

WEEKLY OVERVIEW

Build Knowledge

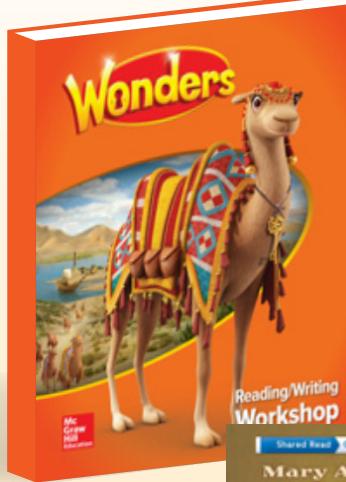
Inventions



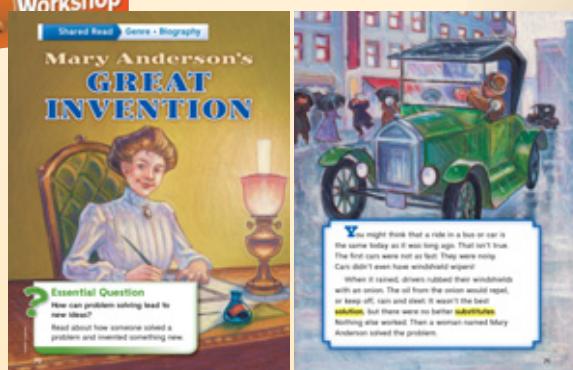
Essential Question:
How can problem solving lead to new ideas?

Teach and Model

Close Reading and Writing



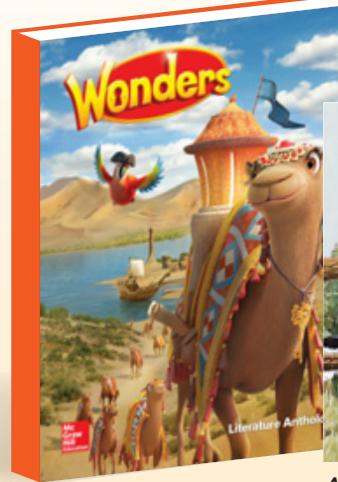
Reading/Writing Workshop



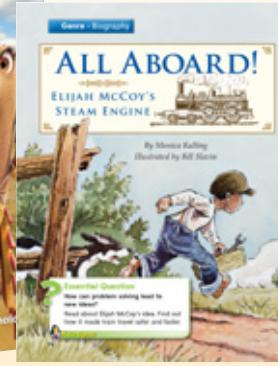
"Mary Anderson's Great Invention," 70-75
Genre Biography Lexile 460 ETS *TextEvaluator* 22

Practice and Apply

Close Reading and Writing



Literature Anthology

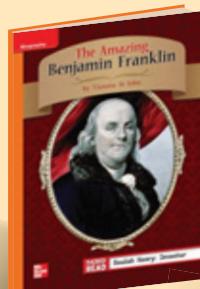


All Aboard! 74-91
Genre: Biography Lexile 430 ETS *TextEvaluator* 14

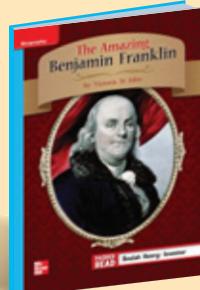


"Lighting the World," 92-93
Genre Biography Lexile 570 ETS *TextEvaluator* 20

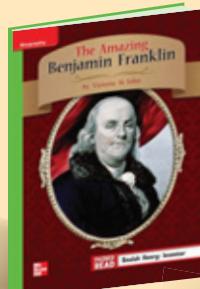
Differentiated Texts



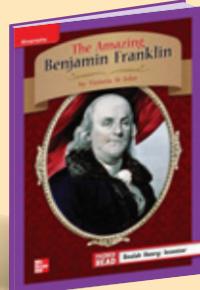
APPROACHING
Lexile 620
ETS *TextEvaluator* 31



ON LEVEL
Lexile 690
ETS *TextEvaluator* 44



BEYOND
Lexile 790
ETS *TextEvaluator* 37



ELL
Lexile 540
ETS *TextEvaluator* 27

Leveled Readers

Extended Complex Texts



Ben Franklin and the
Magic Squares
Genre Informational Text
Lexile 400
ETS *TextEvaluator* 21

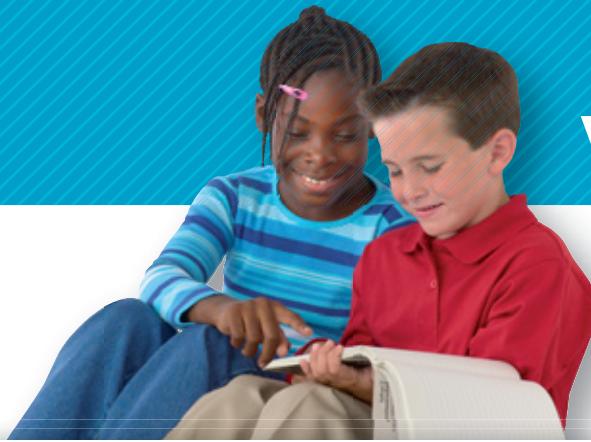


Benjamin Banneker:
Pioneering Scientist
Genre Biography
Lexile 550
ETS *TextEvaluator* 18

Classroom Library

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Student Outcomes



Close Reading of Complex Text

- Cite relevant evidence from text
- Describe Text Structure; cause and effect
- Summarize text

Writing

Write to Sources

- Draw evidence from informational text
- Write informative text
- Conduct short research on problem solving skills

Writing Process

- Prewrite a Personal Narrative

Speaking and Listening

- Engage in collaborative discussions about inventions
- Paraphrase portions of “Chester Greenwood and His Cold Ears” and presentations on inventions
- Present information on inventions

Content Knowledge

- Explain how scientists develop possible solutions

Language Development

Conventions

- Identify predicates and compound predicates

Vocabulary Acquisition

- Acquire and use academic vocabulary

design	encouraged	examine	investigation
quality	simple	solution	substitutes

- Demonstrate understanding of metaphors

Foundational Skills

Phonics/Word Study

- Long a spellings
- Plurals -s and -es

Spelling Words

plain	braid	fail	grain
snail	paint	sway	tray
gray	stay	state	fake
same	weigh	they	

Fluency

- Expression



Professional Development

- See lessons in action in real classrooms.
- Get expert advice on instructional practices.
- Collaborate with other teachers.
- Access PLC Resources.



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INSTRUCTIONAL PATH

1

Talk About Inventions

Guide students in collaborative conversations.

Discuss the essential question: *How can problem solving lead to new ideas?*

Develop academic language and domain specific vocabulary on inventions.

Listen to “Chester Greenwood and His Cold Ears” to summarize a passage about a boy whose problem with cold ears led to an invention.



2

Read “Mary Anderson’s Great Invention”

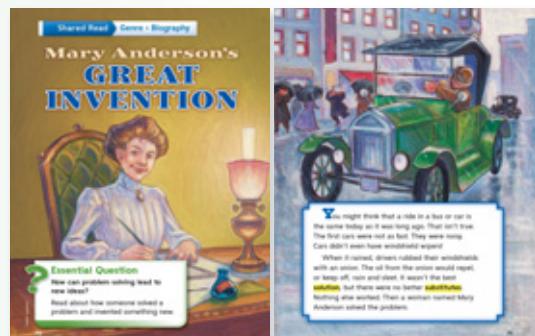
Model close reading with a short complex text.

Read

“Mary Anderson’s Great Invention” to learn how someone solved a problem and invented something new, citing text evidence to answer text-dependent questions.

Reread

“Mary Anderson’s Great Invention” to analyze text, craft, and structure, citing text evidence.



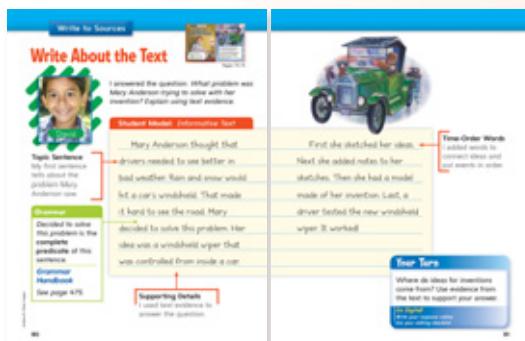
3

Write About Inventions

Model writing to a source.

Analyze a short response student model.

Use text evidence from close reading to write to a source.



4

Read and Write About Inventions



Practice and apply close reading of the anchor text.

Read

All Aboard! Elijah McCoy's Steam Engine to learn how an invention made train travel safer and faster.

Reread

All Aboard! Elijah McCoy's Steam Engine and use text evidence to understand how the author presents information about Elijah McCoy and a steam engine.

Write a short response about *All Aboard! Elijah McCoy's Steam Engine*.

Integrate

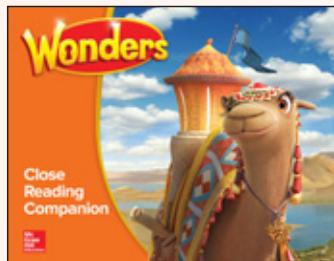
Information about other inventors you have read about and how they are alike.

Write to Two Sources, citing text evidence from *All Aboard! Elijah McCoy's Steam Engine* and "Lighting the World."

5

Independent Partner Work

Gradual release of support to independent work



- Text-Dependent Questions
- Scaffolded Partner Work
- Talk with a Partner
- Cite Text Evidence
- Complete a sentence frame.
- Guided Text Annotation

6

Integrate Knowledge and Ideas

Connect Texts

Text to Text Discuss how each of the texts answers the question: How can problem solving lead to new ideas?

Text to Music Compare the messages in the texts read with the message in the song, "Inventive Minds."

Conduct a Short Research Project

Create an action plan that will solve a problem.

DEVELOPING READERS AND WRITERS

Write to Sources



Day 1 and Day 2

Build Writing Fluency

- Quick write on "Mary Anderson's Great Invention," p. T228

Write to a Source

- Analyze a student model, p. T228
- Write about "Mary Anderson's Great Invention," p. T229
- Apply Writing Trait: Word Choice, p. T228
- Apply Grammar Skill: Predicates p. T229



Day 3

Write to a Source

- Write about *All Aboard!*, independent practice, p. T225R
- Provide scaffolded instruction to meet student needs, p. T230



Day 4 and Day 5

Write to Two Sources

- Analyze a student model, pp. T230-T231
- Write to compare *All Aboard!* with "Lighting the World," p. T231

WEEK 4: PREWRITE

WEEK 5: DRAFT AND REVISE WEEK 6: PROOFREAD/EDIT, PUBLISH, EVALUATE



Go
Digital

Genre Writing: Narrative Text

Personal Narrative

Expert Model

- Discuss features of narrative writing
- Discuss the expert model

Prewrite

- Discuss purpose and audience
- Plan the topic

Expert Model • Personal Narrative • 11

My Day at the Museum

By Kell L.

The stone steps stretched out before us. The majestic lions stood at their posts, welcoming visitors. I had finally made it to the museum to see the exhibit on Ancient Egypt. The morning that I heard the exhibit was coming to our local museum, I asked my parents to buy tickets in advance. Finally, here I was, about to enter the world of King Tut and Nefertiti.

"Okay, we need to stay together. It's going to be crowded inside," said my mom.

But I wasn't worried about the crowds. I couldn't wait to see three thousand year old wall paintings, tools, and cookware that had been promised in the exhibit's description. I eagerly grabbed my reluctant brother's hand and ushered him through the wide doors of the museum.

After presenting our tickets, we made our way to ancient Egypt. As we entered the great hall where the exhibit began, the noise of the museum lobby was hushed. I joined the other museum-goers as I studied the colorful and intricate pieces of the past. It struck me that these ancient objects came from a world long gone.

"Where's your brother?" asked my mother suddenly.

"He was just here!" I exclaimed.

"We need to find him," said my mother. She took my hand, and we began to wind our way through the exhibit much faster.

Unit 1 • Personal Narrative

Expert Model



Features of a Personal Narrative



Model Graphic Organizer



Graphic Organizer

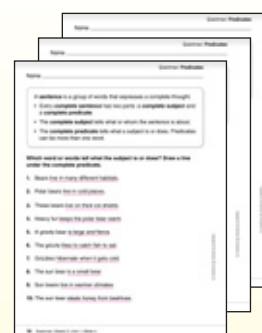
Grammar and Spelling Resources



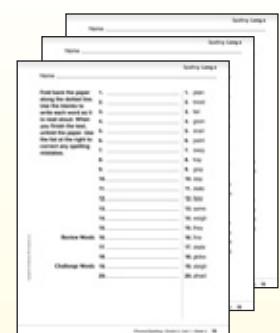
Reading/Writing Workshop
Grammar Handbook
p. 475



Online Spelling
and Grammar Games



Grammar Practice,
pp. 16–20



Phonics/Spelling
Practice, pp. 19–24

Online PDFs

SUGGESTED LESSON PLAN

	READING	DAY 1		DAY 2
	Teach, Model and Apply	Core	Options	
	 <p>Reading/Writing Workshop</p>	Introduce the Concept T208-T209 Vocabulary T212-T213 Close Reading "Mary Anderson's Great Invention," T214-T217		Close Reading "Mary Anderson's Great Invention," T214-T217 Strategy Ask and Answer Questions, T218-T219 Skill Cause and Effect, T220-T221 Vocabulary Strategy Metaphors, T224-T225
LANGUAGE ARTS				
Whole Group	Writing Grammar Spelling Build Vocabulary	Core Grammar Predicates, T232 Spelling Long <i>a</i> , T234 Build Vocabulary T236	Options Write About the Text Writing Fluency, T228 Genre Writing Personal Narrative: Read Like a Writer, T358	Write About the Text Model Note-Taking and Write to a Prompt, T228-T229 Grammar Predicates, T232 Build Vocabulary T236 Genre Writing Personal Narrative: Discuss the Expert Model, T358 Spelling Long <i>a</i> , T234
	 Writing Process: Narrative: Personal Narrative, T358-T363 Use with Weeks 4-6			

	Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional supports options throughout the week.		
	APPROACHING LEVEL Leveled Reader  <i>The Amazing Benjamin Franklin</i> , T240-T241 "Beulah Henry: Inventor," T241 Literature Circles, T241	ON LEVEL Vocabulary • High-Frequency and Vocabulary Words, T244  • Identify Related Words, T245 Metaphors, T245	Comprehension Leveled Reader  <i>The Amazing Benjamin Franklin</i> , T248-T249 "Beulah Henry: Inventor," T249 Literature Circles, T249
Small Group	Phonics/Decoding Decode Words with Long <i>a</i> : <i>ay</i> , T242  Build Words with Long <i>a</i> : <i>ay</i> , <i>ai</i> , <i>a_e</i> , <i>eigh</i> , T242  Practice Words with Long - <i>a</i> Spellings, T243 Plural Endings - <i>s</i> and - <i>es</i> , T243	Fluency Expression, T246 	Vocabulary Review Vocabulary Words, T250 Metaphors, T250



DAY 3	DAY 4	DAY 5
Close Reading All Aboard! <i>Elijah McCoy's Steam Engine</i> , T225A-T225R	Fluency T227 Close Reading "Lighting the World," T225S-T225T Integrate Ideas Research and Inquiry, T238-T239	Integrate Ideas T238-T239 <ul style="list-style-type: none"> Text Connections Research and Inquiry Weekly Assessment
Phonics/Decoding T226-T227 <ul style="list-style-type: none"> Long a Spellings, T226 Plurals -s and -es, T227 	Close Reading All Aboard! <i>Elijah McCoy's Steam Engine</i> , T225A-T225R	
Grammar Predicates, T233	Write About Two Texts Model Note-Taking and Taking Notes, T230	Write About Two Texts Analyze Student Model and Write to the Prompt, T231 Spelling Long a, T235
Write About the Text T230 Genre Writing Personal Narrative: Prewrite, T359 Spelling Long a, T235 Build Vocabulary T237	Genre Writing Personal Narrative: Teach the Prewrite Minilesson, T359 Grammar Predicates, T233 Spelling Long a, T235 Build Vocabulary T237	Genre Writing Personal Narrative: Choose Your Topic and Plan, T359 Grammar Predicates, T233 Build Vocabulary T237

Writing Process: Narrative: Personal Narrative, T358-T363 Use with Weeks 4-6

BEYOND LEVEL	ENGLISH LANGUAGE LEARNERS
Leveled Reader <i>The Amazing Benjamin Franklin</i> , T252-T253 "Beulah Henry: Inventor," T253 Literature Circles, T253	Comprehension Cause and Effect, T255 <ul style="list-style-type: none"> Self-Selected Reading, T255 Independent Study, T255

DIFFERENTIATE TO ACCELERATE



Scaffold to Access Complex Text

IF

the text complexity of a particular selection is too difficult for students

THEN

see the references noted in the chart below for scaffolded instruction to help students Access Complex Text.



	Reading/Writing Workshop	Literature Anthology	Leveled Readers	Classroom Library	
Quantitative	<p>"Mary Anderson's Great Invention" Lexile 460 <i>TextEvaluator</i>™ 22</p> <p>"Lighting the World" Lexile 570 <i>TextEvaluator</i>™ 20</p>	<p><i>All Aboard!</i> Lexile 430 <i>TextEvaluator</i>™ 14</p> <p><i>Lighting the World</i> Lexile 570 <i>TextEvaluator</i>™ 20</p>	<p>Approaching Level Lexile 520 <i>TextEvaluator</i>™ 17</p> <p>Beyond Level Lexile 770 <i>TextEvaluator</i>™ 28</p>	<p>On Level Lexile 770 <i>TextEvaluator</i>™ 26</p> <p>ELL Lexile 590 <i>TextEvaluator</i>™ 14</p>	<p><i>Ben Franklin and the Magic Squares</i> Lexile 400 <i>TextEvaluator</i>™ 21</p> <p><i>Benjamin Banneker: Pioneering Scientist</i> Lexile 550 <i>TextEvaluator</i>™ 18</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Organization Sequence T217; Cause and Effect T221 <p>ACT See Scaffolded Instruction in Teacher's Edition T217 and T221.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Purpose Author's Purpose T225A-T225B, T225O Prior Knowledge History T225C, T225H Organization Sequence T225G; Transitions T225S-T225T Sentence Structure T225I, T225L Specific Vocabulary Dialect T225E; Technical Text T225J, T225K, T225M Genre Text Features T225O <p>ACT See Scaffolded Instruction in Teacher's Edition T225A-T225T.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Specific Vocabulary Prior Knowledge Sentence Structure Connection of Ideas Genre <p>ACT See Level Up lessons online for Leveled Readers.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Genre Specific Vocabulary Prior Knowledge Sentence Structure Organization Purpose Connection of Ideas <p>ACT See Scaffolded Instruction in Teacher's Edition T368-T369.</p>	
Reader and Task	<p>The Introduce the Concept lesson pps. T208-T209 will help determine reader's knowledge in the weekly concept. See pps T214-T225 and T238-T239 for tasks.</p>	<p>The Introduce the Concept lesson on pps. T208-T209 will help determine reader's knowledge in the weekly concept. See pps. T225A-T225T and T238-T239 for tasks.</p>	<p>The Introduce the Concept lesson on pps. T208-T209 will help determine the reader's knowledge and engagement in the weekly concept. See pps T240-T241, T248-T249, T252-T253, T258-T259, and T238-T239 for questions and tasks.</p>	<p>The Introduce the Concept lesson on pps. T208-T209 will help determine reader's knowledge in the weekly concept. See pps. T368-T369 for tasks.</p>	

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Monitor and Differentiate



Quick Check

To differentiate instruction, use the Quick Checks to assess students' needs and select the appropriate small group instruction focus.

Comprehension Strategy Ask and Answer Questions T219

Comprehension Skill Cause and Effect T221

Genre Biography T223

Vocabulary Strategy Metaphors T225

Phonics/Fluency Long *a*, Expression T227

If No → **Approaching Level** Reteach T240-T247

ELL Develop T256-T263

If Yes → **On Level** Review T248-T251

Beyond Level Extend T252-T255

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.



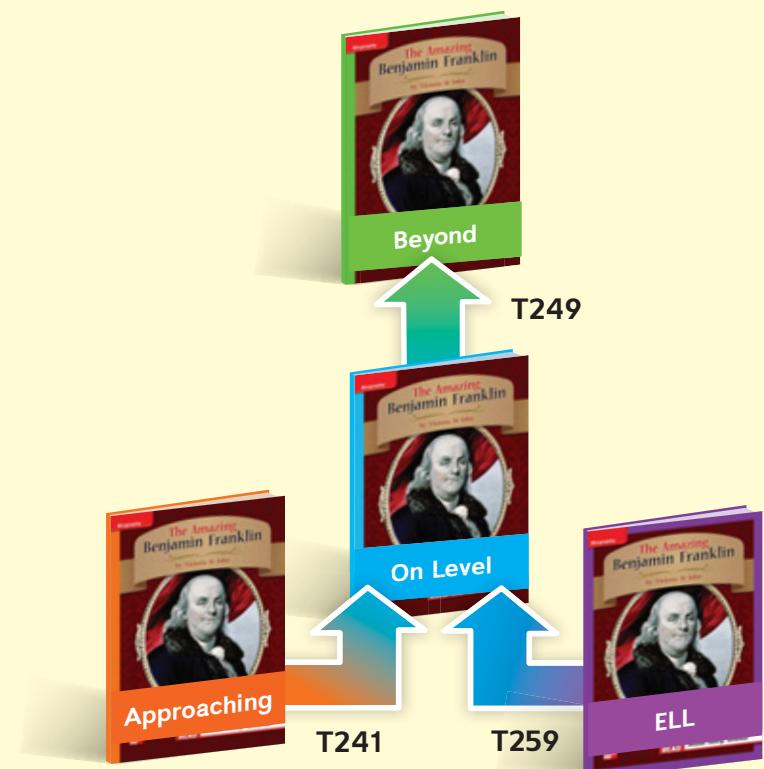
Level Up with Leveled Readers



students can read their leveled text fluently and answer comprehension questions



work with the next level up to accelerate students' reading with more complex text.



ENGLISH LANGUAGE LEARNERS

Small Group Instruction

Use the ELL small group lessons in the Wonders Teacher's Edition to provide focused instruction.

Language Development

Vocabulary preteaching and review, additional vocabulary building, and vocabulary strategy lessons, pp. T260-T261

Close Reading

Interactive Question-Response routines for scaffolded text-dependent questioning for reading and rereading the Shared Read and Leveled Reader, pp. T256-T259

Writing

Focus on the weekly writing trait, grammar skills, and spelling words, pp. T262-T263

Additional ELL Support

Use *Wonders for English Learners* for ELD instruction that connects to the core.

Language Development

Ample opportunities for discussions, and scaffolded language support

Close Reading

Companion Worktexts for guided support in annotating text and citing text evidence. Differentiated Texts about the weekly concept.

Writing

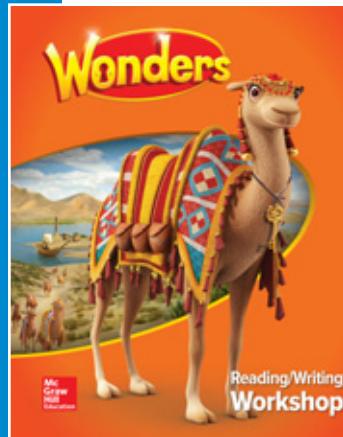
Scaffolded instruction for writing to sources and revising student models



Wonders for ELs Teacher Edition and Companion Worktexts



Introduce the Concept



Reading/Writing Workshop



Build Background

ESSENTIAL QUESTION

How can problem solving lead to new ideas?

Have students read the Essential Question on page 66 of the **Reading/Writing Workshop**. Explain that problem solving can lead to new ideas and that the **solution**, or answer to the problem, might be an invention.

Discuss the photograph of the boy and the invention. Focus on how the boy solved his problem and **examined**, or closely inspected, the new invention to make sure that it worked.

- Almost every new invention starts with a problem and a new idea.
- Inventions can make our lives better.
- Some inventions help us learn. Others entertain us.



COLLABORATE

Talk About It

Ask: *What problem do you think the boy had before thinking of a solution? What is the process the boy followed to examine his invention in order to make sure it worked?* Have students discuss in pairs or groups.

- Model using the graphic organizer to generate words and phrases related to inventions. Add students' contributions.
- Have partners continue the discussion by sharing what they have learned about inventions. They can complete the graphic organizers, generating additional related words and phrases.



Collaborative Conversations

ACADEMIC LANGUAGE

- *examine, solution*
- Cognates:
examinar, solución

Be Open to All Ideas As students engage in partner, small-group, and whole-class discussions, remind them

- that all ideas, questions, or comments are important and should be heard.
- not to be afraid to ask a question if something is unclear.
- to respect the opinions of others.
- not to be afraid to offer opinions, even if they are different from others' viewpoints.

Go Digital



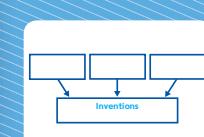
Discuss the Concept



Watch Video



View Photos



Use Graphic Organizer



Assign Blast



Inventing Something New

Almost every new invention starts with a problem and a new idea.

- Inventions make our lives better.
- Some inventions help us learn.
- Other inventions entertain us.

Talk About It

Talk with a partner about inventions. Write words that tell how inventors think up new ideas.

67

READING/WRITING WORKSHOP, pp. 66–67



Share the “Lucky Mistakes” Blast assignment. Point out that you will discuss students’ responses during the **Integrate Ideas** lesson at the end of the week.

ENGLISH LANGUAGE LEARNERS
SCAFFOLD**Beginning**

Use Visuals Point to the boy and the invention. Say: *The boy had a problem. His solution was an invention.* Remind students that *solution* in Spanish is *solución*. Point to the invention as you say *invention*. Ask: *How does this invention help the boy?* Guide students in proper grammar and pronunciation.

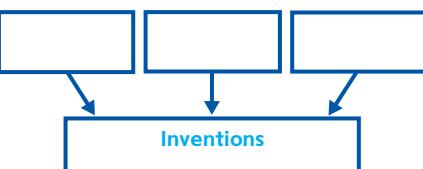
Intermediate

Describe Have students describe the picture. Ask: *What problem came first? What was the boy’s solution? How did the invention make his life better?* Give children plenty of time to respond. Elicit details to strengthen students’ responses.

Advanced/High

Discuss Have students work with partners to think of how the boy came up with a new idea. Ask questions to help them focus. *What problem did the boy have? How did this problem lead to a solution, which was a new idea? What invention did the new idea lead to?* Elicit details to strengthen students’ responses.

GRAPHIC ORGANIZER 111





Listening Comprehension



Interactive Read Aloud

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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

Identify characteristics of a biography.

ACADEMIC LANGUAGE

- *biography, ask and answer questions*
- Cognate: *biografía*

Connect to Concept: Inventions

Tell students that a problem can sometimes lead to a new idea. Let students know that you will be reading aloud a passage about a boy whose problem with cold ears led to an invention.

Preview Genre: Biography

Explain that the text you will read aloud is a biography. Discuss features of biographies:

- is an accurate story of a real person's life
- tells about someone's accomplishments
- may include dialogue and details to add interest

Preview Comprehension Strategy: Ask and Answer Questions

Explain that asking questions about a text before reading can help readers better understand what they are about to read. During and after reading, readers can check their comprehension by asking and answering questions by rereading the text to make sure they understand what the author wants them to know.

Use the Think Alouds on page T211 to model the strategy.

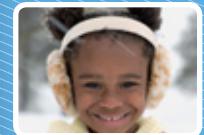
Respond to Reading

Think Aloud Clouds Display Think Aloud Master 1: *I wonder . . .* to reinforce how you used the Ask and Answer Questions strategy to understand content.

Genre Features With students, discuss the elements of the Read Aloud that let them know it is a biography. Ask them to think about other texts you have read or they have read independently that were biographies.

Summarize Have students determine the main ideas and supporting details from "Chester Greenwood and His Cold Ears." Then, have them summarize the passage using their own words.

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View Photos



Model Think Alouds

Genre	Features

Fill in Genre Chart

Chester Greenwood and His Cold Ears

On a cold day in 1873, fifteen-year-old Chester Greenwood of Farmington, Maine, tried out a new pair of ice skates. But it was not easy to skate and keep his ears warm at the same time. Chester wrapped his wool scarf around his head to keep his ears warm. But the wool was too thick and scratchy, and it kept falling off. **1**

He thought there must be a better way. How could he keep his ears warm? Then he got an idea. He found two loops of wire and curved them into two ovals. He asked his grandmother to sew fur to cover the wire loops. He called his new invention ear protectors. He soon improved them by adding a metal band to hold the earmuffs in place. Finally, he got a patent for them so that nobody could steal his idea. **2**

A few years later he set up a factory in West Farmington and began to make earmuffs. When World War I began, Greenwood made earmuffs for the soldiers who fought in places that were

very cold. His factory made earmuffs for over sixty years. Thanks to earmuffs, Greenwood became a rich man. His hometown of Farmington is called the “earmuff capital of the world.” **3**

But Chester Greenwood didn’t stop at earmuffs. During his life he invented many other useful items. He got patents for a steel tooth rake, a tea kettle, and a special mouse trap.

Over a hundred years later, the people in Farmington, Maine, still remember Chester Greenwood. Each year in December the town celebrates his life and all that he accomplished by hosting a parade in his honor.

1 Think Aloud I can ask questions to help understand and remember what I read. “How do I keep my ears warm in the cold?” This helps me think about the problem.

2 Think Aloud I can check my understanding by asking questions about Chester’s invention. “How did Chester make his earmuffs better? What do they look like today?”

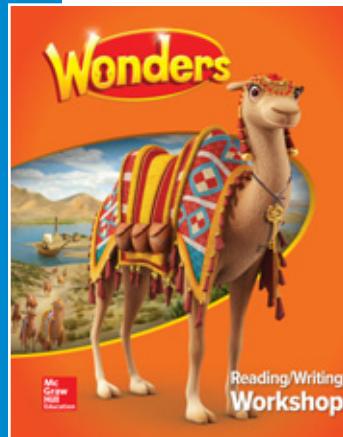
3 Think Aloud As I read, I can ask myself, “Did Chester Greenwood invent anything else?” I will continue reading to see if I can find the answer to my question.

Stockbroker/Super Stock





Vocabulary



Reading/Writing Workshop

MINILESSON
10 Mins

Words in Context

Model the Routine

Introduce each vocabulary word using the Vocabulary Routine found on the Visual Vocabulary Cards.

Visual Vocabulary Cards



Vocabulary
Define:
Example:
Ask:

Vocabulary Routine

Define: When you **design** something, you make a drawing or a plan.

Example: Jake and Andy are helping to **design** a picture for the school's new wall.

Ask: How would you *design* something new?

Go Digital



Use Visual Glossary

Definitions

- **encouraged** When you are **encouraged**, you are given hope to do something.
- **examine** When people **examine** something, they look at it very carefully.
Cognate: *examinar*
- **investigation** In an **investigation**, people search carefully for something.
Cognate: *investigación*
- **quality** **Quality** items are made of the finest materials.
- **simple** When something is **simple**, it is easy to do.
Cognate: *simple*
- **solution** A **solution** is a way to fix a problem.
Cognate: *solución*
- **substitutes** **Substitutes** take the place of something else.

Talk About It



Have students work with a partner and look at each picture and discuss the definition of each word. Then ask students to choose three words and write questions for their partner to answer.

Words to Know

Vocabulary

Use the picture and the sentence to talk with a partner about each word.

**design**

Jake and Andy are helping to **design** a picture for the school's new wall.

How would you design something new?

**encouraged**

My teacher **encouraged** us to eat healthy snacks.

Name something someone has encouraged you to do.

**examine**

The vet will **examine** my dog to make sure he is healthy.

What does the word examine mean?

**investigation**

Tom did a careful **investigation** of the spider web in his yard.

What can you do during an investigation?

**quality**

A good **quality** helmet helps keep me safe.

Why do people buy good quality things?

**simple**

Walking my dog is a **simple** and easy way to have fun.

What word in the sentence means the same as simple?

**solution**

Marco found a **solution** that helped him get better grades.

What does it mean to find a solution?

**substitutes**

Fruit and popcorn are healthful **substitutes** for candy.

Name two more healthful substitutes for sweets.

**Your Turn**

Pick three words. Then write three questions for your partner to answer.

Go Digital! Use the online visual glossary

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READING/WRITING WORKSHOP, pp. 68–69

ENGLISH LANGUAGE LEARNERS
SCAFFOLD**Beginning**

Use Visuals Say: *Let's look at the picture for the word investigation. Point to the picture. Pantomime investigation with a magnifying glass. Ask: Am I up close or far away for my investigation? Restate students' responses to include the word investigation, and have them repeat after you. Remind students that investigation in Spanish is investigación.*

Intermediate

Describe Have students describe the picture. Help them with the pronunciation. Ask: *What can you learn during an investigation?* Have students fill out the following frame: *I can learn about _____ during an investigation.* Correct pronunciation as needed.

Advanced/High

Discuss Ask students to talk about the picture with a partner and write a definition. Then have them share the sentence with the class. Correct students' responses as needed.

ON-LEVEL PRACTICE BOOK p. 31

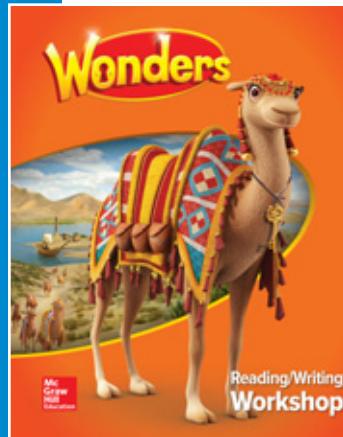
design substitutes	simple quality	investigation examine	encouraged solution
-----------------------	-------------------	--------------------------	------------------------

Use a word from the box to answer each question. Then use the word in a sentence. Possible responses provided.

1. What is another word for a careful search for something? **investigation:** The girl did a careful **investigation** of the nest she found.
2. How might you describe a product that is well made? **quality:** The chair was made using **quality** wood.
3. What word might describe an answer to a problem? **solution:** He worked hard to find a **solution** to the difficult math problem.
4. What would you be doing if you were to create a plan? **design:** Is it hard to **design** a tall building?
5. When you inspect something closely, what do you do? **examine:** The doctor will **examine** the patient when she arrives.
6. What is another word for given hope to do something? **encouraged:** It was helpful when the teacher **encouraged** us to do our best.
7. What do you call things that take the place of other things? **substitutes:** The new teachers were **substitutes** for the ones that retired.
8. What is another word for easy? **simple:** It was **simple** to follow the recipe in the cookbook.



Comprehension



Reading/Writing Workshop

MINILESSON
10 Mins

Shared Read

Lexile 460L TextEvaluator™ 22

Connect to Concept

Inventions

Explain to students that “Mary Anderson’s Great Invention” tells about how someone solved a problem and invented something new.

After reading each section, have partners discuss what they have learned about solving a problem with an invention.

Use Vocabulary Words in Context

As you read the selection with students, note the highlighted vocabulary words previously taught: *design, encouraged, examine, investigation, quality, simple, solution, substitutes*.

Close Reading Routine

Read

DOK 1–2

- Identify key ideas and details about Inventions.
- Take notes and summarize.
- Use ACT prompts as needed.

Reread

DOK 2–3

- Analyze the text, craft, and structure.
- Use the Reread minilessons.

Integrate

DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.

ELL

See pages T256–T257 for Interactive Question-Response routine for the Shared Read.

Go Digital



Discuss “Mary Anderson’s Great Invention”

Shared Read • Genre • Biography

Mary Anderson's GREAT INVENTION

Essential Question
How can problem solving lead to new ideas?
Read about how someone solved a problem and invented something new.

70

You might think that a ride in a bus or car is the same today as it was long ago. That isn't true. The first cars were not as fast. They were noisy. Cars didn't even have windshield wipers!

When it rained, drivers rubbed their windshields with an onion. The oil from the onion would repel, or keep off, rain and sleet. It wasn't the best **solution**, but there were no better **substitutes**. Nothing else worked. Then a woman named Mary Anderson solved the problem.

71

READING/WRITING WORKSHOP, pp. 70-71

Read**Close Reading**

Note Taking Read page 71 together. As you read, model how to take notes. *I will think about the Essential Question as I read and note key ideas and details.* Encourage students to note words they don't understand and questions they have.

Paragraph 2 on Page 71: Tell students that when they read parts of a text they do not understand, one strategy is to ask and answer questions about the text. Say: *When I read paragraph 2, I wanted to clarify why drivers rubbed their windshields with an onion. I am going to reread the paragraph to see if I can better understand.*

After rereading the first two sentences, say: *Now I understand that drivers rubbed their windshields with an onion because the oil from the onion would repel, or keep off, sleet and rain. That answers my question.*

**ENGLISH LANGUAGE LEARNERS
SCAFFOLD**

Explain On page 71, in the last sentence of paragraph 1, the use of *even* might be confusing to students. Tell students that adding *even* before the verb is as if they were saying, "It is difficult to believe that the cars did not have windshield wipers!" Provide other example sentences that begin with "It is difficult to believe ____" and have students change the sentences to use *even* instead.

You might also want to explain that *back then* on page 72, in paragraph 2, means "in that time," and in this story, "in 1902."

Finally, on page 73, in paragraph 2, explain that *to make sure* means "to be certain."

Discuss with students the effect that these language choices have on the audience's understanding of the ideas in the biography. For example, the use of the word *even* suggests that it might be difficult for the audience to remember a time when cars did not have windshield wipers.

It Started with Snow

Mary Anderson grew up in Alabama. In the winter of 1902, she went to New York City. It was a cold and windy day. The sky was a gray curtain. Snow was a white blanket on the ground. Mary was cold and wet. Because she wanted to warm up and get dry, she rode a streetcar.

Back then, some streetcar windshields had two parts. They opened with a push. From her seat, Mary watched snow and ice build up on the windshield. The streetcar driver could not see. So, he pushed open the windshield. This helped him to see better. As a result, snow and ice blew in his face. Soon his nose and ears were ice cubes.

Other cars kept stopping, too. Sometimes the drivers hopped out. They wiped off their windshields. Then, they got back in and drove. As a result, traffic moved slowly.

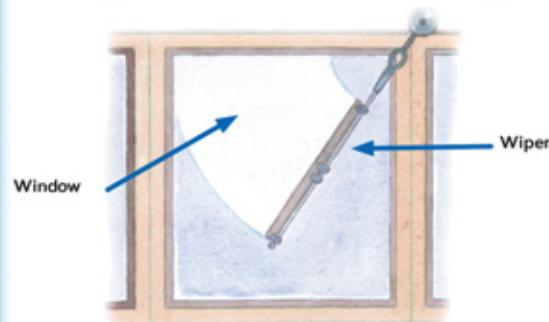


72

The Next Step

Mary thought about this problem. How could drivers clean their windshields without stopping? Could they do it without opening their windshield?

Back home in Alabama, Mary sketched her idea. Then she added notes. She wanted to **examine** her solution to make sure that it worked. Next, Mary did her own **investigation**. She looked for facts about what drivers needed. She invented a windshield wiper that a driver could use from inside the car. Then she worked out a **design**, or plan. On paper, Mary's invention looked **simple**. She hoped drivers would find it easy to use.

Mary Anderson's Windshield Wiper

The first windshield wiper was moved by a handle inside the car.

73

READING/WRITING WORKSHOP, pp. 72–73

Shared Read**Close Reading**

Paragraph 3 on Page 72: Tell students you have a question about the first part of paragraph 3.

Say: **Why would the drivers hop out of their cars in the snow? As I reread this paragraph, I will look for the answer to that question.**

Tell students that you have found the answer to your question in the middle of the paragraph.

Say: **I read that drivers would hop out of their cars so they could wipe the snow off their windshields.**

Paragraph 1 on Page 74: After reading to the end of the section “The Next Step” on page 74, tell students you wonder why Mary had a model of her windshield wipers built. Say: **If Mary had already investigated and designed her invention, then why did she have to have a model built? Maybe if I reread I will find the answer.**

After rereading, say: **Now I understand why Mary had a model built. She had to make sure that her invention would work before she could sell it. This answers my question.**

Mary had a model built. It was made of **quality** wood, rubber, and metal. Soon the model was ready to test. It was fitted on a windshield. The driver moved a handle inside the car. The handle caused a blade to move back and forth across the glass. It worked! Mary's idea was a gem! She felt **encouraged** and was sure it would sell.

Solving the Problem

Mary's windshield wipers solved a problem. But it took many years before people used them. That's because most people did not own cars.

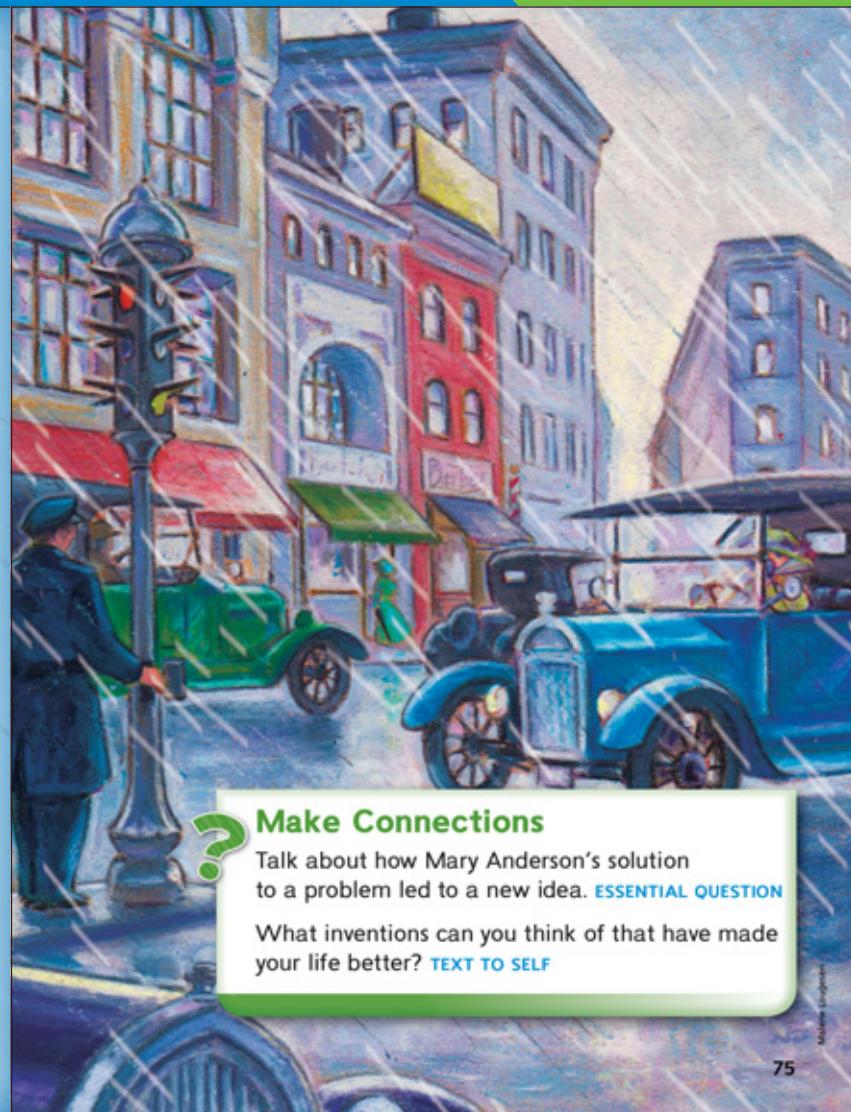
By 1913, more people bought and drove cars. Those cars had windshields. Finally windshield wipers began to sell. Driving became safer and easier because of Mary Anderson's idea.

Safer to Drive

Cars from long ago were different from cars we ride in today. Here are some more inventions that helped make driving safer.

- The first seat belts were used in 1885.
- Cars stopped at the first stop sign in 1915.
- Cars first used turn signals in 1938.

74



Make Connections

Talk about how Mary Anderson's solution to a problem led to a new idea. **ESSENTIAL QUESTION**

What inventions can you think of that have made your life better? **TEXT TO SELF**

Matthew Langford

75

READING/WRITING WORKSHOP, pp. 74–75

Make Connections



Essential Question Encourage students to work with a partner to discuss how problem solving led Mary Anderson to a new idea. Ask them to cite text evidence. Use these sentence frames to focus discussion:

I read that Mary Anderson . . .

Mary thought about the problem of . . .

Mary's invention helped by . . .

ACT Access Complex Text

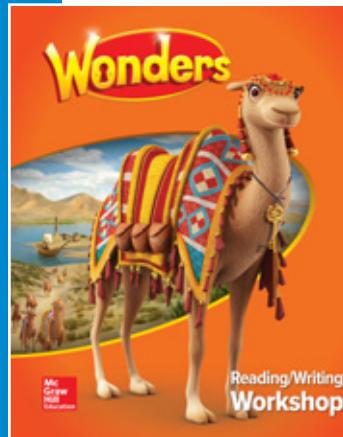
► Organization

Explain that students can use headings to help them identify key events and the sequence in which they occur.

- Look at the heading on page 72. What started with snow? (Mary began to think about a problem: drivers had to stop to clean snow from their windshields.)
- What does the heading “The Next Step” refer to? (It refers to steps Mary took to solve the problem. She designed and built windshield wipers.)



Comprehension Strategy



Reading/Writing Workshop



Ask and Answer Questions

1 Explain

Explain that when they read informational text, students may come across a part they do not understand. Remind them that they can **ask questions** about the information in the text and then look for **answers** in the text.

- Good readers ask questions about events or information they do not understand.
- Students can look for details explicitly in the text to support the answers to their questions.
- When they do not find an answer to a question, they can reread the text.

Point out that asking and answering questions will help them better understand the story.

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

ACADEMIC LANGUAGE

ask and answer questions



3 Guided Practice of Close Reading

Have students work in pairs to come up with a question about Mary Anderson's invention. An example question is: *How did it work?* Direct students to page 74. Partners can reread the section to make sure they understand how the invention worked and then answer the question. Have partners come up with more questions about other sections in "Mary Anderson's Great Invention" and then find the answers to those questions. Remind students to look for the answers in the text.

Go Digital



View "Mary Anderson's Great Invention"

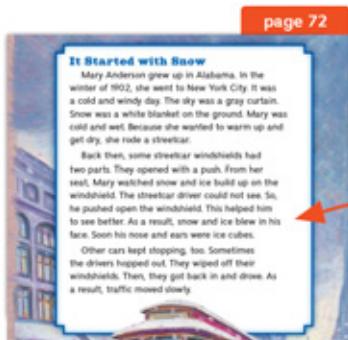
Comprehension Strategy

Ask and Answer Questions

Ask yourself questions as you read "Mary Anderson's Great Invention." Then look for details to support your answers.

**Find Text Evidence**

Look at the section "It Started with Snow" on page 72. Think of a question. Then read to answer it.



page 72

I have a question. Why did drivers push open their windshields? I read that windshields had two parts. The driver pushed it open. This helped him see where he was going. Now I can answer my question. Opening the windshield helped the driver see better.

Your Turn

Think of one question about Mary Anderson's invention. You might ask: How did it work? Reread page 74 to answer it.

Melanie Langford

76

READING/WRITING WORKSHOP, p. 76**Monitor and Differentiate****Quick Check**

Do students ask and answer questions to better understand the text? Do they reread parts of the text to answer their questions, if necessary?

**Small Group Instruction**

- | | | |
|----------|-------------------|-----------------|
| If No → | Approaching Level | Reteach p. T240 |
| | ELL | Develop p. T256 |
| If Yes → | On Level | Review p. T248 |
| | Beyond Level | Extend p. T252 |

**ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Understand Help students reread the section "It Started with Snow" on page 72. Point out difficult words and phrases such as *windshield*, *kept stopping*, and *hopped out*. Pantomime the words and define them. Then help students use these words to describe the text elements and ideas to which they are connected in the story.

Intermediate

Monitor Have students reread "It Started with Snow" on page 72. Ask: *Why did the streetcar driver open the windshield? (so he could see)* *Why did car drivers hop out of their cars? (to wipe off their windshields)* Point out why this section is confusing. Driving in bad weather was uncomfortable and slow.

Advanced/High

Describe Have students reread "It Started with Snow" on page 72. Elicit from students why this text is confusing. Ask: *Why do you think the author is explaining what drivers had to do when driving in bad weather?* *Turn to a partner and explain.*

ON-LEVEL PRACTICE BOOK pp. 33–34

Read the passage. Use the ask and answer questions strategy to be sure you understand what you read.

Victor Ochoa's New Idea

Have you ever made something that no one else had made before? It is not an easy thing to do. People who make something new are called inventors. They look around and see what can be made better and then they do it! Victor Ochoa was one of those people. He made many things. One of them was a flying machine. Victor looked at birds to get his ideas. He wanted to learn everything about how birds flew.

Many Jobs

Victor was born in Mexico in 1850 and grew up in Texas. He lived all over the United States. He loved to work with writers. He wrote for newspapers. He even started two new papers. He worked hard and never gave up, no matter how hard the job was.

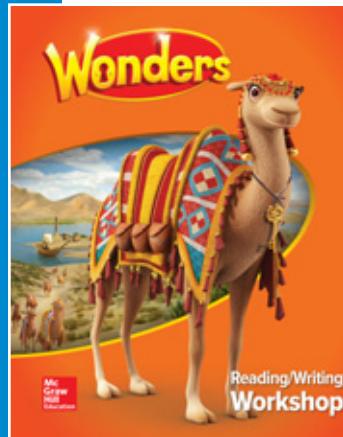
A New Plane

Victor's mind was a motor that never turned off. He was always thinking of new ways to make life better. In 1908, he was thinking about the way that birds fly. He thought that he could make a plane that flew like a bird. So he set to work.

APPROACHING
pp. 33–34BEYOND
pp. 33–34ELL
pp. 33–34



Comprehension Skill



Reading/Writing Workshop



Text Structure: Cause and Effect

1 Explain

Explain that **text structure** is a way that authors organize a text. **Cause and effect** is one kind of text structure. It shows the order of how and why things happen.

- A cause is why something happens. An effect is what happens.
- Sometimes an author will use a series of cause and effect relationships in **sequence**, or in time order. In this case, an effect in one relationship will act as the cause in another.
- Students can look for words and phrases that indicate cause and effect, such as *because*, *so*, and *as a result*.

2 Model Close Reading: Text Evidence

Identify the cause-and-effect relationship in paragraph 1 of the section "It Started with Snow" on page 72. Then model finding out what happens in the first part of paragraph 2 as a result of snow and ice building up on the windshields. Explain how the two cause-and-effect events are sequentially related.

Write About Reading: Sequence Model for students how to use the notes from the graphic organizer to write the sequence of events from paragraph 1 and the first part of paragraph 2.

3 Guided Practice of Close Reading



Have students work in pairs to complete a graphic organizer explaining more cause-and-effect relationships in the rest of the section "It Started with Snow," going back into the text to find these relationships.



Write About Reading: Sequence Ask pairs to work together to write in sequence about the cause-and-effect relationships in the last part of "It Started with Snow." They should make sure they are using words and phrases explaining cause and effect as well as sequence.

Go Digital



Present the Lesson

SKILLS TRACE

TEXT STRUCTURE

Introduce Unit 1 Week 3

Review Unit 1 Weeks 4, 6; Unit 2 Week 6; Unit 3 Weeks 5, 6; Unit 4 Weeks 3, 4; Unit 5 Weeks 5, 6; Unit 6 Weeks 3, 4, 6

Assess Units 1, 3, 4, 5, 6

Comprehension Skill

Cause and Effect

A cause is why something happens. An effect is what happens. They happen in time order. Signal words, such as *because* and *as a result*, show cause and effect.

**Find Text Evidence**

On page 72 I read that Mary rode a streetcar. This is the effect. Now I can find the cause. Mary was cold and wet. She wanted to warm up and get dry. The signal word because helped me find the cause and effect.

Cause	→	Effect
First Mary was cold and wet and wanted to warm up.	→	Mary rode a streetcar.
Next Snow and ice built up on the streetcar's windshield.	→	

Your Turn

Reread "Mary Anderson's Great Invention." Use signal words to find more causes and effects. Fill in the graphic organizer. Make sure events are in time order.

Go Digital!
Use the interactive graphic organizer

77

READING/WRITING WORKSHOP, p. 77

A C T**Access Complex Text****► Organization**

Students may have difficulty understanding that cause-and-effect relationships can be sequentially related. Reread page 72.

- *What happens because of the snow and ice on the windshield? (The driver cannot see.)*
- *What happens next? (The driver pushes open the windshield to see better.)*
- *What happens next as a result of opening the windshield? (Snow and ice blow in his face.)*

Monitor and Differentiate**Quick Check**

As students complete the graphic organizer, can they list events from the text in order? Can they use signal words to tell when things happened?

**Small Group Instruction**

If No →	Approaching Level	Reteach p. T247
	ELL	Develop p. T257
If Yes →	On Level	Review p. T251
	Beyond Level	Extend p. T255

ON-LEVEL PRACTICE BOOK pp. 33–35

A. Reread the passage and answer the questions.
Possible responses provided.

1. What was the cause of Victor's actions in the third paragraph?
Victor wanted to make life better.

2. What effect did this cause have on Victor?
He became an inventor and wanted to make a plane that could fly like a bird.

3. What kinds of things did Victor invent to make life better?
He invented a flying machine with wings like a bird. He also made a pen that held its own ink and a motor that could go forward and backward.

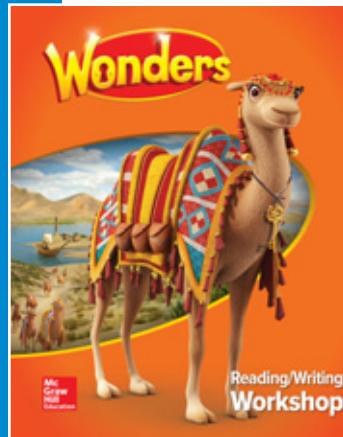
B. Work with a partner. Read the passage aloud. Pay attention to expression. Stop after one minute. Fill out the chart.

Words Read	+	Number of Errors	=	Words Correct Score
First Read	=	=	=	=
Second Read	=	=	=	=

APPROACHING
pp. 33–35**BEYOND**
pp. 33–35**ELL**
pp. 33–35



Genre: Informational Text



Reading/Writing
Workshop



Biography

1 Explain

Share with students the following key characteristics of a biography.

- A biography tells the true story of a person's life in order.
- It is written by another person. You can tell because it uses pronouns such as *he* and *she*.
- It may include text features such as diagrams, labels, and sidebars.

2 Model Close Reading: Text Evidence

Model identifying clues on page 73 that indicate "Mary Anderson's Great Invention" is a biography.

Diagrams Point out the diagram titled "Mary Anderson's Windshield Wiper." Explain that diagrams are simple drawings that give information. Ask: What information does this diagram give?

Labels Point out the labels within the diagram. Explain that labels name the parts of the diagram. Ask: *What is labeled in this diagram?*

Sidebars Point out the diagram is in a sidebar. Explain that sidebars give more information about the topic. Ask: *What information is shared in this sidebar?*

3 Guided Practice of Close Reading



COLLABORATE

Have students work with partners to find and list the text features in "Mary Anderson's Great Invention." Partners should discuss the information they learned from each feature and how it helped them gain a better understanding of the text. Then have them share their work with the class.

Go
Digital



Present the
Lesson

Recognize the
characteristics of a
biography.

ACADEMIC LANGUAGE

- *biography, diagrams, labels, sidebars, informational text*
- Cognates: *biografía, diagramas*

Biography

"Mary Anderson's Great Invention" is a biography.

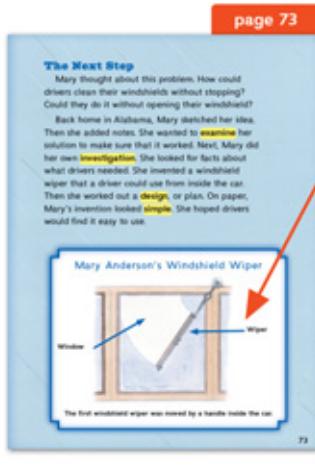
A biography:

- Tells the true story of a real person's life and is written by another person
- Is told in sequence, or time order
- May have diagrams or sidebars



Find Text Evidence

"Mary Anderson's Great Invention" is a biography. It is a true story about a person's life. It is written by another person. The events are told in order.



page 73

Text Features

Diagrams Diagrams are simple drawings with labels.

Sidebars Sidebars give more information about a topic.

Your Turn

Reread "Mary Anderson's Great Invention." Find text features. Tell what you learned from each of the text features.

Melanie Langston

78

READING/WRITING WORKSHOP, p. 78

Monitor and Differentiate



Quick Check

Are students able to identify biographical features in "Mary Anderson's Great Invention"? Can they identify what they learned from them?



Small Group Instruction

If No →	Approaching Level	Reteach p. T240
ELL	Develop p. T256	
If Yes →	On Level	Review p. T248
	Beyond Level	Extend p. T252



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the diagram on page 73. Remind students that a diagram gives information. Point to and read the title out loud. Ask: *What does the diagram tell about?* The _____ tells about Mary Anderson's Windshield Wiper. Allow ample time for students' responses.

Intermediate

Describe Point to the diagram on page 73. Ask: *What does the diagram show?* Point to the labels and sidebar. Have students work in pairs to complete the frame: *The diagram tells about _____ (Mary Anderson's windshield wiper).* Elicit details to strengthen students' responses.

Advanced/High

Discuss Have students reread page 73. Ask: *What does the diagram tell about Mary Anderson's windshield wipers?* (*It tells how the windshield wiper worked.*) Elicit details to strengthen students' responses.

ON-LEVEL PRACTICE BOOK p. 36

George Crum's Potato Chip

George Crum was born in 1822. Later on in life, he became the chef at Moon's Lake House in Saratoga, New York. One day in 1853, a customer ordered french-fried potatoes but sent them back to the kitchen. He said they were too thick and soft. Annoyed, Crum sliced some potatoes very thin and fried them crispy. They were great! George Crum had invented the potato chip.

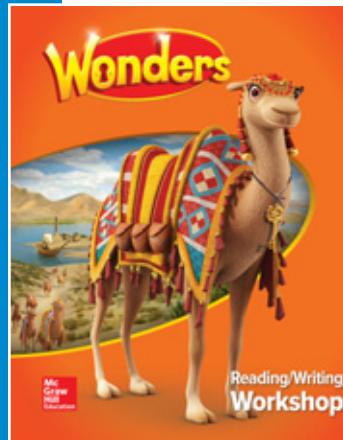


Answer the questions about the text.

- How do you know this text is a biography?
It tells a story about a person's life but is written by another person.
- What text feature does this text include?
diagram
- What does the diagram show? What title would you give this diagram?
It shows you how to make potato chips: "How to Make Potato Chips."
- How can you tell that the events in the text are in the order that they happened?
The text first tells what happened in 1822, then what happened in 1853.

APPROACHING
p. 36BEYOND
p. 36ELL
p. 36

Vocabulary Strategy



Reading/Writing Workshop



Figurative Language

1 Explain

Remind students that a **metaphor** is a type of figurative language that compares two things that are very different.

- Students should know that a metaphor does not mean exactly what it says in everyday language.
- Metaphors use figurative, nonliteral language that helps readers picture or visualize something. They do not use literal language.
- Metaphors compare two very different things without using the words *like* or *as*.

2 Model Close Reading: Text Evidence

Model identifying what is being compared in the metaphor “*The sky was a gray curtain*” from page 72.

3 Guided Practice of Close Reading

Have students work in pairs to identify what is being compared in the metaphors “*Snow was a white blanket on the ground*” and “*Soon his nose and ears were ice cubes*. Encourage partners to go back into the text and use context clues within the paragraphs to help them determine the meaning of each metaphor. Have partners discuss why the comparisons do not mean exactly what they say.



ACADEMIC LANGUAGE

- metaphor*
- Cognate: *metáfora*

SKILLS TRACE

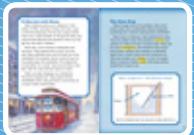
FIGURATIVE LANGUAGE: METAPHORS

Introduce Unit 1 Week 4

Review Unit 1 Week 5;
Unit 4 Week 5

Assess Units 1, 4

Go Digital



Present the Lesson

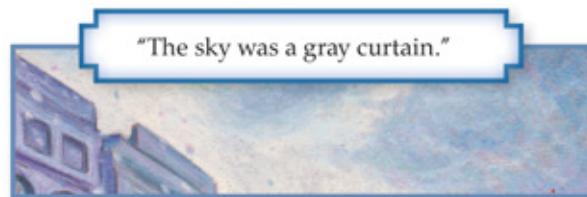
Vocabulary Strategy

Metaphors

"The sun is a yellow ball" is a metaphor. A metaphor compares two things that are very different. Look for metaphors as you read.

**Find Text Evidence**

On page 72, I see the sentence "The sky was a gray curtain." This is a metaphor. It compares the sky to a gray curtain. It means that the sky was dark and cloudy. This metaphor helps me picture a dark and gloomy sky.

**Your Turn**

Talk about these metaphors from the story.

What two things do they compare?

Snow was a white blanket on the ground.

page 72

Soon his nose and ears were ice cubes.

page 72

Malorie Langman

79

READING/WRITING WORKSHOP, p. 79**ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Demonstrate Understanding Point to and read "*Soon his nose and ears were ice cubes.*" Explain that a metaphor (metáfora) compares two things that are not the same. Say and act out, *An ice cube is cold.* Have students complete the frame: *His nose and ears were _____. (cold)* Explain that metaphors help an audience see something in a new way.

Intermediate

Practice Read the metaphor on page 72: "*Soon his nose and ears were ice cubes.*" Ask: *What is being compared?* Have pairs read for context clues. Elicit details to strengthen students' responses. Replace "ice cubes" in the sentence with the word *cold*. Discuss the different effects that these language choices have on the audience. Provide guidance as needed.

Advanced/High

Expand Have students read the metaphors. Have partners identify what is being compared. Then have them discuss the difference between the literal and nonliteral meanings of the metaphors, as well as the different effects that this language has on the audience.

Monitor and Differentiate

**Quick Check**

Can students identify metaphors and use context clues to determine their meanings within the text?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T245

ELL

Develop p. T261

If Yes →

On Level

Review p. T250

Beyond Level

Extend p. T254

ON-LEVEL PRACTICE BOOK p. 37

A. Read each sentence from the passage. Then write what two things are being compared in the metaphor on the lines.

1. Victor's mind was a motor that never turned off.

Victor's mind and a motor

2. Making new things from new ideas was the blood in his veins.

making new things and blood

3. Victor was a spinning top.

Victor and a top

B. Reread the passage. Use what you have learned to write two metaphors based on the life of Victor Ochoa.

1. *Answers will vary but should include the correct use of a metaphor.*

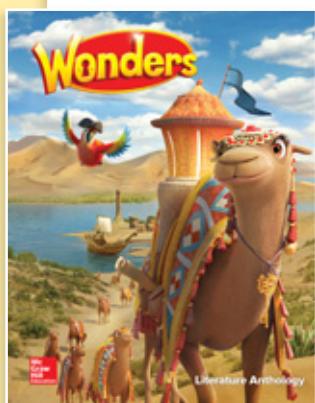
2. *Answers will vary but should include the correct use of a metaphor.*

APPROACHING
p. 37

BEYOND
p. 37

ELL
p. 37

CLOSE READING



All Aboard!

Literature Anthology

Text Complexity Range

Lexile



TextEvaluator™



What makes this text complex?

- ▶ Purpose
- ▶ Prior Knowledge
- ▶ Organization
- ▶ Sentence Structure
- ▶ Specific Vocabulary
- ▶ Genre

This selection is suggested for use as an Extended Complex Text. See pages T364-T369.

Close Reading Routine

Read DOK 1-2

- Identify key ideas and details about Inventions.
- Take notes and summarize.
- Use **ACT** prompts as needed.

Reread DOK 2-3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 22-24.

Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.

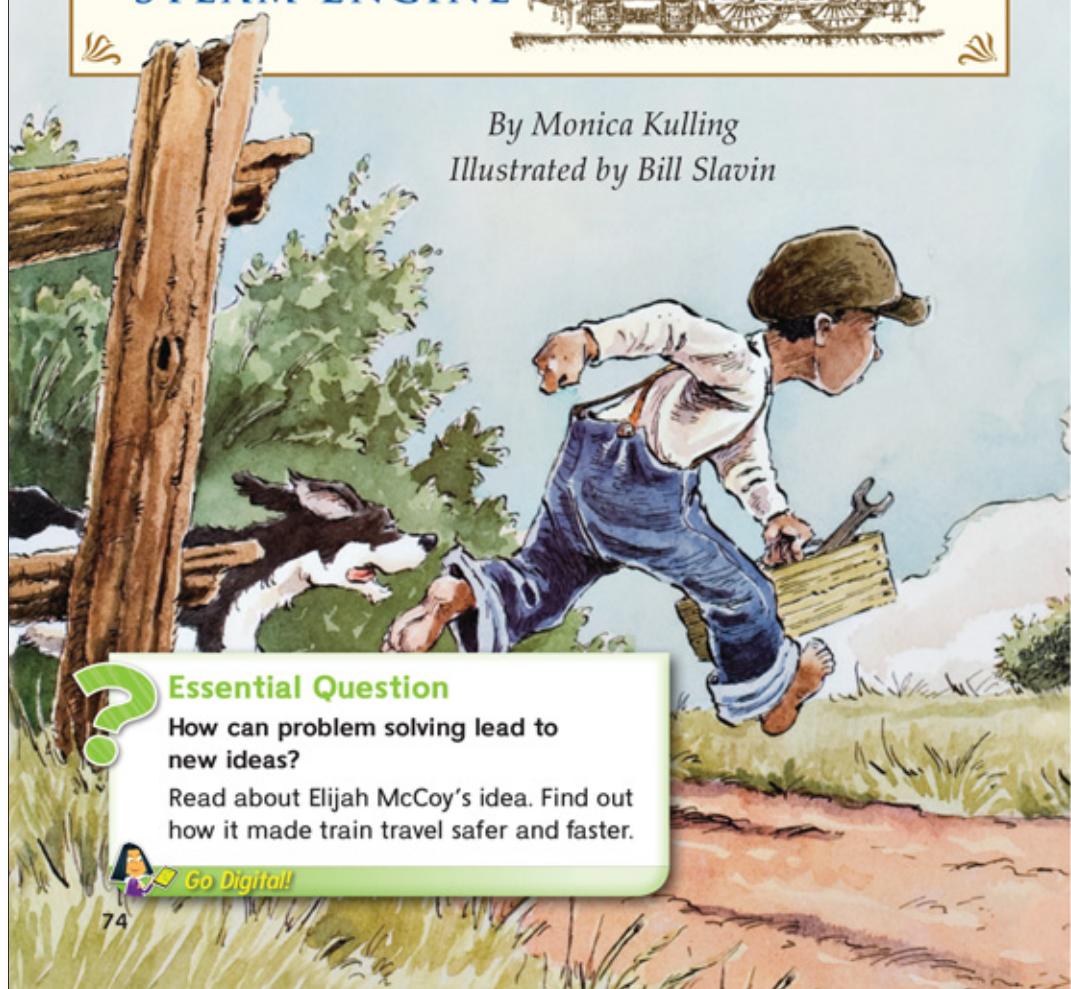
Genre • Biography

ALL ABOARD!

ELIJAH MCCOY'S STEAM ENGINE



By Monica Kulling
Illustrated by Bill Slavin



Essential Question

How can problem solving lead to new ideas?

Read about Elijah McCoy's idea. Find out how it made train travel safer and faster.



74

Go Digital!



Access Complex Text

Purpose

Help students focus on the purpose of the selection and on details that relate to that purpose.

- Reread the title. *What do you think the purpose of the selection is? (to tell about Elijah McCoy and a steam engine)*
- *What do you learn about Elijah on page 75? (He is six years old and likes to fix things.)*



LITERATURE ANTHOLOGY, pp. 74–75

Read

Tell students they will be reading about Elijah McCoy and an idea he had for the steam engine. Ask students to predict how the selection will help them answer the Essential Question.

Note Taking:
Use the Graphic Organizer



Remind students to take notes as they read. Have them fill in the graphic organizer on **Your Turn Practice Book** page 32. Ask them to record the causes and effects in each section. They can also note words they don't understand and questions they have.

1 Text Features: Illustrations



Turn to a partner to discuss the illustration on pages 74–75. What can you learn about the story by looking at the illustration? (The clothing the characters are wearing and the horse-drawn mower tell me this story is probably set in the past.)

Build Vocabulary page 75

tinkering: trying to repair things

- *What might this information have to do with the purpose of the selection?* (The page tells us that Elijah likes to fix things. The selection might be about how he fixes a steam engine.)
- *As you read, look for details that tell about Elijah's interest in fixing machines.*

Read

2 Skill: Cause and Effect

Elijah's family lived in Canada. While he grew up, his parents saved money for him. What caused them to save money? (**The cause is that they wanted to send Elijah to school.**) What was the effect of them saving money? (**The effect is that he traveled to Scotland to study.**) Add this cause and effect relationship to your chart.

Cause	→	Effect
First Elijah's parents saved money for him to go to school.	→	He went to school in Scotland.

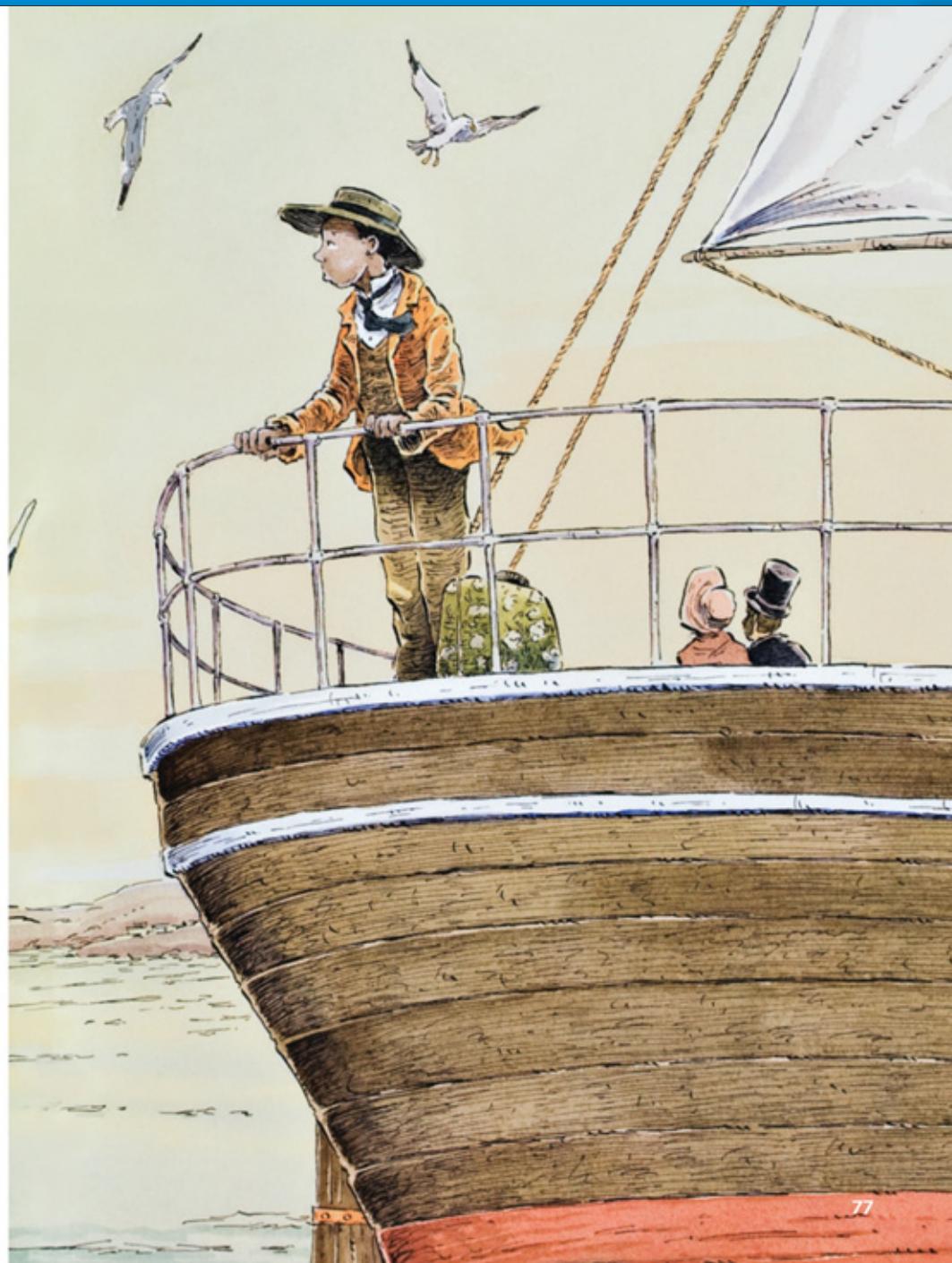
Elijah McCoy was born in 1844. His parents had come to Canada on the Underground Railroad. They didn't talk much about the slave days. Elijah and his eleven brothers and sisters kept them busy.

- 2** Elijah's mother and father saved every penny they could to send Elijah to school. At sixteen, he crossed the ocean to study in Scotland. Elijah had a dream: he wanted to work with machines. He wanted to become a mechanical engineer.
- 3**

**Access Complex Text****Prior Knowledge**

Point students to the second sentence on page 76. Explain that the Underground Railroad was a secret network of people working to help runaway slaves escape to freedom. Explain that the Underground Railroad was not actually a railroad, but a series of secret routes and hiding places that provided safety during the long journey.

- *How are the Underground Railroad and a regular railroad the same?* (**They are both used to transport people long distances.**)
- *How are they different?* (**The regular railroad uses locomotives to transport people quickly and publicly. The Underground Railroad is secretive and takes a long time.**)



LITERATURE ANTHOLOGY, pp. 76-77

Read

3 Skill: Main Idea and Details

What does a mechanical engineer do?
(A mechanical engineer designs and works with machines.)

Reread

Close Reading Companion, 22

Author's Craft: Descriptive Details

How does the author help you understand how hard it was for Elijah's parents to send him to school in Scotland? (The author includes details to show that his parents did not have a lot of money. Elijah's parents were former slaves who had come to Canada on the Underground Railroad. They were former slaves, so they must have started a new life in Canada with very little. The author says they had twelve children and were busy, but they were able to "save every penny" to send Elijah to school.)



Students may have difficulty understanding the Underground Railroad.

- *What does underground mean?* (beneath the surface of the ground; buried)
- *Can you see something that is underground?* (no)

- Explain that the Underground Railroad was a secret. Ask: *Why do you think it was called Underground?* (because they did not want anybody to see them, just like something that was buried)

Read

4 Text Features: Illustrations

What inferences can you make about locomotives based on this illustration?

(Everybody is looking at the train and pointing or rushing to see it. This tells me that trains are exciting and new to them. Also, there are large clouds of smoke and steam that make it seem like trains are dirty, hot, and loud.)

5 Strategy: Ask and Answer Questions

Teacher Think Aloud The text does not always tell me exactly what is happening. I can paraphrase the text. Then I can ask myself questions and answer them to make sure I understand the sequence of events. I know from the title of the story that Elijah became involved in the railroad in some way. My biggest question so far in the story is how he got started. The text says that his mind was “crackling with ideas” during a train trip. He must have been inspired by riding the train. But it seems he had to start by doing the dirty work, so my biggest question so far is: How did he learn from the job?



A C T

Access Complex Text

► Specific Vocabulary

Reread the third paragraph on page 79. Point out that the boss speaks in dialect, or a language spoken by a group of people. In this case, the dialect is that of people who work on a railroad.

- *Why might the author have used this language? (He might have wanted the reader to feel as confused as Elijah does.)*

Point out that in the fifth paragraph, the boss explains what he said in the third paragraph.

- *What does “bail it in” mean? (shovel coal into the firebox)*
- *Why might oiling the wheels and bearings be called “greasing the pig”? (Grease is slippery and helps make things move. So does oil.)*

In 1866, Elijah finished school in Scotland. His family now lived in Michigan. One day, a locomotive rolled into the station with Elijah on board. His mind was crackling with ideas. In Michigan, he was going to be an engineer!

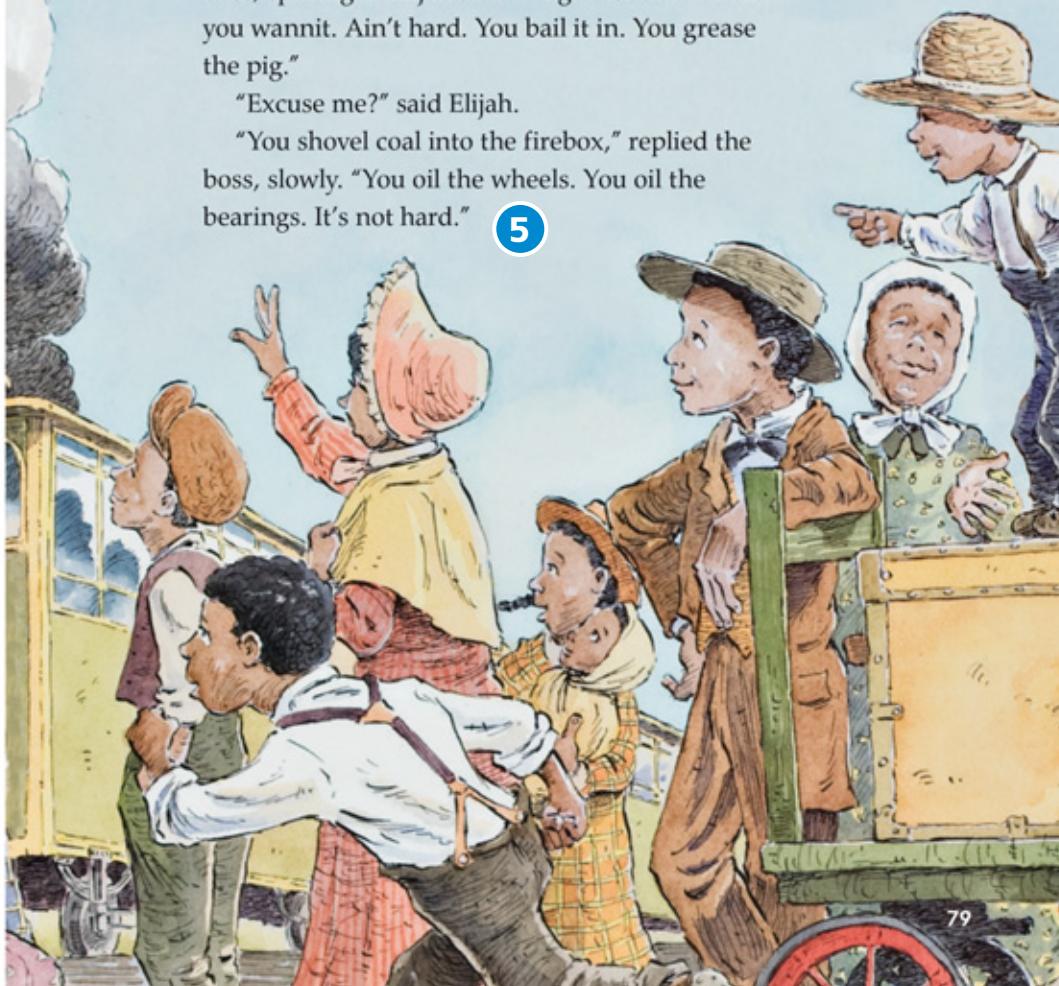
Elijah went looking for work at the Michigan Central Railroad.

"It takes learnin' to be an engineer," said the boss, spitting at Elijah's feet. "I got ashcat work if you wannit. Ain't hard. You bail it in. You grease the pig."

"Excuse me?" said Elijah.

"You shovel coal into the firebox," replied the boss, slowly. "You oil the wheels. You oil the bearings. It's not hard."

5



LITERATURE ANTHOLOGY, pp. 78–79

Reread

Author's Craft: Dialogue

Have students reread the dialogue between Elijah and the boss. Describe the way the boss talks to Elijah. (He talks down to him, using simple, short sentences, and speaking slowly to make sure Elijah understands him.) How does the author show how the boss feels about Elijah? (The boss spits at Elijah's feet and thinks he has to speak slowly so that Elijah will understand. The boss does not think very much of Elijah.)



Explain to students that the railroad boss's phrases "it takes learnin'" and "Ain't hard" are informal speech that are written the way people talk. They mean "You need an education to be an engineer" and "It is not hard." Also point out that "wannit" is the phrase "want it" combined so that students read it the way it is pronounced in casual conversation.

CLOSE READING

Read

6 Skill: Cause and Effect

What causes Elijah to take the job with the railroad? (He needed work and has an interest in engines.) Use this cause and effect to fill in the second row of your chart.

Cause	→	Effect
First Elijah's parents saved money for him to go to school.	→	He went to school in Scotland.
Next Elijah needs a job and likes engines.	→	He takes a difficult job with the railroad.

What a letdown! Elijah knew engines inside out. He knew how to **design** them. He knew how to build them. He also knew the boss didn't think much of him because he was Black. But Elijah needed work, so he took the job.

6 7 The steam locomotive was exciting. People called it the Iron Horse. It was a fire-breathing monster. When it had a head of steam, it was faster than a horse and buggy!



A C T

Access Complex Text

► Organization

Point to the first paragraph on page 81. Tell students that this paragraph is organized as a sequence of events that ends with a cause-and-effect relationship.

- *The first sentence starts the sequence and introduces the topic. What happened first? (coal was fed into the firebox) What did the fire do?*

(boil the water) Why was water boiled? (to make steam) What did the steam do? (worked the machinery)

- *What was the effect if the fire was too hot? (the boiler would explode) What was the effect if the fire wasn't hot enough? (the train wouldn't have enough power)*

Feeding coal into the firebox was hot, hard work. It was also tricky. The fire boiled the water. The boiling water made steam. The steam worked the machinery. If the fire got too hot, the boiler might explode. If it wasn't hot enough, the train wouldn't move. Or it couldn't climb the smallest hill.

Elijah went to work in old clothes. An ashcat's job was a dirty one. Soon Elijah was covered in soot and cinders.

STOP AND CHECK

Ask and Answer Questions

How did Elijah feel about his job as an ashcat? Reread pages 80 and 81 to find the answer.



81

LITERATURE ANTHOLOGY, pp. 80–81

Read

7 Vocabulary: Figurative Language

Reread the second paragraph on page 80. What metaphor do you see in this paragraph? (“*It was a fire-breathing monster.*”) What does this metaphor tell you about the steam locomotive? (*It tells me that it is big, intimidating, powerful, and fast.*)

STOP AND CHECK

Ask and Answer Questions How did Elijah feel about his job as an ashcat? (*Elijah did not like his job as an ashcat. He wanted to be an engineer and knew engines inside and out. Instead, his job was full of hot, hard work that left him dirty and tired.*)

▶ Prior Knowledge

Tell students that steam power was once the most common way to power machinery. Explain that when boiling water turns to steam, it expands and rises, and the pressure of the steam is used to move the parts of an engine. Trains, ships, factories, and even some cars were once powered by steam. Today, steam power is mainly used to generate electricity.



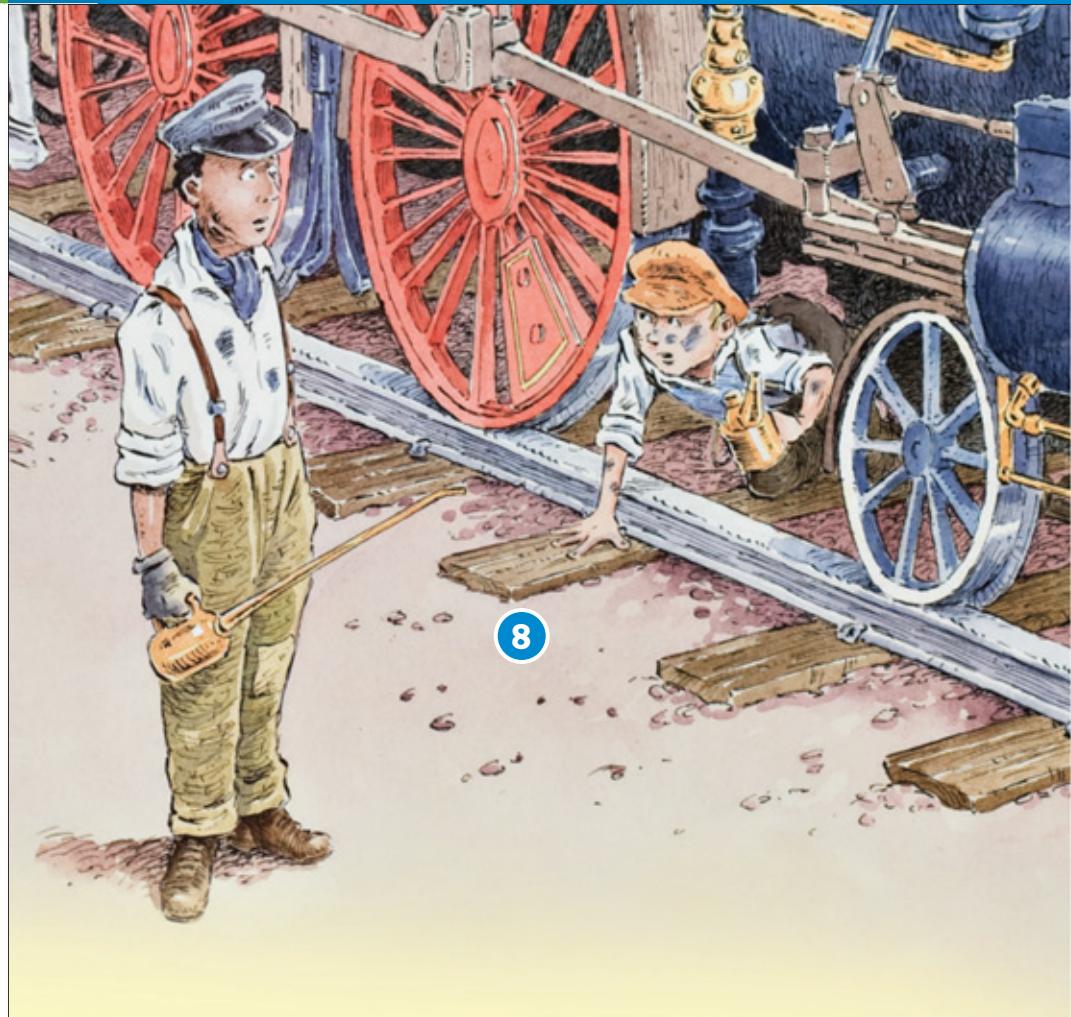
Reread the sentence “*Elijah knew engines inside out.*” Explain that to know something *inside out* means to know every detail about that thing. Ask students to name something they know *inside out*.

CLOSE READING

Read

8 Text Features: Illustrations

How does this illustration make it easy to visualize the dangers of being a grease monkey? (Without the illustration, I would have wondered why oiling a train was so dangerous, but now I can see that the grease monkey has to crawl between the wheels and all the machinery to get oil to tight places. That makes it seem much more dangerous because he looks so small compared to the giant train.)



8

9 Genre: Biography

What features tell you this selection is a biography? (The author gives details about a real person. Events are told in time order. Biographies often contain problems. What are the problems that Elijah is facing in this section? (The work is dirty and dangerous. Elijah must work with a boy who might get killed.)

Build Vocabulary page 82

grimy: covered in dirt

A boy was under the train. His clothes smelled of oil.

"That's your grease monkey," said the boss. "He'll oil the places you can't get to."

A grease monkey was paid pennies a day. At night he slept on the train's grimy floor. The work was dangerous, and boys often got hurt. Or worse.

9 *There has to be a safer way, thought Elijah.*

82



Access Complex Text

Sentence Structure

Have students reread the following: *The work was dangerous, and boys often got hurt. Or worse.*

- Which of these sentences is incomplete? (Or worse.)
- Think about the sentence that comes before "Or worse." What does "or worse" mean? (Something worse than getting hurt could happen. The boys might die.)

- Tell students that writers sometimes use unusual sentence structure to emphasize certain words or create a certain mood. Why did the author write "Or worse." as a separate sentence? (to emphasize the phrase and focus our attention on how dangerous the job of a grease monkey was)



Elijah baled in the coal as fast as he could. Sweat **10**
poured down his face. His hands were raw. The water
in the boiler took time to heat up. While Elijah baled,
the grease monkey clambered around, oiling. Finally,
the train was tanked up, ready for its run.

83

LITERATURE ANTHOLOGY, pp. 82-83

Read

10 Skill: Make Inferences

Turn to a partner and paraphrase what Elijah's job was like. (*Sweat ran down his face and his hands were sore.*) What inferences about Elijah's job can you make based on what you have read? (*It must be a very hard job. Also, since Elijah wanted to be an engineer, I can infer that he does not like the job very much.*)

Build Vocabulary page 83

clambered: got in and out of something in an awkward and difficult way

tanked up: filled with fuel

Reread

Close Reading Companion, 23

Author's Craft

How does the author hint that Elijah will work to change things for the grease monkey? (*The author describes how dangerous the work is. Then, the last paragraph on page 82 says that Elijah thought, "There has to be a safer way."*)

► Specific Vocabulary

Tell students that this biography uses many words related to working on the railroad. Reinforcing the meanings of these words can help them better understand Elijah McCoy's story.

- *Elijah baled coal into the fire. How can you use context clues to figure out the meaning of baled?*

(I know that people shovel coal into fires, so baling must be a type of shoveling.)

- *The boiler took time to heat up. Break down the word boiler. What do you think it means? (something to boil water in) That's right. A boiler is a container where water is heated. How is the water heated in a steam engine's boiler? (by the heat from the coals)*

CLOSE READING

Read

11 Skill: Cause and Effect

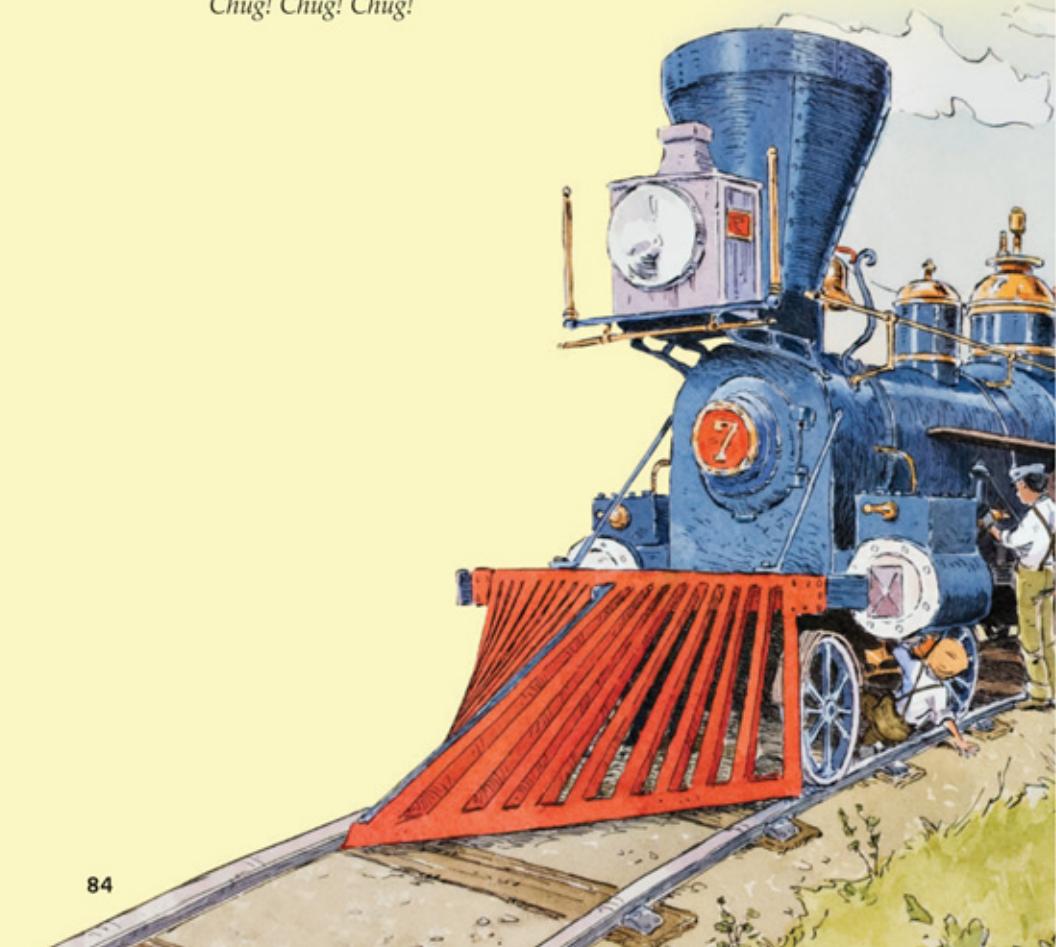
What would Elijah have to do every time the steam engine screeched to a halt? (He would have to get out and oil the engine.)

Cause	→	Effect
First Elijah's parents saved money for him to go to school.	→	He went to school in Scotland.
Next Elijah needs a job and likes engines.	→	He takes a difficult job with the railroad.
Then The engines ran out of oil.	→	Elijah had to keep stopping to oil the engine.

The engine huffed and puffed. Smoke billowed from its stack. The wheels clacked. The locomotive chugged along for about half an hour. *Chug! Chug! Chug!*

Suddenly, *screeeech!* The train stopped cold. The boy hopped down and crawled under the wheels. Elijah hopped down with his oil can. The passengers stayed put. They waited. And waited some more.

"All aboard!" cried the conductor.
The pig was greased and ready to go.
Chug! Chug! Chug!



84



Access Complex Text

► Specific Vocabulary

Point students to two phrases from these pages that are used as railroad jargon: *grease the pig* and *feed the firebox*.

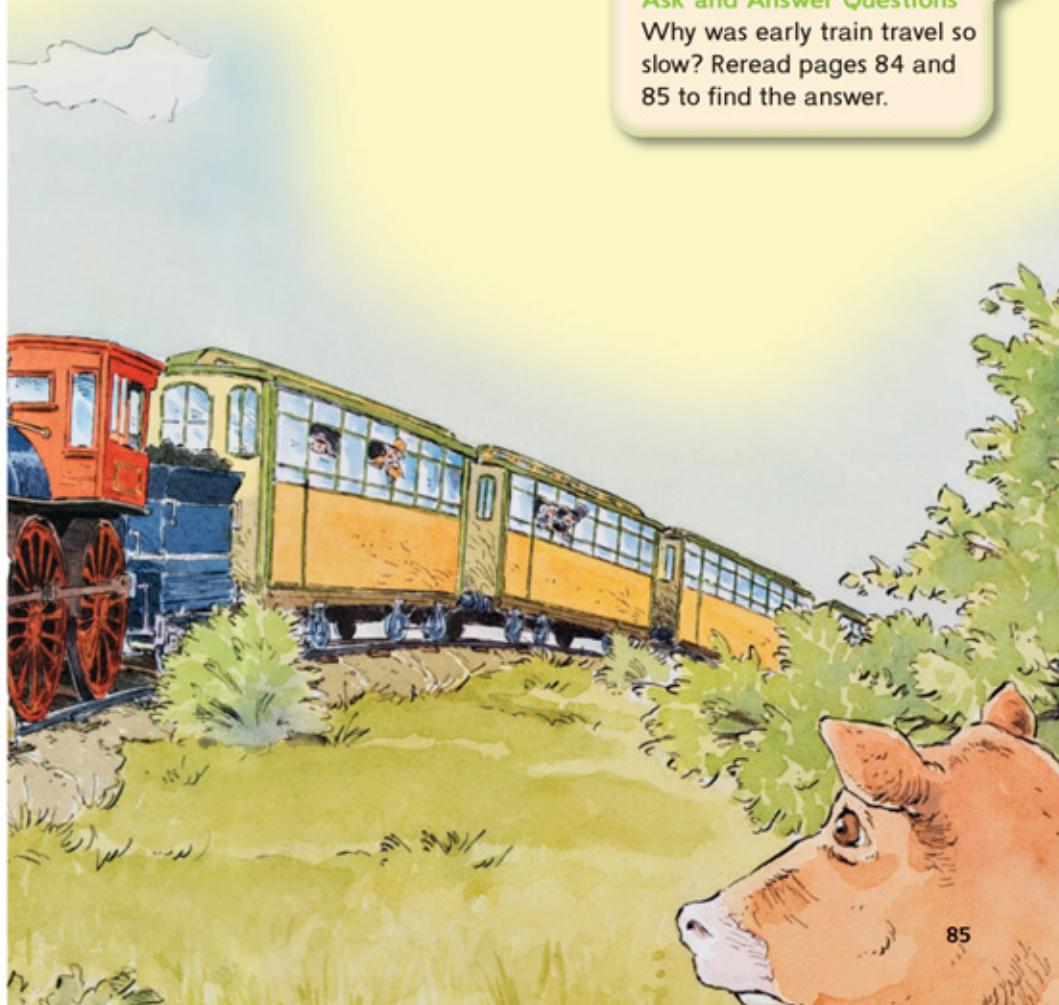
- What does "grease the pig" mean? (oil the engine)
After the pig was greased, what would happen?
(The train started up and would move again.)

- What does "feed the firebox" mean? (to put more coal into the fire) After the firebox was fed, what would happen? (The water in the boiler would heat up and steam would be produced.)

The passengers looked out at the passing farms.
They talked. They ate. They laughed.
Half an hour later—*screeeeech!*
Time to grease the pig again. **11**
What a job! Elijah didn't know which part he hated
more—feeding the firebox or oiling the engine.

STOP AND CHECK

Ask and Answer Questions
Why was early train travel so slow? Reread pages 84 and 85 to find the answer.



LITERATURE ANTHOLOGY, pp. 84–85

STOP AND CHECK

Ask and Answer Questions Why was early train travel so slow?

Teacher Think Aloud By asking and answering questions about this selection, you can make sure you are getting the most out of it. Think of what you have read about early train travel. Answering this question about the text helps ensure you understand what you are reading.

Prompt students to apply the strategy in a Think Aloud by answering the question.

Student Think Aloud Early train travel was so slow because the trains had to stop every 30 minutes to be oiled. All this stopping and waiting took a lot of time and slowed things down.

Reread**Author's Craft: Figurative Language**

Onomatopoeia means using words that imitate the sound they describe. Reread pages 84–85 and name two examples you find. (*Chug! Chug! Chug!* and *Screeeech!*) Why does the author use these words? (to help me imagine how the train sounds as it starts and stops again and again)

► Sentence Structure

Tell students to skim through the text on pages 84–85 and ask them if they notice anything about many of the sentences.

- This section is made up of many short sentences. What happens when you read choppy sentences aloud? (You have to keep stopping.) How is this similar to the text? (The train keeps stopping.)

- Listen as I read this sentence aloud: “Half an hour later — screeeeeetch!” What do you notice about this sentence? (It’s not a full sentence.) Why would the author include an incomplete sentence here? (to emphasize the train stopping again)

Read

12 Skill: Cause and Effect

Paraphrase the events that led Elijah to design an oil cup. (First, he became interested in the railroad when riding a train. Then he got a job shoveling coal on the railroad. Now he is tired of dealing with the engines constantly breaking down.)

13 Strategy: Ask and Answer Questions

Surprisingly, the boss agreed to give Elijah's invention a try. Turn to a partner and ask, why is it surprising that the boss agreed.

Student Think Aloud The boss does not seem open to new things. When Elijah asked to be hired as an engineer, the boss did not hire him. It is surprising that he is now willing to take a chance. I wonder what this says about Elijah's idea. It must be good enough to make the boss forget his prejudice. This means that there might be a great need for his invention.

The train's metal parts needed oil to work smoothly. Without oil, the parts would stick and wear down. The train would stop.

While Elijah scooped coal, his mind sparked with ideas. Could he invent an oil cup that oiled the engine while the train was running? Every night after work, Elijah made drawings. Finally, he had a drawing of an oil cup he knew would work.

12



86

**Access Complex Text****► Specific Vocabulary**

Point out the second sentence on page 87.

- Ask students what context clues they used to determine why someone would apply for a patent. (the phrases "to protect his invention" and "he took the metal cup to work")

- How can you use these clues to determine the meaning? (The phrase "to protect his invention" hints that a patent gives protection for the invention. Since he immediately took his invention into work to show others after applying for the patent, a patent must be a way to protect one's invention from being copied by others.)

It took two years for Elijah to make a model of his oil cup. In 1872, he applied for a patent to protect his invention. Then he took the metal cup to work.

"There's a hole here to let the oil drip out," Elijah told the boss. "It drips oil when oil is needed. It drips it where it's needed. It's **simple**. Why not give it a try?"

Surprisingly, the boss agreed. Elijah attached the cup to the engine.

"Just for the Kalamazoo run," added the boss gruffly.

13

Reread

*Close Reading Companion, 24***Author's Craft: Descriptive Words**

How does the author use descriptive words to help you visualize what Elijah is doing? (The author uses the precise words "scooped coal" to show what he is doing at his job. The phrase, "his mind sparked with ideas" is a metaphor that helps the reader visualize a fire and shows how Elijah's mind is doing bright, creative work while he is shoveling.)



87

LITERATURE ANTHOLOGY, pp. 86–87



CONNECT TO CONTENT

PRODUCT DEVELOPMENT

Elijah McCoy developed his oil cup after observing that trains had to frequently stop for the engine to be oiled. His invention solved a problem by focusing on a way to improve something that already existed. Inventors often investigate ways to make a product faster, safer, more effective, cheaper, or more eco-friendly. Other inventions are completely original and are developed to address a need, such as electric lights, or to improve our quality of life, like the phonograph. Have students think of items they use every day and try to decide how and why they were developed.

CLOSE READING

Read

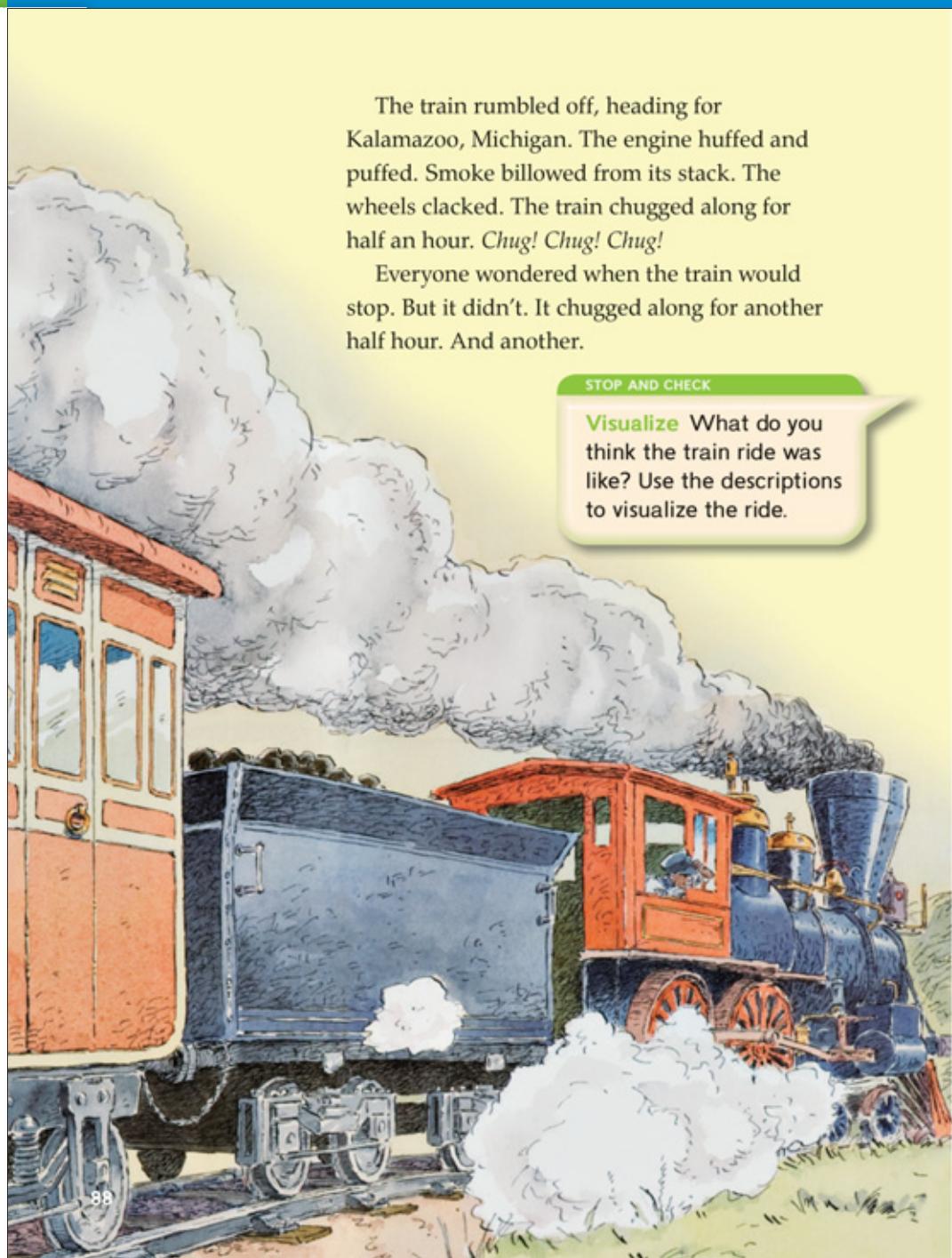
STOP AND CHECK

Visualize What do you think the train ride was like? (I think the train ride felt rumbling, and I can visualize the huffing and puffing smoke billowing. I can imagine the sound of the wheels clacking and the engine chugging.)

14 Skill: Cause and Effect

What was the effect of Elijah McCoy's oil cup on the railroads? (It made train travel faster and safer. It also made Elijah a success.)

Cause	→	Effect
First Elijah's parents saved money for him to go to school.	→	He went to school in Scotland.
Next Elijah needs a job and likes engines.	→	He takes a difficult job with the railroad.
Then The engines ran out of oil.	→	Elijah had to keep stopping to oil the engine.
Finally Elijah designed a oil cup to keep the engine oiled.	→	His invention was a huge success that made train travel faster and safer.



The train rumbled off, heading for Kalamazoo, Michigan. The engine huffed and puffed. Smoke billowed from its stack. The wheels clacked. The train chugged along for half an hour. *Chug! Chug! Chug!*

Everyone wondered when the train would stop. But it didn't. It chugged along for another half hour. And another.

STOP AND CHECK

Visualize What do you think the train ride was like? Use the descriptions to visualize the ride.



Access Complex Text

Purpose

Remind students that the author's purpose is to inform readers about Elijah McCoy. Discuss with students what they have learned about Elijah. *Why do you think the author wants you to learn about Elijah McCoy? (because he followed his dreams; he shows that if you work hard and stay in school, you can achieve anything)*

Genre

Use text features to help further understanding.

- *What is the subject of the sidebar on page 89? (to give information on the phrase "the real McCoy")*
- *How does this sidebar make the biography more interesting? (It gives insight into how Elijah McCoy still has influence on our culture today.)*

Elijah McCoy's oil cup worked! It oiled the engine while the train was running. The train reached Kalamazoo in record time. The grease monkey was safe. Elijah was happy.

14

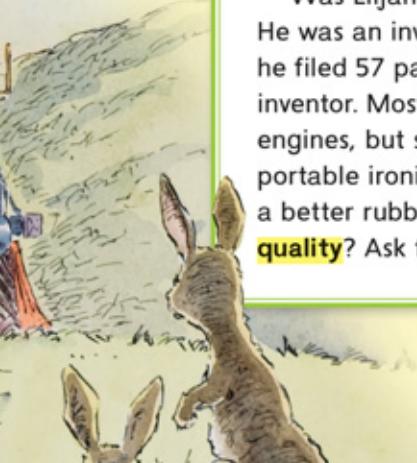
Elijah McCoy's oil cup made train travel faster and safer. Elijah worked on engine inventions all his life. He followed his dream. When Elijah got older, he **encouraged** children to stay in school and to follow their dreams too.



THE REAL MCCOY!

Have you ever heard someone say they want the "real McCoy?" It means they want the real thing — no knockoffs, no **substitutes**. Other inventors copied Elijah McCoy's oil cup, but their drip cups didn't work as well. When engineers wanted to make sure they got the best oil cup, they asked for the real McCoy.

Was Elijah McCoy a one-hit wonder? No way. He was an inventing marvel. During his lifetime, he filed 57 patents — more than any other Black inventor. Most of his inventions had to do with engines, but several did not. Elijah invented a portable ironing board, a lawn sprinkler, and even a better rubber heel for shoes. Want the best **quality**? Ask for the real McCoy!



LITERATURE ANTHOLOGY, pp. 88-89



Help students understand the term *one-hit wonder*. Explain that a *one-hit wonder* is somebody who has great success once but does not achieve it again. The term comes from the music industry, to describe a performer that only had one popular song. Ask students if they can name a one-hit wonder.

Read

Return to Purposes Review students' predictions and purposes for reading. Ask them to use text evidence to answer the Essential Question. (*Elijah saw that keeping the train oiled was a dangerous job for the boys who were small enough to do the job. He solved this problem by coming up with a new idea. The oil cup was a safe way to keep the train parts oiled.*)

Build Vocabulary page 89

knockoffs: cheap imitations of a product

marvel: a wonderful or amazing person

89

Read

About the Author and Illustrator

Monica Kulling and Bill Slavin

Have students read the biographies of the author and illustrator. Ask:

- How is Monica Kulling's love of the outdoors and adventure reflected in her telling of Elijah McCoy's life?
- How do Bill Slavin's illustrations of Elijah McCoy add to the story that Monica Kulling tells?

Author's Purpose

To Inform

Remind students that authors who write to inform also want to make their writing interesting and entertaining. Students may say the author wanted to tell an interesting and inspiring story about a real inventor. Elijah McCoy had to work very hard to follow his dream of working with machines. His invention made early train travel faster and safer.

Reread

Author's Craft

Explain that authors repeat words, phrases, or even whole sentences to emphasize important points in a text. Reread pages 86 and 88. The author has repeated the description of the moving train, with one difference. What is the difference? (**The train did not screech to a stop the second time.**) Why do you think the author repeated the description? (**to emphasize how Elijah's invention changed traveling by train**)

ABOUT THE AUTHOR AND ILLUSTRATOR



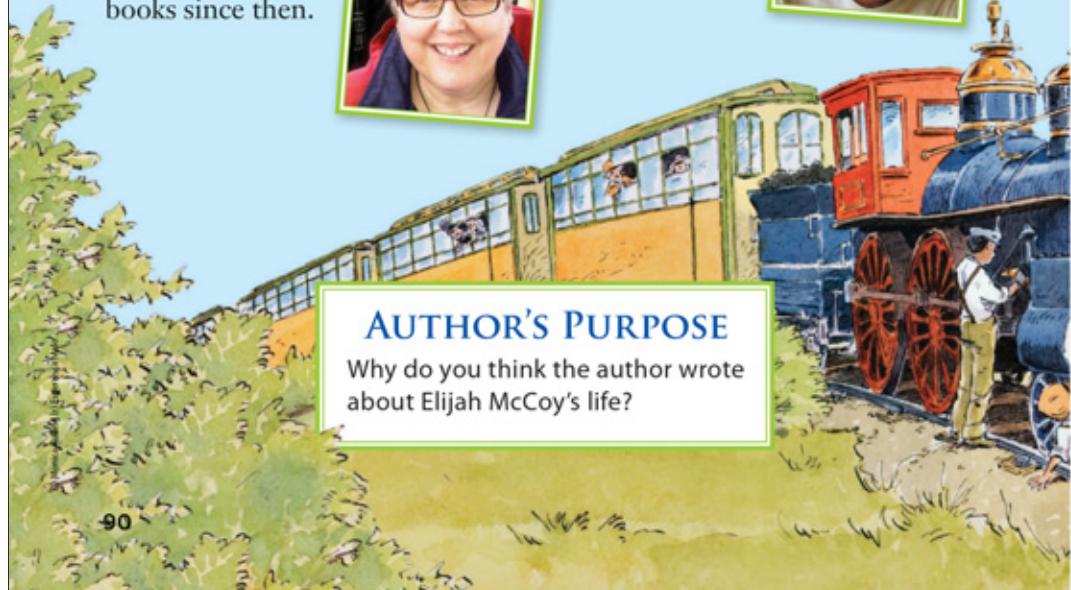
MONICA KULLING

was born in Vancouver, British Columbia. As a girl, she loved the outdoors. She climbed trees, played baseball, and rode her bike. She liked to read comic books, too. She began to read and write poetry when she was in high school. When she was in college, she fell in love with children's literature. Then it was full steam ahead. She's been writing children's books since then.



BILL SLAVIN

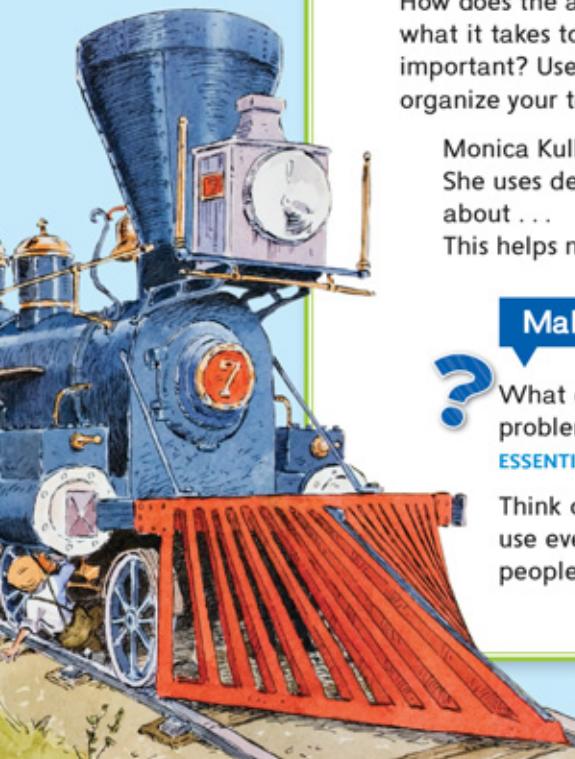
has illustrated more than seventy children's books including *The Big Book of Canada*. He has won many awards for his illustrations. Now he is working on a new series called *Elephants Never Forget*. He lives in Ontario, Canada with his wife, Esperança Melo.



AUTHOR'S PURPOSE

Why do you think the author wrote about Elijah McCoy's life?

LITERATURE ANTHOLOGY, pp. 90–91



Respond to the Text

Summarize

Think about the important details from *All Aboard!* Summarize what you learned about how problem solving led to new ideas. Your Cause and Effect Chart may help you.

Cause	→	Effect
First	→	
Next	→	
Then	→	
Finally	→	

Write

How does the author help you understand what it takes to invent something important? Use these sentence frames to organize your text evidence.

Monica Kulling writes about how Elijah . She uses descriptive language to tell about . . .

This helps me understand that . . .

Make Connections



What did you learn about solving problems from Elijah McCoy?

ESSENTIAL QUESTION

Think of an invention that people use every day. Describe how it helps people. **TEXT TO WORLD**

91

Integrate

Make Connections



Essential Question Answer: I learned that solving problems sometimes comes from a desire to make something better. **Evidence:** On page 86, I read that every night after work, Elijah made drawings of his ideas of an oil cup. On page 87, I read that it took two years for Elijah to make a model of his oil cup, and then he got to test it on a train. On pages 88-89, I read that his invention worked.

Text to World Answers may vary, but encourage students to do research online and cite text evidence from their sources.

Read

Respond to the Text

Summarize

Tell students they will use the information from their Cause and Effect graphic organizer to summarize. **As I read *All Aboard!*, I collected key information about the events and why they happened. To summarize, I will retell, or paraphrase, the most important events.**

Reread



Analyze the Text

After students summarize the selection, have them reread to develop a

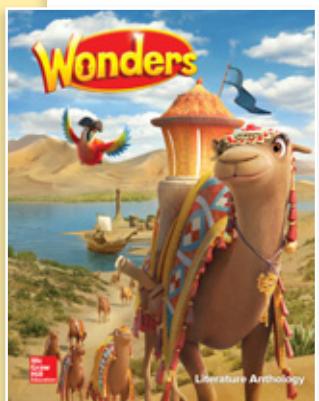
deeper understanding of the text and answer the questions on **Close Reading Companion** pages 22-24. For students who need support in citing text evidence, use the Reread prompts on pages T225H-T225N.

Write About the Text

Review the writing prompt and sentence frames. Remind students to use their responses from the **Close Reading Companion** to support their answers. For a full lesson on writing a response using text evidence, see page T230.

Answer: The author tells how Elijah saw a problem that made trains slow for passengers and unsafe for workers. She describes the steps he took to solve the problem. **Evidence:** On page 82, Elijah sees a problem with oiling the train. Pages 86 and 87 show the steps that Elijah took to invent an oil cup. On page 88 and 89, I read about how the invention was tested, and about Elijah's other inventions.

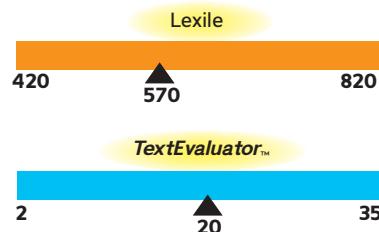
CLOSE READING



Literature Anthology

"Lighting the World"

Text Complexity Range



What makes this text complex?

► Organization

Compare Texts Analytical Writing

As students read and reread "Lighting the World," encourage them to take notes and think about the Essential Question: *How can problem solving lead to new ideas?* Tell students to think about how this text compares with *All Aboard!*

1 Skill: Cause and Effect

Why did early designs of light bulbs fail? (because the material in them burned up too quickly) How did Edison solve this problem? (He discovered that a strip of bamboo worked. It glowed for a long time inside a bulb.)

Reread

Close Reading Companion, 27

Author's Craft

How does the author help you understand how inventors work? (The author tells the events in order that led to the invention of the light bulb. The author describes the problem with materials that Edison solved. The author also gives steps that the reader could follow to try an experiment with electricity, too.)

Genre • Biography

Compare Texts

Read about how Thomas Edison's inventions made the world a better place to live.

Lighting the World

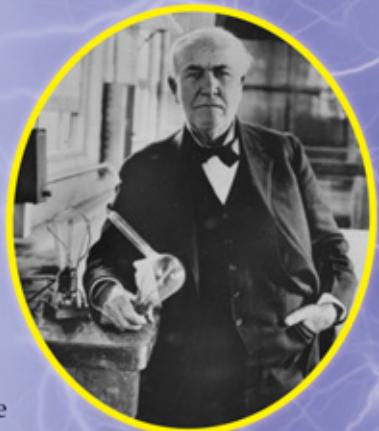
A Bright Idea

In 1878, Thomas Alva Edison started an **investigation**. It would light up the world. Back then, homes and streets were lit by gas. People wanted to use electricity to light their homes. No one had found a good way to do it.

Edison and his helpers tried to make an electric light bulb. In an electric light bulb, a strip of material gets hot and glows. However, the strip burned up too quickly.

Edison **examined** many materials. None of them worked. He even tried beard hair. Then he tried bamboo. A strip of bamboo glowed for a long time inside the bulb. Edison's idea for the light bulb was a success.

Edison's **solutions** went beyond the light bulb. He designed power plants to make electricity. He designed a system to bring electricity into homes. Because of Edison, most people have light and electricity today.



Edison changed the world with his many inventions.

1

Digital Downloaded from Gooru.org

92

ACT Access Complex Text

► Organization

Students may become confused by the transition from the narrative in "A Bright Idea" to the experiment in "It's Electric!"

- *What is "A Bright Idea" mostly about?* (The section tells about how Edison tried many different ways to make an electric light bulb.)

It's Electric!

Thomas Edison did many experiments with electricity. You can do an experiment with electricity, too. Investigate static electricity. Static electricity is an electric charge. It can build up when objects are rubbed together. Static electricity can pull objects together or push them apart.

Static Electricity Experiment

- 1** Cut several small pieces of tissue paper.
 - 2** Place the pieces of paper on a table.
 - 3** Hold the comb over the papers. What happens?
 - 4** Now rub the comb on the wool about 10 times.
 - 5** Hold the comb over the paper.
- Materials**
- scissors
 - plastic comb
 - wool scarf or sweater
 - tissue paper

What happens to the paper?

What causes the paper to stick to the comb? Talk about your investigation with a partner.



Make Connections

How did Thomas Edison solve a problem with a new idea? **ESSENTIAL QUESTION**

What other inventors have you read about? How are they alike? **TEXT TO TEXT**

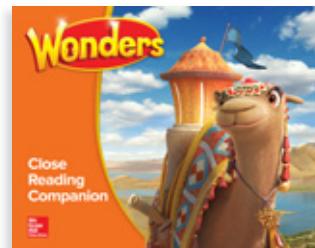
LITERATURE ANTHOLOGY, pp. 92–93

Read

Summarize

Guide students to summarize the selection.

Reread



Analyze the Text

After students read and summarize, have them reread to develop a deeper understanding of the text by annotating and answering questions on pages 25–27 of the **Close Reading Companion**.

Integrate



Make Connections

Essential Question Answer: Edison found a material to use inside an electric light bulb that would not burn out. **Evidence:** In paragraph 2 on page 92, I read that the material inside the light bulb would burn out too quickly. In paragraph 3 on page 92, I read that Edison discovered that bamboo glowed for a long time inside a bulb.

Text to Text Answers may vary, but encourage students to cite text evidence from *All Aboard!* and other texts they have read.

- Reread the first two sentences in "It's Electric!" How is the experiment at the bottom of page 93 related to the main topic of "A Bright Idea"? ("A Bright Idea" tells about Edison's experiments with electricity. The experiment on page 93 is an example of a simple electricity experiment.)



Point students to the word *electricity* and review the cognate *electricidad*.

- *Electricity is all around us. Look at the picture. Where do you see electricity? (in the background) What does this electricity remind you of? (lightning) Is lightning electricity too? (yes)*
- Have students use *electricity* in a sentence.



Phonics/Fluency



Long a: ay, ai, a_e, ea, eigh, ei, ey

OBJECTIVES

Know spelling-sound correspondences for additional common vowel teams.

Read grade-appropriate irregularly spelled words.

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

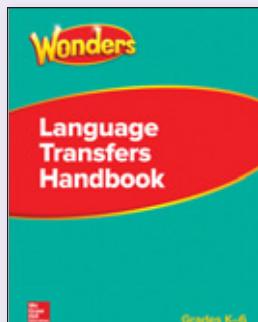
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ACADEMIC LANGUAGE

- expression
- Cognate: *expresión*



Refer to the sound transfers chart to identify sounds that do not transfer in Spanish, Cantonese, Vietnamese, Hmong, and Korean.



Language Transfers Handbook

1 Explain

Display the *Train Sound-Spelling Card* for the long a sound. Explain that the long a sound can be spelled in different ways. Point to each spelling and provide a sample word: *ay* as in *play*; *ai* as in *tail*; *a_e* as in *face*; *ea* as in *great*; *eigh* as in *weigh*. Point out the irregular spellings for the long a sound in *they*, *vein*, *weight*. Students may have trouble decoding these words. Preteach irregularly-spelled words before reading; have students pronounce and spell the words in isolation and in sentences. Add them to the word wall for review.

2 Model

Display *play*, *tail*, *face*, *great*, *weigh*, *vein*, and *they*. Underline the long a spelling and model blending each word.

3 Guided Practice

Write the following words on the board. Help students identify the long a spelling in each word. Guide students as they pronounce the long a spelling as they blend each word.

day	brain	break	tape	clay	weight
fail	wave	trail	raise	ate	spray

Go Digital



Present the Lesson



View "Mary Anderson's Great Invention"

Plurals *-s* and *-es*

1 Explain

Adding *-s* or *-es* to singular nouns changes the singular noun to its plural form.

- Add *-s* to most singular nouns to make them plural: *lion, lions; boat, boats; teacher, teachers*.
- Add *-es* to singular nouns that end in *-s, -ss, -sh, -ch, or -x*: *bus, buses; class, classes; brush, brushes; speech, speeches; tax, taxes*.

2 Model

Write and say the words *chair, guess, peach, sash, and fox*. Have students repeat. Model adding *-s* to *chair* to form *chairs* and adding *-es* to form *guesses, peaches, sashes, and foxes*. Point out that you used the endings of the singular nouns to determine whether to add *-s* or *-es*.

3 Guided Practice

Write the words *basket, baskets; pass, passes; coach, coaches; dish, dishes, and box, boxes*. Have students underline the endings of each singular and plural form and say the words.

FLUENCY



Expression

Explain/Model Explain that reading with expression helps convey meaning and makes the text easier to understand.

Model reading page 71 of “Mary Anderson’s Great Invention,” being sure to inflect your voice on the last sentence of the first paragraph. Point out that the exclamation mark is a clue to help readers know when to use expression.

Practice/Apply Have one group read the passage a sentence at a time. A second group echo-reads, using the same expression. Then have groups switch roles. Help students use appropriate expression and offer feedback as needed.

Daily Fluency Practice

Students can practice fluency using Your Turn Practice Book.

Monitor and Differentiate

Quick Check

Can students decode words with the long *a* spellings? Can students read words with plural endings? Can students read fluently?



Small Group Instruction

If No →	Approaching Level	Reteach pp. T240, T242
	ELL	Develop p. T258
If Yes →	On Level	Review p. T248
	Beyond Level	Extend p. T252

ON-LEVEL PRACTICE BOOK p. 38

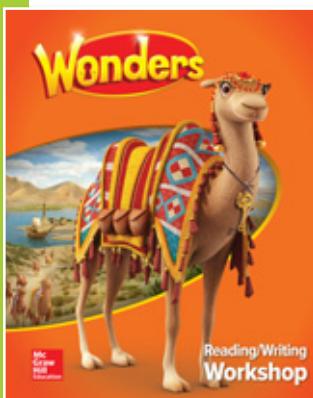
- A. Read each sentence. Circle the word that has a long *a* sound spelled *ai, ay, or eigh*. Write the word on the line and underline the long *a* spelling.
1. The snail left a slimy path across the sidewalk. snail
 2. The wind caused the trees to sway wildly. sway
 3. The farmer planted the grain to grow wheat. grain
 4. Please weigh the apples because we need two pounds. weigh
 5. My new winter coat is gray and blue. gray
- B. Read each sentence and circle the plural nouns. Underline the *-s* or *-es* ending in each plural word.
1. The girls found many seashells on the beach.
 2. The artist bought new oils and paintbrushes.
 3. The boys helped me stack the boxes.
 4. I wrote the addresses on each of the pages.
 5. She won free pases to all the games.
 6. The camels have long eyelashes.

APPROACHING
p. 38

BEYOND
p. 38

ELL
p. 38

Write to Sources



Reading/Writing Workshop

OBJECTIVES

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

ACADEMIC LANGUAGE

sequence, events, follow, understand

Go Digital



U1W4 Word Choice:
Time-Order Words

DAY

1

Writing Fluency

Write to a Prompt Provide students with the prompt: *Describe what an invention is using details from "Mary Anderson's Great Invention."* Have students share their ideas about inventions. *What did Mary Anderson invent?* When students finish sharing ideas, have them write continuously for five minutes in their Writer's Notebook. If students stop writing, encourage them to keep going.

 When students finish writing have them work with a partner to compare ideas and make sure that they both have a clear understanding of the topic.

DAY

2

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the first paragraph on page 80 **Reading/Writing Workshop**. Ask: *What is the prompt asking? (to describe the problem that Mary Anderson was trying to solve)* Say: *Let's reread to find important details. We can note text evidence.*

Analyze Text Evidence Display Graphic Organizer 7 in Writer's Workspace. Say: *Let's see how one student, David, took notes to answer the prompt. He notes that Mary saw how the drivers had to hop out of their cars to clean their windshields.* Guide the class through the rest of David's notes.

Analyze the Student Model Explain how David used text evidence from his notes to write a response to the prompt.

- **Topic Sentence** A topic sentence lets the readers know what the writing will be about. David used his notes and text evidence to write the topic sentence.
Trait: Ideas
- **Supporting Details** David used text evidence about how the windshield wiper worked as one of his supporting details. David's details support the topic sentence.
Trait: Ideas
- **Time-Order Words** Time-order words show the readers the sequence of events in the writing. David used text evidence from his notes to help readers understand how Mary designed and tested her idea.
Trait: Word Choice

For additional practice with word choice and time-order words, assign **Your Turn Practice Book** page 39.



Genre Writing

Personal Narrative pp. T358–T363

Fourth Week Focus: Over the course of the week, focus on the following stages of the writing process:

Expert Model Discuss the Expert Model found online at Writer's Workspace. Work with students to identify the features of a personal narrative.

Prewrite Teach the minilesson on sequence. Analyze the Model Sequence Chart found online at Writer's Workspace. Provide blank Sequence Charts found online at Writer's Workspace, and have students use it to plan their own personal narratives.

Write to Sources

Write About the Text



Pages 70-75



David

Topic Sentence
My first sentence tells about the problem Mary Anderson saw.

Grammar
Decided to solve this problem is the complete predicate of this sentence.

Grammar Handbook
See page 475.

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80

Student Model: Informative Text

Mary Anderson thought that drivers needed to see better in bad weather. Rain and snow would hit a car's windshield. That made it hard to see the road. Mary decided to solve this problem. Her idea was a windshield wiper that was controlled from inside a car.

Supporting Details
I used text evidence to answer the question.



First she sketched her ideas.

Next she added notes to her sketches. Then she had a model made of her invention. Last, a driver tested the new windshield wiper. It worked!

Time-Order Words
I added words to connect ideas and put events in order.

Your Turn

Where do ideas for inventions come from? Use evidence from the text to support your answer.

Go Digital!
Write your response online.
Use your editing checklist.

81

READING/WRITING WORKSHOP, pp. 80-81

Your Turn Writing Read the Your Turn prompt on page 81 of the Reading/Writing Workshop aloud. Discuss the prompt with students. If necessary, review with students that time-order words help readers follow the sequence of events.

Have students take notes as they look for text evidence to answer the prompt. Remind them to include the following elements as they craft their response from their notes:

- Topic Sentence
- Supporting Details
- Time-Order Words

Have students use **Grammar Handbook** page 475 in the Reading/Writing Workshop to check for errors in predicates.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Write Help students complete the sentence frames.
Mary saw a problem with _____. Mary solved the problem by _____.

Intermediate

Describe Ask students to complete the sentence frames. Encourage students to provide details.
Mary rode on a streetcar and saw _____. Mary thought _____.

Advanced/High

Discuss Check for understanding. Ask: *What was Mary thinking about when she came up with her idea? Why is it important for a car to have good windshield wipers?*



Write to Sources

DAY

3

For students who need support to complete the writing assignment for the Literature Anthology, provide the following instruction.

DAY

4

Write to the Literature Anthology Text

Analyze the Prompt Explain that students will write about *All Aboard!* on Literature Anthology pages 74–89. Provide the following prompt: *How does the author help you understand what it takes to invent something important?* Ask: *What is the prompt asking you to do?* (to analyze how the author's description of McCoy's life illustrates the process of inventing)

Analyze Text Evidence Help students note evidence.

Pages 84–85 Read the pages. Ask: *What problem did Elijah notice in this section?* (The train had to stop frequently to be oiled.)

Page 86 Read the page. Ask: *Why did Elijah make so many drawings?* (Elijah made many drawings until he was sure he had designed an oil cup that would work.)

Page 87 Read the first paragraph. Ask: *What was the next step in the process?* (Elijah made a model and applied for a patent.)

Encourage students to look for more description of the inventor's process in the writing. Then have them craft a short response. Use the conference routine below.

Write to Two Sources

Analyze the Prompt Explain that students will compare *All Aboard!* and "Lighting the World." Provide students with the following prompt: *What qualities did Elijah McCoy and Thomas Edison share as inventors? Use text evidence from two sources to support your answer.* Ask: *What is the prompt asking you to do?* (to compare the inventive qualities of McCoy and Edison) Say: *On page 86 of the Literature Anthology, Elijah thinks of a way to solve the problem of oiling the train and draws his idea. So in my notes, I will write: Elijah thought of a way to solve a problem and drew his idea. I will also note the page number and the title of the source. On page 92, the text says that Edison worked with his helpers to find a way to light homes with electricity. I will add this to my notes.*

Analyze Text Evidence Display online Graphic Organizer 8 in Writer's Workspace. Say: *Let's see how one student took notes to answer the prompt. Here are David's notes.* Read through the text evidence for each selection and have students point out what qualities the inventors shared and how these qualities helped them solve problems.

Teacher Conferences

STEP 1

Talk about the strength of the writing.

The topic sounds very interesting and makes me want to read more. The topic sentence is written clearly.

STEP 2

Focus on how the writer uses text evidence.

This example is a good supporting detail. It would help me understand the topic sentence better if you added more text evidence.

STEP 3

Make concrete suggestions.

The order of events is laid out in a way that makes the writing easy to read. It would help to use time-order words and phrases to show sequence more clearly.

DAY
5

Share the Prompt Provide the following prompt to students: *How did the inventions of both Elijah McCoy and Thomas Edison help people? Use text evidence from All Aboard! and “Lighting the World” to support your answer.*

Find Text Evidence Have students take notes. Find text evidence and give guidance where needed. If necessary, review with students how to paraphrase. Remind them to write the page number and source of the information.

Analyze the Student Model Review the prompt and David’s notes from Day 4. Display the student model on page 40 of the **Your Turn Practice Book**. Explain to students that David synthesized his notes to write a response to the prompt. Discuss the page together with students or have them do it independently.

Write the Response Review the prompt from Day 4 with students. Remind them that they took notes on this prompt on Day 4. Have students use their notes to craft a short response. Tell students to include the title of both sources and the following elements:

- Topic Sentence
- Supporting Details
- Time-Order Words



Share and Reflect Have students share their responses with a partner. Use the Peer Conference routine below.

Suggested Revisions

Provide specific direction to help focus young writers.

Focus on a Sentence

Read the draft and target one sentence for revision. *Rewrite this sentence by adding more supporting details that explain ____.*

Focus on a Section

Underline a section that needs to be revised. *This section is interesting. I want to know more about _____. Add more supporting details.*

Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as sequencing. *Add time-order words to help me better follow the sequence.*

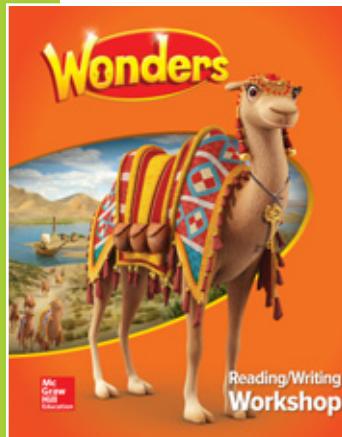
Peer Conferences

Focus peer responses on the use of time-order words and supporting details . Provide these questions:

- Are there enough details to support the topic sentence?
- Are all of the supporting details related to the topic sentence?
- Can some time-order words be added to clarify the sequence?



Grammar: Predicates



Reading/Writing Workshop

OBJECTIVES

Produce simple, compound, and complex sentences.

- Identify predicates and compound predicates
- Capitalize and punctuate sentences correctly
- Proofread sentences for mechanics and usage errors

DAY

1

DAILY LANGUAGE ACTIVITY

sally thought it was impossible to catch Beetles. She spent the whole day looking for some?

(1: Sally; 2: beetles; 3: some.)

DAY

2

DAILY LANGUAGE ACTIVITY

Allie go to the beach with her friend. Her friend Penny live's next door
(1: went; 2: lives; 3: door.)

Introduce Predicates

Present the following:

- Every complete sentence** is made up of a complete subject and a complete predicate.
- The **complete subject** tells *who* or *what* the sentence is about:
Our friend Katherine collects crystal necklaces.
- Complete predicates** tell what a subject *is* or *does*. Predicates can be one or more words:
Our friend Katherine collects crystal necklaces.

Have partners discuss predicates using page 475 of the Grammar Handbook in **Reading/Writing Workshop**.

Review Predicates

Review predicates with students. Have students explain how to identify the complete predicate.

Introduce Compound Predicates

Present the following:

- Two predicates joined by the word *and* form a **compound predicate**.

Penguins **dive and swim**.

The campers **ate sandwiches and drank juice**.



Pair students of different proficiency levels for the Talk About It activities. Partners should practice using academic terms such as *compound predicate* and *predicate* precisely while speaking about and writing sentences.

**TALK ABOUT IT****COLLABORATE****MAKE A SENTENCE**

Have one group of students each write a complete subject on a scrap of paper. Have another group of students write complete predicates on scraps of paper. Have students partner up with a student from the other group and read their complete sentences.

IDENTIFY THE PREDICATE

Partner up students and have them write simple sentences about inventing new products that help solve problems. Each student will take turns reading a sentence aloud and the other student will identify the sentence's predicate.

**DAY
3****DAILY LANGUAGE ACTIVITY**

We were stucked in traffic yesterday?
we went to the airport to pick up my
aunt and uncle.
(1: stuck; 2: yesterday.; 3: We)

**DAY
4****DAILY LANGUAGE ACTIVITY**

We writed a report about leopards
Jennifer and i
(1: wrote; 2: leopards. 3: missing
predicate.)

**DAY
5****DAILY LANGUAGE ACTIVITY**

It rained last night the ground is wet.
I see many Animal paww prints in
the mud.
(1: night; 2: The; 3: animal; 4: paw)

**Mechanics and Usage:
Complete Sentences**

- A sentence expresses a complete thought. Complete sentences have subjects and predicates.
- A sentence fragment does not have a subject and a predicate. Correct a sentence fragment by adding a subject or predicate.
- A run-on sentence joins two sentences that should be separate. Correct a run-on sentence by separating two complete ideas into two sentences.

As students write, refer them to Grammar Handbook pages 474, 475, and 477.

Proofread

Have students correct errors in these sentences.

- nathan and Paul (1: Nathan;
2: missing predicate.)
- The frog was yellow and
orange it was small. (1:
orange; 2: It)
- did anyone see my guitar.
(1: Did; 2: guitar?)
- typed it on the computer
(1: missing subject; 2:
computer.)

Have students check their work using Grammar Handbook pages 474, 475, and 477.

Assess

Use the Daily Language Activity and Grammar Practice Reproducibles page 20 for assessment.

Reteach

Use Grammar Practice Reproducibles pages 16–19 and pages from the Grammar Handbook for reteaching. Remind students that it is important to use complete subjects and predicates as they read, write, and speak.

Check students' writing for use of the skill and listen for it in their speaking. Assign Grammar Revision Assignments in their Writer's Notebooks as needed.

See Grammar Practice Reproducibles pages 16–20.

**FORM COMPOUND
PREDICATES**

Have each student write a simple sentence about a new invention. Partner the students up to put their simple sentences together to form a compound predicate and read the new sentence aloud. Make sure the predicates in the new sentence are not the same.

ADD A PREDICATE

Have small groups write simple sentences about a new invention to solve a problem in your school. Then have each student read a sentence aloud, adding another predicate to the predicate already in the sentence. The sentence should still make sense.

PREDICATE QUESTION QUIZ

Partners should create five complete simple sentences and trade sentences with another pair. One partner should read a sentence aloud; the other should identify the complete predicate using a question form (for example, "What is *swims* in the ocean?").



Spelling: Long a

DAY
1DAY
2**OBJECTIVES**

Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.

Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Spelling Words

plain	paint	state
braid	sway	fake
fail	tray	same
grain	gray	weigh
snail	stay	they

Review *fine*, *skate*, *globe*
Challenge *sleigh*, *afraid*

Differentiated Spelling**Approaching Level**

pail	pain	may
rail	tray	lane
paint	sway	make
tail	gray	same
plain	stay	they

Beyond Level

plain	fake	obey
Painted	same	radio
grain	state	eight
explain	ladies	sleigh
tray	they	weigh

Assess Prior Knowledge

Display the spelling words. Read them aloud, drawing out the long *a* sound in each.

Point out the spelling patterns in *tray* and *plain*. Point out that both words have long *a* sounds. Remind students that *ay* is the long *a* spelling found at the end of a word or syllable.

Demonstrate sorting the spelling words by pattern under key words *tray* and *plain*. (Write the words on index cards or the IWB.) Sort a few words. Point out that the *ai* spelling for a long *a* never appears at the end of a word.

Then use the Dictation Sentences from Day 5. Say the underlined word, read the sentence, and repeat the word. Have students write the words.

Spiral Review

Review final *e* sound-spellings in the words *fine*, *skate*, and *globe*. Have students find words in this week's readings with the same.

Use the Dictation below to review. Read the sentence, say the word, and have students write the words.

1. "That's a fine pitch," Coach said.
2. His ice skate was very sharp.
3. The globe was a world map.

Have students check the spellings.

Challenge Words Review the spelling words, pointing out the long *a* sounds. Use these Dictation Sentences for challenge words. Read the sentence, say the word, have students write the word.

1. The sleigh slid down the slope.
2. I am not afraid of the dark.

Have students check and correct their spellings, and write the words in their word study notebook.

**WORD SORTS****COLLABORATE****OPEN SORT**

Have students cut apart the **Spelling Word Cards BLM** in the Online Resource Book and initial the backs of each card. Have them read the words aloud with a partner. Then have partners do an **open sort**. Have them record the sort in their word study notebook.

PATTERN SORT

Complete the **pattern sort** using the key words, pointing out the long *a* sounds. Have students use Spelling Word Cards to do their own pattern sort. A partner can compare and check their sorts.

DAY

3**Word Meanings**

Display the words *fail, same, plain, and paint*. Model how to alphabetize. Say: *Look at the first letters. Determine which one comes first in the alphabet. If the first letters are the same, go to the second letter.* If the second letters are the same, go to the third letter.

Put the words in ABC order: *fail, paint, plain, same*. Point out that the words *paint* and *plain* begin with *p*, so it is necessary to go to the second letter in order to put these words in the correct order. Since *a* comes before *l*, the order is *paint* then *plain*.

Have students alphabetize the following words to the third letter: *gray, grain, globe, snail, tray, braid*. Continue with other word sets.

DAY

4**Proofread and Write**

Write the sentences below on the board. Have students circle and correct each misspelled word. Remind students they can use print or electronic sources to check and correct their spelling.

1. Joe used the saim red paynt on both walls. (*same, paint*)
2. The farmer had to weiy the grane to sell it. (*weigh, grain*)
3. A snal is a grat pet! (*snail, great*)
4. Make your brayde sweye as you walk. (*braid, sway*)
5. I fale to see why grei is your favorite color. (*fail, gray*)

Error Correction Remind students that the *ai* spelling for the long *a* sound never appears at the end of a word or syllable. However, the *ay* spelling always appears at the end of a word or syllable.

DAY

5**Assess**

Use the Dictation Sentences for the Posttest. Have students list misspelled words in their word study notebook. Look for students' use of these words in their writings.

Dictation Sentences

1. He is wearing a plain white shirt.
2. I like to braid my hair.
3. If I study, I won't fail the test.
4. The grain was harvested in the fall.
5. A snail moves very slowly.
6. What color did you paint your room?
7. The trees sway in the wind.
8. The waiter carried our food on a tray.
9. Elephants are huge gray animals.
10. We had to stay in during the storm.
11. My grandpa lives in the state of Ohio.
12. The museum's fossil was a fake.
13. We had the same racing time.
14. The doctor needed to weigh me.
15. They were a good soccer team.

Have students self-correct the tests.

See Phonics/Spelling Reproducibles pp. 19–24.

SPEED SORT

Have partners do a speed sort to see who is fastest. Then have them do a word hunt in the week's reading for words with long *a*. Have them record the words in their Day 2 pattern sort in their word study notebook.

BLIND SORT

Have partners do a blind sort: one reads a spelling word card; the other tells under which key word it belongs. Have them take turns until both have sorted all their words. Then have students explain how they sorted the words.



Build Vocabulary

DAY

1

DAY

2

OBJECTIVES

Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Expand vocabulary by adding inflectional endings and suffixes.

Connect to Words

Practice this week's vocabulary.

1. Can you **design** a new shirt?
2. Describe a time when you've been **encouraged**.
3. Why do vets **examine** dogs?
4. The **investigation** has taken months to complete.
5. Where can you find good **quality** clothing?
6. Do you find math class **simple**?
7. Describe a **solution** you found to a problem.
8. What can you use as a **substitute** for sugar?

Expand Vocabulary

Help students generate different forms of this week's words by adding, changing, or removing inflectional endings.

- Draw a three-column T-chart on the board. Write *investigation* in the left column. Then write *invest* and *investigator* in the other columns. Read aloud the words.
- Have students share sentences for each form of *investigate*.
- Repeat with *encouraged* and *examine*.
- Have students copy the chart in their word study notebook.

Vocabulary Words

design	quality
encouraged	simple
examine	solution
investigation	substitutes



Have partners practice using this week's words in an oral presentation, such as a brief retelling of a selection or a description of a character, event, or scientific process. Help them plan their presentations.



COLLABORATE

BUILD MORE VOCABULARY**ACADEMIC VOCABULARY**

Discuss important academic words.

- Display *analyze*, *concept*, and *investigate*.
- Define each word and discuss the meanings with students.
- Display *analyze* and *analysis*. Have partners look up and define related words.
- Write the related words on the board. Have partners ask and answer questions using the words. Repeat with *concept* and *investigate*.

COMPOUND WORDS

- Review compound words. Remind students that compound words have a new meaning, independent of the two base words.
- Write base words on cards that can be held up for the class. For example, write *grand*, *every*, *some*, *thing*, *mother*, *son*. Have students use the words to form compound words, such as *grandson* and *everything*.
- Have partners write sentences using one or more of the compound words.

DAY

3**Reinforce the Words**

Review this week's vocabulary words. Have students orally complete each sentence stem.

1. Our school has a design for a new ____.
2. I felt encouraged by getting a ____ grade on the test.
3. She will begin her investigation of ____ today.
4. This ____ is of the highest quality.
5. I thought the test would be simple, but it was actually pretty ____.
6. Are there substitutes for the ____ in case they get sick?

DAY

4**Connect to Writing**

- Have students write sentences in their word study notebooks using this week's vocabulary.
- Tell them to write sentences that provide information about the words and their meanings.
-  Provide the Day 3 sentence stems for students needing extra support.

Write About Vocabulary Have students write something they learned from this week's words in their word study notebook. For example, they might write about a science *investigation*. What did they learn?

DAY

5**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word. (example: *encouraged*)
- In the second square, students write their own definition of the word and any related words. (examples: *hope*, *applauded*)
- In the third square, students draw a simple illustration. (example: fans cheering)
- In the fourth square, students write non-examples. (examples: *discouraged*, *keep back*)
- Have students share their Word Squares with a partner.

METAPHORS

Explain that metaphors compare two unlike things without using the words *like* or *as*. Metaphors have a meaning other than the literal meaning of the words.

- **Display Your Turn Practice Book** pages 33–34. Read the first three paragraphs. Model how to figure out the meaning of the metaphor in the third paragraph.
- For additional practice with metaphors, have students complete page 37. Discuss the literal and nonliteral meanings of the metaphors.

SHADES OF MEANING

Help students generate words related to *simple*. Draw a scale, with "Simple" on the left, and "Difficult" on the right.

- Ask students to provide words for the scale. Discuss as a class where each word should be placed, noting words such as *impossible* would appear to the right of "Difficult."
- Read aloud student suggestions and discuss words that are unfamiliar.
- Ask students to copy the words in their word study notebook.

MORPHOLOGY

Use the words *design* and *investigation* as a springboard for students to learn more words. Draw a T-chart.

- Write the verbs *design* and *investigate* in the first column.
- Model adding the ending *-er* and *-or*. Explain that a *designer* is a person who designs, and an *investigator* is a person who investigates things.
- Elicit other occupations that follow this pattern, such as *gardener*, *tailor*, *driver*.
- Discuss the meanings of the words with students.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about Inventions.
- Take notes and summarize.
- Use ACT prompts as needed.



COLLABORATE

TEXT CONNECTIONS

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, p. 28.

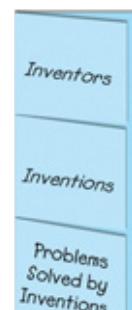
Integrate DOK 4

- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Use the *Close Reading Companion*.

Connect to the Essential Question

Write the essential question on the board: How can problem solving lead to new ideas? Divide the class into small groups. Tell students that each group will compare the information that they have learned about how problem solving can lead to new ideas. Model how to compare this information by using examples from this week's **Leveled Readers** and "Mary Anderson's Great Adventure," **Reading/Writing Workshop** pages 70–75.

Evaluate Text Evidence Have students review their class notes and completed graphic organizers before they begin their discussions. Encourage students to compare information from all the week's reads. Have each group pick one student to take notes. Explain that each group will use a Three-Tab Foldable® to record their ideas. You may wish to model how to use a Three-Tab Foldable® to record comparisons.



Dinah Zike's
FOLDABLES
Study Organizer

Inventions



RESEARCH AND INQUIRY



Create an Action Plan

Explain that students will work in teams to complete a short research project about a specific problem in their classroom or community. They will then brainstorm and create an action plan that will solve the problem. Discuss the following steps:

- 1 Choose a Problem** As they begin brainstorming problems in their classroom or community, encourage students to think about the problems that were faced in the biographies they read this week. Help students choose specific and realistic problems.
- 2 Find Resources** Tell students to use the selections they read this week, to recall information from their own experiences, and to think about problems in their classroom or community.

Go Digital



Collaborate:



Resources:
Research

Text to Media

Post Online Remind students to discuss their responses to the “Lucky Mistakes” Blast along with information from all the week’s reads. Tell students to include the song “Inventive Minds” on page 28 of the **Close Reading Companion** as a part of their discussions. Guide students to see the connections among media, song, and text. Ask: *How does the Blast connect to what you read this week? To the song “Inventive Minds”?*



Present Ideas and Synthesize Information

When students finish their discussions, ask for a volunteer from each group to read his or her notes aloud.

- ③ **Guided Practice** Have teams take notes as they discuss their problem and brainstorm possible solutions. Make sure the members of each team are working together and that everyone is contributing to the discussion by building on others’ ideas and explaining their own ideas.

- ④ **Create the Project: Action Plan** Have students brainstorm a solution to the problem that they chose. Then, have the teams write an action plan to implement the solution. Teams can choose from a variety of methods to present their action plans, for example, slideshow presentation, poster, report, video, etc.

Present the Action Plan

Have teams present their action plans to the rest of the class and then post on the Shared Research Board. Have students use the online Presentation Checklist 1 to evaluate their presentations.

OBJECTIVE

Compare and contrast the most important points and key details presented in two texts on the same topic.

OBJECTIVES

Conduct short research projects that build knowledge about a topic.

Explain their own ideas and understanding in light of the discussion.

- Use their own experiences and gather resources for research.
- Take notes from sources.
- Collaborate with others.

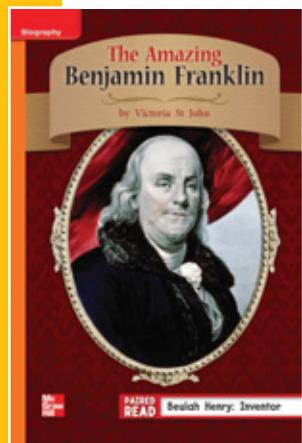
ACADEMIC LANGUAGE

action plan, solution



Approaching Level

Leveled Reader: *The Amazing Benjamin Franklin*



Lexile 520
TextEvaluator™ 17

OBJECTIVES

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Determine the meanings of metaphors.
- Ask and answer questions to increase understanding.
- Determine cause-and-effect relationships.

ACADEMIC LANGUAGE

ask and answer questions, cause, effect, metaphor, biography

Before Reading

Preview and Predict

Read the Essential Question with students. Give students a copy of *The Amazing Benjamin Franklin* and have them read the title and discuss the cover illustration. Have students talk about how they think problem solving led to new ideas for Ben Franklin.

Review Genre: Biography

Have students recall that a biography tells the true story of a person's life in sequence. Have students find examples in *The Amazing Benjamin Franklin* that identify it as a biography.

During Reading

Close Reading

Note Taking Have students use their graphic organizer as they read.

Pages 2–3 Have students look at the title on the first page. *Who is this biography about? (Ben Franklin)* *The author says Ben had a curious mind. How did he use what he learned? (to make life better)*

Pages 4–5 What happened when James found out Ben had been writing under a fake name? *(James was angry.)* *What happened as a result? (Ben and James never got along again.)*

Pages 6–8 *What problem did Ben solve on page 6? (He put cartoons in his paper to help people who could not read well understand.)* Explain that *fire is an enemy* is a metaphor. *Why is fire compared to an enemy? (because it can cause huge damage)* *Look at the photo on page 8. What was the effect of the Junto starting a fire brigade? (It made the city a safer place.)*

Pages 9–11 *Why did Ben want to experiment with electricity? (A jar that stored electricity inspired him.)* *What did he discover? (Lightning is electricity.)* *What did Ben invent as a result of this discovery? (He invented the lightning rod.)*

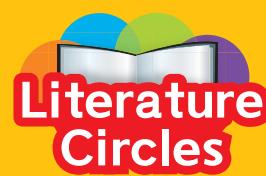
Go Digital



Leveled Readers

Cause	→	Effect
First	→	
Next	→	
Then	→	
Now	→	

Fill in the Graphic Organizer



Pages 12–14 *What problem did Ben Franklin have when he got older? (had two different eyesight problems) What did he do because of this? (put parts of two sets of glasses together) What happened as a result? (did not need to change glasses; his bifocals improved the quality of life for many people)* With a partner, generate a question about what you have just read. Try to find the answer by rereading the text.

After Reading

Respond to Reading Revisit the Essential Question, and have students complete the Text Evidence Questions on page 15.

 **Write About Reading** Check that students have correctly identified the problem that caused Ben to come up with the idea for bifocal glasses and the steps he took to solve it.

Fluency: Expression

Model Model reading page 2, and inflect your voice as you read the question in the first paragraph. Next, reread the page aloud, and have students read along with you.

Apply Have partners practice reading the page.

PAIRED READ

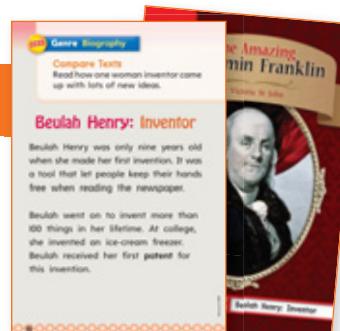
“Beulah Henry: Inventor”

Make Connections:

Write About It

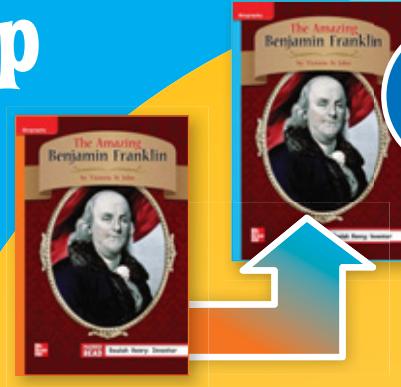
Before reading, have students note that the genre of the text is biography. Then discuss the Essential Question.

After reading, have students make connections between *The Amazing Benjamin Franklin* and the information they learned from “Beulah Henry: Inventor.”



Leveled Reader

Level Up



Level-up
lessons
available
online.

IF students read the **Approaching Level** fluently and answered the questions

THEN pair them with students who have proficiently read **On Level** and have approaching-level students

- echo-read the **On Level** main selection.
- use self-stick notes to mark at least one new detail they would like to discuss in each section.

ACT Access Complex Text

The **On Level** challenges students by including more domain-specific words and **complex text structures**.



FOCUS ON SCIENCE

Students can extend their knowledge of static electricity by completing the science activity on page 20. **STEM**



Approaching Level

Phonics/Decoding

DECODE WORDS WITH LONG *a*: *ay*

TIER
2**OBJECTIVES**

Know and apply grade-level phonics and word analysis skills in decoding words. Know spelling-sound correspondences for additional common vowel teams.

Decode words with long *a* spelled *ay*.

I Do

Explain that the long-*a* sound can be spelled in several different ways, and that *ay* is one way. Write *day* on the board and read it aloud. Underline the letters *ay*. Point out that in *day*, the letters *ay* stand for /ā/, a long-vowel sound. Repeat with *pay*, *gray*, *say*, and *way*. Review the long-*a* sound and spelling for each word.

We Do

Write *tray*, *stay*, *lay*, and *may* on the board. Model how to decode the first word. Underline each *ay* and model blending. Run your finger under each word as you sound it out. Have students sound out the words with you.

You Do

Add these words to the board: *play*, *hay*, *clay*, and *sway*. Have students read each word aloud and identify the long-*a* spelling. Then point to the words in random order for students to read chorally. Repeat several times.

BUILD WORDS WITH LONG *a*: *ay*, *ai*, *a_e*, *eigh*

TIER
2**OBJECTIVES**

Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

Build words with long-*a* spellings.

I Do

Remind students that multisyllable words are made up of smaller word parts—syllables—and tell them they will be building two-syllable words that have long-*a* spellings. Remind students that the long-*a* sound can be spelled in several ways. Then, one at a time, display these **Word-Building Cards**: *er*, *tray*, *be*, *ful*, *ing*; and write these syllables on the board: *fate*, *neigh*, *rain*, *great*, *bor*. Model sounding out each syllable.

We Do

Have students chorally read each syllable. Repeat at varying speeds and in random order. Next, display all the cards and syllables. Work with students to combine the Word-Building Cards and syllables to form two-syllable words with long-*a* spellings. Have students chorally read the words: *betray*, *fateful*, *neighbor*, *raining*, *greater*.

You Do

Write other syllables on the board, some with long-*a* spellings, such as *er*, *late*, *be*, *neigh*, *may*, *re*, *break*, *paid*, *ing*, *pay*. Then have partners share the words they build and make a class list.

PRACTICE WORDS WITH LONG-a SPELLINGS

OBJECTIVES

Know and apply grade-level phonics and word analysis skills in decoding words. Decode multisyllable words.

Decode words with long-a spellings.

I Do

Remind students that the long-a sound can be spelled in several ways. Write the word *daybreak* on the board. Then read the word aloud. Point out that both vowel sounds in *daybreak* are the long-a sound, even though they are spelled differently.

We Do

Write the words *paid*, *shape*, *greatness*, *unveil*, *neighbor*, and *survey* on the board. Model how to decode the first word, then guide students as they decode the remaining words. Help them first divide the two-syllable words using the syllable-scoop technique to help them read one syllable at a time.

You Do

Afterward, point to the words in random order for students to chorally read.

PLURAL ENDINGS -s AND -es

OBJECTIVES

Decode words with common prefixes and suffixes.

Decode words with plural endings -s and -es.

I Do

Review that adding -s or -es to singular nouns changes the noun to its plural form. Most singular nouns add -s to make them plural: *tiger*, *tigers*; *car*, *cars*; *student*, *students*. However, nouns that end in -s, -ss, -sh, -ch, or -x will add -es to make their plural forms: *bus*, *buses*; *glass*, *glasses*; *dish*, *dishes*; *beach*, *beaches*; *box*, *boxes*.

We Do

Write the sample words *braid*, *boss*, *wish*, *church*, and *ax* on the board. Say each word, and have students repeat. Model adding -s to *braid* to make *braids*. Then model adding -es to *boss*, *wish*, *church*, and *ax* to make *bosses*, *wishes*, *churches*, and *axes*. Read the list out loud again while students sound out each word with you.

You Do

Afterward, write the words *rake*, *guess*, *brush*, *chair*, *coach*, and *fox* on the board. Have students add the correct plural ending to each word. Then point to the words in random order for students to chorally read.



ENGLISH LANGUAGE LEARNERS

For the students who need phonics, decoding, and fluency practice, use scaffolding methods as necessary to ensure students understand the meaning of the words. Refer to the **Language Transfers Handbook** for phonics elements that may not transfer in students' native languages.



Approaching Level

Vocabulary

REVIEW HIGH-FREQUENCY WORDS

TIER
2**OBJECTIVES**

Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries, happiness*).

Review high-frequency words.

I Do

Use **Word Cards 31-40**. Display one word at a time, following the routine:
Display the word. Read the word. Then spell the word.

We Do

Ask students to state the word and spell the word with you. Model using the word in a sentence, and have students repeat after you.

You Do

Display the word. Ask students to say the word then spell it. When completed, quickly flip through the word card set as students chorally read the words. Provide opportunities for students to use the words in speaking and writing. For example, provide sentence starters such as *When I go to the store, I _____*. Ask students to write each word in their **Writer's Notebook**.

REVIEW VOCABULARY WORDS

TIER
2**OBJECTIVES**

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

I Do

Display each **Visual Vocabulary Card** and state the word. Explain how the photograph illustrates the word. State the example sentence, and repeat the word.

We Do

Point to the word on the card, and read the word with students. Ask them to repeat the word. Engage students in structured partner talk about the image as prompted on the back of the vocabulary card.

You Do

Display each visual in random order, hiding the word. Have students match the definitions and context sentences of the words to the visuals displayed. Then ask students to complete **Approaching Reproducibles** page 31.

IDENTIFY RELATED WORDS

OBJECTIVES

Demonstrate understanding of word relationships and nuances in word meanings. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

Identify words with related meanings.

I Do

Display the *simple Visual Vocabulary Card*, and say aloud the word set *simple, easy, difficult*.

Point out that the word *difficult* does not belong.

We Do

Display the vocabulary card for the word *examine*. Say aloud the word set *examine, ignore, research*. With students, identify the word that does not belong, and discuss why.

You Do

Using the word sets below, display the remaining cards one at a time, saying aloud each word set. Ask students to identify the words that do not belong.

design, plan, avoid

encouraged, inspired, prevented

investigation, game, study

solution, mystery, answer

quality, fine, cheap

substitutes, backups, leads

METAPHORS

OBJECTIVES

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Determine the meanings of metaphors.

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 33–34. Read aloud the third paragraph. Point to the sentence *Victor's mind was a motor that did not turn off*. Explain to students how this is a metaphor, an example of nonliteral language.

Think Aloud I know that Victor's mind was not actually a motor, so this must be nonliteral language. It is used to compare his mind to a motor, and the next sentence says, *He was always thinking of ways to make life better*. From that, I can see that a metaphor is being used to say that his mind was always working, like a motor that never turns off.

Write the meaning of the metaphor.

We Do

Ask students to point to the sentence *Making new things from new ideas was the blood in his veins*. With students, discuss how making things is being compared to his blood. Write the meaning of the metaphor.

You Do

Have students determine the meaning of the metaphor *Victor was a spinning top* using context clues.



Approaching Level

Comprehension

FLUENCY

TIER
2
OBJECTIVES

Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

Read fluently with good phrasing.

I Do

Explain that good readers use expression as they read to capture the meaning and emotions in the text. Read the first paragraph of the Comprehension and Fluency passage on **Approaching Reproducibles** pages 33–34. Point out how you raised your voice when you read the end of the first sentence. Tell students that the question mark is a clue to help readers know what kind of expression to use.

We Do

Read the rest of the page aloud, and have students repeat each sentence after you using the same expression. Explain that you emphasized certain words and phrases to add meaning and emotion.

You Do

Have partners take turns reading sentences from the Approaching Reproducibles passage. Remind them to focus on their expression. Listen in, and as needed provide corrective feedback by modeling proper fluency.

TEXT STRUCTURE

TIER
2
OBJECTIVES

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Examine text structure.

I Do

Write the topic *Victor Ochoa*. Then write: *looked at birds; got ideas*. Explain that the text is structured so that related events are given in sequence, or order. Explain how Victor getting ideas about flying follows the event of Victor looking at birds.

We Do

Read the first page of the Comprehension and Fluency passage in the **Approaching Reproducibles** selection. Ask: *What is the sequence of events?* Remind students that this is the structure of the selection. Then ask, *How did Victor become an inventor?* Help students identify how each event was caused by something happening and by Victor’s actions. Discuss why the author would choose to order the events in this sequence.

You Do

Have students read the rest of the passage. After each paragraph, they should write down the order in which things happened. Review their lists with them, and help them explain why the order of events is important.

REVIEW TEXT STRUCTURE: CAUSE AND EFFECT

OBJECTIVES

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Determine cause-and-effect relationships.

I Do

Remind students that text structure is a way that authors organize a text. Cause and effect is one kind of text structure that shows how and why things happen in time order. A cause is why something happens. An effect is what happens. Students can look for words and phrases that indicate cause and effect such as *because*, *so*, and *as a result*.

We Do

Read the third paragraph of the Comprehension and Fluency passage in the **Approaching Reproducibles** together. Pause to point out events that may be effects in the text. Model how to decide which effects have identifiable causes. Then, work with students to determine what those causes are by referring to the text.

You Do

Have students work in pairs or small groups to come up with a cause-and-effect sequence in "Victor Ochoa's New Idea" in the Reproducibles. Make sure they are using words and phrases explaining cause and effect as well as sequence.

SELF-SELECTED READING

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Determine cause-and-effect relationships.

Read Independently

Have students choose a biography for sustained silent reading. Remind students that:

- the text may have a sequence based on a series of cause-and-effect relationships. In this case, an effect in one relationship will act as the cause in another.
- they should ask questions about the text as they read and look for the answers in the text to check their understanding.

Read Purposefully

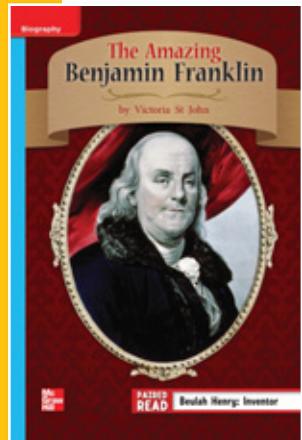
Have students record the cause-and-effect events on **Graphic Organizer 143** as they read independently. After they finish, they can conduct a Book Talk, each telling about the book they read.

- Students should answer this question: *What was one question you had that you answered while you read?*
- They should also share their organizers and tell about some of the cause-and-effect relationships they found as they read.



On Level

Leveled Reader: *The Amazing Benjamin Franklin*



Lexile 770
TextEvaluator™ 26

OBJECTIVES

Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

- Determine the meanings of metaphors.
- Ask and answer questions to increase understanding.
- Identify cause-and-effect relationships.

ACADEMIC LANGUAGE

ask and answer questions, cause, effect, metaphor, biography

Before Reading

Preview and Predict

Have students read the Essential Question. Give them a copy of *The Amazing Benjamin Franklin* and have them read the title and respond to the cover illustration. Have students read the first two pages of the text, and then ask them to predict how they think problem solving will play a role in the text.

Review Genre: Biography

Have students recall that a biography tells the true story of a person's life in sequence. Point out that a biography is written by another person and uses pronouns like *he* and *she*. Have students find examples in *The Amazing Benjamin Franklin* that identify it as a biography.

During Reading

Close Reading

Note Taking Have students use their graphic organizer as they read.

Pages 2–3 *What solution did Ben Franklin find when he was 11? (how to swim faster)* Talk to a partner about the inventions that helped him swim faster.

Pages 4–5 *Why was working as a printer a great job for Ben? (He enjoyed reading and writing.)* Have students reread sentences 2 and 3 on page 5 and identify the cause and the effect. (Cause: Ben knew his brother would not publish something he wrote; effect: he published under the name Silence Dogood.) *What happened as a result? (James found out and was furious; the brothers never got along after that.)*

Pages 6–8 *What metaphor does the author use to describe fire? (Fire was an enemy.) Why is it a good comparison? (Possible Response: because it could destroy a neighborhood)*

Why did Ben form the Junto? (for the good of others) What happened in Philadelphia because of the Junto? (The members started a hospital, library, university, fire brigade, and an insurance company.)

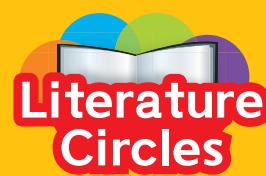
Go Digital



Leveled Readers

Cause	→	Effect
First	→	
Next	→	
Then	→	
Now	→	

Fill in the Graphic Organizer



Pages 9–11 What does the diagram on page 10 show? (Ben Franklin's kite experiment) What did Ben prove? (that lightning is electricity) What did he know about lightning? (It could start fires and damage buildings.) What did Ben invent as a result? (lightning rods)

Pages 12–14 Why did Ben invent bifocals? (He had two different eyesight problems.) What happened as a result? (It improved the quality of life for himself and many people.) Generate a question about the text and share it with a partner. Try to find the answer by rereading the text.

After Reading

Respond to Reading Revisit the Essential Question, and ask students to complete the Text Evidence Questions on page 15.

 **Write About Reading** Check that students have correctly identified the problem and the steps Ben took to solve it.

Fluency: Expression

Model Model reading page 2, being sure to inflect your voice as you read the question in the first paragraph. Next, reread the page aloud, and have students read along with you.

Apply Have partners practice reading the page.

PAIRED READ

“Beulah Henry: Inventor”

Make Connections:

Write About It

Before reading, have students note that the genre of the text is biography. Then discuss the Essential Question.

After reading, have students make connections between *The Amazing Benjamin Franklin* and the information they learned from “Beulah Henry: Inventor.”



Leveled Reader

Level Up



Level-up
lessons
available
online.

IF students read the **On Level** fluently and answered the questions

THEN pair them with students who have proficiently read the **Beyond Level** and have on-level students

- partner-read the **Beyond Level** main selection.
- generate questions about the text and reread to find the answers.



Access Complex Text

The **Beyond Level** challenges students by including more **domain-specific words**.



FOCUS ON SCIENCE

Students can extend their knowledge of static electricity by completing the science activity on page 20. **STEM**

 **On Level**

Vocabulary

REVIEW VOCABULARY WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that indicate spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

I Do

Use the **Visual Vocabulary Cards** to review key selection words *encouraged*, *examine*, *quality*, *design*, *solution*, and *substitutes*. Point to each word, read it aloud, and have students chorally repeat it.

We Do

Ask these questions, and help students respond and explain their answers.

- What is something that has *encouraged* you to do well in class?
- How does a scientist *examine* things in a lab?
- How do you know if something is high *quality*?

You Do

Have students work in pairs to respond to these questions and explain their answers.

- How would you *design* a new school?
- How do you arrive at the correct *solution* in math class?
- What is the job of *substitutes* when teachers are away?

METAPHORS

OBJECTIVES

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Identify and determine the meanings of metaphors.

I Do

Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 33–34 to model identifying metaphors.

Think Aloud In paragraph 3, I read that *Victor's mind was a motor that never turned off*. I know that this is not literally true. When I read the next line, it says *He was always thinking of new ways to make life better*. So I think that a metaphor is being used to compare Victor's mind to a motor.

We Do

Have students read the sixth paragraph where they encounter the sentence *Making new things from new ideas was the blood in his veins*. Have students figure out the metaphor by looking for clues in this paragraph.

You Do

Have students work in pairs to determine the meaning of *Victor was a spinning top* in the last paragraph.

Comprehension

REVIEW TEXT STRUCTURE: CAUSE AND EFFECT

OBJECTIVES

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Identify cause-and-effect relationships.

I Do

Remind students that authors can organize a text using cause and effect to show how and why things happen. Explain that an effect is what happens, and a cause is why it happens. Texts that use cause and effect are usually structured so that causes happen before effects. Explain that words and phrases such as *because*, *so*, and *as a result* can indicate cause and effect.

We Do

Have a volunteer read the first paragraph of the Comprehension and Fluency passage on **Your Turn Practice Book** pages 33–34. Have students orally list events in the second paragraph, and help them explain how the events relate to each other as causes and effects. Model how to determine how the causes and effects are sequenced and how they are connected. Then, work with students to identify the causes and effects in the next paragraph.

You Do

Have partners identify the causes and effects in each paragraph in the rest of the passage. Remind them that the effect of one cause may be the cause of another effect.

SELF-SELECTED READING

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Read Independently

Have students choose a biography for sustained silent reading.

- Before they read, have students preview the book, reading the title and viewing the front and back cover.
- As students read, remind them to ask questions about the text and find the answers in the text to check their understanding.

Read Purposefully

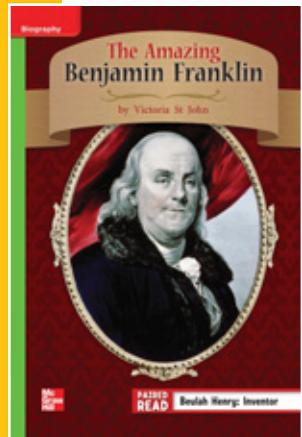
Encourage students to read different books in order to learn about a variety of subjects.

- As students read, have them fill in **Graphic Organizer 143**. They can use this organizer to help them write a summary of the book.
- Ask students to share their reactions to the book with classmates.



Beyond Level

Leveled Reader: *The Amazing Benjamin Franklin*



Lexile 770
TextEvaluator™ 28

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ACADEMIC LANGUAGE

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Before Reading

Preview and Predict

Have students read the Essential Question. Give them a copy of *The Amazing Benjamin Franklin*, and have them read the title and respond to the cover illustration. Have students read the first two pages of the text, and then ask them to predict how they think problem solving will play a role in the text.

Review Genre: Biography

Have students recall that a biography tells the true story of a person's life in sequence. Point out that a biography is written by another person and uses pronouns like *he* and *she*. Have students find examples in *The Amazing Benjamin Franklin* identifying it as a biography.

During Reading

Close Reading

Note Taking Have students use their graphic organizer as they read.

Pages 2–5 *Why do you think Ben wanted to improve his writing skills?* (Possible Response: to have more opportunities) *Identify a cause-and-effect relationship on page 5.* (Cause: Ben knew James would not publish what he had written; effect: he published articles under the name of Silence Dogood.) *What happened as a result of James finding out Ben was writing under a false name?* (He was furious; the brothers never got along after that.)

Pages 6–8 *What do you learn about from the sidebar on page 6?* (*Poor Richard's Almanac*, written by Ben Franklin)

On page 8, the author writes Fire was an enemy. Of what is this an example? (It is an example of a metaphor.) How does it help you understand what fire was like? (Fire could quickly destroy a neighborhood.)

Pages 9–11 *What question can you ask as you read the chapter title on page 9? (What was Ben Franklin's greatest invention?) Read to find the answer. (the lightning rod)*

Go Digital



Leveled Readers

Cause	→	Effect
First	→	
Next	→	
Then	→	
Now	→	

Fill in the Graphic Organizer



Ask students to conduct a literature circle using the Thinkmark question to guide the discussion. You may wish to have a whole-class discussion on information learned about inventions and problem solving from both selections in the leveled reader.

Pages 12–14 For which problem did Ben want to find a solution as he got older? (He needed two pairs of glasses for two different eyesight problems.) What steps did Ben take to solve the problem? (1. took the lenses from two different pairs of glasses and cut them in half. 2. combined them to make one pair of glasses so he could read something up close and look at something in the distance) How does the author's choice to use the phrase my double spectacles help you understand what Ben invented? (*Double spectacles* clearly describes that the glasses do two different things.)

After Reading

Respond to Reading Revisit the Essential Question, and have students complete the Text Evidence Questions on page 15.

 **Write About Reading** Check that students have correctly identified the problem and given the steps to solve the problem, citing appropriate details from the text to support it.

Fluency: Phrasing

Model Model reading page 11 with proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“Beulah Henry: Inventor”

Make Connections:

Write About It

Before reading, have students note that the genre of the text is a biography. Then discuss the Essential Question.

After reading, have students make connections between *The Amazing Benjamin Franklin* and the information they learned from “Beulah Henry: Inventor.”



Leveled Reader



FOCUS ON SCIENCE

Students can extend their knowledge of static electricity by completing the science activity on page 20. **STEM**



Gifted and Talented

Synthesize Challenge students to think of more inventions by Benjamin Franklin and Beulah Henry that came about from problem solving. Encourage students to do extra research on the subject and tell about the problem, how the inventor solved it, and the invention or idea that came about in the process.



Beyond Level

Vocabulary

REVIEW DOMAIN-SPECIFIC WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that indicate spatial and temporal relationships.

Model

Use the Visual Vocabulary Cards to review the meaning of the words *design* and *investigation*. Write social studies related sentences on the board using the words.

Apply

Write *quality* and *problem* on the board, and discuss the meanings with students. Then help students write sentences using the words.

Have students work in pairs to discuss the meanings of the words *invent*, *experiment*, and *substitutes*. Then have partners write sentences using the words.

METAPHORS

OBJECTIVES

Demonstrate understanding of word relationships and nuances in word meanings. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

Model

Read aloud the first three paragraphs of the Comprehension and Fluency passage on Beyond Reproducibles pages 33–34.

Apply

Think Aloud When I read these paragraphs, I want to understand the sentence *Victor's mind was an engine that never turned off*. I know that this must be a figure of speech. It compares two different things—Victor's mind and an engine—without using the words *like* or *as*. Therefore, I know this is a metaphor.

With students, read paragraph 6. Help them figure out the meaning of the metaphor *Inventing was the blood in his veins*.

Gifted and Talented

Have pairs of students read the rest of the passage. Ask them to determine the meaning of the following metaphor: *Victor Ochoa was a spinning top*.

Analyze Have partners write an explanation of whether or not they think the comparison between Victor's mind and an engine that never turns off is a good metaphor. Have them think of other appropriate metaphors, and encourage them to use artwork to depict their ideas.

Comprehension

WEEK 4

REVIEW TEXT STRUCTURE: CAUSE AND EFFECT

OBJECTIVES

Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).

Model

Remind students that authors use cause and effect to create a sense of order in the structure of a text. Explain that causes are why something happens, and effects are what happens. Point out that sometimes an author will use a series of cause-and-effect relationships in sequence. In this case, an effect in one relationship will act as the cause in another.

Have students read the third paragraph of the Comprehension and Fluency passage of **Beyond Reproducibles** pages 33–34. Ask open-ended questions to facilitate discussion, such as: *How does the author use cause and effect in this paragraph? What caused Victor to try to build a plane?* Students should support their responses using text evidence.

Apply

Have students identify the causes and effects in each paragraph for the rest of the passage as they independently fill in **Graphic Organizer 143**. Then have partners use their work to describe the connections between each paragraph using cause and effect.

SELF-SELECTED READING

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).



Read Independently

Have students choose a biography for sustained silent reading.

- As students read, have them fill in **Graphic Organizer 143**.
- Remind them to ask and answer questions to clarify difficult sections of the text.

Read Purposefully

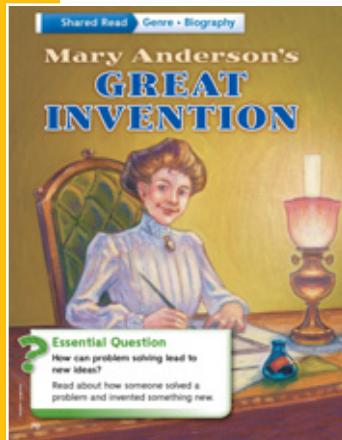
Encourage students to keep a reading journal. Ask them to read different books in order to learn about a variety of subjects.

- Students can write summaries of the books in their journals.
- Ask students to share their reactions to the books with classmates.

Independent Study Challenge students to discuss how their books relate to the weekly theme of problem solving. Have students compare the problems and solutions they have read about. How did the solutions lead to new ideas?



English Language Learners



Reading/Writing Workshop

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Identify cause-and-effect relationships.
- Determine the meanings of metaphors.

LANGUAGE OBJECTIVE

Recognize cause-and-effect relationships in a text.

ACADEMIC LANGUAGE

- *ask and answer questions, cause and effect, metaphor*
- Cognates: *causa, efecto, metáfora*

Shared Read

Mary Anderson's Great Invention

Before Reading

Build Background

Read the Essential Question: How can problem solving lead to new ideas?

- Explain the meaning of the Essential Question, including the vocabulary in the question: *Problem solving is a way to find a solution when you want to improve or fix something. Thinking of new ideas helps us create things that do not exist yet.*
- Model an answer: *Sometimes, when we have a problem, we can use something that exists to solve the problem. However, if nothing can help to solve the problem, you might have to think of making something new to solve it.*
- Ask students a question that ties the Essential Question to their own background knowledge: *Think of a time you have solved a problem at school. How did you solve it? What new ideas did you come up with?*

During Reading

Interactive-Question Response

- Ask questions that help students understand the meaning of the text after each paragraph.
- Reinforce the meanings of key vocabulary words.
- Ask students questions that require them to use key vocabulary.
- Reinforce strategies and skills of the week by modeling.

Go Digital



View Mary Anderson's Great Invention

Page 71**Paragraph 1****Explain and Model Asking and Answering**

Questions I will want to ask a question about this paragraph and look for the answer in the text. As I read the first paragraph, I see that buses and cars were different long ago. I wonder how they were different. Show students how to cite evidence to answer the question, pointing out the words and phrases *not as fast, noisy, and didn't even have windshield wipers*. Have students fill in the sentence frame: Buses and cars were different in the past because ____.

Paragraph 2

Explain how *repel* is defined in the second sentence by the phrase *keep off*. Have students echo the definition after you: To repel means "to keep off."



What problems might you have if you had to use an onion to keep water off a windshield instead of wipers? (Answers will vary, but may include: you would have to have onions available; they would not work as well in heavy storms; your car would smell like onions.)

Page 72**It Started with Snow****Paragraph 2**

Explain and Model Metaphors Mary is taking a streetcar because it is cold and snowing. She sees that the driver has to open the windows to be able to see. Reread paragraph 2 to students. Ask, *Were the driver's nose and ears really ice cubes?* (no) The author is using a metaphor, showing how two different things are alike, to tell how cold the car was.



Have students think of other ways they could describe being really cold. Suggest words they could use in their descriptions such as *snowman, icicle, polar bear, ice pop*.

Page 73**The Next Step**

Look at the diagram at the bottom of the page. What does it show? (Mary Anderson's Windshield Wiper) What do the labels on the diagram show? (the window and the wiper)



Read the caption below the chart. Have students work in pairs to describe how the wipers work. Then choose pairs to demonstrate the movements to the class. They can use arm motions in their demonstrations.

Page 74**Solving the Problem**

Model Cause and Effect Model finding a cause-and-effect relationship in the section. Have students choral read the second sentence. Why did people not use Mary's windshield wipers right away? It was because most people did not own cars. Point out how the word *because* is a signal word that shows there is a cause and effect. Then have students find the effect of the wipers selling.



Look at the sidebar. Tell a partner how the changes listed made cars safer. Help students expand upon their responses.

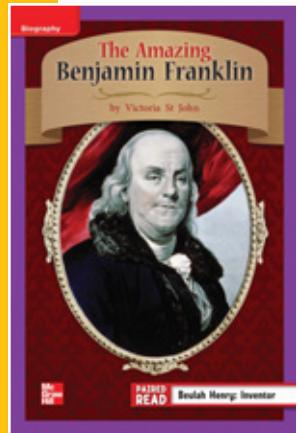
After Reading**Make Connections**

- Review the Essential Question: How can problem solving lead to new ideas?
- Make text connections.
- Have students complete the ELL Reproducibles pages 33–35.



English Language Learners

Leveled Reader: *The Amazing Benjamin Franklin*



Lexile 590
TextEvaluator™ 14

OBJECTIVES

Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

- Determine the meanings of metaphors.
- Identify cause-and-effect relationships.

LANGUAGE OBJECTIVE

Recognize cause-and-effect relationships.

ACADEMIC LANGUAGE

ask and answer questions, cause, effect, metaphor

Before Reading

Preview

- Read the Essential Question: How can problem solving lead to new ideas?
- Refer to Inventing Something New: *What are some inventions that came about through problem solving?*
- Preview *The Amazing Benjamin Franklin* and "Beulah Henry: Inventor": *Let's find out how problem solving can lead to new ideas and inventions.*

Vocabulary

Use the **Visual Vocabulary Cards** to preteach the ELL vocabulary: *curious, publish*. Use the routine found on the cards. Point out the cognates: *curioso, publicat*.

During Reading

Interactive Question-Response

Note Taking Have students use the graphic organizer on ELL Reproducibles page 32. Use the following questions after each section is read. As you read, use visuals or pictures to define key vocabulary.

Pages 2–3 *Ben came up with new ideas.* Help students understand his inventions using demonstrations and pictures.

Pages 4–5 *Ben wrote for his brother's newspaper using a fake name, a name that did not exist. What happened because of this? (James was furious.)*

Page 6 Have students point to the cartoon on page 6. *Ben put cartoons and pictures in his newspaper. Why? (so everyone could understand the news)*

Pages 7–8 *Ben started a group called the Junto to make the city a better place. What did the Junto start? Have students chorally reread the last sentence on page 7 to answer the question. The author writes that fire was an enemy. This is a metaphor. An enemy is very dangerous. What word in the next sentence helps you understand how dangerous? (destroy)*

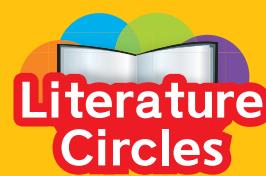
Go Digital



Leveled Readers

Cause	Effect
First	→
Next	→
Then	→
Now	→

Fill in the Graphic Organizer



Pages 9–10 What encouraged Ben to want to find out more about electricity? (a gift) Have students point to the diagram on page 10. Help them describe the experiment using time-order words. *When lightning hit the wire, electricity came down into the jar.*

Pages 11–14 Have students point to the photo on page 12. Why did Ben invent bifocals? Ben had bad ____ (eyesight). Point to your eyes and have students do the same.

After Reading

Respond to Reading Help students complete their graphic organizer. Revisit the Essential Question. Have partners summarize and answer the Text Evidence Questions. Review the answers as a group.

 **Write About Reading** Make sure students are correctly explaining the problem and how it is solved, basing the steps on what they have read and returning to the text as necessary.

Fluency: Expression

Model Model reading page 2 with proper expression. Next, reread the page aloud, and have students read along with you.

Apply Have partners practice reading the page.

PAIRED READ

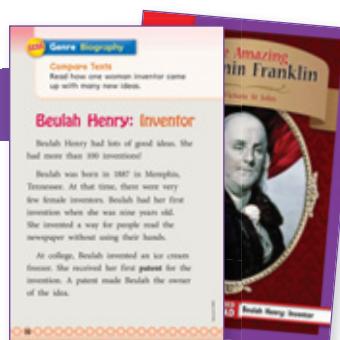
“Beulah Henry: Inventor”

Make Connections:

Write About It

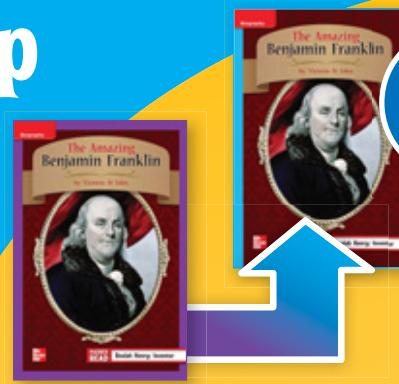
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After reading, have students make connections between *The Amazing Benjamin Franklin* and the information they learned from “Beulah Henry: Inventor.”



Leveled Reader

Level Up



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IF students read the **ELL Level** fluently and answered the questions

THEN pair them with students who have proficiently read **On Level** and have ELL students

- echo-read the **On Level** main selection with their partners.
- list difficult words and discuss these words with their partners.

ACT Access Complex Text

The **On Level** challenges students by including more domain-specific words and complex sentence structures.



FOCUS ON SCIENCE

Students can extend their knowledge of static electricity by completing the science activity on page 20. **STEM**

→ English Language Learners

Vocabulary

PRETEACH VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out looking for them*).

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “Mary Anderson’s Great Invention,” following the Vocabulary Routine on the **Visual Vocabulary Cards** for words *solution, substitutes, examine, investigation, design, simple, quality, and encouraged*.

We Do

After completing the Vocabulary Routine for each word, point to the word on the Visual Vocabulary Card, and read the word with students. Ask students to repeat the word.

You Do

Have students work with a partner to use two or more words in sentences or questions. Then have each pair read the sentences aloud.

Beginning

Help students write the sentences correctly and read them aloud.

Intermediate

Ask students to write one sentence and one question.

Advanced/High

Have students write one sentence and one question for each word.

REVIEW VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went out looking for them*).

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Review the previous week’s vocabulary words. The words can be reviewed over a few days. Read each word aloud pointing to the word on the **Visual Vocabulary Card**. Have students repeat after you. Then follow the Vocabulary Routine on the back of each card.

We Do

Act out the vocabulary words for students. Have them guess each word you act out. Give clues by describing your actions. Have students name a word and define or use it in a sentence.

You Do

Have pairs divide the words into three groups: *people/things, actions, descriptions*. Have them write sentences using a word from each group.

Beginning

Help students divide the words and write at least one sentence.

Intermediate

Have students write at least two sentences using at least four words.

Advanced/High

Have students use all the words in at least three sentences.

METAPHORS

OBJECTIVES

Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

LANGUAGE OBJECTIVE

Identify and determine the meanings of metaphors.

I Do

Read aloud the first paragraph of page 72 in “Mary Anderson’s Great Invention” while students follow along. Point to the sentence *The sky was a gray curtain*. Explain that metaphors such as this use figurative, nonliteral language that helps readers picture or visualize something. Explain that context clues can help students determine the meaning of each metaphor.

Think Aloud I am not sure what *The sky was a gray curtain* means, but I see that two different things are being compared. I know that it was a cold, windy day in winter. That makes me think that the sky looked like a gray curtain. Since the author does not use *like* or *as*, this must be a metaphor.

We Do

Point to the sentence *Snow was a white blanket on the ground* on page 72. Help students determine the meaning of this metaphor.

You Do

In pairs, have students write the meaning of *Soon his nose and ears were ice cubes* on page 72 using context clues.

Beginning

Help students locate the words and context clues on the page.

Intermediate

Ask students to locate and read aloud the context clues on the page.

Advanced/High

Have students explain the meaning of the metaphor using context clues.

ADDITIONAL VOCABULARY

OBJECTIVES

Produce simple, compound, and complex sentences.

Discuss concept and high-frequency words.

LANGUAGE OBJECTIVE

Use concept and high-frequency words.

I Do

List concept and high-frequency words from “Mary Anderson’s Great Invention”: *solved, model, can*; and *The Amazing Benjamin Franklin: called, problem, improve*. Define each word: *Solved* means “fixed a problem.”

We Do

Model using the words for students in a sentence: *I can check your scores to see how you are doing in class*. Then provide sentence frames and complete them with students: *I can watch _____*.

You Do

Have pairs write a sentence using each word and share the completed sentences with the class.

Beginning

Help students write the sentences correctly.

Intermediate

Provide sentence starters for students, if necessary.

Advanced/High

After students share their sentences, have them define the words.

→ English Language Learners

Writing/Spelling

WRITING TRAIT: WORD CHOICE

OBJECTIVES

Use temporal words and phrases to signal event order.

Produce complete, compound, and complex sentences.

LANGUAGE OBJECTIVE

Add time-order words and phrases to writing.

I Do

Explain that good writers put their ideas in order to show the sequence of events in their writing. Some examples of time-order words include *before*, *next*, and *last*. Read the Student Model passage aloud as students follow along, and identify time-order words and phrases.

We Do

Read aloud the passage “The Next Step” on page 73 from “Mary Anderson’s Great Invention” as students follow along. Identify time-order words and phrases. Have students repeat the words and phrases chorally.

You Do

Have pairs write short sentences using time-order words and phrases. The first sentence should set up the second, which will show time-order. Edit each pair’s writing. Then have students revise.

Beginning

Have students copy the edited sentences.

Intermediate

Have students revise, using words and phrases to show time order.

Advanced/High

Have students revise, using time-order words, and edit for errors.

SPELL WORDS WITH LONG a

OBJECTIVES

Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.

LANGUAGE OBJECTIVE

Spell words with long-a spellings.

I Do

Read aloud the Spelling Words on page T234, modeling /ā/ in each word. Point out all the long-a spellings. Have students repeat the words.

We Do

Read the Dictation Sentences on page T235 aloud for students. With each sentence, read the underlined word slowly, modeling the long-a sound. Have students repeat after you and write the word.

You Do

Display the words. Have students exchange their list with a partner to check the spelling and write the words correctly.

Beginning

Have students copy the corrected words and say the words aloud.

Intermediate

Have students circle the long-a spellings in their corrected words.

Advanced/High

After students have corrected their words, have pairs quiz each other.

PREDICATES

OBJECTIVES

Produce simple, compound, and complex sentences.

Identify predicates.

I Do

Remind students that every complete sentence is made up of two parts: the complete subject and the complete predicate. Write on the board: *My older brother taught me how to roller skate*. The complete subject tells who or what the sentence is about. Tell students that *My older brother* is the complete subject. The complete predicate tells what the subject does. In this sentence, *taught me how to roller skate* is the complete predicate.

We Do

Write the sentences below on the board. Identify the complete predicate in each sentence and circle it. Review complete subjects and predicates with students. Ask volunteers to name the complete subject and predicate for each sentence. Then read the completed sentences aloud for students to repeat.

Adam and Kemal went to the movies over the weekend.

The noisy sea lions were my favorite animals in the zoo.

My sister and I have to wash the dishes after dinner each night.



LANGUAGE OBJECTIVES

Write sentences.

You Do

Have students work in pairs to write three sentences. One of the partners will just write three complete subjects. The other partner will write three complete predicates. Then have students match their complete subjects to their complete predicates to make complete sentences. Ask students to read their sentences aloud and, if possible, act out their sentences.

Beginning

Help students write subjects and predicates. Read the sentences aloud for students to repeat after you.

Intermediate

Have students write their sentences on the board and draw lines to separate the subjects from the predicates.

Advanced/High

Have students write their sentences on the board. Ask them to explain the difference between the subject and the predicate.

Language Transfers Handbook

Speakers of Cantonese, Haitian Creole, Hmong, Korean, and Khmer should have a transferable understanding of subjects and predicates, but they may have difficulties with subject-verb agreement. Reinforce the use of -s in present tense, third-person form by helping students form sentences using the third-person form.

For extra support, have students complete the activities in the **Grammar Practice Reproducibles** during the week, using the routine below:

- Explain the grammar skill.
- Model the first activity in the Grammar Practice Reproducibles.
- Have the whole group complete the next couple of activities, then the rest with a partner.
- Review the activities with correct answers.

PROGRESS MONITORING



Unit 1 Week 4 Formal Assessment	Instructional Focus	Component for Assessment
Text Evidence	<ul style="list-style-type: none"> Comprehension Skill Vocabulary Strategy 	<ul style="list-style-type: none"> <i>Selection Test</i> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Text Structure: Cause and Effect	Comprehension Skill	<ul style="list-style-type: none"> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Metaphors	Vocabulary Strategy	<ul style="list-style-type: none"> <i>Selection Test</i> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Writing About Text	<ul style="list-style-type: none"> Comprehension Skill English Language Conventions Writing to Stimuli 	<i>Weekly Assessment</i>
Unit 1 Week 4 Informal Assessment	Instructional Focus	Component for Assessment
Research/Listening/ Collaborating	<ul style="list-style-type: none"> Listening Speaking Research 	<ul style="list-style-type: none"> <i>RWW</i> <i>Teacher's Edition</i>
Oral Reading Fluency (ORF) Fluency Goal: 61-81 words correct per minute (WCPM) Accuracy Rate Goal: 95% or higher	<ul style="list-style-type: none"> Reading Accuracy Prosody 	<i>Fluency Assessment</i>

Using Assessment Results

WEEK 4

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% assign Lessons 76–78 on Text Structure: Cause and Effect from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Students score below 70% assign Lesson 165 on Metaphors from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
WRITING	Students score below “3” on constructed response assign Lessons 76–78 and/or Write About Reading Lesson 200 from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
FLUENCY	Students have a WCPM score of 55–60 assign a lesson from Section 1,7,8,9 or 10 of the <i>Tier 2 Fluency Intervention online PDFs</i> .
	Students have a WCPM score of 0–54 assign a lesson from Sections 2–6 of the <i>Tier 2 Fluency Intervention online PDFs</i> .

Using Weekly Data

Check your data Dashboard to verify assessment results and guide grouping decisions.

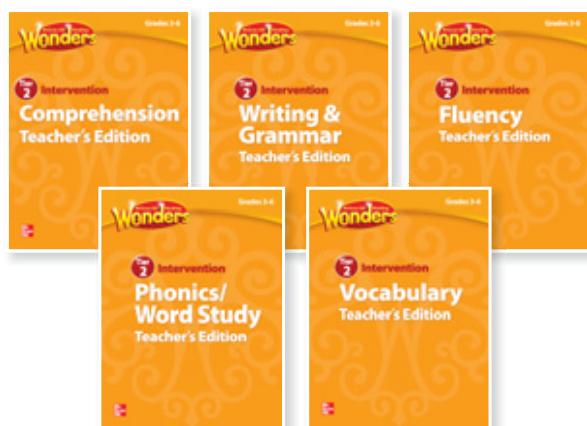


Data-Driven Recommendations

Response to Intervention

Use the appropriate sections of the *Placement and Diagnostic Assessment* as well as students' assessment results to designate students requiring:

TIER 2 Intervention Online PDFs



TIER 3 WonderWorks Intervention Program

