Gg

grudge (grɪdʒ), *NOUN*. a strong feeling of dislike toward someone who treated you badly

gush•es (gʊʃ'ɪz), *VERB*. spouts; flows quickly

Hh

her•i•tage (her'ə tɪʃ), *ADJECTIVE*. related to important traditions from the past

Ii

il•lus•trate (ɪl'ə strāt), *VERB*. show

im•pul•sive•ly (ɪm pul'sɪv lē), *ADVERB*. suddenly; without careful thought about the consequences

in•fer•nal (ɪn fēr'nəl), *ADJECTIVE*. unpleasant; related to the underworld

635

STUDENT INTERACTIVE, p. 636

GLOSSARY

initiative • molten

i•ni•ti•a•tive (i nɪʃ'ə tɪv), *NOUN*. an act, process, or program that starts something

in•no•va•tive (ɪn'ə vā'tɪv), *ADJECTIVE*. creative; using new ideas or methods

in•sist•ed (ɪn sɪs'tɪd), *VERB*. demanded or required something forcefully

in•spi•ra•tion (ɪn'spə rā'shən), *NOUN*. something that gives someone the desire to do something

in•stinc•tive•ly (ɪn stɪŋk'tɪv lē), *ADVERB*. without thinking about how to do it

in•ter•pret (ɪn tēr'pret), *VERB*. figure out

in•tri•cate (ɪn'trə kɪt), *ADJECTIVE*. complicated; very detailed

ir•ri•ta•ble (ɪr'ə tə bəl), *ADJECTIVE*. easily made angry or annoyed

Ll

la•bel¹ (lā'bəl), *NOUN*. identification tag

la•bel² (lā'bəl), *VERB*. to categorize, name, or describe

Mm

mag•ma (mag'mə), *NOUN*. liquid rock beneath Earth's surface

man•tle (mən'tl), *NOUN*. the layer of Earth between the crust and the core

marred (mārd), *VERB*. damaged; made ugly; marked

mis•er•a•ble (mɪz'ər ə bəl), *ADJECTIVE*. deeply unhappy or uncomfortable

mis•led (mɪs led'), *VERB*. caused to believe something untrue

mol•ten (mɒlt'n), *ADJECTIVE*. melted; hot enough to be in liquid form

636

Oo

o•bliged (ə blɪdʹ), *ADJECTIVE*. grateful; thankful

or•nate (ɔr nātʹ), *ADJECTIVE*. highly decorated; complex and fancy

Pp

par•a•pet (parʹə pet), *NOUN*. a low wall at the edge of a structure, such as a bridge

par•tic•i•pate (pār tisʹə pāt), *VERB*. take part of or in

per•form•ance (pər fɔrʹmæns), *NOUN*. a public presentation to entertain an audience

phe•nom•e•non (fə nɒmʹə nɒn), *NOUN*. something that can be studied or observed; event

pla•teau (plə tōʹ), *NOUN*. large, high, flat area of land

plunge (plunj), *VERB*. dive; sink rapidly; drop quickly

obliged • satisfied

pre•dict (pri diktʹ), *VERB*. announce in advance

pre•serve¹ (pri zèrvʹ), *NOUN*. a protected area for plants or animals

pre•serve² (pri zèrvʹ), *VERB*. to maintain; to keep or save

Rr

re•claim (ri klāmʹ), *VERB*. take back

re•cov•er (ri kuvʹər), *VERB*. return to normal health or strength

rep•u•ta•tion (repʹyə tãʹshən), *NOUN*. the opinion that many people have of someone

re•veal (ri vèlʹ), *VERB*. make known

riled (rild), *VERB*. irritated; aggravated

Ss

sa•tis•fied (satʹi sfid), *ADJECTIVE*. pleased or happy with something

GLOSSARY

savoring • wavering

sa•vor•ing (sãʹvər ɪŋ), *VERB*. completely enjoying

sen•si•tive (senʹsə tiv), *ADJECTIVE*. capable of responding to stimulation; easily affected

shrewd (shrüd), *ADJECTIVE*. clever; showing good judgment

snooz•ing (snüzʹɪŋ), *VERB*. dozing; sleeping lightly

sub•con•ti•nent (sub kɒnʹtə nənt), *NOUN*. large region that is part of a continent

sub•sid•ed (səb sɪʹdɪd), *VERB*. stopped; died down

sur•vey (sər vāʹ), *NOUN*. measurement of an area of land

Tt

tem•per•a•ments (temʹpər ə mənts), *NOUN*. personalities; usual attitudes or behaviors

threat•ened (thretʹənd), *VERB*. endangered; put in a risky position

thrill•ing (thrilʹɪŋ), *ADJECTIVE*. exciting and pleasing

thud (thud), *NOUN*. a dull sound

tox•ic (tokʹsɪk), *ADJECTIVE*. poisonous

tra•di•tion•al (trə dishʹə nəl), *ADJECTIVE*. established; customary

trance (trans), *NOUN*. dreamlike state

trilled (trild), *VERB*. made a pleasant, repetitive, high-pitched sound

Uu

un•bid•den (un bidʹn), *ADJECTIVE*. not asked for

un•der•lie (unʹdər liʹ), *VERB*. form the foundation of

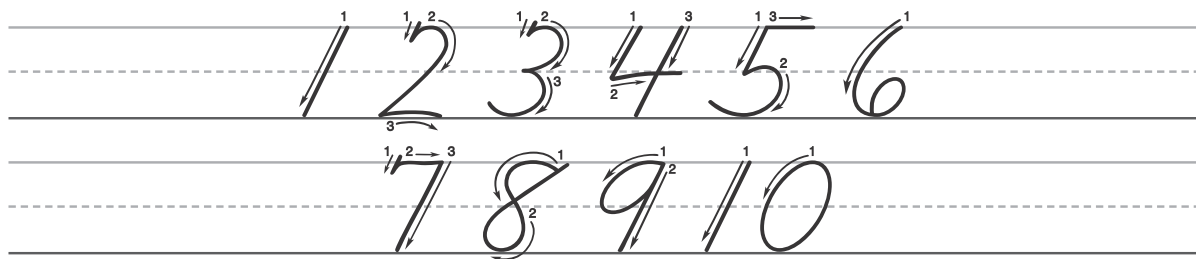
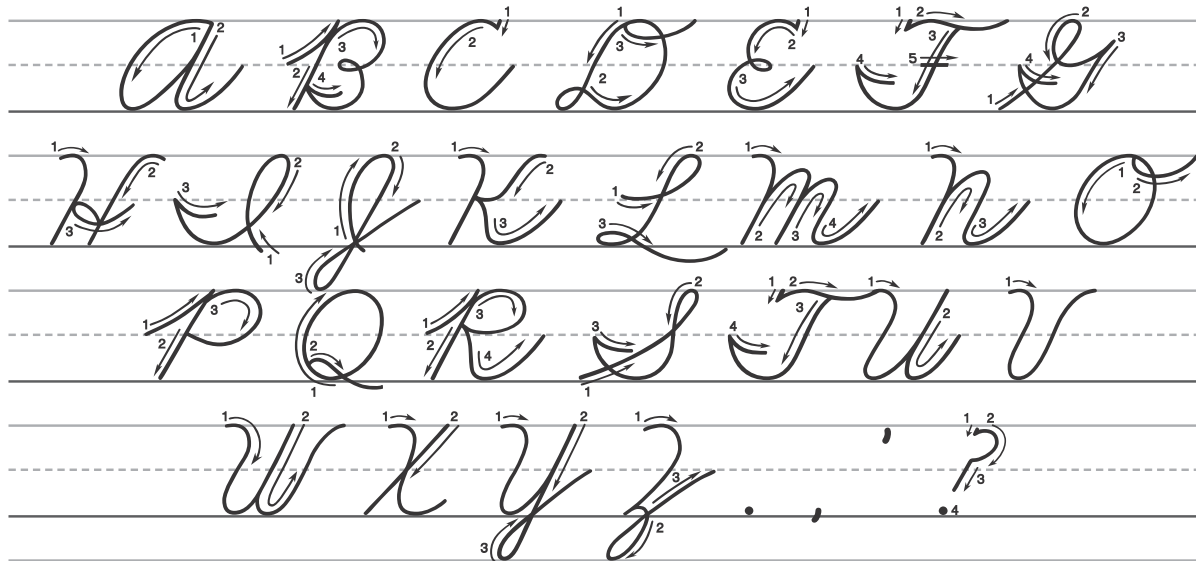
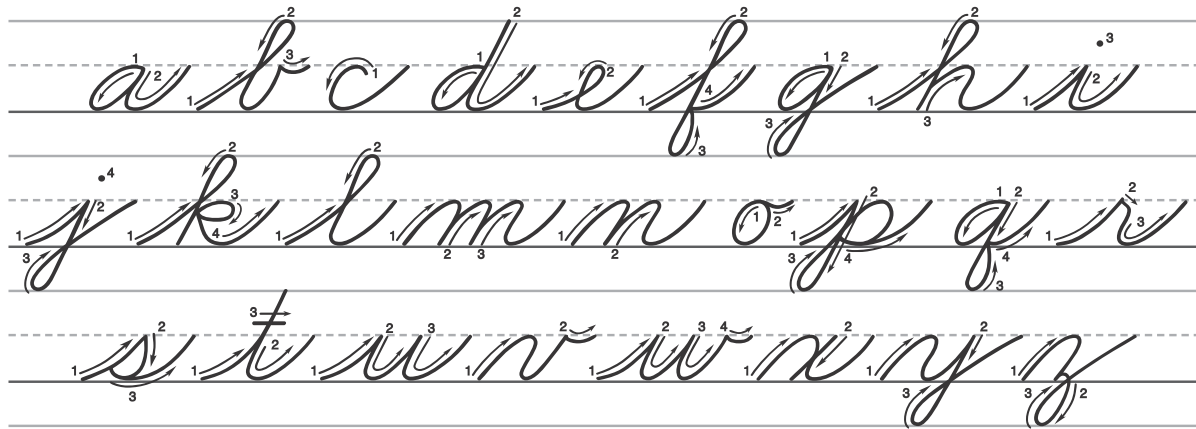
Ww

watt (wät), *NOUN*. unit of measurement for electrical power

wa•ver•ing (wãʹvər ɪŋ), *ADJECTIVE*. changing

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

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Isabel F Campoy

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Volcanoes

By Seymour Simon

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: Complex sentences
- Knowledge Demands: Volcanoes

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **960L**

Average Sentence Length: **12.854**

Word Frequency: **3.256**

Word Count: **1,671**

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **implied but easy to identify**. The topic is clearly stated in the title, and, in the third paragraph, the author introduces the purpose: to describe what scientists know today about "how a volcano works."

Text Structure



The informational text has a **descriptive text structure**. The author uses examples of volcanic eruptions to introduce how volcanoes form, the features of volcanoes, and why they erupt. **Text features**, such as photographs and a diagram, **directly support** the content and help readers understand the text.

Language Conventinality and Clarity



The sentences are mostly **simple** with some **compound and complex sentences**. Students may need assistance with multiple phrases in a single sentence. Much of the vocabulary is **domain-specific**, relating to volcanoes, such as *crust, plates, magma, lava*.

Knowledge Demands



The subject matter may be **unfamiliar** to some students. There are references to ancient gods and goddesses, but knowledge of these is not necessary to understand the content. **Background knowledge** of volcanoes, particularly Mt. St. Helens and Surtsey, the volcanic island near Iceland, will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Write the following: *Each day brought further earthquakes, until by mid-May more than ten thousand small quakes had been recorded.* Point out the time order words and phrases to help students put the events in order. Then, use the **sentence frames** below to help teach the domain-specific vocabulary.

- Magma is _____. When it cools, it is called _____.
- The Earth's crust is made up of many _____.

Knowledge Demands Create a **web graphic organizer** with the word *volcano* in the center. Encourage students to share how volcanoes are formed, what an eruption looks like, and any volcanoes they have heard of.

- Explore online media to build background for volcanoes, such as a video of an eruption.
- Have students draw a volcanic eruption.

Structure Say: *Authors use text features such as maps, diagrams, and photographs to help readers better understand the content. What does this diagram on page 477 show? How does it help you understand volcanoes?* Have students

- identify two other text features that could be included in the text.
- share their text features with a partner and explain how it would help the reader understand volcanoes.

TEXT COMPLEXITY CHARTS

The Top 10 Ways You Can Reduce Waste

By Nick Winnick
Genre: Argumentative Text

Recommended Placement

The **Quantitative Measures** place this text in the Grade 4–5 complexity band. The **Qualitative Measures** suggest that students might need additional support with

- Language: Domain-specific vocabulary
- Knowledge Demands: Reducing waste

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: 1000L Average Sentence Length: 14.707 Word Frequency: 3.41 Word Count: 3,368

Complexity Level

Qualitative Measures

Author's Purpose



While the author's purpose is **explicitly stated** on the first page, students may need support to determine what it means: *You can help the planet by reducing your carbon footprint.* With this argumentative text, students should be able to follow the author's **reasons** why reducing waste is important.

Text Structure



The argumentative text follows a **description text structure**. Each section begins with a **heading** of one way to help. Each section is then divided into **subheadings** that offer tips or ways to reduce trash. The **photographs** are simple and support readers in understanding the text.

Language Conventinality and Clarity



The sentences are **compound and complex**. The vocabulary is mostly **familiar and conversational**; however, students may need support with **domain-specific terms**, such as *carbon footprint*, *greenhouse gases*, and *composting*. Students may need assistance recognizing that this is written in the second person, and that *you* refers to the reader.

Knowledge Demands



Subject matter includes some **simple, concrete activities** that students will relate to, such as reusing and recycling; however, it also includes **discipline-specific content knowledge**, such as composting. While there are no references to other texts, students may need some **background knowledge** to understand the effects of waste on the environment.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Use a **two-column chart** to define the terms *greenhouse gases*, *carbon footprint*, *fossil fuels*, and *emissions*. Write each word in the left column, with a definition of the word in the right column.

- Have students draw a picture to define or explain each word.
- Challenge students to put each definition into their own words, using **sentence frames**: *A fossil fuel is _____.*
An example of a fossil fuel is _____.

Knowledge Demands Use a **KWL chart** to determine what students know and want to know about reducing waste. Then, have students do a **Think, Pair, Share** to further activate their prior knowledge. You may also want to

- refer to classroom or school-wide examples of reducing waste.
- have students discuss ways they reduce or recycle at home.

Purpose Say: *Imagine that your friend doesn't recycle. What are ten things you could say to convince him or her to recycle or reuse items?*

- Have students brainstorm several reasons.
- Have students tell their reasons to a partner.
- Ask students to work with their partner to make a **list** of the top ten ways to reduce waste.

The Himalayas

By Charles W. Maynard
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: The Himalayas

Before reading the selection, use the **Reader and Task Considerations** to help you plan how to address various student populations.

Quantitative Measures

LEXILE: **960L**

Average Sentence Length: **13.478**

Word Frequency: **3.323**

Word Count: **1,860**

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **implied but easily discerned** based on the title of the text. The text **clearly** gives details about the Himalayas, the highest peak, and the formation of the mountain range to inform readers about the Himalaya mountains.

Text Structure



The informational text has a **descriptive text structure**. Maps, photographs, and captions **enhance the readers' understanding of the content** and are integral to understanding. Text features such as **headings** help readers navigate the text.

Language Conventionalty and Clarity



The sentences are **simple** with some **compound and complex sentences**. While some of the **domain-specific vocabulary** is defined in the text, students may need support with words such as *plate tectonics*, *plateau*, *altitude*, *climates*, *subtropical*, *temperate*, *monsoon*, and *Sherpa*.

Knowledge Demands



Mountain ranges and how they form will be **unfamiliar** to most students. **Background knowledge** will be needed of the formation of the Himalayas, animal life, mountain cultures, and explorers.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Structure Say: **Headings often tell readers what a section of text will be about.** Have students preview an informational text with headings. Then have students

- work with a partner to identify what two sections of text will be about based on the heading.
- have partners discuss headings with another pair.

Guide students to use headings to understand information.

Knowledge Demands Explain that the Himalayas make up a mountain range. Have students share questions and write these in a **question-answer chart** on the board.

- Find online media to build additional knowledge of the mountain culture or the people who have explored the mountain.
- After reading, revisit the questions and have students answer them.

Purpose Have students think about different types of landforms: islands, mountains, deserts, canyons. **Say:** **This text will be about mountains.** Then have students

- research mountain landforms.
- make a **list** of the features of mountains.
- write a brief description of how mountains are formed.
- share their findings with the class.

TEXT COMPLEXITY CHARTS

Trashing Paradise

By Rukhsana Khan
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: Pollution and plastics

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: **12.569** Word Frequency: **3.328** Word Count: **2,451**

Complexity Level

Qualitative Measures

Author's Purpose



The author's purpose is **explicitly stated** on the first page: *Garbage, particularly in the form of plastic waste, is turning this onetime paradise into an environmental nightmare.* As an informational text, students should be able to follow the author's explanations for the pollution problem on Bali.

Text Structure



The first paragraph may be challenging for students as it is meant to draw readers in and not inform. Starting with paragraph 3, the text follows a **description text structure**. Photographs and captions, diagrams, and maps **directly support the text** and aid in readers' comprehension of the problems in Bali.

Language Conventionalty and Clarity



The sentences are **compound and complex**. The vocabulary includes several **domain-specific words**, such as *decomposed*, *nonbiodegradable*, *crude oil*, *polyurethane*, and *disposable*. The author defines or explains many of these terms, but support may be necessary.

Knowledge Demands



The subject matter includes **some common, practical knowledge** and **some discipline-specific content knowledge**. There are no references to other texts, but some **background knowledge** of the effects of pollution and the problems with plastic will be helpful.

Reader and Task Considerations

English Language Learners

Intervention

On Level/Advanced

Language Preteach the word *pollution*. Have students list different types of pollution and their effects. Then, preteach the other domain-specific terms (noted above). Help students work together to define the terms. Use the following **sentence frames** to help students learn the terms.

- _____ is found deep in the ground.
- Something that is nonbiodegradable can _____.

Knowledge Demands Use a **concept web** to help students tap their prior knowledge of pollution and its effects on the environment. For example, students might know that plastic bags can harm sea creatures.

- Explore online media to build background knowledge on the harmful effects of plastic.
- Have students think of ways they could reduce their use of plastic.

Purpose Tell students that the text they will read is about the causes and effects of pollution in Bali. Have students use their prior knowledge to **predict** what some of the problems might be.

- Think of two reasons for pollution. Think of two effects.
- Share your ideas with a partner. Make a **list** to confirm or adjust your predictions.

SCOPE AND SEQUENCE	K	1	2	3	4	5
FOUNDATIONAL SKILLS						
Print Concepts						
Hold a book upright and turn from page to page	•	•				
Track print from left to right, top to bottom of a page, and from front to back of a book	•	•				
Know uppercase and lowercase letters	•	•				
Understand that words are separated by spaces	•	•				
Identify the correspondence between oral words and printed words	•	•				
Show awareness of information in different parts of a book	•	•				
Recognize the upper- and lowercase letters of the alphabet	•	•				
Alphabetize to the first or second letter		•	•			
Phonological Awareness						
Recognize and produce rhyming words	•	•	•			
Count syllables in spoken words	•	•				
Segment and blend syllables in words	•	•				
Segment and blend onset and rime	•	•				
Identify the same and different initial sounds in words	•	•				
Identify the same and different ending sounds in words	•	•				
Identify the same and different medial sounds in words	•	•				
Isolate the initial, medial, or ending sounds in words	•	•				
Add or delete beginning or ending phonemes in words	•	•	•			
Segment a word or syllable into sounds	•	•				
Phonics						
Connect sounds and letters to consonants	•	•	•	•	•	•
Know sound-letter relationships and match sounds to letters	•	•	•	•	•	•
Generate sounds from letters and blend those sounds to decode	•	•	•	•	•	•
• Consonants, consonant blends, and consonant digraphs	•	•	•	•	•	•
• Short and long vowels	•	•	•	•	•	•
• <i>r</i> -controlled vowels, vowel digraphs, and other common vowel patterns	•	•	•	•	•	•
Decode multisyllabic words	•	•	•	•	•	•
Recognize common letter patterns in words and use them to decode syllables (CVC, VCCV, VCV, VCCCV)	•	•	•	•	•	•
High-Frequency Words						
Read common high-frequency words (sight words)	•	•	•	•	•	•
Read irregularly spelled words	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Structure and Knowledge						
Use a dictionary to find words, determine word origin, syllabication, and pronunciation	•	•	•	•		
Recognize and know the meaning of common prefixes and suffixes		•	•	•	•	•
Recognize and know common inflectional endings (-s, -es, -er, -est, -ed, -ing)		•	•	•	•	•
Decode words with common suffixes (-ly, -ful, -able, -ible, -ment, -less)		•	•	•	•	•
Learn and recognize irregular spellings of words		•	•	•	•	•
Identify and decode compound words and contractions	•	•	•	•		
Fluency						
Read aloud with accuracy		•	•	•	•	•
Read aloud with appropriate pace and expression		•	•	•	•	•
Read aloud with prosody (stress, intonation)		•	•	•	•	•
Read aloud grade-level poetry and prose with fluency, accuracy, and comprehension		•	•	•	•	•
READING COMPREHENSION						
Genre Characteristics						
Identify and understand types of fiction (e.g., historical, realistic, traditional)	•	•	•	•	•	•
Identify and understand types of informational texts (e.g., science, social studies, technical)	•	•	•	•	•	•
Identify and understand characteristics of informational text (e.g., headings, illustrations, maps, captions, tables, sidebars)	•	•	•	•	•	•
Identify and understand structures of informational texts (e.g., cause and effect, problem and solution, compare and contrast)	•	•	•	•	•	•
Identify and understand characteristics of opinion writing or persuasive texts (facts, opinions, claim, supporting evidence, counterclaim)	•	•	•	•	•	•
Identify and understand characteristics of poetry and drama	•	•	•	•	•	•
Identify and understand characteristics of digital and multimodal texts	•	•	•	•	•	•
Identify the audience of a text					•	•
Key Ideas and Details						
Ask and answer questions about what is read	•	•	•	•	•	•
Identify details to help determine key ideas and themes	•	•	•	•	•	•
Use text evidence to support a response	•	•	•	•	•	•
Retell and paraphrase text	•	•	•	•	•	•
Make inferences or draw conclusions about a text, character, or theme	•	•	•	•	•	•
Set a purpose for reading	•	•	•	•	•	•
Make predictions	•	•	•	•	•	•

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Analysis						
	Evaluate details to determine the main idea	•	•	•	•	•	•
	Retell, paraphrase, or summarize a text	•	•	•	•	•	•
	Make connections (to a text, to other texts, to personal experiences, to society)	•	•	•	•	•	•
	Identify cause and effect				•	•	•
	Compare and contrast details and information	•	•	•	•	•	•
	Recognize facts and opinions				•	•	•
	Confirm or correct predictions	•	•	•	•	•	•
	Create mental images to build understanding of a text	•	•	•	•	•	•
	Monitor comprehension and make adjustments to improve understanding		•	•	•	•	•
	Describe the relationships between ideas, events, characters, people	•	•	•	•	•	•
	Explain the effect of various elements of poetry (rhyme, imagery, line breaks, stanzas)			•	•	•	•
	Analyze elements of fiction and drama (characters, setting, plot, dialogue, theme)	•	•	•	•	•	•
	Identify and analyze the parts of a plot (rising action, conflict, falling action, resolution)	•	•	•	•	•	•
	Identify the use of literary elements and devices (e.g., alliteration, hyperbole, imagery, symbolism)			•	•	•	•
	Synthesize information to create a new understanding	•	•	•	•	•	•
	Distinguish and analyze author's point of view	•	•	•	•	•	•
	Determine the meaning of specific words or phrases used in a text	•	•	•	•	•	•
	Recognize the characteristics of persuasive or argumentative text		•	•	•	•	•
	Analyze graphic elements and features (e.g., illustrations, diagrams, graphs, maps)	•	•	•	•	•	•
Response to Sources							
Reflect on reading and respond by speaking or writing	•	•	•	•	•	•	
Use text or text evidence to write about what is read	•	•	•	•	•	•	
Interact with sources in meaningful ways	•	•	•	•	•	•	
Make connections to personal experiences, ideas in other texts, society	•	•	•	•	•	•	
Comparison Across Texts							
Compare two or more texts	•	•	•	•	•	•	
Compare two or more genres	•	•	•	•	•	•	
Compare two or more authors	•	•	•	•	•	•	
Appreciate texts across a broad range of genres	•	•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
READING WORKSHOP	Independent and Self-Selected Reading						
	Read independently for an extended period of time	•	•	•	•	•	•
	Self-select texts for independent reading	•	•	•	•	•	•
	Oral Language						
	Work collaboratively with others	•	•	•	•	•	•
	Listen actively, ask relevant questions, and make pertinent comments	•	•	•	•	•	•
	Express an opinion supported by reasons	•	•	•	•	•	•
	Use eye contact and speak with appropriate rate and volume	•	•	•	•	•	•
	Follow or restate oral directions				•	•	•
	Develop social communication skills, such as conversing politely	•	•	•	•	•	•
Report on a topic or give a presentation using an appropriate mode of delivery	•	•	•	•	•	•	
READING-WRITING WORKSHOP BRIDGE	VOCABULARY ACQUISITION						
	High-Frequency Words						
	Identify and read high-frequency (sight) words	•	•	•	•	•	•
	Word Study						
	Identify and learn words that name actions, directions, positions, sequences, and other categories and locations	•	•				
	Alphabetize words to the third letter			•	•		
	Identify and use context clues to learn about unfamiliar words	•	•	•	•	•	•
	Understand synonyms and antonyms			•	•	•	•
	Identify and understand the meaning of common prefixes	•	•	•	•	•	•
	Identify and understand the meaning of common suffixes	•	•	•	•	•	•
	Use knowledge of word roots, prefixes, and suffixes to determine the meaning of new words		•	•	•	•	•
	Use knowledge of word relationships to determine the meaning of new words		•	•	•	•	•
	Learn and understand common abbreviations			•	•		
	Identify and learn about compound words			•	•		
	Identify and learn homographs and homophones	•	•	•	•	•	
	Learn and understand idioms and figurative language, including word nuances (i.e., shades of meaning) and literal and nonliteral meanings of words and phrases	•	•	•	•	•	•
	Learn and understand transitions or signal words (e.g., time order, chronological order, cause-and-effect order, compare-and-contrast order)				•	•	•
	Learn about word origins and word histories						•
Understand adages and proverbs						•	

SCOPE AND SEQUENCE	K	1	2	3	4	5
Word Learning Strategies						
Use picture cues and other graphics to help determine the meaning of new words	•	•				
Recognize and learn selection vocabulary	•	•	•	•	•	•
Use print and digital references to determine the meaning of new words	•	•	•	•	•	•
Learn academic language	•	•	•	•	•	•
Learn and understand domain-specific vocabulary and specialized vocabulary				•	•	•
Academic Language						
Learn the language of ideas used in academic discourse				•	•	•
Understand the difference between informal spoken language and the conventions of formal written language			•	•	•	•
ANALYZE AUTHOR'S CRAFT						
Analyze and describe an author's use of imagery and figurative language	•	•	•	•	•	•
Identify and analyze an author's use of simile and metaphor			•	•	•	•
Analyze an author's use of illustrations	•	•	•	•	•	•
Analyze an author's use of print and graphic features (e.g., titles, headings, charts, tables, graphs)	•	•	•	•	•	•
Analyze an author's use of text structure (e.g., time order, compare and contrast, cause and effect)	•	•	•	•	•	•
Analyze how an author's language and word choice contribute to voice		•	•	•	•	•
Analyze an author's use of point of view	•	•	•	•	•	•
Analyze and explain an author's purpose and message in a text	•	•	•	•	•	•
DEVELOP WRITER'S CRAFT						
Introduce a topic or opinion	•	•	•	•	•	•
Use a clear and coherent organization		•	•	•	•	•
Provide reasons and evidence to support a claim or opinion		•	•	•	•	•
End with a concluding or final statement		•	•	•	•	•
Use linking words and phrases (i.e., transitions) to connect and organize ideas		•	•	•	•	•
Describe experiences with facts and descriptive details in a clear sequence		•	•	•	•	•
Use dialogue and description to develop situations and characters		•	•	•	•	•
Use description to show the reaction of characters or real persons to situations and events			•	•	•	•
CONVENTIONS OF LANGUAGE						
Spelling						
Use and apply knowledge of spelling to spell grade-level words	•	•	•	•	•	•
Consult reference materials (glossaries, dictionaries) as needed to correct spelling	•	•	•	•	•	•

SCOPE AND SEQUENCE	K	1	2	3	4	5
Spelling (cont.)						
Use and apply knowledge of base words and affixes to spell words with inflections, prefixes, or suffixes		•	•	•	•	•
Spell words with blends, digraphs, silent letters, and unusual consonant combinations	•	•	•	•	•	•
Spell words with short vowels, long vowels, <i>r</i> -controlled vowels, the schwa sound, and other vowel combinations		•	•	•	•	•
Use knowledge of Greek and Latin roots to spell words					•	•
Use knowledge of syllable patterns (e.g., VCV, VCCV, VCCCV) to spell multisyllabic words	•	•	•	•	•	•
Spell words with irregular plurals		•	•	•	•	
Learn and spell high-frequency words	•	•	•	•	•	•
Grammar and Usage						
Learn about the parts of speech, including						
• nouns and pronouns	•	•	•	•	•	•
• adjectives and adverbs		•	•	•	•	•
• prepositions and prepositional phrases	•	•	•	•	•	•
• conjunctions, interjections, and articles		•	•	•	•	•
Use and form irregular plurals of nouns		•	•	•	•	
Use and form verb tenses with regular and irregular verbs		•	•	•	•	•
Use and form comparative and superlative forms of adjectives and adverbs				•	•	•
Use coordinating, correlative, and subordinating conjunctions			•	•	•	•
Form and use contractions			•	•		
Use an apostrophe and form singular and plural possessives		•	•	•	•	
Identify and use declarative, interrogative, exclamatory, and imperative sentences	•	•	•	•		
Identify and use simple, compound, and complex sentences		•	•	•	•	•
Write sentences with subject-verb agreement		•	•	•	•	•
Avoid common sentence errors (e.g., misused words, misplaced modifiers, double negatives, shifts in verb tense)					•	•
Capitalization and Punctuation						
Capitalize the beginnings of sentences, proper nouns and adjectives, the pronoun <i>I</i> , days of the week and months of the year, holidays	•	•	•	•	•	•
Use end punctuation with sentences (period, question mark, exclamation mark)	•	•	•	•		
Use common conventions for commas (e.g., in dates and addresses; with items in a series; in compound sentences; with greetings and closings; in dialogue)		•	•	•	•	•
Use an apostrophe to form contractions and possessives, when appropriate		•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
WRITING WORKSHOP	Capitalization and Punctuation (cont.)						
	Learn how and when to use quotation marks with dialogue				•	•	•
	FOUNDATIONAL SKILLS FOR WRITING						
	Letter Formation, Handwriting, Cursive						
	Develop handwriting by printing words legibly	•	•	•			
	Write legibly by leaving appropriate spaces between words		•	•	•		
	Write cursive letters legibly			•	•	•	•
	Ways of Writing						
	Create writing in both printed and digital forms	•	•	•	•	•	•
	Write regularly both short and longer products			•	•	•	•
	Revise and edit drafts of writing		•	•	•	•	•
	Develop keyboarding skills				•	•	•
	Use technology to produce and publish writing	•	•	•	•	•	•
	Use technology to interact and collaborate with others	•	•	•	•	•	•
	Speaking and Listening						
	Participate in discussions with partners and groups about writing	•	•	•	•	•	•
	Work with a peer or group to revise and edit writing	•	•	•	•	•	•
	COMPOSITION						
	The Writing Process: Plan, Draft, Revise, Edit, Publish						
	Prewrite and plan using a variety of strategies	•	•	•	•	•	•
	Develop drafts into organized pieces of writing	•	•	•	•	•	•
	Revise drafts for coherence and clarity	•	•	•	•	•	•
	Edit drafts for the conventions of standard English	•	•	•	•	•	•
	Publish written work for audiences	•	•	•	•	•	•
	Genre Immersion: Modes and Products						
	Write in a variety of modes						
	• Informative or explanatory	•	•	•	•	•	•
	• Narrative	•	•	•	•	•	•
• Persuasive	•	•	•	•	•	•	
Write and produce a variety of forms of writing							
• Letters, thank-you notes, emails		•	•	•	•	•	
• Editorials, presentations, speeches, essays, brochures	•	•	•	•	•	•	
• News stories, reports, summaries, how-to articles, informational articles	•	•	•	•	•	•	
• Poems, stories, plays, and other creative writing	•	•	•	•	•	•	
Write in self-selected forms			•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
ORAL LANGUAGE	SPEAKING						
	Retell an experience or story	•	•	•	•	•	•
	Summarize a text or experience with descriptive details and relevant facts	•	•	•	•	•	•
	Discuss politely and respectfully in groups	•	•	•	•	•	•
	Speak clearly and coherently about a topic or text	•	•	•	•	•	•
	Speak with sufficient volume and appropriate rate	•	•	•	•	•	•
	Communicate effectively while following the conventions of English	•	•	•	•	•	•
	Ask and answer questions	•	•	•	•	•	•
	Ask for and provide clarification or elaboration	•	•	•	•	•	•
	Connect ideas to those of others in a group	•	•	•	•	•	•
Report on a topic or text		•	•	•	•	•	
Include media in an oral presentation or report			•	•	•	•	
ORAL LANGUAGE	LISTENING						
	Listen to others when working in groups or with partners	•	•	•	•	•	•
	Use active listening strategies (e.g., making eye contact, facing the speaker, asking questions)	•	•	•	•	•	•
	Work collaboratively with others by following agreed-upon rules, norms, and protocols	•	•	•	•	•	•
PROJECT-BASED INQUIRY	COLLABORATION						
	Engage in discussions (e.g., one-on-one, in groups, teacher-led) on collaborative projects	•	•	•	•	•	•
	Work in pairs or with partners for inquiry projects		•	•	•	•	•
	RESEARCH SKILLS AND PROCESS						
	Conduct Short Research Projects						
	Develop and follow a plan for research	•	•	•	•	•	•
	Compose correspondence that requests information		•	•	•	•	•
	Take notes on sources and organize information from notes		•	•	•	•	•
	Generate questions for formal or informal inquiry	•	•	•	•	•	•
	Use an appropriate mode of delivery to present results		•	•	•	•	•
Paraphrase information from research sources		•	•	•	•	•	
Identify and Gather Information							
Use primary and secondary sources for research			•	•	•	•	
Avoid plagiarism				•	•	•	
Find information for research from both print and online sources	•	•	•	•	•	•	
Cite research sources (including print and online sources) and develop a bibliography			•	•	•	•	
Review sources critically for relevance and reliability		•	•	•	•	•	

SCOPE AND SEQUENCE		K	1	2	3	4	5
	Identify and Gather Information (cont.)						
	Demonstrate understanding of information gathered	•	•	•	•	•	•
	Make appropriate use of media and technology	•	•	•	•	•	•
	Interact with sources in meaningful ways	•	•	•	•	•	•
ASSESSMENT	TEST PREPARATION						
	Editing						
	Edit for complete sentences (avoid sentence fragments, run-on sentences, and comma splices)				•	•	•
	Edit for capitalization (e.g., proper nouns and adjectives, first word in a sentence, pronoun <i>I</i> , days of the week, months of the year) and punctuation (periods, question marks, apostrophes, quotation marks)	•	•	•	•	•	•
	Edit for end punctuation (periods, question marks, exclamation marks) and other punctuation, including commas, apostrophes, and quotation marks, where appropriate	•	•	•			
	Edit for commas in dates, addresses, compound sentences, and quotations			•	•	•	•
	Edit to avoid spelling mistakes		•	•	•	•	•
	Edit to maintain consistent verb tense		•	•	•	•	•
	Edit to maintain subject-verb agreement		•	•	•	•	•
	Extended Writing Prompts						
	Develop a personal narrative		•	•	•	•	•
	Develop an informational or explanatory paragraph or essay		•	•	•	•	•
	Develop poetry or fiction		•	•	•	•	•
	Develop a persuasive paragraph or essay				•	•	•
	Develop correspondence		•	•	•	•	•
Author's Craft and Structure							
Identify the author's purpose and craft	•	•	•	•	•	•	

A

Academic vocabulary, **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



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Science activities. See Cross-Curricular Perspectives,
science

Science in reading. See Cross-Curricular Perspectives,
science

Self-monitor. See Self-check

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

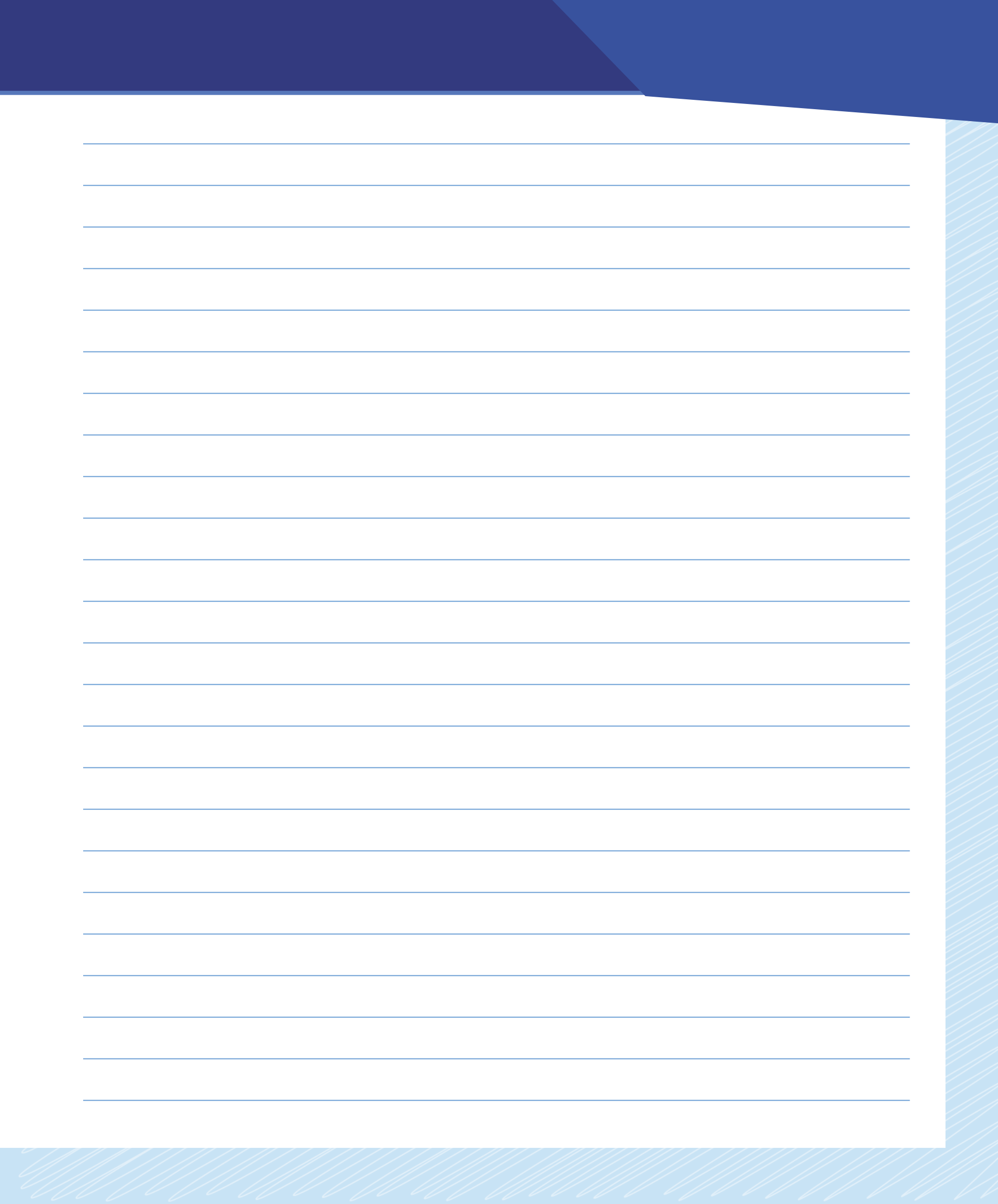
revise, **U5**:T412–T413, T416–T417

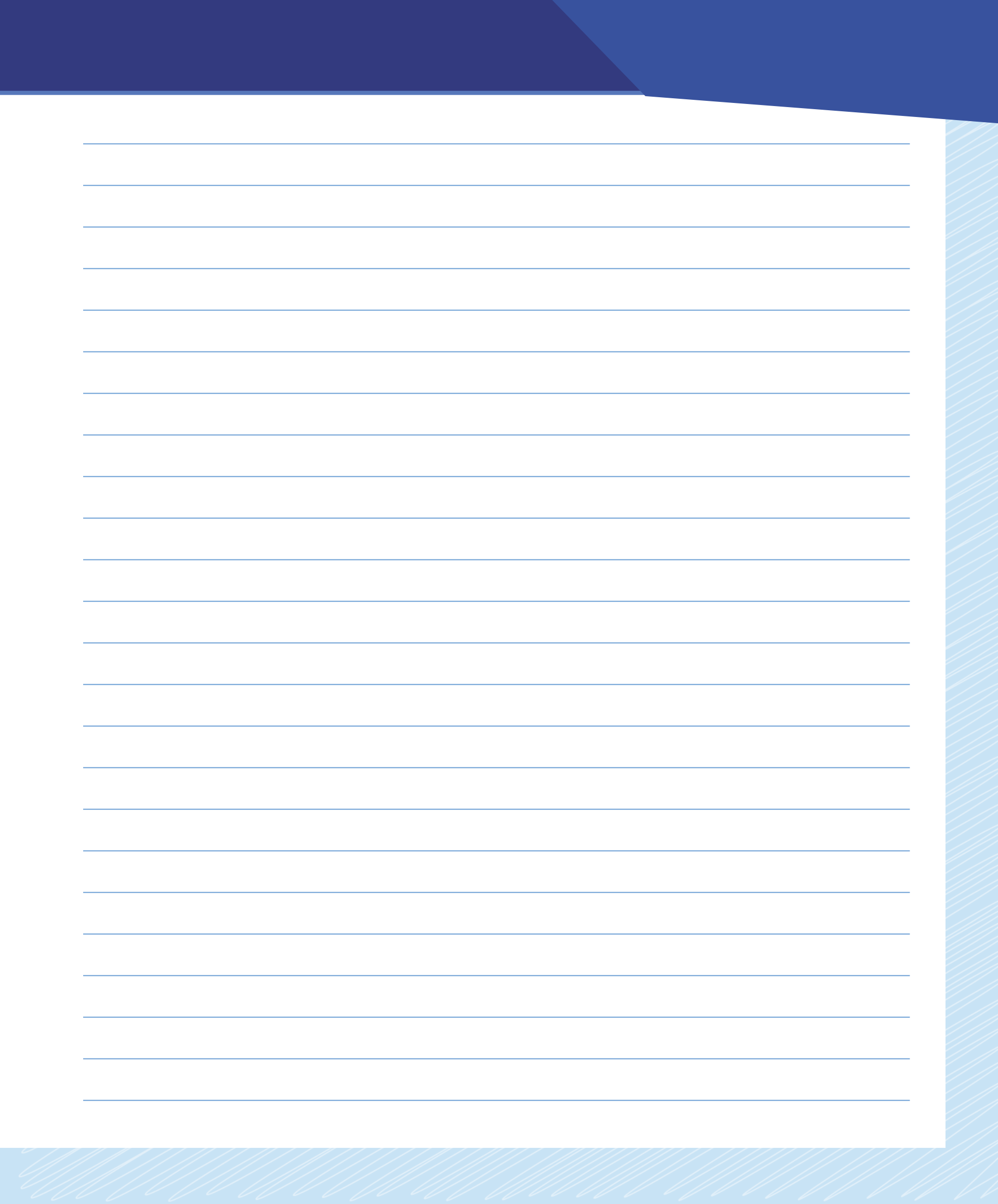
contradiction, **U4**:T191

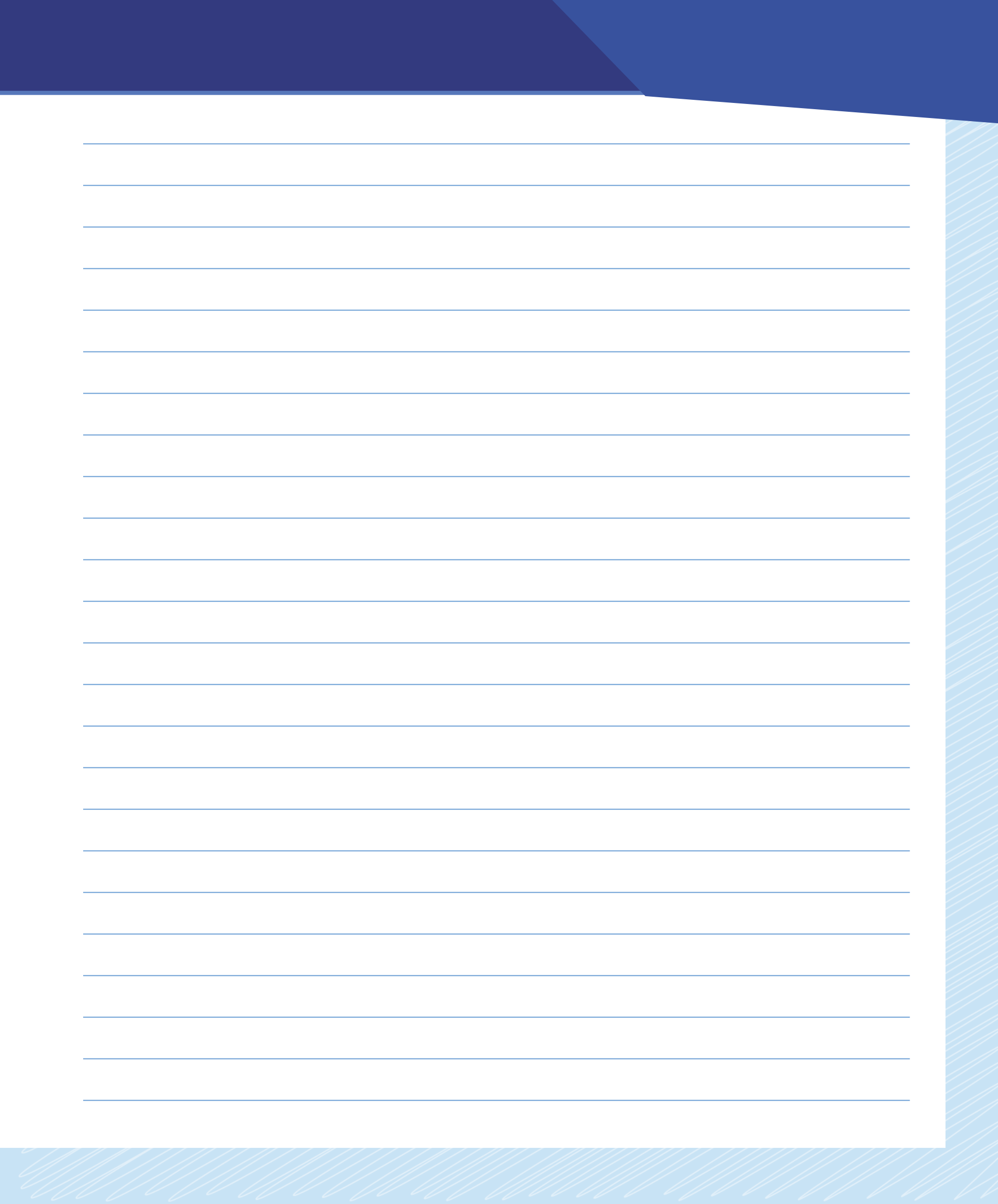
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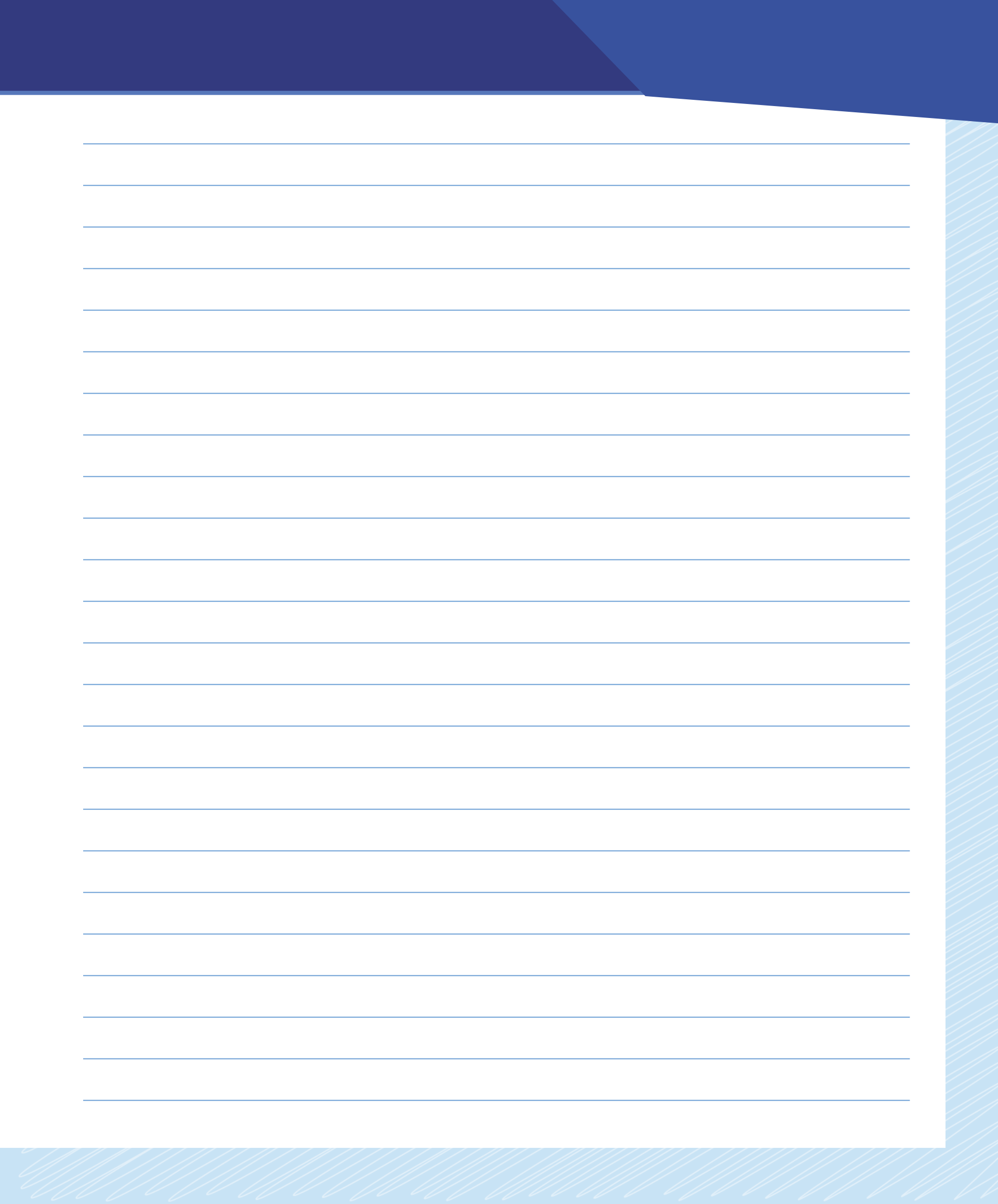
speaking and listening. See Listening

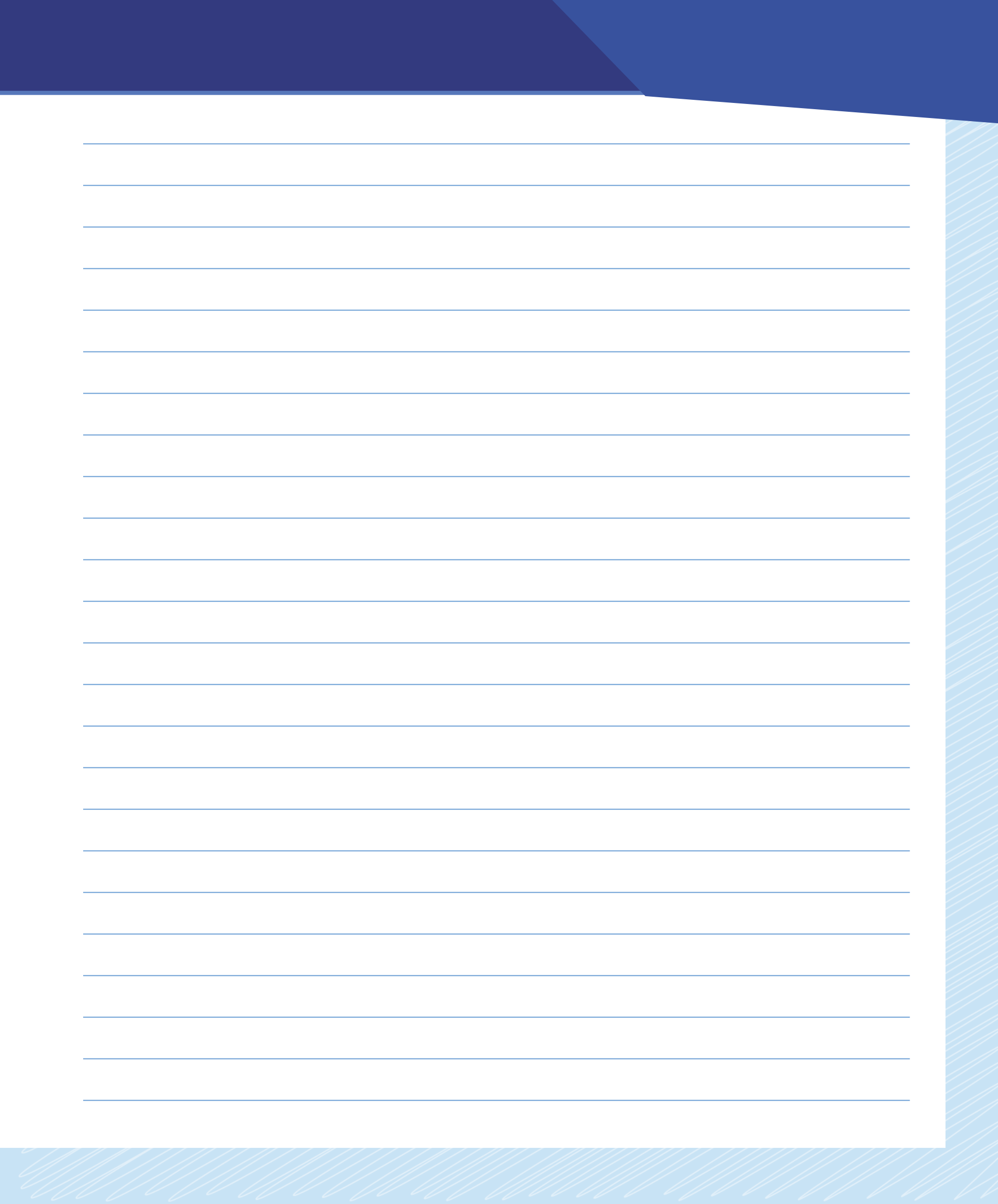
- spelling, **U1**:T352, T376, T400, T424, T448; **U2**:T354, T378, T402, T426, T450; **U3**:T346 T370, T394, T420, T442; **U4**:T358, T382, T406, T430, T454; **U5**:T350, T374, T398, T422, T446
- genre immersion. *See* Genres
- parts of speech
- adjectives, **U1**:T418–T419; **U4**:T383; **U5**:T420–T421
 - 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











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