

WEEKLY OVERVIEW

Build Knowledge

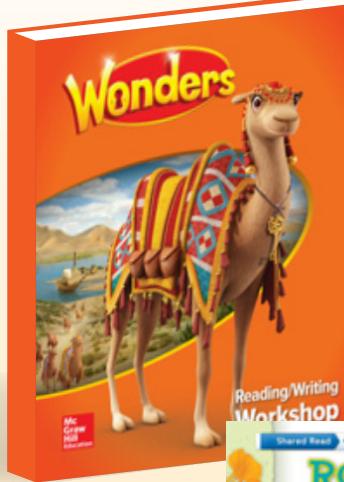
Communities



Essential Question:
How do people from different cultures contribute to a community?

Teach and Model

Close Reading and Writing



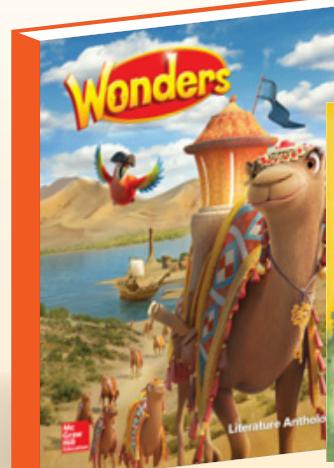
Reading/Writing Workshop



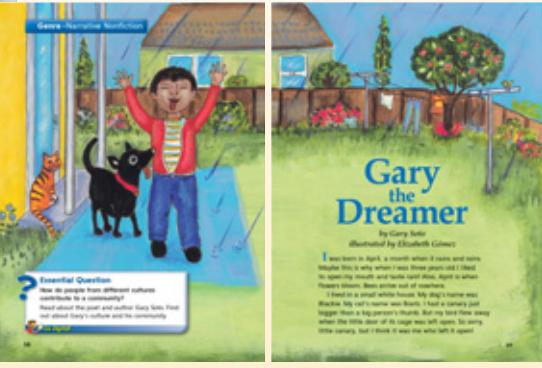
"Room to Grow," 54-59
Genre Narrative Nonfiction Lexile 490 ETS TextEvaluator 25

Practice and Apply

Close Reading and Writing



Literature Anthology



Gary the Dreamer, 58-71
Genre Narrative Nonfiction Lexile 500
ETS TextEvaluator 29



"Sharing Polkas and Pitas," 72-73
Genre Expository Text Lexile 530 ETS TextEvaluator 18

Differentiated Texts



APPROACHING
Lexile 560
ETS TextEvaluator 22



ON LEVEL
Lexile 630
ETS TextEvaluator 28



BEYOND
Lexile 750
ETS TextEvaluator 32



ELL
Lexile 630
ETS TextEvaluator 20

Leveled Readers

Extended Complex Texts



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

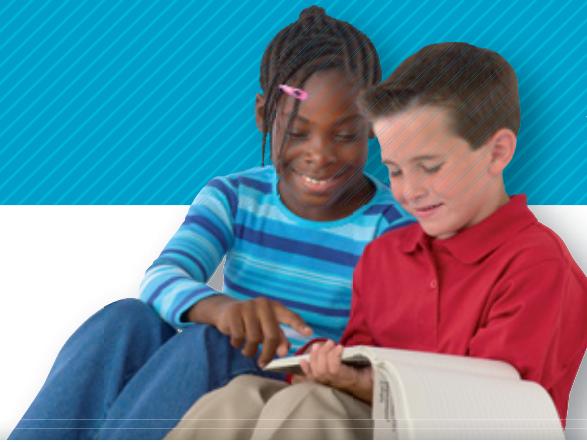


Benjamin Banneker
Genre Informational Text
Lexile 550
ETS TextEvaluator 18

Classroom Library

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Student Outcomes



Close Reading of Complex Text

- Cite relevant evidence from text
- Describe Text Structure: sequence
- Ask and answer questions

Writing

Write to Sources

- Draw evidence from informational texts
- Write informative texts
- Conduct short research on community history

Writing Process

- Proofread/Edit and Publish a Friendly Letter

Speaking and Listening

- Engage in collaborative discussions about communities
- Paraphrase portions of “Faith Ringgold” and presentations on communities
- Present information on communities

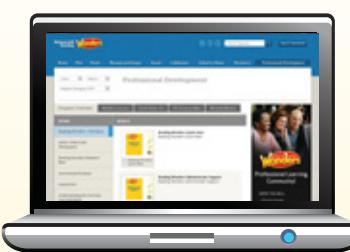
Content Knowledge

- Trace the establishment of diverse communities.



Professional Development

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



Language Development

Conventions

- Identify subjects, complete subjects, and compound subjects

Vocabulary Acquisition

- Acquire and use academic vocabulary
admires classmate community contribute
practicing pronounce scared tumbled
- Demonstrate understanding of compound words

Foundational Skills

Phonics/Word Study

- Final e
- Inflectional endings: drop final e

Spelling Words

date	lake	skate	plane	grade
fine	life	rice	wise	smile
rose	globe	smoke	come	used

Fluency

- Rate

Go Digital! www.connected.mcgraw-hill.com.

INSTRUCTIONAL PATH

1

Talk About Communities

Guide students in collaborative conversations.

Discuss the essential question: *How do people from different cultures contribute to a community?*

Develop academic language and domain specific vocabulary on communities.

Listen to "Faith Ringgold: Telling Stories Through Art" and to summarize how art is a way people can contribute to a community.



2

Read "Room to Grow"

Model close reading with a short complex text.

Read

"Room to Grow" to learn how one family helps their community grow, citing text evidence to answer text-dependent questions.

Reread

"Room to Grow" to analyze text, craft, and structure, citing text evidence.



3

Write About Communities

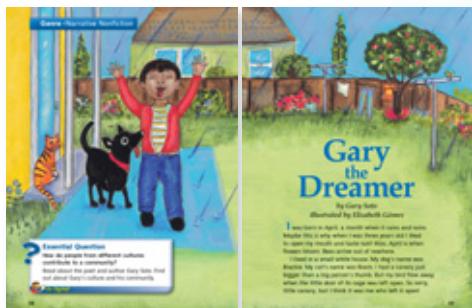
Model writing to a source.

Analyze a short response student model.

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

4

Read and Write About Communities



Practice and apply close reading of the anchor text.

Read

Gary the Dreamer to learn about the author's culture and his community.

Reread

Gary the Dreamer and use text evidence to understand how the author presents information about his community.

Write a short response about **Gary the Dreamer**.

Integrate

Information about how different cultures can contribute to their communities.

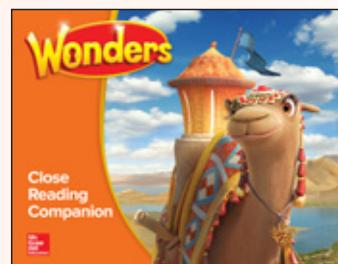
Write to Two Sources, citing text evidence from **Gary the Dreamer** and "Sharing Polkas and Pitas."



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 do people from cultures contribute to a community?

Text to Fine Art Compare how the authors of the texts read and the artist share stories about their cultures and communities.

Conduct a Short Research Project

Create a travel brochure about your community.

DEVELOPING READERS AND WRITERS

Write to Sources



Day 1 and Day 2

Build Writing Fluency

- Quick write on "Room to Grow," p. T162

Write to a Source

- Analyze a student model, p. T162
- Write about "Room to Grow," p.T163
- Apply Writing Trait: Sequence, p. T162
- Apply Grammar Skill: Subjects, p. T163



Day 3

Write to a Source

- Write about *Gary the Dreamer*, independent practice, p. T159N
- Provide scaffolded instruction to meet student needs, p. T164



Day 4 and Day 5

Write to Two Sources

- Analyze a student model, pp. T164-T165
- Write to compare *Gary the Dreamer* with "Sharing Polkas and Pitas," p. T165

WEEK 1: PREWRITE WEEK 2: DRAFT AND REVISE

WEEK 3: PROOFREAD/EDIT, PUBLISH, EVALUATE



Go Digital

Genre Writing: Narrative Text

Friendly Letter Proofread/Edit

- Discuss the edited student model
- Review subjects

Publish

- Review options for publishing writing

Evaluate

- Use rubric and anchor papers to evaluate student writing.

Proofreading
Marks

Edit Checklist

Friendly Letter:
Rubric

Edited Student Model • Friendly Letter • 7

A Letter to Phil

By James B.

2265 Harbor Road
Boca Raton, FL 33498

March 25, 2011

Dear Phil
I hope you're enjoying college. I'm having a great school year! I've been getting good grades. I just got the lead role in the play that will take place this spring. The reason I'm writing is to tell you about a project we did in science class a few weeks ago. We grew a crystal garden. You always helped me with my science homework, so I thought you would like to hear about it.

We started by placing small pebbles of a sponge in a glass pan. We sprinkled water on the sponges so that they were damp. We mixed salt and water until no more salt would dissolve into the water. We then poured the mixture over the sponges. Since we wanted a colorful crystal garden, we sprinkled different food colorings on different sponges. We sprinkled a little bit more salt over our garden. Let it sit for a few days.

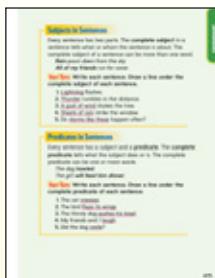
Over the next few weeks, we watched our colorful crystals grow. They started out very Now our crystal garden is fully grown. They look like red, blue, yellow, green, and purple gem stones.

Unit 1 • Friendly Letter

Edited Student Model

Friendly Letter:
Anchor Papers

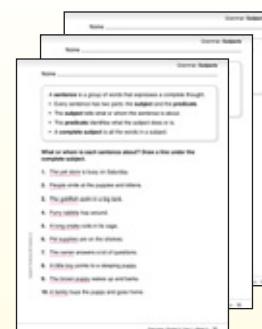
Grammar and Spelling Resources



Reading/Writing Workshop
Grammar Handbook
p. 475

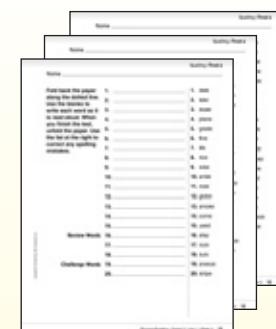


Online Spelling
and Grammar Games



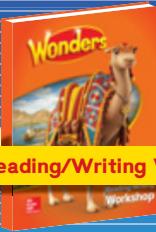
Grammar Practice,
pp. 11–15

Online PDFs



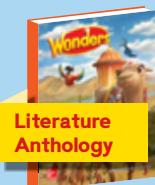
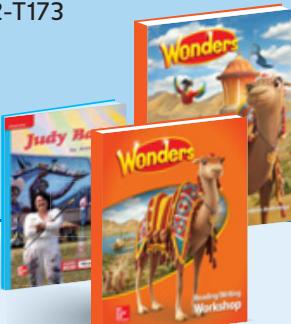
Phonics/Spelling
Practice, pp. 13–18

SUGGESTED LESSON PLAN

	READING	DAY 1	DAY 2
Whole Group	Teach, Model and Apply  Reading/Writing Workshop	Core Introduce the Concept T142-T143 Vocabulary T146-T147 Close Reading "Room to Grow," T148-T151	Close Reading "Room to Grow," T148-T151 Strategy Ask and Answer Questions, T152-T153 Skill Sequence, T154-T155 Vocabulary Strategy: Compound Words, T158-T159
	Options Listening Comprehension T144-T145	Genre Narrative Nonfiction, T156-T157	
LANGUAGE ARTS			
Whole Group	Writing Grammar	Core Grammar Subjects , T166 Spelling Final e , T168 Build Vocabulary T170	Write About the Text Model Note-Taking and Write to a Prompt, T162-T163 Grammar Subjects , T166 Build Vocabulary T170
	Spelling Build Vocabulary	Options Write About the Text Writing Fluency, T162 Genre Writing Friendly Letter: Discuss the Edited Model, T356	Genre Writing Friendly Letter: Proofread/Edit, T356 Spelling Final e , T168
 Writing Process: Narrative: Friendly Letter, T352-T357 Use with Weeks 1-3			

	Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional supports options throughout the week.	
Small Group	APPROACHING LEVEL	ON LEVEL
	Leveled Reader <i>Judy Baca</i> , T174-T175 "Vibrant Los Angeles," T175 Literature Circle, T175 Phonics/Decoding Decode Words with Final e: <i>a_e</i> , T176 TIER 2 Build Words with Final e Spellings, T176 TIER 2 Practice Words with Final e, T177 Inflectional Endings: Drop Final e, T177	Vocabulary <ul style="list-style-type: none"> High-Frequency and Vocabulary Words, T178 TIER 2 Identify Related Words, T179 Compound Words, T179 Comprehension <ul style="list-style-type: none"> Text Structure, T180 TIER 2 Review Text Structure: Sequence, T181 Self-Selected Reading, T181 Fluency Rate, T180 TIER 2



DAY 3	DAY 4	DAY 5
Close Reading <i>Gary the Dreamer</i> , T159A-T159N 	Fluency T161 Close Reading "Sharing Polkas and Pitas," T159O-T159P Integrate Ideas Research and Inquiry, T172	Integrate Ideas T172-T173 <ul style="list-style-type: none"> Text Connections Research and Inquiry Weekly Assessment 
Phonics/Decoding T160, T161 <ul style="list-style-type: none"> Final e Inflectional Endings: Drop Final e 	Close Reading <i>Gary the Dreamer</i> , T159A-T159N	
Grammar Subjects, T167	Write About Two Texts Model Note-Taking and Taking Notes, T164	Write About Two Texts Analyze Student Model and Write to the Prompt, T165 Spelling Final e, T169
Write About the Text and Write to a Prompt T164 Genre Writing Friendly Letter: Publish, T356 Spelling T169 Build Vocabulary T171	Genre Writing Friendly Letter: Evaluate, T357 Grammar Subjects, T167 Spelling T169 Build Vocabulary T171	Genre Writing Friendly Letter: Conference with Students, T357 Grammar Subjects, T167 Build Vocabulary T171

 **Writing Process: Narrative:** Friendly Letter, T352-T357 Use with Weeks 1-3

BEYOND LEVEL	ENGLISH LANGUAGE LEARNERS
Leveled Reader <i>Judy Baca</i> , T186-T187 "Vibrant Los Angeles," T187 Literature Circle, T187 Vocabulary Review Domain-Specific Words, T188 <ul style="list-style-type: none"> Compound Words, T188 Tell a Story, T188 	Comprehension Review Text Structure: Sequence, T189 <ul style="list-style-type: none"> Self-Selected Reading, T189 Independent Study, T189  Shared Read "Room to Grow" T190-T191 Leveled Reader <i>Judy Baca</i> , T192-T193 "Vibrant Los Angeles," T193 Literature Circle, T193 Phonics/Decoding Decode Words with Final e: a_e, T176 Build Words with Final e Spellings, T176 Practice Words with Final e, T177 Inflectional Endings: Drop Final e, T177

DIFFERENTIATE TO ACCELERATE



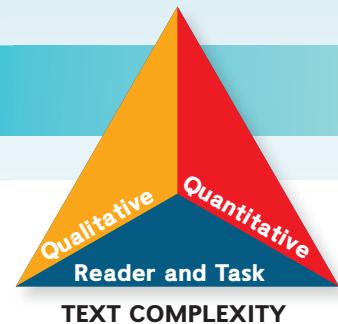
Scaffold to Access Complex Text

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>"Room to Grow" Lexile 490 <i>TextEvaluator</i>™ 25</p>	<p><i>Gary the Dreamer</i> Lexile 500 <i>TextEvaluator</i>™ 29</p> <p><i>Sharing Polkas and Pitas</i> Lexile 530 <i>TextEvaluator</i>™ 18</p>	<p>Approaching Level Lexile 560 <i>TextEvaluator</i>™ 22</p> <p>Beyond Level Lexile 750 <i>TextEvaluator</i>™ 32</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 Passage of Time T151 Genre Autobiography T157 <p>ACT See Scaffolded Instruction in Teacher's Edition T151 and T157</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Genre Autobiography T159B, T159G, T159K Purpose Share Events T159C Connection of Ideas Make Inferences T159E, T159L; Illustrations T159I Organization Compare and Contrast T159O-T159P <p>ACT See Scaffolded Instruction in Teacher's Edition T159B-T159P</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 on pages T142-T143 will help determine the reader's knowledge and engagement in the weekly concept. See pages T148-T159 and T172-T173 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T142-T143 will help determine the reader's knowledge and engagement in the weekly concept. See pages T159A-T159P and T172-T173 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T142-T143 will help determine the reader's knowledge and engagement in the weekly concept. See pages T174-T175, T182-T183, T186-T187, T192-T193, and T172-T173 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T142-T143 will help determine the reader's knowledge and engagement in the weekly concept. See pages T368-T369 for questions and tasks for this text.</p>

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 T153

Comprehension Skill Sequence T155

Genre Narrative Nonfiction T157

Vocabulary Strategy Compound Words T159

Phonics/Fluency Words with Final e, Rate T161

If No → **Approaching Level** Reteach T174–T181

ELL Develop T190–T197

If Yes → **On Level** Review T182–T185

Beyond Level Extend T186–T189

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. T194–T195

Close Reading

Interactive Question-Response routines for scaffolded text-dependent questioning for reading and rereading the Shared Read and Leveled Reader, pp. T190–T193

Writing

Focus on the weekly writing trait, grammar skills, and spelling words, pp. T196–T197

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

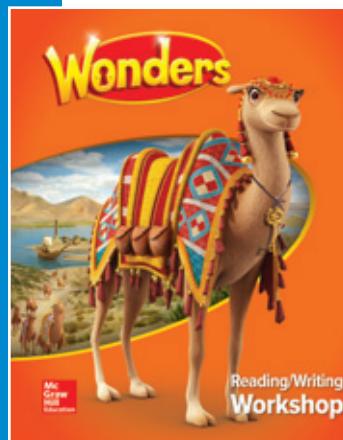
Scaffolded instruction for writing to sources and revising student models



Wonders for ELs Teacher Edition and Companion Worktexts



Introduce the Concept



Reading/Writing Workshop



Build Background

ESSENTIAL QUESTION

How do people from different cultures contribute to a community?

Have students read the Essential Question on page 50 of the **Reading/Writing Workshop**. Explain that many people from different **cultures** contribute to a **community**.

Discuss with students the main ideas and details of the photograph of the children. Focus on how the children are sharing culture with their community.

- There are many different ways to share culture with a community. Some ways are sharing food, types of music and dance, and stories.
- When people in a community share their culture, they contribute to the community. Sharing culture helps people learn from each other.

Talk About It

Ask: *How can people contribute to communities by sharing culture?*

What are some ways to share culture in a community? Have students discuss in pairs or groups.

- Model using the Concept Web to generate words and phrases related to sharing culture in communities. Add students' contributions.
- Have partners continue the discussion by sharing what they know about culture and communities. They can complete the Concept Webs, generating additional related words and phrases.



COLLABORATE

ACADEMIC LANGUAGE

- *community, contribute*
- Cognates: *comunidad, contribuir*

Go Digital



Discuss the Concept



Watch Video



Use Graphic Organizer

Collaborative Conversations



Add New Ideas As students engage in partner, small-group, and whole-class discussions, encourage them to add new ideas to their conversations. Remind students to

- stay on topic.
- connect their own ideas to things their peers have said.
- look for ways to connect relevant personal experiences or prior knowledge to the conversation.



MAKING A CONTRIBUTION

David is sharing his culture with the people in his community.

- ▶ Learning about different cultures is important.
- ▶ Different cultures make a community more interesting.
- ▶ Communities grow when people share their cultures.

Talk About It

Write words you have learned about cultures and communities. Talk about what you can learn from other people.

COLLABORATE

51

READING/WRITING WORKSHOP, pp. 50-51

ELL ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning	Intermediate	Advanced/High
Use Visuals Point to the boys dancing. Say, <i>These boys are sharing culture by dancing. Culture is the arts, beliefs, and customs of a certain group of people. For example, culture can be a special type of dance.</i> Guide students in sharing one question that they have about culture.	Describe Have students describe the photograph. Ask, <i>What are the boys wearing? What are they holding? Would you like to try this dance?</i> Give students plenty of time to respond.	Discuss Ask students to discuss with partners other parts of culture they have seen people share. Ask questions to help them focus. <i>Have you seen people dance? Have you seen people prepare special food?</i> Have students share their responses with the class.

GRAPHIC ORGANIZER 62





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.

- Listen for a purpose.
- Identify characteristics of a biography.

ACADEMIC LANGUAGE

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

Connect to Concept: Communities

Tell students that art is one way people can make a contribution to their community. Tell students that as they listen to a passage about an artist who tells stories with paintings and quilts, they will be asking and answering questions about the text.

Preview Genre: Narrative Nonfiction

Explain that the text you will read aloud is a biography, which is a kind of narrative nonfiction. Discuss features of biographies:

- are the story of a real person's life written by another person
- are often about a person who has made a difference or has a unique story to tell
- may include details to add interest, but the people, events, and facts in a biography are true

Preview Comprehension Strategy: Ask and Answer Questions

Point out that readers can ask questions before they read to help them understand what the text will be about. As they continue to read they can ask and answer questions to help them monitor their comprehension and stay on track.

Use the Think Alouds on page T145 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.*

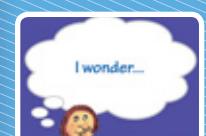
Genre Features With students, discuss the elements of the Read Aloud that let them know it is a biography. Ask them to think about other texts that you have read aloud or they have read independently that were biographies.

Summarize Have students determine the main idea and supporting details in "Faith Ringgold: Telling Stories Through Art." Then, have them briefly restate the information they learned and discuss the contributions Ringgold's art has made to the United States.

Go Digital



View Photos



Model Think Alouds

Genre	Features

Fill in Genre Chart

Faith Ringgold: Telling Stories Through Art

A young African American girl looked out her apartment window. Her Harlem street was a patchwork of colors and shapes. It reminded her of the brightly colored quilts her mother and grandmother made. Faith listened to the stories they told while quilting. She learned about the hard life of her great-great-great grandmother as the needle went in and out of the quilt. **1**

Because her mother worked in fashion there were always stacks of fabrics on tables and chairs. Faith was often sick as a child, so she spent a lot of time indoors with her mother. Faith's mother taught her to sew and to see art in the world around her. She treasured those days.

Faith learned that art was a way to tell a story. She created paintings that told about events taking place in the world. Other paintings told stories from her own life and those of her family and friends. Faith often thought about the shapes

and bold colors of her mother's many quilts. Could quilts tell a story, too? **2**

Soon Faith began piecing together shapes of bright fabric to make pictures. Sometimes she would paint the fabric before cutting it into the shapes she needed. She filled her story quilts with joyful images from her childhood. One quilt told about her family's picnics on their apartment roof in the summer. Later she wrote a book called Tar Beach. She used the pictures from her quilt to tell the story. **3**

Today Faith Ringgold is still using art to tell stories. Some stories tell of difficult times. But she never fails to bring joyful hope to all who see her work. Her paintings and story quilts connect people to each other, to their communities, and to the world.

Image Source/Getty Images



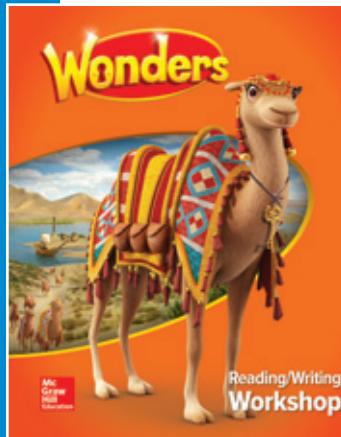
1 Think Aloud As I read I can ask and answer questions to help me better understand and remember what I read. I can ask myself, "What did I just learn from this paragraph?"

2 Think Aloud I wonder if Faith will try other kinds of art besides painting to tell stories. I know that Faith learned how to make quilts from her mother, so I wonder if she will make her own quilts.

3 Think Aloud After reading this paragraph, I ask myself, "What do Faith's quilts look like?" I'm going to reread this paragraph to try to find the answer to my question.



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 are **scared**, you are afraid of something.

Example: Our dog hides during storms because he is **scared**.

Ask: What is a synonym for **scared**?

Go Digital



scared

Use Visual Glossary

Definitions

- **admires** When someone **admires** something you have done, he or she likes it.
Cognate: *admirar*
- **classmate** A **classmate** is someone who is in your class at school.
- **community** A **community** is a place where people live, work, and play together.
- **contribute** When you **contribute** something, you give money or help.
- **practicing** When I am **practicing**, I do something again and again.
- **pronounce** When you **pronounce** a word, you say the sounds correctly.
- **tumbled** When I lost my balance, I **tumbled** and fell.

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 partners to answer.



Words to Know

Vocabulary

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



admires

My family **admires** my good test grades.

What do you admire about a friend?



classmate

Don and his **classmate** Maria always eat lunch together.

What things do you do with a classmate?



community

Many people in my **community** work together.

What do you like about your community?



contribute

Mom will **contribute** clothes to people who can use them.

What could you contribute to a bakesale?



practicing

Kyle has been **practicing** and now he can play lots of songs.

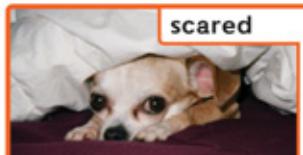
What skill can you improve by practicing?



pronounce

Cindy can **pronounce** her name in another language.

How do you pronounce your lastname?



scared

Our dog hides during storms because he is **scared**.

What do you do when you feelscared?



tumbled

The ripe tomatoes **tumbled** out of the big basket onto the ground.

What does tumbled mean?

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. 52-53**ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Use Visuals Let's look at the picture for the word *scared*. Demonstrate a scared pose and expression. Ask: Who is scared in this photograph? Have students point to the dog and fill in the sentence frame. *The dog is _____. Give students ample time and support to answer.*

Intermediate

Describe Have students describe the picture for the word *scared*. Help them with pronunciation. Ask: How can you tell the dog is scared? Guide them toward a response, such as *the dog is hiding under a blanket*. Help students complete the sentence frame. Some people are scared of _____.

Advanced/High

Discuss Ask students to discuss with a partner other things that might scare a pet. Have students write a sentence about what made the dog scared. Have volunteers share their sentences with the class.

ON-LEVEL PRACTICE BOOK p. 21

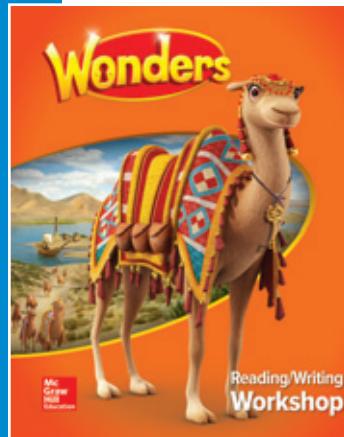
admires	community	practicing	scared
classmate	contribute	pronounce	tumbled

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

- What is another word for afraid? scared; I get scared by the sound of thunder and lightning.
- What word can describe a friend who sits next to you at school? classmate; My classmate is the nicest student at school.
- What is another word for give? contribute; Instead of paying money for tickets, we were asked to contribute canned goods.
- What helps people get better at doing something? practicing; My piano teacher told me I would get better by practicing everyday.
- What word means say the sound of? pronounce; When I read names in a book, I sometimes wonder how to pronounce them.
- What word describes a place where people live and work together? community; My community is a great place to live.
- What word means thinks well of? admires; My little sister admires me for my great basketball skills.
- What happened to the fruit when it fell out and rolled to the ground? tumbled; My change fell out of my pocket and tumbled to the ground.



Comprehension



Reading/Writing Workshop

MINILESSON
10 Mins

Shared Read

Lexile 490 TextEvaluator™ 25

Connect to Concept

Communities

Explain to students that "Room to Grow" is the story of a girl who adjusts to living in a new community.

After reading the story, have partners discuss what they have learned about moving to a new community.

Use Vocabulary Words in Context

The highlighted words in this text are the vocabulary words students have learned: **celebrate, courage, disappointment, precious, pride, remind, symbols, traditions**. As you read, have them discuss meanings.

Close Reading Routine

Read

DOK 1–2

- Identify key ideas and details about Communities.
- 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.

Read

Close Reading

Note Taking Read page 55 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.

Go Digital



Discuss "Room to Grow"

OBJECTIVES

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

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

ACADEMIC LANGUAGE

concept, context, reread



See pages T190–T191 for Interactive Question-Response routine for the Shared Read.

Shared Read • Genre • Narrative Nonfiction

Room to Grow



Essential Question

How do people from different cultures contribute to a community?

Read how one family helps their community grow.

Our new home in Portland

54

READING/WRITING WORKSHOP, pp. 54–55

Paragraphs 1–2: Read the first two paragraphs of “Room to Grow” on page 55. Ask: *How is Kiku’s new home different from her old home?* Model how to cite evidence.

In the first paragraph I see that Kiku has moved from the country to the city. Then I see that she has no yard in her new home, so the family keeps many plants inside. I think that she had more room in her old home.

Paragraph 3: Help students connect to the text by recounting their own experiences Say: *Kiku is scared to start school. I can understand why she is scared when I remember my first day at a new school.* Have students discuss the topic using relevant facts and details.

I can understand why Kiku Sato is scared. It can be scary to be in a new place where you don’t know anybody. I read that Kiku was scared that no one would be her friend. I have been nervous about going to new places, but I always make new friends. I know Kiku will make new friends too.

Spring in the City

My name is Kiku Sato. Last spring, my family and I moved from the country to the big city.

Our new home in Portland had no yard. There wasn’t even a tiny plot of land. So Mama made an indoor garden. First she and Papa planted seeds in pots. Then they hung them from hooks. Next they crammed plants onto shelves. Green vines **tumbled** over desks. Soon our house had plants everywhere.

At first I was **scared** to start school. I was afraid no one would be my friend. But I soon met a **classmate**. Jill Hernandez and I were **practicing** reading aloud one day. She helped me say her last name, and I helped her **pronounce** mine. The next day we were best friends. Jill spent lots of time at my house.



55

ELL

ENGLISH LANGUAGE LEARNERS

Explain Students might not understand that the title “Room to Grow” is a play on words. Explain to students that we say there is room to grow when we get something bigger than what is needed, such as a house for a family that will get bigger or have more people there in the future. Here, however, it is the opposite. Kiku’s home is very small and there is nowhere to grow plants outside, so her parents grow a garden inside the house. Discuss how well the author uses language to present the ideas in the story. Ask: *Does the writer show that the title “Room to Grow” fits this story well? Why do you think that?*

You might also want to explain the expression “make the most of” in paragraph 1 on page 57. This again is talking about using a place or a thing that might not be very big or seem very useful and doing the best they can with it. In this case, they use a very small area of land to grow a garden.

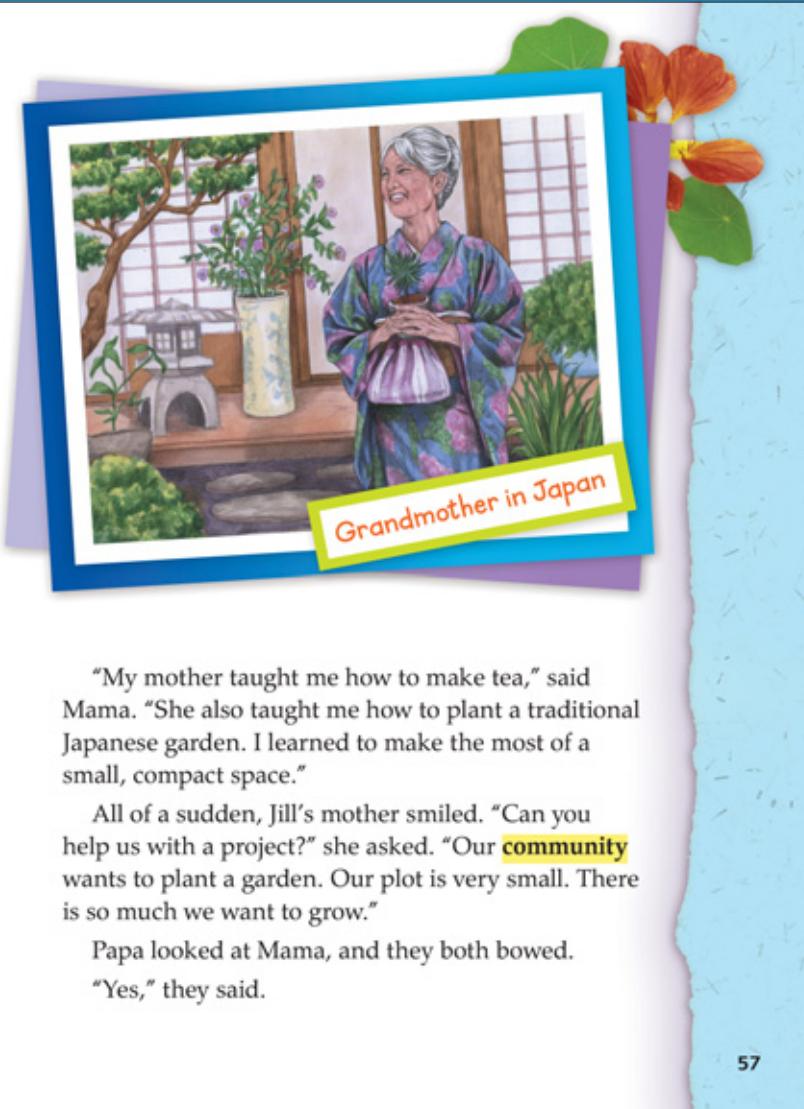
An idea for a garden

One afternoon, Jill and her mother came to visit Mama and Papa and me. First they saw our beautiful potted plants. Jill's mother said, "Jill **admires** your indoor garden. She has told me so much about it."

We all sat down while Mama served tea. First she put green tea into the tea bowl. Then she added hot water and stirred. She handed the bowl to Jill's mother and bowed.



Mama's special tea bowls



Grandmother in Japan

"My mother taught me how to make tea," said Mama. "She also taught me how to plant a traditional Japanese garden. I learned to make the most of a small, compact space."

All of a sudden, Jill's mother smiled. "Can you help us with a project?" she asked. "Our **community** wants to plant a garden. Our plot is very small. There is so much we want to grow."

Papa looked at Mama, and they both bowed.

"Yes," they said.

READING/WRITING WORKSHOP, pp. 56-57

Shared Read



Close Reading

Page 56: Tell students that you are going to take a close look at page 56. Ask: *How did Kiku's mother learn to make tea?* Model how to cite evidence to answer the question.

When I read the second paragraph on page 56 of "Room to Grow," I see that Kiku's mother is serving tea. She has a special way of making and serving it. I wonder how she learned it. When I keep reading, I see that her mother taught her.

Page 57: Tell students that you are going to take a closer look at page 57. Ask: *Why do you think Jill's mother asks Kiku's mother for help with the community garden project?* Model how to cite evidence to answer the question. Discuss with students how Kiku's mother's help with the community garden is a good example of how people can volunteer in their communities.

Jill's mother can tell from looking at the potted plants that Kiku's mother really likes gardening. She also knows that Kiku's mother learned a lot about gardening from her mother. By helping plant a community garden, Kiku's mother is helping to create something useful that will improve the community.



A Garden Grows

First we had a meeting with the community. Everyone agreed to **contribute**. Some people brought seeds, tools, and dirt. Then the next day we met and started our garden.

Papa built long, open boxes. Next, we filled them with dirt. The tallest box went close to the back wall. The boxes got shorter and shorter. The shortest box was in the front. "All the plants will get sunlight without making shade for the others," Mama said.



58

Then, we used round, flat stones to make a rock path. Papa said that in Japan, stones are an important part of a garden. Finally, we planted the seeds.

Jill and I worked in the garden all summer. Our community grew many different vegetables. At the end of the summer, we picked enough to have a cookout. Mama brought a big pot of miso and vegetable stew. Everyone thanked Mama and Papa for their help. They brought a bit of Japan to Portland. I was so proud.



Make Connections

What did Kiku's family do to help their new community? What parts of their culture did they share?

ESSENTIAL QUESTION

How can you and your family contribute to your community? **TEXT TO SELF**

59

READING/WRITING WORKSHOP, pp. 58-59

Make Connections



Essential Question Encourage students to work with a partner to look for text for evidence of ways Kiku and her family helped their community and shared their culture. Share these sentence frames to focus the discussion:

I read that when Jill visited Kiku's house, Kiku's mother ...

When Jill explained her community wanted to plant a garden, Kiku and her family ...

ACT Access Complex Text

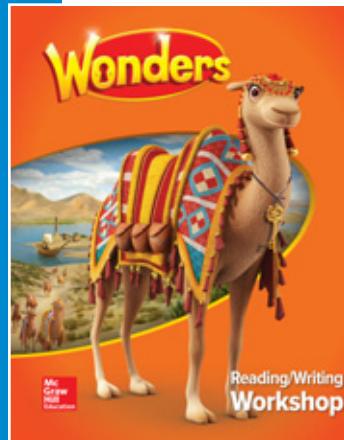
► Organization

Students may need support to understand the passage of time on pages 58-59.

- *In which season were the seeds planted?* (Spring: "Finally we planted the seeds" is followed by "Jill and I worked in the garden all summer.")
- *How much time passes between planting the seeds and the end of the story?* (At least a season passes. Kiku says that she worked in the garden all summer.)



Comprehension Strategy



Reading/Writing Workshop



Ask and Answer Questions

1 Explain

Explain that when they read a story, students may come across something they don't understand. Remind them that they can **ask questions** about the story as they read and then look for **answers** in the text.

- They can refer explicitly to the text for details to support the answers to their questions.
- When they don't find an answer to a question, they can reread the text.
- Good readers develop new questions about a text as they read.

Point out that asking and answering questions about a story will help them understand it better.

2 Model Close Reading: Text Evidence

Model how asking and answering questions can help you understand why there are so many plants in Kiku's house. Reread the section called "Spring in the City" on page 55 of "Room to Grow."

3 Guided Practice of Close Reading



Have students reread the section "An Idea for a Garden" starting on page 56. Direct them to work with partners to think of a question about the section. Provide an example question: *Why did Jill's mother ask Kiku's mother for help?* Then have them refer to the section again to find the answer. Remind students to use information directly found in the text to answer their questions.

Go Digital



View "Room to Grow"

OBJECTIVES

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

Ask and answer questions to increase understanding.

ACADEMIC LANGUAGE

ask and answer questions

Comprehension Strategy

Ask and Answer Questions

Ask yourself questions as you read. Then look for details to support your answers.

**Find Text Evidence**

Look at the section "Spring in the City" on page 55. Think of a question. Then read to answer it.



I have a question. Why were there so many plants in Kiku's house? I read that they did not have a yard. Mama and Papa planted lots of seeds. I can answer my question. Kiku's family liked to grow things and didn't have the space to do it outdoors.

Your Turn

Reread "An Idea for a Garden." Think of one question. You might ask: Why did Jill's mother ask Kiku's mother for help? Read the section again to find the answer.

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READING/WRITING WORKSHOP, p. 60**ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Understand Help students reread the first two paragraphs of "Spring in the City" on page 55. Point out difficult words and phrases such as *plot of land*, *hung*, and *crammed*. Define them with the help of pictures and demonstrations. Then help students replace them with words they know.

Intermediate

Explain Have students reread the first two paragraphs on page 55. Ask: *Why does Kiku's mother make an indoor garden?* (*because there is no yard*) *Why is this important?* (*We learn that having a garden is important to the Satos.*) Point out why this text is confusing. *We do not know yet why having a garden is so important. We will have to read on to find out.*

Advanced/High

Demonstrate Comprehension Have students reread the first two paragraphs on page 55. Elicit from students why this text is confusing. Ask: *Why do you think it is important to know about this indoor garden?* Turn to a partner and explain.

Monitor and Differentiate**Quick Check**

Do students ask and answer questions to better understand the story? Do they refer to the story to answer their questions, if necessary?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T174

ELL

Develop p. T190

If Yes →

On Level

Review p. T182

Beyond Level

Extend p. T186

ON-LEVEL PRACTICE BOOK pp. 23–25

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

Joseph Bruchac**Growing Up Near Mountains**

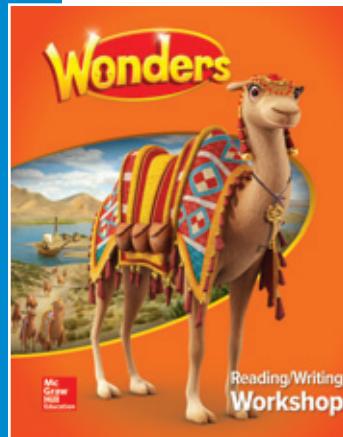
Joseph Bruchac grew up in the mountains of New York. He lived with his grandmother and grandfather. Young Joseph loved to go with his grandfather everywhere he went. His grandfather showed him how to walk softly through the woods and how to fish in the lakes and rivers. As a child, Joseph spent time working in his grandparents' store. When he made mistakes, his grandfather would never shout or yell at him. Instead, he would talk to Joseph about what had happened. That way Joseph could know how to do better the next time. During the winter, farmers would come to the store. They would sit around the stove and tell Joseph stories. While growing up, Joseph loved to read and write. Joseph's grandmother kept bookshelves in the house full of books. There was always plenty to read. He liked to read storybooks about animals. He also liked reading poetry. He even wrote some poems of his own! One time, he wrote a poem for his teacher. She was very proud.

APPROACHING
pp. 23–25

BEYOND
pp. 23–25

ELL
pp. 23–25

Comprehension Skill



Reading/Writing Workshop



Text Structure: Sequence

1 Explain

Explain that sequence is the order in which events take place. Paying attention to sequence can help readers better understand a story.

- Students can look for time-order words that indicate sequence, such as *first*, *next*, *then*, and *finally*. These words show the order of when things happen.
- Sequence is a way an author organizes ideas. In an autobiography, the author often writes events in chronological order. Understanding how to identify text structures such as sequence helps readers understand the order of events.

2 Model Close Reading: Text Evidence

Point out signal words in the “Spring in the City” section on page 55. Demonstrate how these signal words show the text’s sequence.

Write About Reading: Sequence Model for students how to use the notes from their graphic organizers to write the sequence of the events that occur in the “Spring in the City” section.

3 Guided Practice of Close Reading



Have students reread “Spring in the City.” Have them describe the overall structure of the text, and complete a graphic organizer, listing in order the events that occur after the garden is planted.



Write About Reading: Summary Ask pairs of students to work together to write a summary that describes the logical connection of the main events in “Room to Grow” using words that signal temporal relationships such as *first*, *next*, *then*, and *finally*. Select pairs of students to share their summaries with the class.

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

Go Digital



Present the Lesson

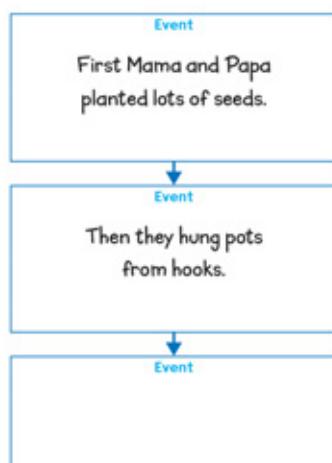
Comprehension Skill

Sequence

Sequence is the order in which important events take place. Look for words, such as *first*, *next*, *then*, and *finally*. These signal words show the sequence of events.

**Find Text Evidence**

In this autobiography, the events are told in sequence. I see the signal word first in "Spring in the City" on page 55. I will read to find out what happens next. I will look for signal words to help me.

**Your Turn**

Reread "Spring in the City." What happens next? List the events in order in your graphic organizer.

Go Digital!
Use the interactive graphic organizer

61

READING/WRITING WORKSHOP, p. 61

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. T180

ELL

Develop p. T190

If Yes → **On Level** Review p. T185

Beyond Level

Extend p. T189

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

Use Visuals Reread the second paragraph of "Spring in the City." Say: *Mama decides to plant an indoor garden. What happens first? Then what happens? What happens next?* Help students describe the sequence of events. *First, _____. Then _____. Next _____.*

Intermediate

Explain Have students reread the second paragraph of "Spring in the City." Have students explain what Kiku's mother decides to do. Then have partners describe the sequence of events that happen after this decision. *First, _____. Then, _____. Next, _____.*

Advanced/High

Discuss Have students describe the order of events after Kiku's mother decides to plant an indoor garden. Then have them explain how they identified a new event using signal words.

ON-LEVEL PRACTICE BOOK pp. 23–25

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

1. What happened during the winter at Joseph's grandparents' store?
Farmers came to the store. They sat around the stove and told Joseph stories.

2. What happened next after Joseph read stories to his sons?
He began to write children's books.

3. Reread the fifth paragraph. What did Joseph do after he began to write stories?
He went to schools all over the United States. He read his stories to children.

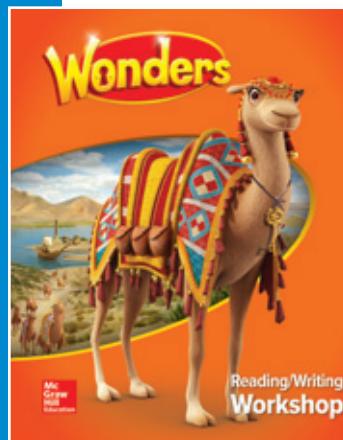
B. Work with a partner. Read the passage aloud. Pay attention to rate. Stop after one minute. Fill out the chart.

Words Read	-	Number of Errors	=	Words Correct
First Read	-	-	=	
Second Read	-	-	=	

APPROACHING
pp. 23–25BEYOND
pp. 23–25ELL
pp. 23–25



Genre: Informational Text



Reading/Writing Workshop



Narrative Nonfiction

1 Explain

Discuss the following key characteristics of an **autobiography**.

- An autobiography is a kind of narrative nonfiction. It tells the true story of a person's life.
- The author is who the text is about. You can tell because it uses pronouns such as *I* and *me*.
- An autobiography usually tells the events of the author's life in chronological order.
- Autobiographies often contain text features such as headings and maps. These features help readers understand the events in the person's life and picture where they took place.

2 Model Close Reading: Text Evidence

Model identifying clues on page 55 that indicate "Room to Grow" is an autobiography.

Headings Point out the heading "Spring in the City." Explain that headings tell what a section is mostly about. Ask: *Why does this heading fit this section?*

Map Point out the map at the bottom of the page. Explain that a map is a flat drawing of a real place. Have students tell how the map adds to their understanding of the story. Ask: *How does this map help you understand the story?*

3 Guided Practice of Close Reading



Have students work with partners to find examples in "Room to Grow" that help them know it is an autobiography. Have them tell their partners what they have learned about Kiku and her family's culture. Then have them share their work with the class.

Go Digital



Present the Lesson

OBJECTIVES

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Recognize the characteristics of an autobiography.

ACADEMIC LANGUAGE

- autobiography, map, headings, informational text
- Cognate:
autobiografía

Genre Informational Text

Narrative Nonfiction

"Room to Grow" is an autobiography. An autobiography:

- Is a kind of narrative nonfiction
- Tells the true story of a person's life in order
- Is written by that person and uses *I* and *me*



Find Text Evidence

*I know "Room to Grow" is an autobiography. It is a true story written by Kiku about her life. She uses the words *I* and *me*. Kiku's story also has headings and a map.*

page 55

Spring in the city

My name is Kiku Sato. Last spring, my family and I moved from the country to the big city.

Our new home in Portland had no yard. There wasn't even a tiny plot of land. So Mama made an indoor garden. First we and Papa planted seeds in pots. Then they hung them on hooks. Next we crammed plants onto shelves. Green vines **tangled** over desks. Soon our house had plants everywhere.

At first I was **scared** to start school. I was afraid no one would like me. But then I met a **classmate**, Jill Hernandez. I gave **painting** to Jill for show one day. She helped me learn her last name, and I helped her **pronounce** mine. The next day we were best friends. Jill spent lots of time at my house.



Text Features

Headings Headings tell what a section of text is mostly about.

Map A map is a flat drawing of a real place.

Your Turn

Find parts of "Room to Grow" that show you it is an autobiography. Tell your partner what you learned about Kiku and her culture.



62

READING/WRITING WORKSHOP, p. 62

Monitor and Differentiate

Quick Check

Are students able to identify autobiographical features in "Room to Grow"? Can they identify what they learned from them?



Small Group Instruction

If No →	Approaching Level	Reteach p. T174
	ELL	Develop p. T190
If Yes →	On Level	Review p. T182
	Beyond Level	Extend p. T186



Access Complex Text

Genre

Students may have difficulty identifying this story as autobiography because the narrator often focuses on other characters instead of on herself. Remind them that an autobiography is a true story told by the person it is about.

- *Who is telling the story? (Kiku. The first paragraph says, "My name is Kiku Sato.")*
- Review each section of the selection. Lead students to note the use of *I*, *me*, and *my* and that each section tells about things that involve Kiku.

ON-LEVEL PRACTICE BOOK p. 26

Keith Little

During World War II, I was a soldier and fought battles in the Marshall Islands and on Iwo Jima in the Pacific Ocean. I was one of the Navajo code talkers. The code talkers used the language of the Navajo people to send messages to the troops. The enemy didn't know this language and couldn't read our code. Our work helped the United States win many battles. After the war, I taught people about Navajo language and culture.



Answer the questions about the text.

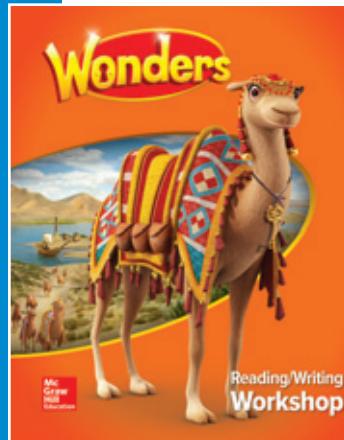
1. How do you know this text is an autobiography?
The narrator is telling about his own life, using *I*.

2. What text features does the text include?
heading; map, caption

3. What information does the map give you?
The map shows you where Keith Little fought in battles.

APPROACHING
p. 26BEYOND
p. 26ELL
p. 26

Vocabulary Strategy



Reading/Writing Workshop



Compound Words

1 Explain

Explain to students that they can look for the smaller words in a compound word to help define an unfamiliar compound word.

- A compound word is made up of two smaller words.
- Students can look for smaller, familiar words within a word.
- Students can use the smaller words to find the meaning of the compound word.

2 Model Close Reading: Text Evidence

Model defining the compound word *afternoon* in the first paragraph on page 56 of “Room to Grow” by breaking it into two smaller words.

3 Guided Practice of Close Reading



Have students work in pairs to figure out the meanings of *sunlight* and *cookout* in “Room to Grow.” Encourage students to identify the smaller words within the compound words and use them to figure out the definitions.

Go Digital



Present the Lesson

OBJECTIVES

Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

ACADEMIC LANGUAGE

compound word

SKILLS TRACE

COMPOUND WORDS

Introduce Unit 1 Week 3

Review Unit 1 Weeks 3, 4

Assess Unit 1

Vocabulary Strategy

Compound Words

A compound word has two small words in it. Put together the meanings of the two smaller words. Figure out the meaning of the compound word.

**Find Text Evidence**

I see the compound word afternoon on page 56. It has two smaller words, after and noon. I know what after means. I know noon means 12 o'clock. I think afternoon means a time after 12 o'clock.

One afternoon, Jill and her mother came to visit.

**Your Turn**

Figure out the meanings of these compound words.
sunlight, page 58, "A Garden Grows"
cookout, page 59, "A Garden Grows"

Margaret Lindmark

63

READING/WRITING WORKSHOP, p. 63

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

Identify Point out the words *sunlight* and *cookout* and define the words for students. Give them examples. Point out the words that make up each compound word. Have students repeat each word. Guide students in completing these sentence frames using the words. *The _____ sunlight came through the windows.* *We ate hamburgers at the _____ cookout.*

Intermediate

Describe Point out the words *sunlight* and *cookout*. Explain these words are made up of smaller words. Ask: *What smaller words do you see inside these words?* Have students use the smaller words and context clues and talk to a partner to figure out what these words mean. Then have pairs use each compound word in a sentence. Provide guidance as needed.

Advanced/High

Discuss Point out the words *sunlight* and *cookout* and ask students to define them and give examples. Have students also find context clues to figure out the meanings of the words and share with a partner why these clues helped. Then have pairs use each word in a sentence.

Monitor and Differentiate

**Quick Check**

Can students identify compound words and use their parts to determine the meanings of *sunlight* and *cookout*?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T179

ELL Develop p. T195

If Yes → **On Level** Review p. T184

Beyond Level Extend p. T188

ON-LEVEL PRACTICE BOOK p. 27

Underline the compound word in each sentence. Then write its definition. Use a dictionary to help you.
Possible responses provided.

1. His grandfather showed him how to walk softly through the woods.
the father of one of your parents

2. He liked to read storybooks about animals.
books with stories in them

3. There were plenty of bookshelves in the house full of books.
shelves for books

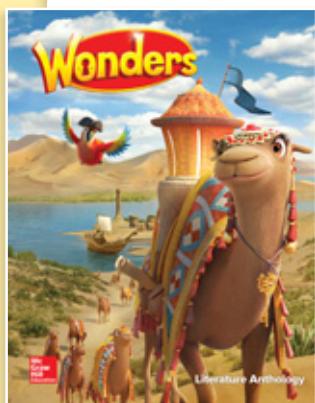
4. But he still lives in the hometown where he grew up.
the town where a person comes from or where a person lives

APPROACHING
p. 27

BEYOND
p. 27

ELL
p. 27

CLOSE READING



Gary the Dreamer

Text Complexity Range

Lexile



TextEvaluator™



Literature Anthology

What makes text complex?

- ▶ Genre
- ▶ Purpose
- ▶ Connection of Ideas

Close Reading Routine

Read

DOK 1-2

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

Reread

DOK 2-3

- Analyze the text, craft, and structure.
- Use **Close Reading Companion**, pp. 15-17.

Integrate

DOK 4

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

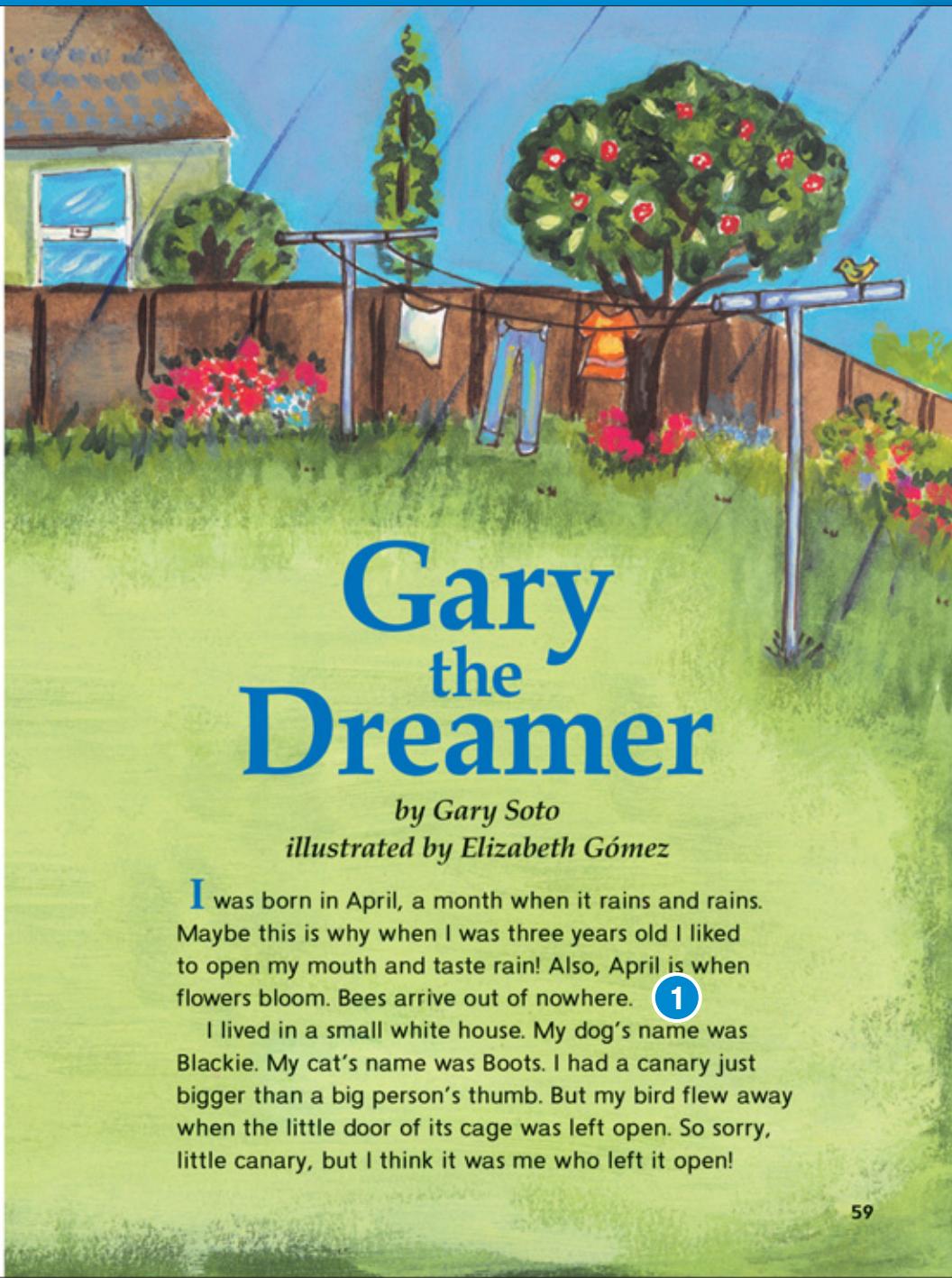
Genre • Narrative Nonfiction

A colorful illustration of a young boy with dark hair and a wide-open mouth, appearing to be shouting or cheering with his arms raised. He is wearing a red long-sleeved shirt over a striped shirt and blue pants. To his left, a tiger-striped cat sits on a low wall. To his right, a black dog with a red collar stands. They are outdoors on a blue surface, with a yellow building, a blue fence, and green trees in the background.

Essential Question
How do people from different cultures contribute to a community?
Read about the poet and author Gary Soto. Find out about Gary's culture and his community.

 **Go Digital!**

58



Gary the Dreamer

by Gary Soto
illustrated by Elizabeth Gómez

I was born in April, a month when it rains and rains. Maybe this is why when I was three years old I liked to open my mouth and taste rain! Also, April is when flowers bloom. Bees arrive out of nowhere.

I lived in a small white house. My dog's name was Blackie. My cat's name was Boots. I had a canary just bigger than a big person's thumb. But my bird flew away when the little door of its cage was left open. So sorry, little canary, but I think it was me who left it open!

59

LITERATURE ANTHOLOGY, pp. 58–59

Read

Tell students they will be reading about a little boy with big dreams. Ask students to predict how the selection will help them answer the Essential Question.

Note Taking:

Use the Graphic Organizer



As students read the selection, ask them to take notes by filling in the graphic organizer on Your Turn Practice Book page 22 to record the sequence of events.

1 Genre: Narrative Nonfiction

Explain to students that an autobiography is a type of narrative nonfiction. Discuss the characteristics of an autobiography on page 59. (Autobiographies give facts about the author's life. Gary Soto tells readers he was born in April and then tells what he was like when he was three years old.)

A C T

Access Complex Text

► Genre

Point out that Gary Soto is a real person and that "Gary the Dreamer" is a true story. Help students identify the story as autobiography.

- Who wrote the story? (Gary Soto)
- Who is the writer telling about? (The writer uses the pronouns *I*, *me*, and *my* to tell about when

he was a little boy. The writer is telling about himself.)

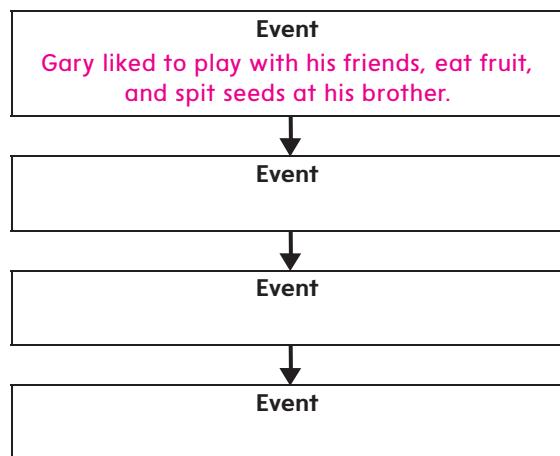
- Since this is a true story in which a real person tells about himself, it is an autobiography.

CLOSE READING

Read

2 Skill: Sequence

What did Gary like to do when he was a little boy? (He liked to play with his friends, eat fruit, and spit seeds at his brother.) Add the event to your graphic organizer.

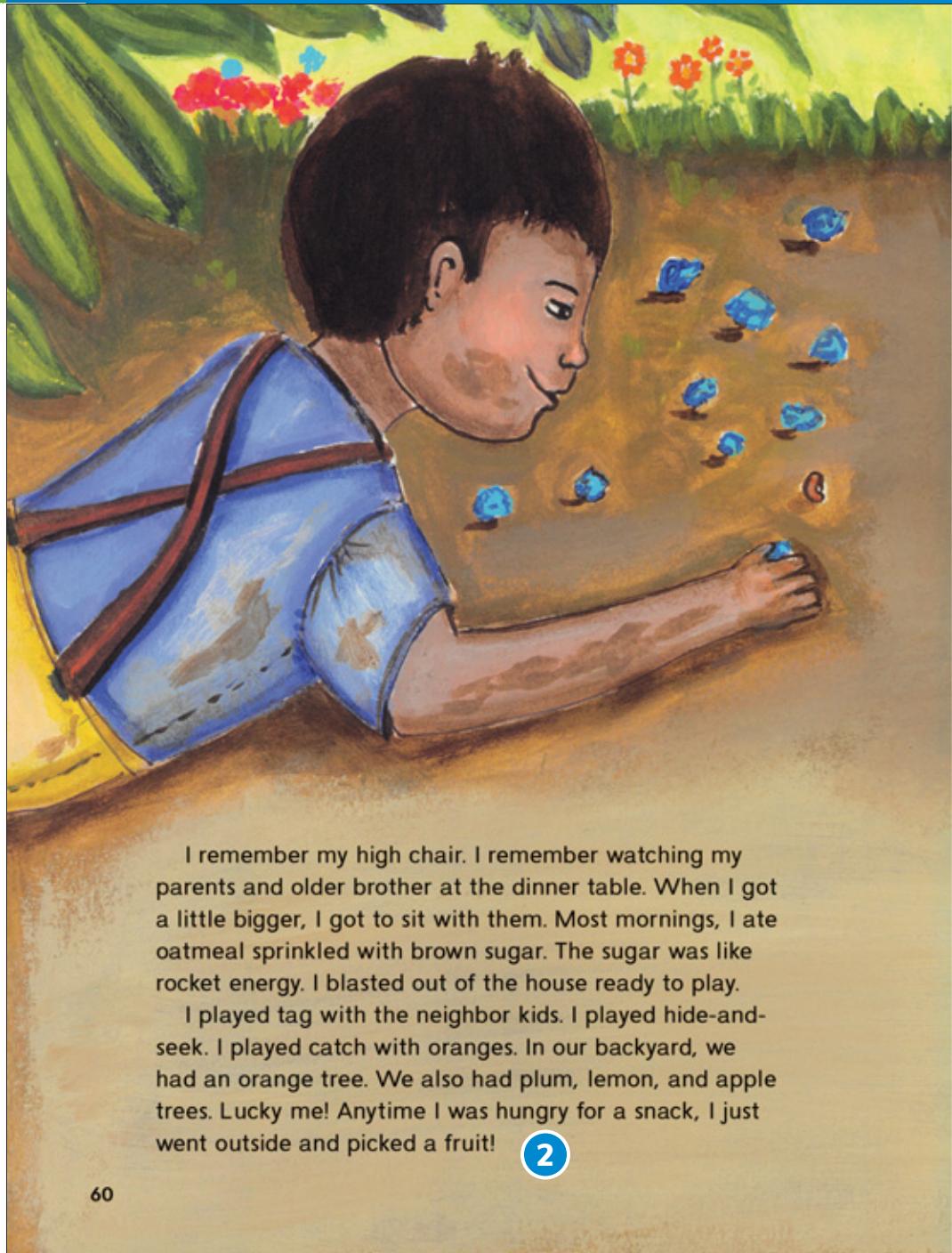


Build Vocabulary pages 60–61

sprinkled: lightly scattered or spread around

blasted: released or set off with force

ammo: ammunition, such as bullets or bombs



I remember my high chair. I remember watching my parents and older brother at the dinner table. When I got a little bigger, I got to sit with them. Most mornings, I ate oatmeal sprinkled with brown sugar. The sugar was like rocket energy. I blasted out of the house ready to play.

I played tag with the neighbor kids. I played hide-and-seek. I played catch with oranges. In our backyard, we had an orange tree. We also had plum, lemon, and apple trees. Lucky me! Anytime I was hungry for a snack, I just went outside and picked a fruit!

2

60

ACT Access Complex Text

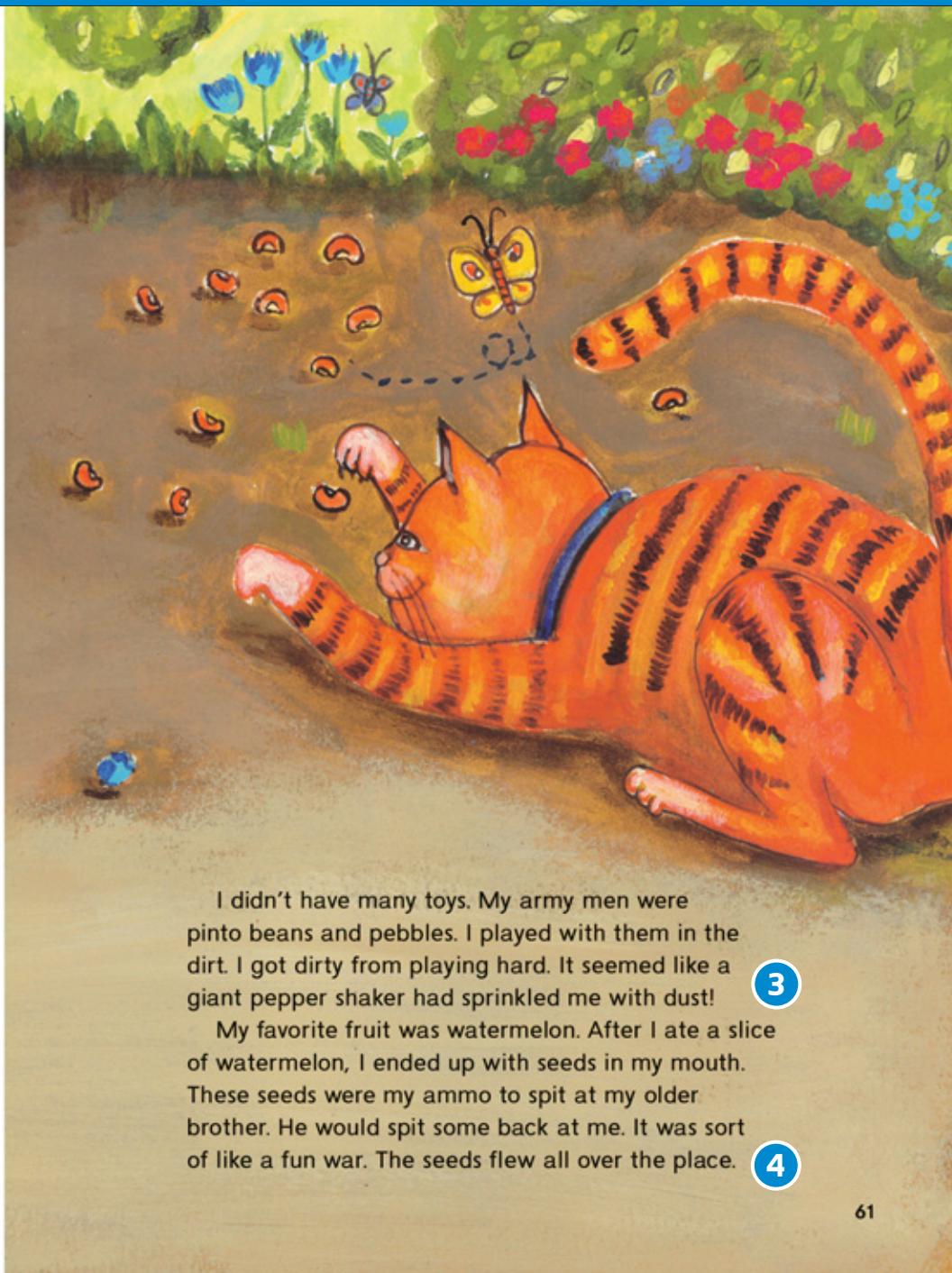
Purpose

Help students see that the author has a purpose for writing this autobiography.

- *Think about the title, "Gary the Dreamer." What does the word dreamer mean?* (Someone who dreams, or imagines things.)
- *How do pages 60–61 show that Gary is a dreamer?* (Gary imagines that pinto beans and pebbles are

army men and that a giant pepper shaker has sprinkled him with dust.)

- *What else might the author be trying to show about his childhood? Do you think Gary was a happy child?* (He seems happy. He says, "Lucky me!" and describes a game as being "like a fun war.")



LITERATURE ANTHOLOGY, pp. 60–61



Tell students that *Lucky me!* is another way of saying *I am lucky.*

- Why is Gary lucky? What does he have? (He has fruit trees in his backyard.)

Read

3 Strategy: Ask and Answer Questions

Teacher Think Aloud As I read, I pause to ask myself questions to check my understanding. Then I reread and paraphrase the text that answers my question. A question I asked myself is, "Why did Gary use pinto beans and pebbles as his army men?" When I reread, I read that Gary did not have a lot of toys. That is why he used things like beans and pebbles as toys.

4 Vocabulary: Compound Words

What two words do you see in the word *watermelon*? (*water* and *melon*) How can these words help you figure out the meaning of *watermelon*? (A watermelon must be a type of melon that is mostly water.)

Reread

Close Reading Companion, 15

Genre: Autobiography

How is Gary's childhood important to his autobiography? (He describes his culture and his community in a positive way in this portrait of his childhood. Although he didn't have many toys so he had to use his imagination.)

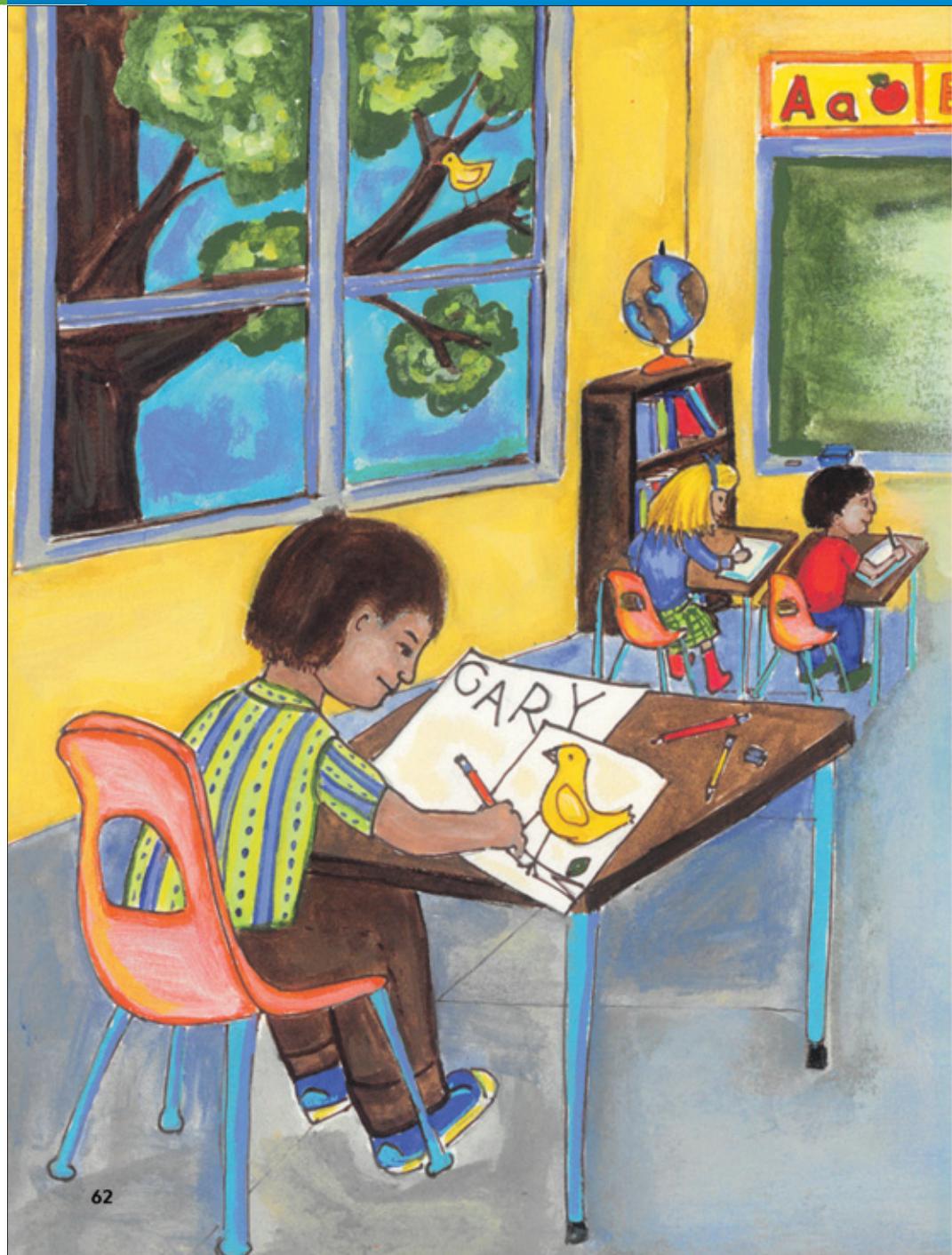
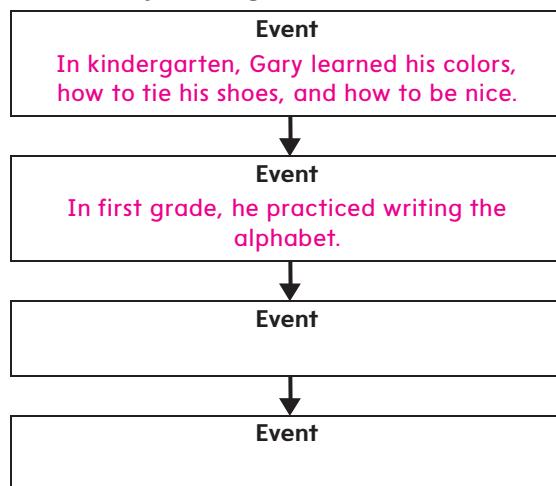
- Show me or tell me what Gary does with the fruit. Students should respond verbally or demonstrate picking fruit and then eating it.
- Have students chorally say, "Lucky me!"

CLOSE READING

Read

5 Skill: Sequence

What did Gary learn in kindergarten? (In kindergarten, Gary learned his colors, how to tie his shoes, and how to be nice.) What did Gary do in first grade? (In first grade, he practiced writing the alphabet.) Add these events to your organizer.



Access Complex Text

► Connection of Ideas

Remind students that to understand characters and their actions, they have to think about what they have already read and use their own knowledge. Ask:

- *What did you learn about Gary's canary on page 59? (It flew away.)*

- *Why does Gary wonder if a bird in a tree could be his canary? (His canary flew away, so Gary wonders if the bird he sees could be his canary.)*
- *What do Gary's actions in the classroom tell you about him? (He is a daydreamer and does not always pay attention. He wiggles, looks out the window, and looks at his hands and the floor.)*

In kindergarten, I learned my colors. I learned to tie my shoes and to be nice. I liked to sing, too. My brother said he could hear me from the next classroom.

I made my first friend, Darrell. I made another friend, José. At recess, we went on the slide. It was like a big shiny spoon, and slippery! Then we went on the swings. It was scary but fun going high and jumping out. Then we went on the monkey bars. If I fell, I never got hurt.

In first grade, I **practiced** writing the alphabet. The letters were big and blocky. I wrote my name: G A R Y.

Some days my nice teacher would have to tell me, "Gary, sit still." I wiggled a lot in my chair. I dreamed a lot. I was busy looking at the floor, or my hands, or out the window—wow, could that be my canary in the tree?

I couldn't **pronounce** some words. I couldn't say "sandwich." I would say "sammie." I knew that two plus two was four. But what was five plus seven? I counted out my answer on my fingers, sticky from the peanut butter and jam inside my "sammie."

5

STOP AND CHECK

Ask and Answer Questions
Why does Gary like recess? Reread page 63 to find the answer.

63

LITERATURE ANTHOLOGY, pp. 62–63

STOP AND CHECK

Ask and Answer Questions Why does Gary like recess? (He likes sliding, swinging, and playing with his friends on the monkey bars.)

Reread

Close Reading Companion, 16

Author's Craft: Character

Ask: *How does the author help you learn more about Gary's character? Use text evidence to support your answer.* (On page 64, I read a description of what Gary learned in school, and also how he felt about it. He liked to sing, but had trouble sitting still. He liked recess and made a friend. The illustration shows how Gary is different from his classmates.)

Author's Craft: Character

Reread the fourth paragraph. Gary says that he dreams a lot. What example of a daydream can you find in this paragraph? (He thinks he sees his canary in a tree.) Why do you think the author set off the example in the way he did? (It shows that Gary's mind jumped from thing to thing while at school, even to his escaped canary.)



Encourage students to notice cognates on page 63:
alphabet/alfabeto; letters/letras; pronounce/pronunciar.

Reread the fourth paragraph on page 63 with students. Say: *Let's act like Gary. Wiggle in your chair. Look at your hands. Look at the floor. Look out the window.* Invite more proficient speakers to turn to a partner and give these commands.

Read

6 Make Inferences

What inference can you make about Gary's height? What text evidence supports your inference? (Gary is not very tall. The text says that his classmates grew taller, but he seemed to stay the same size.)

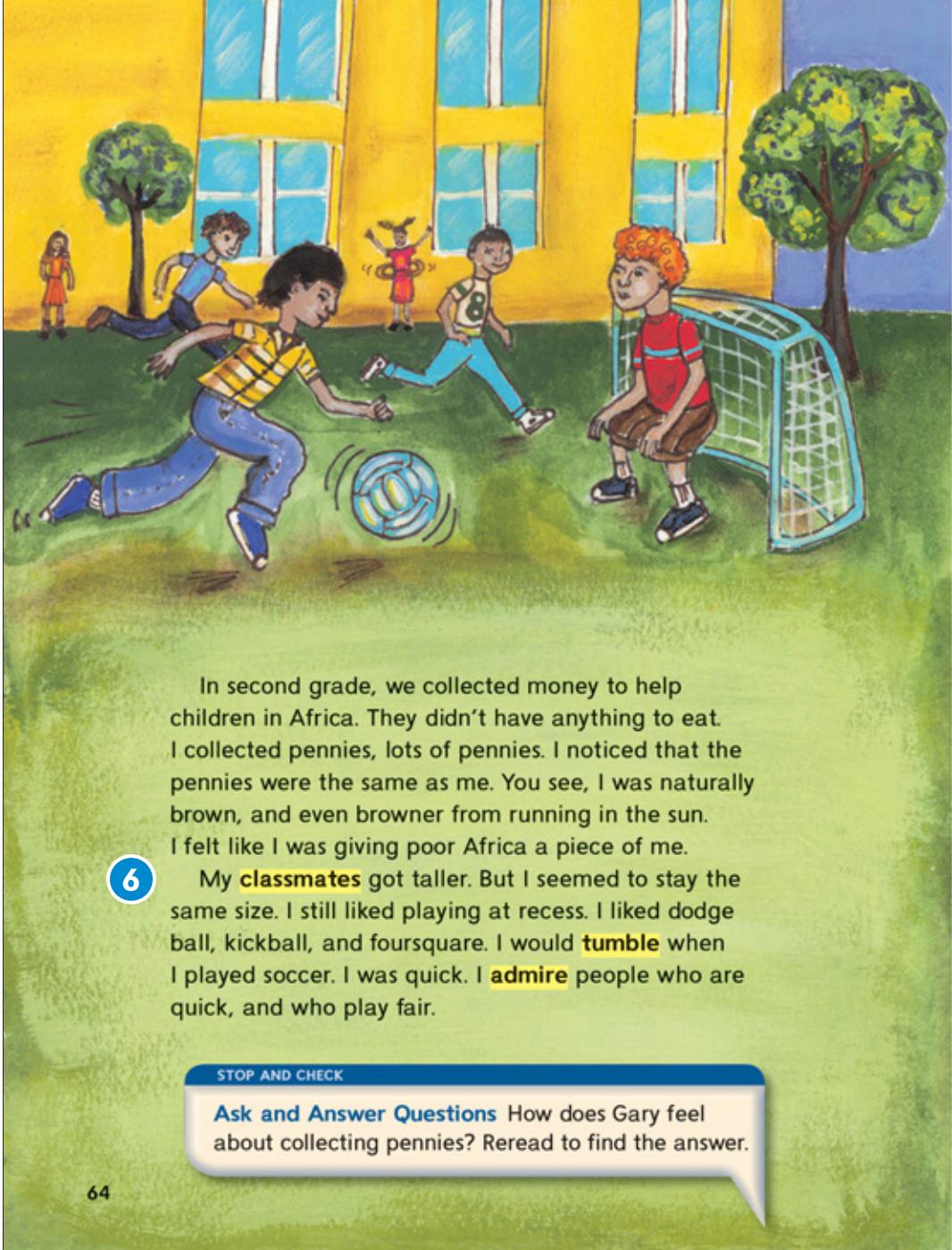
STOP AND CHECK

Ask and Answer Questions How does Gary feel about collecting pennies?

Teacher Think Aloud Remember to ask yourselves questions as you read. This is one question you might ask yourself.

Prompt students to apply the strategy in a Think Aloud by first asking themselves the question and then paraphrasing the text that answers it. Have students answer their question.

Student Think Aloud To answer the question, I reread the first paragraph on page 64. Gary feels good about collecting pennies. He says he collected lots of them and felt like he was giving Africa a piece of himself.



In second grade, we collected money to help children in Africa. They didn't have anything to eat. I collected pennies, lots of pennies. I noticed that the pennies were the same as me. You see, I was naturally brown, and even browner from running in the sun. I felt like I was giving poor Africa a piece of me.

6

My classmates got taller. But I seemed to stay the same size. I still liked playing at recess. I liked dodge ball, kickball, and foursquare. I would **tumble** when I played soccer. I was quick. I **admire** people who are quick, and who play fair.

STOP AND CHECK

Ask and Answer Questions How does Gary feel about collecting pennies? Reread to find the answer.

**Access Complex Text****► Genre**

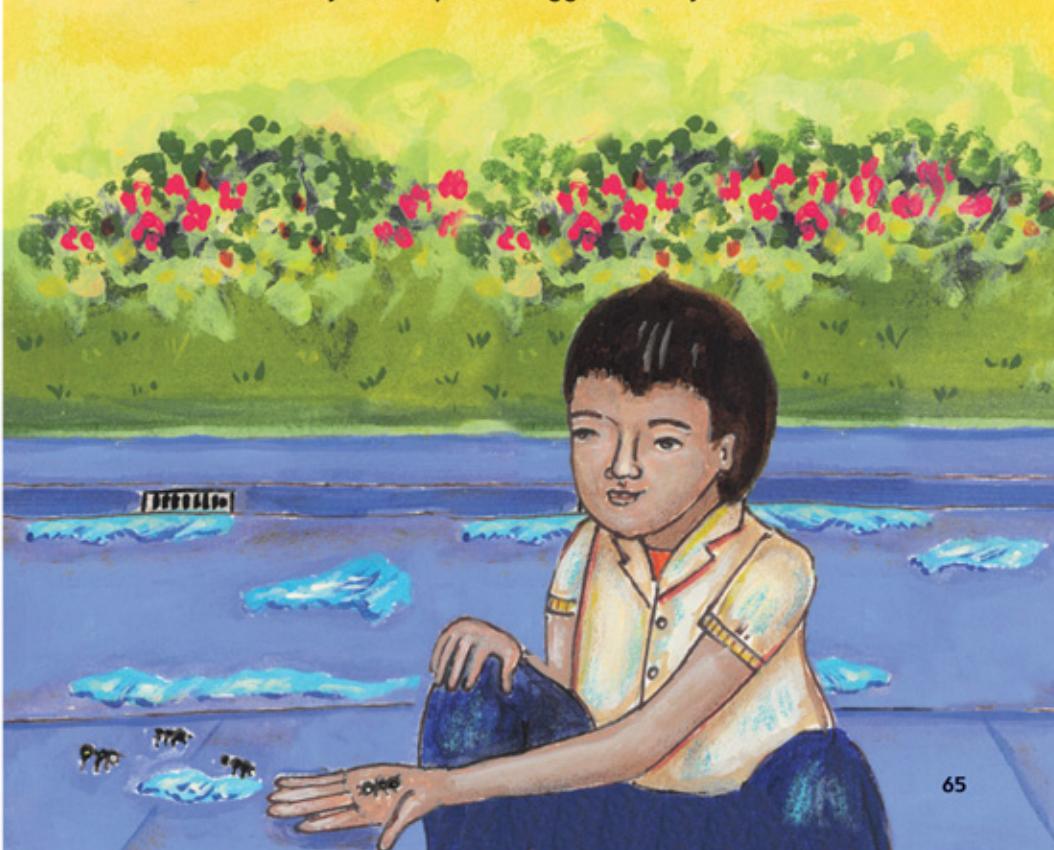
Tell students that authors of autobiographies sometimes use comparisons to show how they have stayed the same and how they have changed. Tell students to think about what they have already read to help them recognize things that stay the same and things that change.

- *In second grade, what is the same about Gary? (He is the same size; he still likes recess.)*
- *How has Gary changed by third grade? How has he stayed the same? (By third grade, Gary is a good reader. He is still a dreamer.)*

By third grade, I was a good reader. I loved picture books. The pages were bright and colorful as toucans, those tropical birds with long beaks. Every week I went to the public library. I checked out mountains of books.

7

I was still a dreamer. Sometimes I watched ants going in and out of their holes. Or I would watch water racing in the curb. The river of water carried matchsticks, leaves, gum wrappers, and those poor little ants! I rescued some of those ants. I put them carefully on my finger and set them on the cement curb. They lay for a while, like weak little shadows. Then they woke up and staggered away.

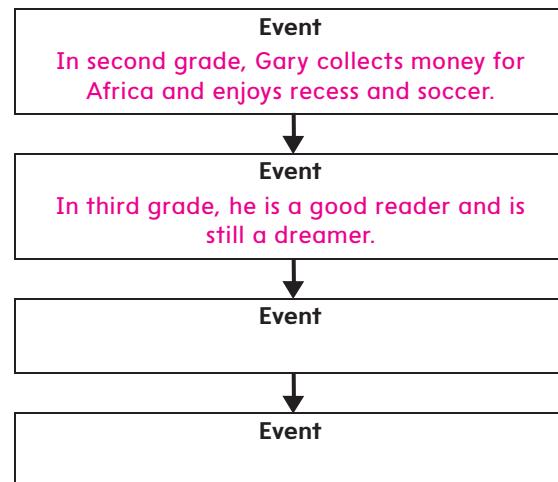


LITERATURE ANTHOLOGY, pp. 64–65

Read

7 Skill: Sequence

What does Gary do in second grade? (Gary collects money for Africa and enjoys recess and soccer.) What is Gary like in third grade? (He is a good reader and is still a dreamer.) Add these events to your organizer.



Build Vocabulary page 65

tropical: from a hot, humid region, such as a rain forest.

staggered: walked with unsteady motion; stumbled



- *What does Gary like to do at recess?* Have students respond verbally, or point to the picture of Gary playing soccer.
- *What else does Gary like to do? Does he like to read? (yes) What does he like to read? (picture books)*

Restate *checked out mountains of books* as *borrowed many books from the library*. Demonstrate carrying a mountain of books. Invite students to share the names of picture books they would check out from the library.

CLOSE READING

Read

8 Strategy: Ask and Answer Questions

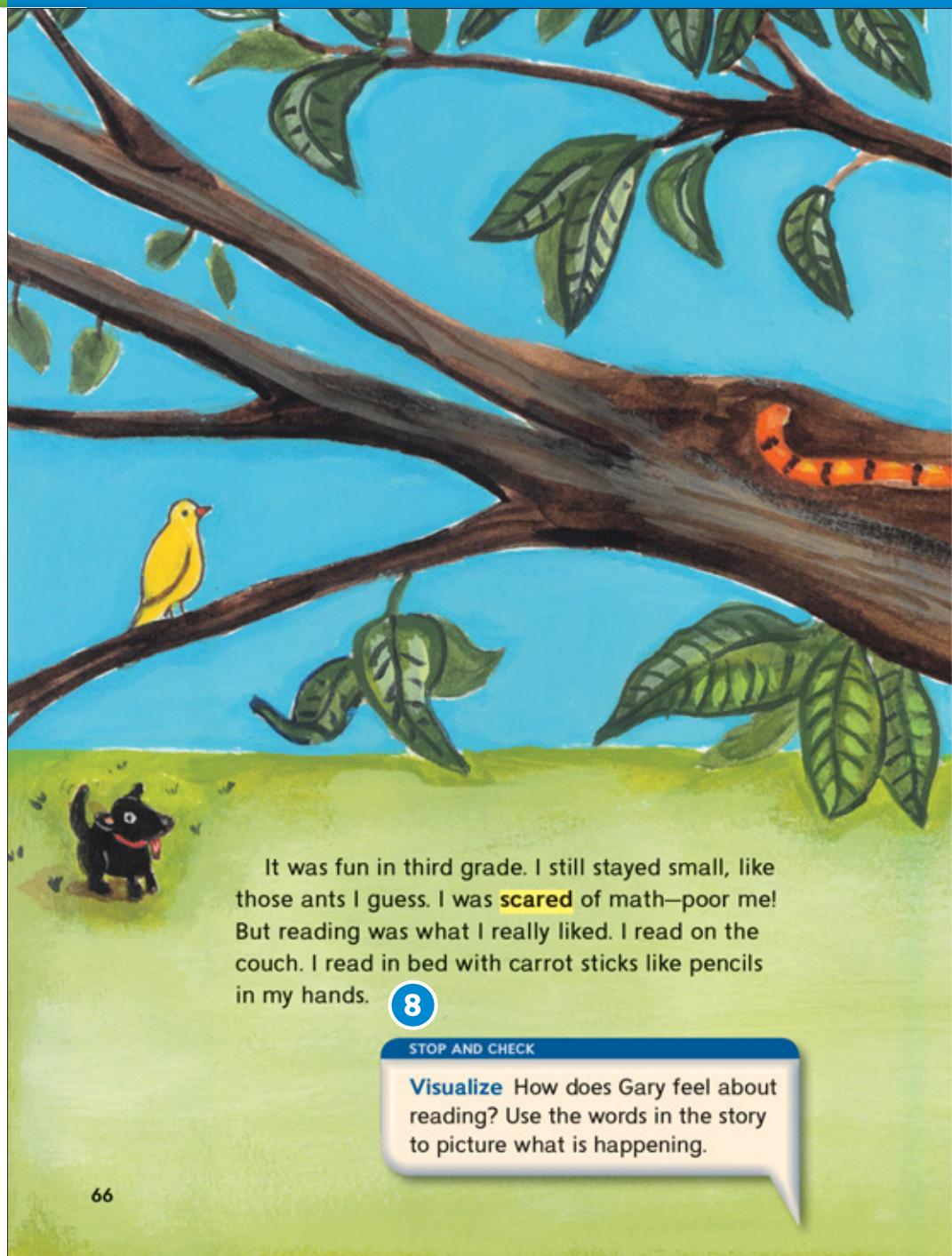


Reread page 66. Turn to a partner and tell them a question you asked yourself. Paraphrase the text that helps you answer it.

Student Think Aloud A question I asked myself was, "What was Gary like in third grade?" To answer it, I reread page 66. Gary stayed small, liked reading, and was scared of math. He read everywhere he could.

STOP AND CHECK

Visualize How does Gary feel about reading? (Gary loves to read, and he reads everywhere. The words in the story help me picture him reading on the couch, in bed with carrot sticks, and on a tree limb with his cat.)



66

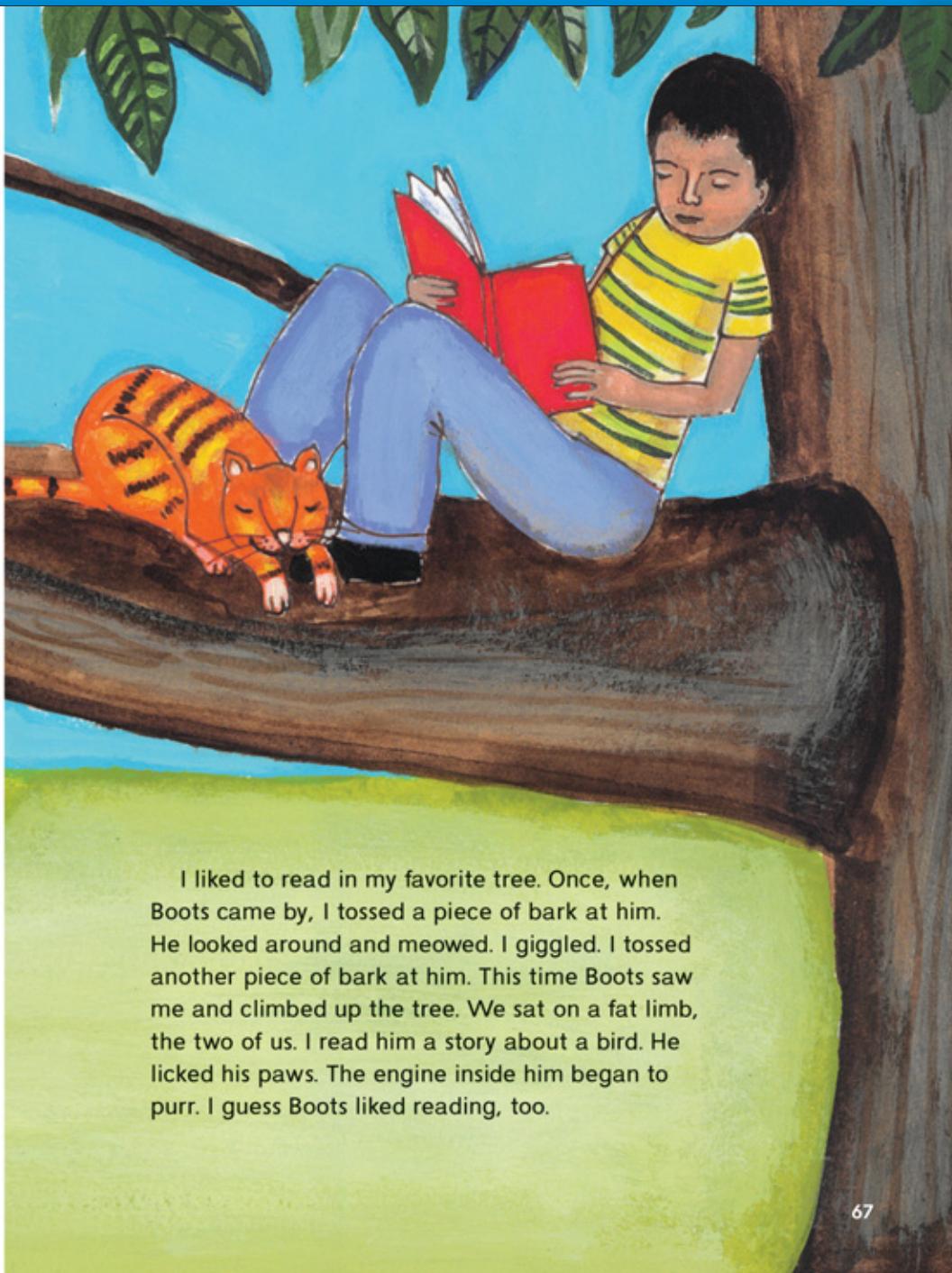


Access Complex Text

► Connection of Ideas

Illustrations can help students understand the text.

- Reread the sentence: *We sat on a fat limb, the two of us.* Point out the word *limb*.
- *What does the illustration on page 67 show?* (Gary sitting on the branch of a tree) *What do you think the word limb means?* (the branch of a tree)



I liked to read in my favorite tree. Once, when Boots came by, I tossed a piece of bark at him. He looked around and meowed. I giggled. I tossed another piece of bark at him. This time Boots saw me and climbed up the tree. We sat on a fat limb, the two of us. I read him a story about a bird. He licked his paws. The engine inside him began to purr. I guess Boots liked reading, too.

67

LITERATURE ANTHOLOGY, pp. 66–67

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

How does Gary describe the way Boots purrs? (He says, “The engine inside him began to purr.”) Why did the author choose that description? (Possible response: It helps the reader hear and even feel the humming, rumbling sounds Boots makes when he purrs. It is more vivid than “Boots purred.”)



Point to the illustration of Gary reading in the tree. Ask:

- *What is Gary doing?* (He is reading.)
- *Where is he reading?* (in a tree)
- Point to the limb of the tree and say, *Gary is sitting on a limb. A limb is a branch. Point to the*

limb. Have students pronounce *limb* with you. Point out that the *b* at the end of *limb* is silent.

- Point to the word *climbed* on page 67, pronounce it with students, and explain that it also has a silent *b*, like *limb*.

CLOSE READING

Read

9 Skill: Sequence

What happens when Gary grows up? (He becomes an author of books for children and adults.) Add this final event to your graphic organizer.

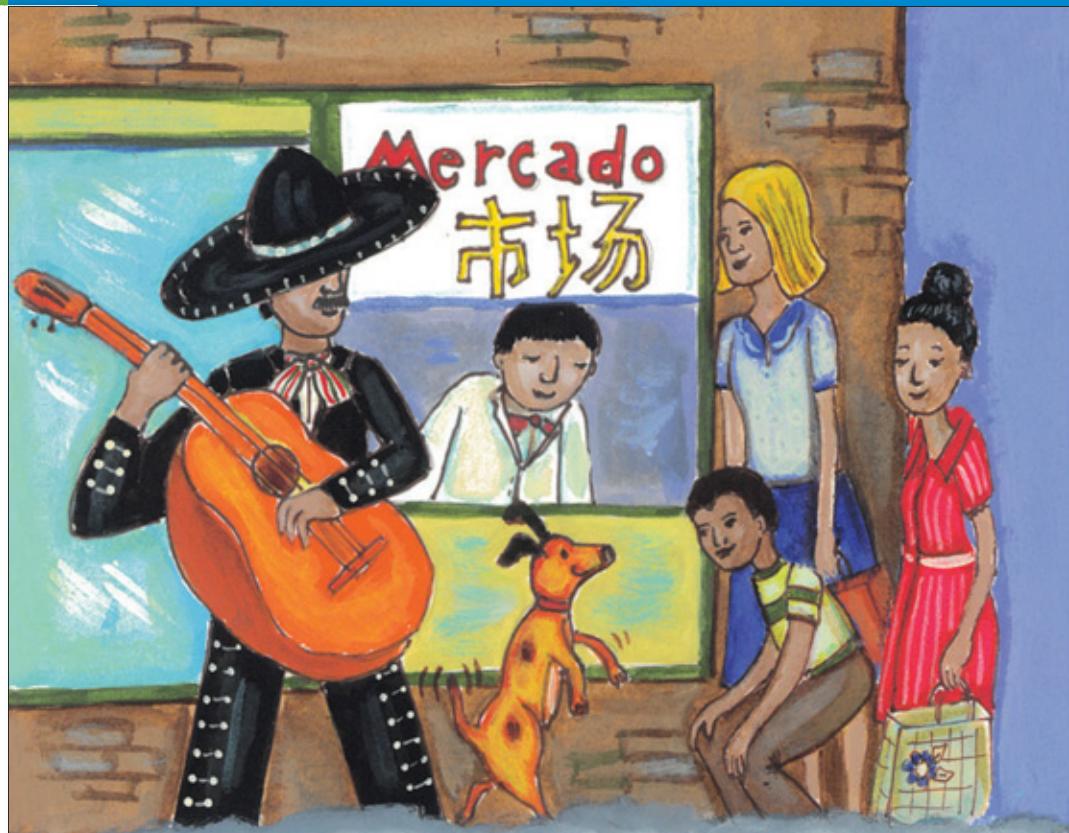


Build Vocabulary page 68

blared: made a loud sound

thumped: beat with something to make a dull sound

cha-cha: a fast, playful dance from South America



On weekends, my family went to Chinatown. We bought groceries there at the Mexican store. I remember mariachis roving the street. Their sombreros were huge. You couldn't see their eyes, only their hanging mustaches. Their trumpets blared. The guitars strummed. Their violins seemed to weep. The *guitarrón* thumped deeply.

One time, I saw a dog dance to the mariachi music. The dog went back and forth, back and forth, like he was doing the cha-cha.

68



Access Complex Text

► Genre

Students may be unfamiliar with mariachi bands. Help them use the illustration to understand what the author is describing.

- Based on the illustration, what are mariachis? (Mariachis are musicians.)
- Point out the *guitarrón* in the illustration. What is a *guitarrón*? (a large guitar)

Point out that authors of autobiographies may include details about their culture, like the description of the mariachis, to show the impact that their culture had on their lives.

Every night I took a bubble bath in our deep tub. The water roared from the faucet as I climbed in. The bubbles rose like mountains, no, like really pretty clouds. I scooped up the bubbles and patted them onto my face. I pretended that I had a beard. I placed some of the bubbles on my head. Oh, a sombrero!

I was a dreamer. I was sometimes in another world.

In bed, I covered myself with two blankets. I thought about the day before I fell asleep, so tired. My legs kicked, as I dreamed I was running for a touchdown and the whole school was watching me!

Gary Soto grew up to be an author. He dreamed up ideas for more than forty books for children and grown-ups. He shares his Mexican-American culture through his poems and stories.

9



LITERATURE ANTHOLOGY, pp. 68–69

Read

Return to Purposes Review students' predictions and purposes for reading. Ask them to use text evidence to answer the Essential Question. (*People from different cultures contribute their food, music, art, and talents to a community.*)

Build Vocabulary page 68

sombrero: a hat with a big brim to block the sunlight

Reread

Close Reading Companion, 17

Author's Purpose

Reread the second paragraph on page 69. How does the author describe himself? (*He says that he was a "dreamer" and that he was "sometimes in another world."*) Why is *Gary the Dreamer* a good title for the selection? (*He says that he is a dreamer; he gives examples of how he sees the world.*)

► Connection of Ideas

Help students connect the details they learned about Gary in the story with the text in italics at the end of the selection.

- How did Gary describe himself throughout the story? (*He described himself as a dreamer who loved books.*)

- How do these details connect with the final paragraph of the selection? (*Gary went on to write books himself. He dreamed up ideas for 40 books.*)

About the Author and Illustrator

Read

Gary Soto and Elizabeth Gómez

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

- What has Gary Soto achieved by being a reader and a dreamer?
- What kinds of things are always in Elizabeth Gómez's paintings?

Author's Purpose

To Inform

Remind students that authors who write to inform may describe themselves. Students may say that the author called himself a dreamer because he liked to think about himself in other worlds, such as the world of ants or the world of football. Being a reader allowed him to feel like he was in another world.

Reread

Author's Craft

Gary Soto says that reading helped him build "a life inside the mind." What examples of this did he give? (On page 65, he imagines the life of an ant. On page 67, he reads his cat a story about a bird and imagines that Boots can understand and enjoy the story too.)

Illustrator's Craft

How does Elizabeth Gómez's art paint Gary as a dreamer? Cite evidence from the text. (She depicts Gary's dream on page 69, and on page 66 she paints Gary's missing canary.)

About the Author and Illustrator

Gary Soto may be a dreamer, but he is also a reader. He says, "I don't have much of a life because my nose is often stuck in a book. But I discovered that reading builds a life inside the mind. I enjoy biographies and novels and reading in Spanish." He also likes theater, sports, and traveling. Gary is an award-winning author of more than forty books for children and grown-ups.

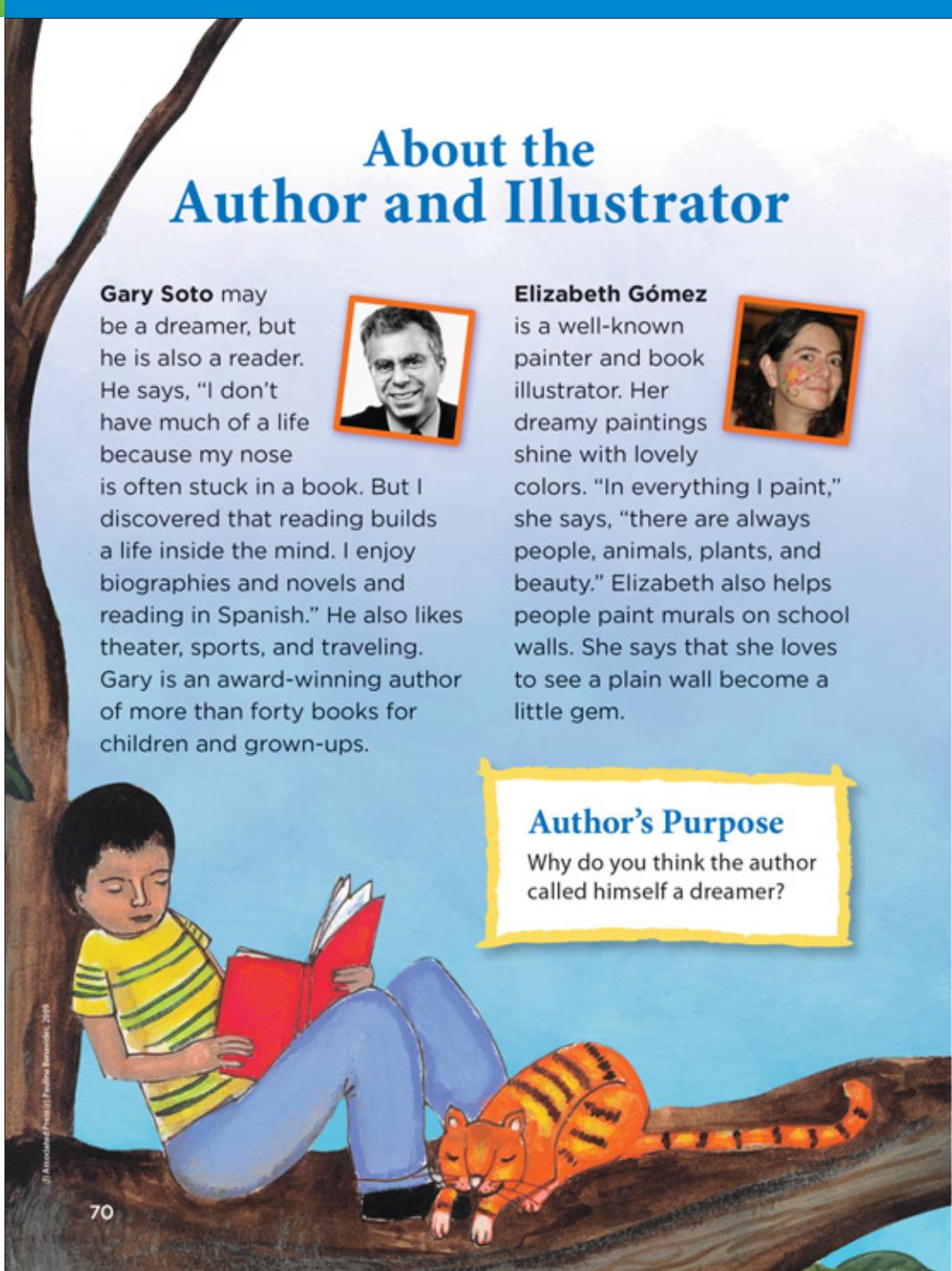


Elizabeth Gómez is a well-known painter and book illustrator. Her dreamy paintings shine with lovely colors. "In everything I paint," she says, "there are always people, animals, plants, and beauty." Elizabeth also helps people paint murals on school walls. She says that she loves to see a plain wall become a little gem.



Author's Purpose

Why do you think the author called himself a dreamer?



LITERATURE ANTHOLOGY, pp. 70-71

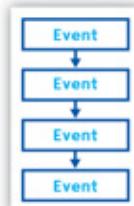
Respond to the Text

Read

Summarize

Summarize

Think about the sequence of events in *Gary the Dreamer*. Summarize what you learned about Gary's life. Use your Sequence Chart to help you.



Write

How does Gary Soto show how his dreams helped him become a writer? Use these sentence frames to organize your text evidence.

Gary describes his childhood by . . .
He shares his dreams to help me understand . . .
At the end, Gary writes . . .

Make Connections



What did young Gary learn from his community? **ESSENTIAL QUESTION**

How do authors and writers share their cultures? **TEXT TO WORLD**



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Integrate

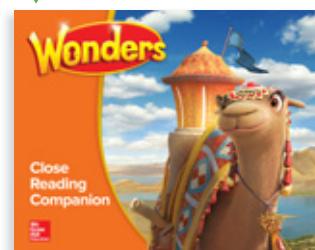
Make Connections



Essential Question Answer: Gary learned about different cultures, and he also learned how different cultures can live and work together. **Evidence:** On page 68, I read that when Gary goes to Chinatown, he saw Mexican musicians. These musicians bring their cultural heritage to the Chinatown neighborhood, which is populated by Chinese shops, restaurants, and other businesses.

Text to World Students might answer that authors and writers share their cultures by describing through art and language their visual and emotional experiences.

Reread



Analyze the Text

Have students reread for a deeper understanding and answer the questions

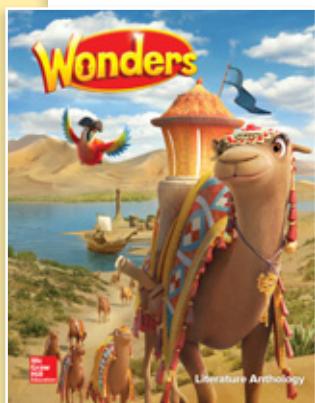
on **Close Reading Companion** pages 15–17. For students who need support in citing text evidence, use Reread prompts on pages T159D–T159M.

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 lesson on writing responses using text evidence, see page T164.

Answer: Gary explains that his imagination let him explore the real world through an imaginary world. This helped him become a writer. **Evidence:** The author writes imaginatively, such as saying on page 61 that he looked like a pepper shaker had sprinkled him with dust. On page 65 he imagines the life of ants. On page 69 he dreams of making a touchdown. As a writer, he dreams up book ideas.

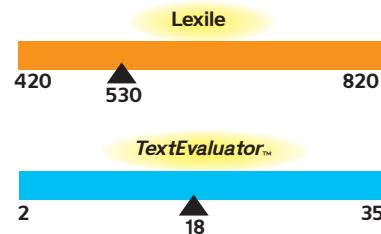
CLOSE READING



Literature Anthology

"Sharing Polkas and Pitas"

Text Complexity Range



What makes this text complex?

► Organization

Compare Texts Analytical Writing

As students read and reread "Sharing Polkas and Pitas," encourage them to take notes and think about the Essential Question: *How do people from different cultures contribute to a community?* Tell students to think about how this text compares with *Gary the Dreamer*.

Read

1 Strategy: Ask and Answer Questions

How do the Seblini brothers share their culture? (They own a bakery where they bake and sell Middle Eastern foods. People gather there.)

Reread

Close Reading Companion, 20

Author's Craft: Organization

How does the author use words and phrases to help you visualize how people share their cultures? Cite examples from the text to support your opinion. (The author says the Polish dancers "whirl" and wear "colorful costumes." Details about Middle Eastern food help me picture how the Seblini brothers share their culture.)

Genre • Expository Text

Compare Texts

Read about how people in two different cities share their cultures.

Sharing Polkas and Pitas



You can count the stars on our country's flag. There are 50—a star for each state. You can also count cities in those states. The number is BIG! There are more than 19,000 cities in the United States. Each city is home to people from different countries and cultures.

Chicago, Illinois

Many people in Chicago come from Poland. Poland is a country in Europe. In a Polish **community**, you can see signs in Polish. You can smell Polish sausage. You can hear Polish music.

Dance and music are an important part of Polish culture. One dance group works hard to teach people about Polish culture. The performers in the Polonia Ensemble share their culture through music and dance. They wear colorful traditional costumes. They dance Polish dances, like the polka. They sing Polish songs.

72

Polish dancers whirl in colorful costumes.



ACT Access Complex Text

► Organization

Tell students that the author describes how people in different cities share their culture. Although the cultures are not directly compared, students should think about ways they are alike and different.

- *How are the Polish people of Chicago and the Middle Eastern people of Detroit alike? (They want*

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 18–20 of the **Close Reading Companion**.

Integrate

Make Connections

Essential Question Answer: They share traditional dances and music. **Evidence:** The Polonia Ensemble is described on pages 72 and 73.

Text to Text Answer: Both texts share music. Dance and food are also shared in this text.

Discuss how Polish signs and songs are an example of how cultures share language traditions with the community on page 72.

The group **contributes** to the community all year long. The dancers march in parades. They dance at festivals. Sometimes they travel to other cities and countries to share Polish traditions. They want to share their customs with everyone they meet.

Detroit, Michigan

People from many Middle Eastern countries live near Detroit. The people of the community contribute in many ways. One important way is with food. The three Seblini brothers came from Lebanon. They wanted to share their culture with the community. How did they share? They opened a bakery!

1

Every day, the brothers bake fresh pita and other Middle Eastern breads. They bake honey cake. They make spinach pie and stuffed grape leaves.

The bakery is also a place to meet. People come from all over Detroit to enjoy food and friendship.

Look Again

When you look at our flag, think about the 50 states. Then think about the different people and cultures within each state. Think about all the traditions people share.



Make Connections



How do people from the Polish community contribute to life in Chicago? **ESSENTIAL QUESTION**

How can different cultures contribute to their communities?

TEXT TO TEXT

Diane Centrowitz

73

LITERATURE ANTHOLOGY, pp. 72–73

to share their culture. They bring their culture to the community.)

- *How is the way they share their culture different?* (The Polish people share their music and dance. The Middle Eastern people share their food.)



Photographs can help with understanding text. Point to the picture of the Polish dancer. Ask:

- *What is this person doing? (dancing) That's right. Polish people share their music and dancing.*
- Invite students to share or demonstrate examples of their own culture.



Phonics/Fluency



Final e

OBJECTIVES

Know final -e and common vowel team conventions for representing long vowel sounds.

Read on-level text with purpose and understanding.

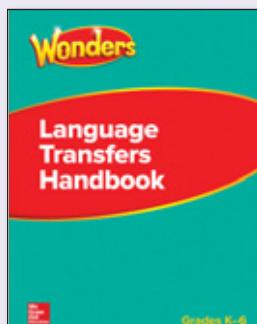
Rate: 61-81 WCPM

ACADEMIC LANGUAGE

- *rate*
- Cognate: *ritmo*



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 *Five, and Cube Sound-Spelling Cards*. Explain that when a word is spelled with a vowel, consonant, and final e, the vowel sound is usually long. The final e and the vowel that comes before it act together as a team. Write the following words and say each one: *late, eve, kite, hope, use*. Point to the final e in each word.

2 Model

Write the word *cane* on the board. Underline the *a* and the final *e* and model how to pronounce the long *a* sound as you blend the word. Run your finger under the word as you sound it out.

3 Guided Practice

Write the following words on the board. Help students identify the vowel plus final e spelling in each word. Guide students as they identify the long vowel sound as they pronounce each word.

cane

Steve

bite

robe

cute

shake

bike

broke

mule

Read Multisyllabic Words

Transition to Longer Words Help students transition from reading one-syllable to multisyllabic final e words. Draw a T-chart on the board. In the first column write *cake, hive, side, note*. In the second column, write *cupcake, beehive, inside, notebook*. Point to the words in the first column and explain that each word has the final e spelling. Underline the vowel plus final e spelling in each word. Model how to read each word and have students repeat.

Point out that the words in the second column include a word with the final e spelling. Have students underline the vowel plus final e spelling in each word. Point to each word in random order and have students read the words chorally.

Go Digital



Final e

Present the Lesson



View "Room to Grow"

Inflectional Endings: Drop Final e

1 Explain

Adding *-ed* and *-ing* creates new verb forms and tenses.

- When adding *-ed* or *-ing* to a base word with a final *e* spelling, drop the final *e* and then add the ending: *save, saved, saving; like, liked, liking; hope, hoped, hoping; smile, smiled, smiling.*

2 Model

Write and say the word *dine*. Have students repeat. Model drawing a slash through the final *e* in *dine* and adding *-ing* to form the word *dining*. Have students say the word *dining*.

3 Guided Practice

Write the words *rate, hike, cope, and joke*. Help students draw a slash through the final *e* and add *-ed* or *-ing* to each word. Guide them to say each base word and then the word with its inflected ending.



Rate

Explain/Model Explain that good readers think about their rate or pacing as they read. Tell them they can speed up in sections of the text to show excitement or drama. They can slow their pace to bring emphasis to what is being said. Tell students that reading at the appropriate rate can help them understand what they are reading.

Model reading page 57 of “Room to Grow”. Point out how you read faster to show excitement when Jill’s mother was talking about the community project.

Practice/Apply Have one student read a sentence. Then have another student join in, and a third. Repeat until all students are reading together. When students reach the end of the passage, tell them to go back to the beginning and repeat until every student has been included in the reading. Help students use appropriate pacing 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 final *e* spelling? Can students read words with inflected endings? Can students read fluently?



Small Group Instruction

If No →	Approaching Level	Reteach pp. TI74, TI76
	ELL	Develop p. TI92
If Yes →	On Level	Review p. TI82
	Beyond Level	Extend p. TI86

ON-LEVEL PRACTICE BOOK p. 28

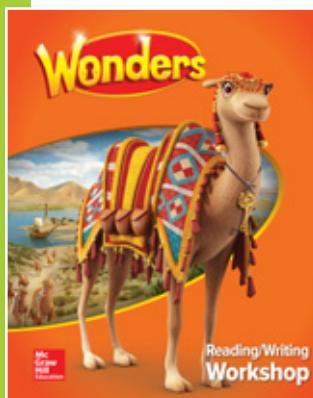
- A. Read each sentence. Underline the word that has a long vowel sound and a final *e*.
- Each summer they camp at the lake.
 - The plane should land at noon today.
 - The boy read about the life of his hero.
 - Our teacher pointed to each continent on the globe.
 - The woman plans to skate on the pond this winter.
- B. Circle the word with the correct *-ed* or *-ing* spelling to complete each sentence. Then write it on the line.
- I am saving my money to spend on vacation.
saving
 - He tasted the broccoli and liked it.
tasted
 - We are making plans to visit our grandparents.
making
 - The teacher graded the spelling tests last night.
graded
 - I have been smiling ever since I heard the good news.
smiling
 - The artist shaped the clay into a small bowl.
shaped

APPROACHING
p. 28

BEYOND
p. 28

ELL
p. 28

Write to Sources



Reading/Writing Workshop

OBJECTIVES

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

Use temporal words and phrases to signal event order.

ACADEMIC LANGUAGE

sequence, order words (*first, next, then, last*), beginning, middle, end

Go Digital

U1W3 Organization: Sequence

DAY
1

Writing Fluency

Write to a Prompt Provide students with the prompt: *How would you describe Kiku?* Have students share their ideas about Kiku. *What does Kiku want? How does she go about getting what she wants?* 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 story.

Writing Process

Genre Writing**Friendly Letter pp. T352–T357**

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

Edit Analyze the Student Model found online at Writer's Workspace. Have students use the Edit questions on the Revise and Edit Checklist as a guide to review and edit their own drafts.

Publish For the final presentation of their friendly letters, have students choose a format for publishing.

Evaluate Distribute the Student Rubric found online at Writer's Workspace to students. Have students set writing goals to prepare for a Teacher conference.

DAY
2

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the first paragraph on page 64 **Reading/Writing Workshop**. Ask: What is the prompt asking? (to analyze the author's purpose for writing the selection) Say: *Let's reread to find clues about the author's purpose. We can note text evidence.*

Analyze Text Evidence Display Graphic Organizer 5 in Writer's Workspace. Say: *Let's see how one student, Gina, took notes to answer the prompt. Gina notes that Kiku's parents don't have much room, so they grow their garden indoors.* Guide the class through the rest of Gina's notes.

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

- Topic Sentence** A topic sentence lets readers know what the writing will be about. Gina used her notes and text evidence to write the topic sentence:
Trait: Ideas
- Sequence** Gina organizes the information in her response by using order words such as *first* and *then* that show sequence. Other order words include *next* and *last*.
Trait: Word Choice
- Concluding Statement** Good writing has a beginning, a middle, and an end, or conclusion. Gina's concluding statement sums up the main points that support her topic sentence
Trait: Organization

For additional practice with organization and sequence, assign **Your Turn Practice Book** page 29.

Write to Sources

Write About the Text



Topic Sentence
My first sentence explains the author's message.

Sequence
I used words that show order to organize my text.



Pages 54-59

I answered the question: *What point was the author trying to make in writing this selection?*

Student Model: *Informative Text*

The author's point in "Room to Grow" is that when people plan and work hard, they can do more than they expect. Kiku's parents knew how to grow many plants in a small space. First they planted a little indoor garden that contained many different plants.



Then Kiku's parents helped the local community garden figure out how to grow more plants in a small space. Everyone in the neighborhood worked together to plant the garden. They grew many plants that summer!

Grammar

Everyone in the neighborhood is the **complete subject** of this sentence.

Grammar Handbook
See page 475.

Concluding Statement
The last sentence sums up my informative text.

Your Turn

How would you describe Kiku's community?

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

READING/WRITING WORKSHOP, pp. 64-65

Your Turn Writing Read the Your Turn prompt on p. 65 of the Reading/Writing Workshop aloud. Discuss the prompt with students. If necessary, review with students that informational writing should follow a clear sequence.

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

- Topic Sentence
- Sequence
- Strong Conclusion

Have students use the **Grammar Handbook** on page 475 in the Reading/Writing Workshop to edit and correct incomplete subjects.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Write Help students complete the sentence frames.
Kiku's community is _____.
The members of the community want to _____.

Intermediate

Describe Ask students to complete the sentence frames. Encourage students to provide details.
The people in Kiku's community are _____ and _____.

Advanced/High

Discuss Check for understanding. Ask: *How did Kiku's community change? What was the author's purpose for writing "A Room to Grow"?*



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 *Gary the Dreamer* in the Literature Anthology pages 58–69. Provide the following prompt: *How does Gary Soto show how his dreams helped him become an author?* Ask: *What is the prompt asking you to do?* (to analyze the author's purpose and use of description)

Analyze Text Evidence Help student note evidence.

Page 61 Read the page. Ask: *How does Gary make a “fun war” for himself without using toys? (He used pinto beans and pebbles to represent army men and watermelon seeds as “ammo.”) Why is this important?*

Page 69 Read the last paragraph of the story and the note about the author. Ask: *What connection can you make between Gary the dreamer and Gary Soto, the author?*

Encourage students to look for other examples of Gary’s imagination in the selection. Then have them craft a short response that shows how Gary the author described his dreams. Use the Teacher Conference routine below.

Teacher Conferences

STEP 1

Talk about the strengths of the writing.

The opening paragraph has a clearly stated topic sentence that identifies the main idea of the paragraph. It tells me what the passage will be about.

STEP 2

Focus on how the writer organizes text evidence.

The text evidence you cited provides interesting details. It would help if you used more order words to help make the sequence of events clearer.

STEP 3

Make concrete suggestions.

The first part of your conclusion is interesting. I have learned more about _____. Be sure to sum up your main points to strengthen your concluding statement.

DAY
5

Share the Prompt Provide the following prompt to students: *How can different cultures bring people together? Use text evidence from Gary the Dreamer and “Sharing Polkas and Pitas” 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 Gina’s notes from Day 4. Display the student model on page 30 of the **Your Turn Practice Book**. Explain to students that Gina synthesized her 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 titles both sources and the following elements:

- Topic Sentence
- Sequence
- Concluding Statement



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 an order word that explains ____.*

Focus on a Section

Underline a section that needs to be revised. Provide specific suggestions. *This section is interesting. I want to know more about _____. Provide more details that help me understand better.*

Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as deleting. *You’ve included a lot of good details. Try taking out the details that do not support the main idea.*

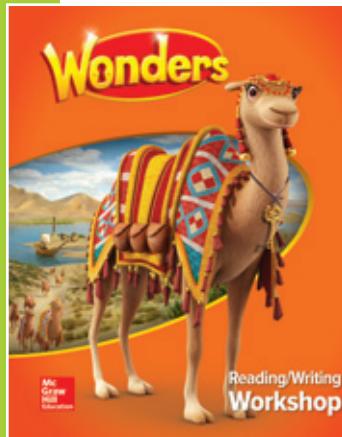
Peer Conferences

Focus peer response on writing a strong conclusion that sums up the writer’s response to the prompt. Ask these questions:

- Did your partner clearly state the main idea in the topic sentence?
- Did your partner use words that show order to put ideas in sequence?
- Does the concluding statement sum up the main idea of the passage?



Grammar: Subjects



Reading/Writing Workshop

OBJECTIVES

Produce simple, compound, and complex sentences.

- Identify subjects, complete subjects, and compound subjects
- Proofread sentences for mechanics and usage errors

DAY

1

DAILY LANGUAGE ACTIVITY

Bring you're new camera, Rich! Were did you use it last.

(1: your; 2: Rich.; 3: Where; 4: last?)

DAY

2

DAILY LANGUAGE ACTIVITY

You can find lizard's of all different sizes in the desert. Some lizards love the heat?

(1: lizards; 2: heat.)

Introduce Subjects

Present the following:

- A **sentence** expresses a complete thought. Every sentence has a **subject** and **predicate**:
The barn was painted red.
- The **subject** tells what or whom the sentence is about:
A big **dog** visited our school.
- The **predicate** identifies what the subject does or is:
A big dog **visited** our school.
- A **complete subject** is all the words in a subject.
A big **dog** visited our school.

Discuss subjects using page 475 of the Grammar Handbook.

Review Subjects

Review how to recognize subjects and have students explain what a complete subject is.

Introduce Multiword Subjects

Present the following:

- The complete subject of a sentence can be one word, more than one word, or a **compound subject** connected by *and*:

Dogs bark all night.

Many animals live at the pound.

The orange cat and brown dog belong to Amanda.



Write three fragments that are missing predicates on the board. Have partners help each other practice using verbs and verb phrases correctly to complete the fragments. Challenge students to add more details to expand the sentences.

**TALK ABOUT IT****COLLABORATE****FIND THE SUBJECT**

Pair students and have them write simple sentences about different cultures in their community. Then, have one student read a sentence aloud. The other partner will then identify the sentence's subject. Have them take turns identifying the subjects in all of the sentences.

MATCH THE FRAGMENTS

Pairs can write sentences and cut them in half, dividing subjects and predicates. Place the fragments in separate bags. Students can pick a paper from each bag and read them aloud to see if they form a sentence. They can pick predicates until sentences make sense.

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

Have you ever been to the circus. the little desk and wooden chair are part of the circus performer's act
(1: circus?; 2: The; 3: act.)

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

ran straight home? was in a cheerful mood after winning the game
(1: missing subject; 2: home.; 3: missing subject; 4: game.)

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

Oh, what an awful day. we saw a car accident on the bridge.
(1: day!; 2: We; 3: accident)

**Mechanics and Usage:
Complete Sentences and
Fragments**

- Every complete sentence has a subject and a predicate. It expresses a complete thought.
- A fragment may be a sentence that does not have a subject. It does not express a complete thought.
- Correct some sentence fragments by adding a subject.

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

Proofread

Have students correct errors in these sentences.

1. and crabs live at the botum of the ocean. (1: missing subject; 2: bottom)
2. nancy and Augustus hoped they would get a high score on their science project (1: Nancy; 2: project.)
3. and history are my to favorite subjects. (1: missing subject; 2: two)
4. i grab'ed some wood from outside to put in the fireplace. (1: I; 2: grabbed)

Have students check work using Grammar Handbook pages 474 and 475 on sentences and subjects.

See Grammar Practice Reproducibles pages 11–15.

SUBJECT QUESTION QUIZ

Partners should write five sentences and trade them with another pair of students. One partner should read a sentence aloud and the other should identify the subject by using it in a question form (for example, What is *the cat*?).

MAKE THE PREDICATE

Partner up students and have one student say the subject of a sentence aloud that relates to a tradition in your community. The other student then adds a predicate to the subject so that it forms a complete simple sentence and makes sense.

REPLACE THE PREDICATE

Have small groups write simple sentences about traditions in their families or communities on scraps of paper. Then have each student read a sentence aloud, substituting a new predicate in each. Students should make sure that the sentences still make sense.



Spelling: Final e

DAY

1

DAY

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

date	fine	rose
lake	life	globe
skate	rice	smoke
plane	wise	come
grade	smile	used

Review *step*, *rock*, *luck*
Challenge *sneeze*, *stripe*

Differentiated Spelling**Approaching Level**

date	fine	woke
lake	rice	dome
safe	wise	come
base	mile	fuse
grade	rose	used

Beyond Level

plane	sneeze	smiled
shapes	fine	globe
skate	wise	smoke
grade	crime	envelope
whale	striped	come

Assess Prior Knowledge

Display the spelling words. Read them aloud, drawing out the final e sounds in each word.

Point out the spelling patterns in *lake* and *smoke*. Say each word; point out that words, such as *kite* and *late*, with a VCe (vowel-consonant-e) pattern usually have a long vowel sound. Show students that words with final e may also have CCVCe patterns.

Demonstrate sorting the spelling words by pattern under key words *lake* and *smoke*. (Write the words on index cards or the IWB.) Sort a few words. Point out that the final e is silent. Remind students that final e spelling words usually have a long vowel sound.

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 short vowel sounds in the words *step*, *rock*, and *luck*. Have students find words in this week's readings with the same sounds.

Use the Dictation Sentences below for the review words. Read the sentence, say the word, and have students write the words. Have students check the spellings.

1. We missed a step.
2. A rock was in the pond.
3. Dad has good luck buying cars.

Challenge Words Review the spelling words, pointing out the final e. Use this Dictation for challenge words. Read the sentence, say the word, have students write the word.

1. The dust made me sneeze.
2. The stripe was white.

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 back 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 final e 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 group of words below. Have students copy the words into their Writer's Notebooks. Say the words aloud and ask students to complete each category with a spelling word.

1. bread, potato, ____ (rice)
2. tulip, daisy, ____ (rose)
3. clever, smart, ____ (wise)
4. sea, pond, ____ (lake)
5. good, well, ____ (fine)

Challenge students to come up with other category word groups for spelling, review, or challenge words. Have partners write a sentence for each spelling word, leaving a blank where the word should go. Then have them trade papers and fill in the missing words.

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. Did you pick a dayt to visit Tom's house? (**date**)
2. I picked a roas from the bush. (**rose**)
3. I smiyl when I get a good graid. (**smile, grade**)
4. The playn flew over a very large laik. (**plane, lake**)

Error Correction Some students may leave off the final e spelling, not realizing that the final e and the vowel before it act as a team. Some may replace the final e spelling with another long vowel spelling.

DAY

5**Assess**

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

Dictation Sentences

1. What is today's date?
2. May we swim in the lake?
3. The skate had 4 wheels.
4. We flew on a plane.
5. We are in the third grade.
6. It is a fine day for a walk.
7. I read about life in the sea.
8. We had rice with our dinner.
9. My grandma is very wise.
10. Grace had a big smile on her face.
11. That is a pretty red rose.
12. A globe is round.
13. We smelled smoke from a fire.
14. Where did your family come from?
15. She used markers to color.

Have students self-correct the tests.

See Phonics/Spelling Reproducibles pp. 13–18.

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 final e. 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

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

Use sentence-level context as a clue to the meaning of a word or phrase.

Expand vocabulary by adding inflectional endings and suffixes.

Connect to Words

Practice this week's vocabulary.

1. Tell about a person that your family **admires**.
2. Which **classmate** have you known the longest?
3. Describe your **community**.
4. What could you **contribute** to help people in need?
5. Do you like **practicing** sports? Why or why not?
6. Which words are hard to **pronounce**?
7. Are you **scared** of snakes?
8. Describe a child who **tumbled**.

Vocabulary Words

admires	practicing
classmate	pronounce
community	scared
contribute	tumbled



Have partners practice using other academic vocabulary terms from the week, such as *community* and *contribute*, precisely while speaking and writing. They should discuss any synonyms or antonyms they know for these words and shades of meaning differences.

COLLABORATE**BUILD MORE VOCABULARY****ACADEMIC VOCABULARY**

Discuss important academic words.

- Display *contribute* and *community*.
- Define each word and discuss the meanings with students.
- Display *contribute* and *contributed*. 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 *community*.

CONTEXT CLUES

- Review using context clues to find the meanings of unfamiliar words. Write an example sentence on the board, such as *My family will contribute money to help rebuild the hospital*.
- Have partners copy the sentence and underline words or phrases that help them understand the meaning of *contribute*.
- Have partners write a sentence in which the meaning of a vocabulary word can be understood from a sentence clue.

DAY

3**Reinforce the Words**

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

1. My mother admires ____.
2. We have a new classmate named ____.
3. The ____ team has been practicing hard for their next game.
4. I can't pronounce this long _____. Can you?
5. I was scared that I would fail the _____.
6. I sometimes tumbled when I played at the _____.

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 new *classmate*. Do new *classmates* sometimes feel nervous or *scared*? Does joining a club or *practicing* sports help new students adjust?

DAY

5**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word. (example: *tumbled*)
- In the second square, students write their own definition of the word and any related words. (examples: *fell*, *fell down*, *spilled*)
- In the third square, students draw a simple illustration that will help them remember the word. (example: a child tumbling)
- In the fourth square, students write non-examples. (example: *kept your balance*)
- Ask students to share their Word Squares with a partner.

COMPOUND WORDS

Remind students that compound words are formed from two words to make a new word with a different meaning. Give examples such as *shoelace*, *backyard*, and *sunflower*.

- Display Your Turn Practice Book pages 23–24. Read the first paragraph. Model figuring out the meaning of *grandmother*.
- Have students complete page 27. Discuss the meanings of the compound words.
- Students can confirm meanings in a print or online dictionary.

SHADES OF MEANING

Help students generate words related to *admires*. Draw a word web, labeling it "admire."

- Elicit and write synonyms and words related to *admire*, such as *like* and *adore*.
- Read aloud student suggestions and discuss words that are unfamiliar.
- Help students add words, such as *respect* and *appreciate*.
- Ask students to copy the words in their word study notebook.

MORPHOLOGY

Use the word *classmate* as a springboard for students to learn more words. Draw a three-column chart.

- Write *class*, *mate*, and *classmate* in each column, respectively. Discuss the meaning of each individual word. Then remind them that a compound word is formed from two words but has a new meaning.
- Discuss other compound words, such as *doorknob* and *bookshelf*.
- Have partners make a list of other compounds words.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about Communities.
- 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. 21.

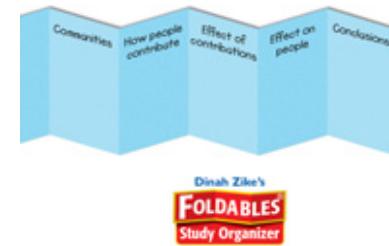
Integrate DOK 4

- 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 do people from different cultures contribute to a community? Divide the class into small groups. Tell students that each group will compare the information that they have learned about how people from different cultures contribute to a community. Model how to compare this information by using examples from this week's **Leveled Readers** and "Room to Grow," **Reading/Writing Workshop** pages 54–59.

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



Communities



RESEARCH AND INQUIRY



COLLABORATE

Create a Travel Brochure

Explain that students will work in groups to complete a short research project about their community. Students will research facts about their community, such as the founders, the name, and important events. Then they will create a travel brochure that explains why people should visit their community. Discuss the following steps:

- 1 Community Facts** As they begin their research, students might consider the selections they read this week. Encourage students to think about why it is important to know about their community.
- 2 Find Resources** Have students use newspapers, the Internet, or local historical society brochures to gather information about their community's history. Refer to the online Unit 1 Week 3 fact sheet to explain how to create a bibliography and have students keep track of their sources by creating a bibliography.

Go Digital



Collaborate:



Resources:
Research

one student to take notes. Explain that each group will use an Accordion Foldable® to record their ideas. You may wish to model how to use an Accordion Foldable® to record comparisons.

Text to Fine Art

As students discuss the information from all the week's reads, have them include the Chicago wall mural on page 21 of the **Close Reading Companion** as part of their discussion. Guide students to see the connections between the mural and text. Ask: *How does the mural connect to what you read this week?*

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 Remind students to make sure their sources are reliable. Tell them to take notes and to create a list of important facts about their community.

4 Create the Project: Travel Brochure Have students use their research to create a travel brochure, listing the important facts about their community. Encourage students to add pictures to enhance their brochures, add specific vocabulary related to the topic, and include a strong conclusion.

Present the Travel Brochure

Have students present their brochures to another group. Afterward, have the class share feedback. 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.

Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

ACADEMIC LANGUAGE

community, founder, bibliography



Approaching Level



Lexile 560
TextEvaluator™ 22

OBJECTIVES

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

- Identify a sequence of events in a text.
- Determine the meanings of compound words.

ACADEMIC LANGUAGE

biography, sidebar, compound words, sequence, ask and answer questions

Leveled Reader: *Judy Baca*

Before Reading

Preview and Predict

Read the Essential Question with students. Give students a copy of *Judy Baca*, and have them read the title and table of contents and look at the photographs. Have students predict how they think cultural backgrounds will play a role in the selection.

Review Genre: Biography

Have students recall that a biography tells the true story of a person's life in time-order. Have students identify examples in *Judy Baca* that identify it as a biography.

During Reading

Close Reading

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

Pages 2–4 *Look at the compound word artworks on page 2. What two words make it up? (art/works) What does it mean? ("works of art") When did Baca start to love art? (as a child) What happened after Baca graduated from college? (She worked for the city of Los Angeles; Baca taught art in Boyle Heights, where she had teenagers help her make a mural.)*

Pages 5–7 *What did Baca's mural show? (It showed a Mexican American grandmother holding out her arms.) Of what was this a symbol? (unity)*

What does the sidebar on page 7 tell about? (murals of Mexico) Tell a partner why you think the author included this information. (Possible Response: It connects to Baca's cultural background and the type of art she made.)

Pages 8–10 *What does The Great Wall show? (It shows people of all different cultures who contributed to the history of Los Angeles.)*

Page 11 *What do we learn in the sidebar on page 11? (The Great wall is being cleaned up and repaired.) Have partners ask a question about something on the page and find the answer in the text.*

Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 12–14 *What did Baca do in 1996?* (She started the Digital Mural Lab.) *What did she do a few years later?* (In 1999, she had teenagers talk about their differences and create artwork together.) *How did Baca contribute to her community?* (Baca made Los Angeles more colorful; she brought people from different backgrounds together.)

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 written in sequence about three of Baca's murals or projects using appropriate details from the text telling how they contributed to the community.

Fluency: Rate

Model Model reading pages 2 and 3 at the appropriate rate, reading faster or slowing down when appropriate. Next, reread the pages aloud, and have students read along.

Apply Have students practice reading with a partner.

PAIRED READ

"Vibrant Los Angeles"

Make Connections:

Write About It

Before reading, have students note that the genre of the text is expository, which tells more about a topic. Then discuss the Essential Question.

After reading, have students make connections between the community contributions in Los Angeles from *Judy Baca* and "Vibrant Los Angeles."



Leveled Reader



FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of murals by completing the social studies activity on page 20.

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 the **On Level** and have approaching-level students

- echo-read the **On Level** main selection.
- use self-stick notes to mark the message or lesson in the selection.



Access Complex Text

The **On Level** challenges students by including more **complex sentence structures**.



Approaching Level

Phonics/Decoding

DECODE WORDS WITH FINAL e: a_e

TIER
2

OBJECTIVES

Distinguish long and short vowels when reading regularly spelled one-syllable words.

Decode words with final-e spelling.

I Do

Explain that when a word is spelled with a vowel, a consonant, and an e at the end, the first vowel sound is usually long. Write *lake* on the board, and read it aloud. Underline the letters *ake*. Point out that in *lake*, the letters *a_e* stand for /ā/, the long-vowel sound. Repeat with *make*, *same*, and *base*. Review the letters and sounds for each long *a* with final e.

We Do

Write *age*, *grade*, and *name* on the board. Model how to decode the first word. Have students identify the *a_e* spelling and sound. Students can read the rest aloud and identify the *a_e* spelling and sound.

You Do

Add these words to the board: *game*, *cave*, and *tape*. Have students read each word aloud and identify the *a_e* spelling. Then point to the words in random order for students to read chorally. Repeat several times.

BUILD WORDS WITH FINAL e: a_e, e_e, i_e, o_e, u_e

TIER
2

OBJECTIVES

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

Build words with final -e spellings.

I Do

Remind students that multisyllable words are made up of smaller word parts—syllables—and tell them they will be building longer words that use final-e spellings. Remind students that the final-e spelling can be used to make all the long-vowel sounds. Display these **Word-Building Cards** one at a time: *re*, *de*, *un*, *ful*, *less*. Then write these syllables on the board: *make*, *lete*, *ripe*, *hope*, *use*. 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 the syllables to form two-syllable words with final-e spellings. Have students chorally read the words: *remake*, *delete*, *unripe*, *hopeful*, *useless*.

You Do

Write other syllables on the board, such as *re*, *ning*, *some*, *work*, *con*, *trace*, *eve*, *time*, *home*, and *fuse*. Have students work with partners to build words using these syllables. Then have partners share the words they built and make a class list.

PRACTICE WORDS WITH FINAL e

OBJECTIVES

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

Decode multisyllable words.

Decode words with final e.

I Do

Remind students that when a word is spelled with a vowel, consonant, and final e, the first vowel is usually long. Write *bite* on the board. Then read the word aloud. Point out that the vowel sound in *bite* is the long-i sound because of the *i_e* spelling, which in this case is spelled *ite*.

We Do

Write the words *shape*, *delete*, *inside*, *broke*, and *huge* on the board. Model how to decode the first word, then guide students as they decode the remaining words. Remind students that the long sound of each vowel makes the same sound as the name of the corresponding letter.

You Do

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

INFLECTIONAL ENDINGS: DROP FINAL e

OBJECTIVES

Form and use regular and irregular verbs.

Decode words with inflectional endings -ed and -ing.

I Do

Review that adding -ed or -ing creates new verb forms and tenses. Tell students that when adding -ed to a root word with a final-e spelling, drop the final e and then add -ed: *skate*, *skated*; *like*, *liked*; *use*, *used*. When adding -ing to a root word with a final e spelling, tell students to drop the final e and then add -ing: *bike*, *biking*; *make*, *making*; *ride*, *riding*.

We Do

Write the sample words *hike*, *grade*, *joke*, and *hope* on the board. Say each word, and have students repeat. Model adding -ed to each word to make *hiked*, *graded*, *joked*, and *hoped*. Then model adding -ing to each word to make *hiking*, *grading*, *joking*, and *hoping*. Read the list out loud again while students sound out each new word with you.

You Do

Next, write the words *save*, *complete*, *file*, *vote*, and *fume* on the board. Have students add the endings -ed and then -ing 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**

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

Review high-frequency words.

I Do

Use **Word Cards 21-30**. 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 *I am ____ at soccer than baseball*. Have students 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 21.

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 that are related in meaning.

I Do

Display the scared **Visual Vocabulary Card**, and say aloud the word set *scared, relaxed, afraid*.

We Do

Point out that the word *afraid* means close to the same thing as *scared*. Display the vocabulary card for the word *classmate*. Say aloud the word set *classmate, teacher, student*. With students, identify the word that has a meaning closest to *classmate*, 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 are closest in meaning to each other.

admires, respects, avoids

pronounce, mumble, say

practicing, quitting, training

community, neighborhood, wilderness

contribute, share, take

tumbled, leaped, fell

COMPOUND WORDS

OBJECTIVES

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 23–24. Read aloud the first paragraph. Point to the sentence *Young Joseph liked to go everywhere with his grandfather*. Explain to students that *everywhere* and *grandfather* are both compound words.

Think Aloud I know that *every* means “all of” something, and *where* means “place,” so the word *everywhere* probably means “all places.” I also know that *grand* can mean “important” and “first,” and a *father* is my male parent. I think that *grandfather* means “first father,” or “father of my father.”

Write the meanings of the compound words.

We Do

Ask students to point to the heading before the fourth paragraph, *Abenaki Storyteller*. With students, discuss how to determine the meaning of *storyteller*. Write the meaning of the compound word.

You Do

Have students find the meanings of *whatever* and *hometown* by finding the smaller words.



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 appropriate rate.

I Do

Explain that good readers think about their rate, or pacing, as they read. Model reading the first paragraph of the Comprehension and Fluency passage on **Approaching Reproducibles** pages 23–24 at different rates. Point out how, when you read faster, you sound more excited. When you slow down, it gives the passage more emphasis.

We Do

Read the rest of the page aloud, and have students repeat each sentence after you using the same rate. Explain that you try to read at a rate that is appropriate to the story being told, not too fast or too slow.

You Do

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

TEXT STRUCTURE

TIER
2
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.

Examine text structure.

I Do

Write the topic *Joseph Bruchac*. Then write the following on a timeline: *Growing Up; Learning Stories; Helping Others*. Explain that authors must structure the information so that it makes sense to readers. Here, the story of Joseph's life is structured so that events happen in sequence. This helps show when the events of Joseph's life happened in relation to each other.

We Do

Read the first page of the Comprehension and Fluency passage in the **Approaching Reproducibles**. Ask: *When do these events take place?* Point out that the story begins with Joseph's childhood. Then ask, *How did Joseph show interest in reading and writing at a young age?* Explain that the beginning of the story deals with the beginning of Joseph's life. Discuss why the author would choose to order the events in this way.

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: SEQUENCE

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 the sequence of a text.

I Do

Remind students that text structure is a way that authors organize a text. Explain that sequence is one kind of text structure that shows the order in which events take place. In biographies and autobiographies, the author often writes the events of a person's life in sequence. Students can look for words that indicate sequence such as *first*, *next*, *then*, and *finally*.

We Do

Read the third paragraph of the Comprehension and Fluency passage in the **Approaching Reproducibles** together. Pause to point out words that signal sequence in the text. Model how to decide the order in which events occurred. Then, work with students to summarize the sequence of events by referring to the text.

You Do

Have students work in pairs or small groups to come up with the sequence of "Joseph Bruchac" in the Reproducibles. Make sure they are using words that signal 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).

Identify the sequence of a text.

Read Independently

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

- the text may have a sequence based on the order in which events happened. In this case, one event will happen after another in order.
- they can ask questions and then find the answers in the text to help increase their understanding.

Read Purposefully

Have students record the questions and answers they have about the text on **Graphic Organizer 128** as they read independently. After they finish, they can conduct a Book Talk, each telling about the book they read.

- Students should share their organizers and answer this question: *What was one question you answered while you read?*
- They should also retell some of the important events from the person's life in sequence.



On Level



Lexile 630
TextEvaluator™ 28

OBJECTIVES

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

- Identify a sequence of events in a text.
- Determine the meanings of compound words.

ACADEMIC LANGUAGE

biography, compound words, sequence, ask and answer questions

Leveled Reader: *Judy Baca*

Before Reading

Preview and Predict

Have students read the Essential Question. Give students a copy of *Judy Baca*, and have them read the title and table of contents and look at the photographs. Have students make a prediction about how Judy Baca has contributed to the American culture.

Review Genre: Biography

Have students recall that a biography tells about the events of a person's life in sequence. A biography may have headings or sidebars to explain more about that person. As students preview *Judy Baca*, have them identify features of a biography.

During Reading

Close Reading

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

Pages 2–5 *What are murals?* (Possible Response: They are outdoor walls painted for all to see.)

Summarize the sequence of events on pages 3 and 4. Use time-order words to show the order of events. (Possible Response: At 6, Judy moved to a new school where she became interested in the arts. Later, she attended college to study art. After college, Baca got a job working for the city of Los Angeles. At that time, she decided to create a mural. After the mural was finished, it became a symbol of unity.)

Why did Judy choose a design for the Boyle Heights mural showing a grandmother with outstretched arms? (to show unity; she wanted different groups of teenagers to get along)

Pages 6–7 *What two words make up the compound word citywide on page 6? (city/wide) Define the word to a partner. ("happening across the city") Why did Judy start the group SPARC? (to create art for all) How does the sidebar on page 7 relate to the main topic of the book? (It tells about the tradition of murals in Mexico.)*

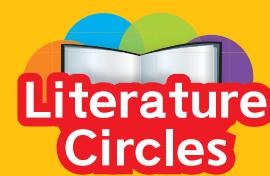
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Literature Circles

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on ways people share culture in their community.

Pages 8–11 How does the Great Wall of Los Angeles represent different cultures? (It shows Native American people who first lived in the area and immigrant groups who came later.) What do we learn in the sidebar on page 11? (The Great Wall is getting cleaned and repaired.)

Pages 12–14 Turn to a partner and tell the sequence of projects Baca accomplished in Chapter 3. (1996: Digital Mural Lab; 1999: Shoulder to Shoulder Project) Have partners ask a question about the text and find the answer in 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 written about four of Baca's murals or projects in order using appropriate details from the text.

Fluency: Rate

Model Reread page 6. Model reading the passage with appropriate rate. Next, read the passage aloud, and have students read along with you.

Apply Have students practice reading the passage with a partner.

PAIRED READ

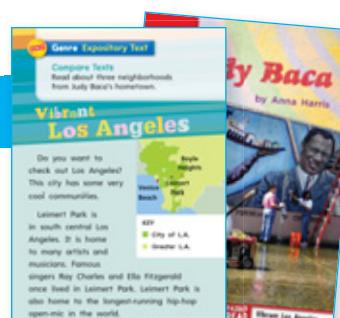
“Vibrant Los Angeles”

Make Connections:

Write About It

Before reading, have students note that the genre of the text is expository, which tells more about a topic. Then discuss the Essential Question.

After reading, have students make connections between the community contributions in Los Angeles from *Judy Baca* and “Vibrant Los Angeles.”



Leveled Reader

Level Up



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

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

- partner-read the **Beyond Level** main selection.
- list difficult words and find the definitions in a dictionary.



Access Complex Text

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

FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of murals by completing the social studies activity on page 20.

 **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 signal 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 *admires*, *classmate*, *practicing*, *pronounce*, *scared*, and *tumbled*. 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.

- Who is someone that you *admire* in your life?
- Who in your classroom is not a *classmate* of yours?
- How does *practicing* help you get better at something?

You Do

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

- Where can you look to learn how to correctly *pronounce* a word?
- How do people react when they are *scared* of something?
- If you *tumbled* down, what might have been the cause?

COMPOUND WORDS

OBJECTIVES

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

I Do

Remind students that compound words are made up of two smaller words. Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 23–24 to model.

Think Aloud I want to know what the word *grandfather* means. I know that *grand* can mean “important” and “first,” and a *father* is a male parent. So *grandfather* means the “first father,” or “the father of his father.”

We Do

Have students read the second paragraph, where they encounter *grandmother*. Have students figure out what the word means by figuring out the meaning of the smaller words first.

You Do

Have students work in pairs to determine the meaning of *storyteller* and *whatever* as they read the rest of the selection.

Comprehension

REVIEW TEXT STRUCTURE: SEQUENCE

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 the sequence of a text.

I Do

Remind students that authors can organize a text using sequence to show the order in which events take place. Explain that paying attention to sequence can help readers better understand a story. Students can look for time-order words that indicate sequence, such as *first*, *next*, *then*, and *finally*. These words show the order in which things happen.

We Do

Have a volunteer read the third paragraph of the Comprehension and Fluency passage on **Your Turn Practice Book** pages 23–24. Have students orally list events in the third paragraph, and help them explain how the events relate to each other in a sequence. Model how to determine how the events are sequenced and how they are connected. Then, work with students to identify the sequence of the next paragraph.

You Do

Have partners identify the sequence in the final paragraph of the passage. Then ask them to describe the sequence of the passage as a whole.

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, and looking at any headings, illustrations, maps, or charts.
- As students read, remind them to reread difficult sections and ask and answer questions about the text as they read.

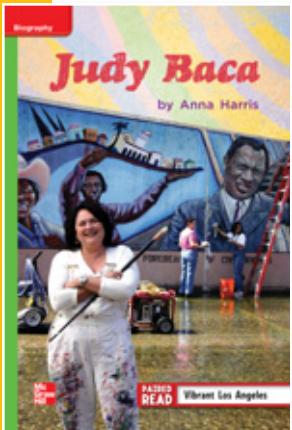
Read Purposefully

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

- As students read, have them fill in the sequence on **Graphic Organizer 128**.
- 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



Lexile 750
TextEvaluator™ 32

OBJECTIVES

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

- Identify a sequence of events in a text.
- Determine the meanings of compound words.

ACADEMIC LANGUAGE

biography, sidebar, compound words, sequence, ask and answer questions

Leveled Reader: *Judy Baca*

Before Reading

Preview and Predict

Have students read the Essential Question. Pass out the leveled reader *Judy Baca* and have students read the title and the opening pages and look at the front cover of the leveled reader to predict how Judy Baca has contributed to American culture.

Review Genre: Biography

Have students recall that a biography tells about the events of a person's life in order. It may have headings or sidebars to explain more about that person. As students preview *Judy Baca*, have them identify features of a biography.

During Reading

Close Reading

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

Pages 2–5 *On page 2, why does the author place the word “real” in parentheses? (“Real” art does not have to hang in a museum but can be a mural.) Define the compound word classmates on page 3 to a partner. (“fellow students in a class”)*

How did Judy progress from going to college to designing the Boyle Heights mural? Explain the sequence of events to a partner using time-order words. (Possible Response: After going to college to study art, Baca taught art in her old high-school. In 1970, Baca got a job working for Los Angeles city and taught in parks. During that time, she created a mural to unify the neighborhood.)

Pages 6–7 *What is the purpose of SPARC? (It is to create art for people of all backgrounds and cultures.)*

How does the sidebar on page 7 support Judy’s purpose for creating murals? (The sidebar tells about the tradition of murals in Mexico; murals reach many people.)

Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 8–11 Summarize the various parts of the Great Wall of Los Angeles. (Possible Response: Native American people who used to live in the area; arrival of Spanish explorers; hardships groups of people experienced and heroic things people did)

Pages 12–14 How do Baca's murals contribute to her community? (can help unify people) Have partners ask a question about the text and find the answer in 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 written about five of Baca's murals or projects in order citing appropriate details from the text.

Fluency: Rate

Model Reread page 2. Model reading the passage with appropriate rate. Next, read the passage aloud, and have students read with you.

Apply Have students practice reading the passage with a partner.

PAIRED READ

"Vibrant Los Angeles"

Make Connections:

Write About It

Before reading, have students note that the genre of the text is expository, which tells more about a topic. Then discuss the Essential Question.

After reading, have students make connections between the community contributions in Los Angeles from *Judy Baca* and "Vibrant Los Angeles."



Leveled Reader

Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on ways people share culture in their community.



Gifted and Talented

Synthesize Challenge students to design a mural to represent the diversity and history of their community. Students can write a short paragraph describing a mural for their community or create a sketch or diagram. Students can draw from their own knowledge or do additional research to find historical events they may wish to represent.



FOCUS ON SOCIAL STUDIES

Students can extend their knowledge of murals by completing the social studies activity on page 20.



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 signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

Model

Use the **Visual Vocabulary Cards** to review the meanings of the words *classmate* and *pronounce*. Write social studies related sentences on the board using the words.

Apply

Write the words *background* and *differences* on the board, and discuss the meanings with students. Then help students write sentences using these words.

Have students work in pairs to discuss the meanings of the words *unity*, *issues*, *struggles*, and *history*. Then have partners write sentences using the words.

COMPOUND WORDS

OBJECTIVES

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*, *bookshelf*, *notebook*, *bookmark*).

Model

Read aloud the first paragraph of the Comprehension and Fluency passage on **Beyond Reproducibles** pages 23–24.

Apply

Think Aloud *When I read this paragraph, I want to understand the word everywhere. I know that every means “all of” something, and where means “place,” so everywhere means “all places.”*

With students, read the third paragraph. Help them figure out the meaning of the compound word *bookshelves*.

Gifted and Talented

Have pairs of students read the rest of the passage. Ask them to determine the meaning of *sometimes*, *whatever*, and *inside*.

Tell a Story Have partners write a short story based on their own experiences. Ask them to tell the story in front of the class. Have a discussion about the role that stories and storytellers play in our culture.

Comprehension

WEEK 3

REVIEW TEXT STRUCTURE: SEQUENCE

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 the sequence of a text.

Model

Remind students that authors use sequence to create a sense of time order in the structure of a text. Explain that, in biographies and autobiographies, authors often write the events of the subject's life in chronological order. Point out that understanding how to identify sequence helps readers understand the order of events in a story.

Have students read the third paragraph of the Comprehension and Fluency passage of **Beyond Reproducibles** pages 23–24. Ask open-ended questions to facilitate discussion, such as *How does the author use sequence in this paragraph?* and *How did Joseph come to write children's books?* Students should support their responses with text evidence.

Apply

Have students identify the sequence of each paragraph for the rest of the passage as they independently fill in **Graphic Organizer 128**. Then have partners use their work to describe the sequence of the whole passage.

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 128**.
- Remind them to ask questions and find the answers by rereading.

Read Purposefully

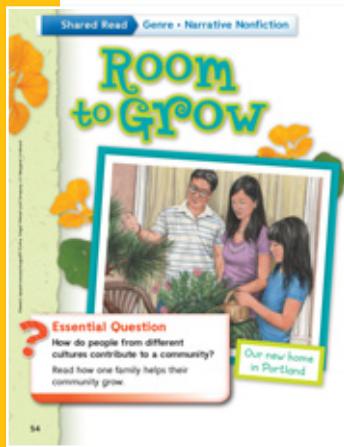
Encourage students to keep a reading journal. Ask them to read different books in order to learn about a variety of people.

- 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 communities. Have students compare the different people and cultures they have read about. How did these people contribute to their communities? Have them write a few paragraphs comparing two people they read about and their contributions.



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 a sequence of events in a text.
- Determine the meanings of compound words.

LANGUAGE OBJECTIVE

Identify a sequence of events in a text.

ACADEMIC LANGUAGE

- ask and answer questions, sequence, compound words*
- Cognate: *secuencia*

Shared Read *Room to Grow*

Before Reading

Build Background

Read the Essential Question: How do people from different cultures contribute to a community? Read how one family helps their community grow.

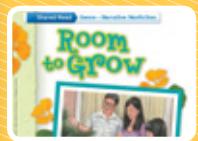
- Explain the meaning of the Essential Question, including the vocabulary in the question: *Culture is the traditions, art, music, food, and language of a certain group of people.* To contribute means “to give.” A community is a place where people live, work, and play.
- Model an answer:** *Sometimes people perform dances for the community. To dance is a way to share culture. They are contributing to the community by sharing culture and helping the people in the audience learn something new.*
- Ask students a question that ties the Essential Question to their own background knowledge: *Think about a part of your culture. How could you share it?*

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 Room to Grow

Page 55**Spring in the City****Paragraph 1****Explain and Model Asking and Answering**

Questions I can ask questions about what I have read and then find the answer by continuing to read. As I read the first paragraph, I see that Kiku recently moved from the country to the big city. I wonder how her life is different.

Paragraph 2

Cite evidence to answer the question about how Kiku's life is different. Point out that her new home has no yard.



Kiku and her family do not have a yard.

How does this affect them? (Possible Response: They have no room for plants outside, so they create an indoor garden.)

Page 56**An Idea for a Garden****Paragraph 2**

Model Sequence In this paragraph, you will learn the order of how Kiku's mother makes tea. Point out the word *first* in the second sentence. Guide students to fill in the sentence frame: *First Kiku's mother _____ (puts tea into the bowl).*



Then what happens? (Then, Kiku's mom adds hot water and stirs.)

Page 57**Paragraph 2**

Jill's mother asks Kiku's mother to help with a project. Have one student answer the following question, then have another verify or elaborate on the answer: *How does Kiku's mother's background make her a good person to help with the community garden?* (Her mother taught her to plant a garden. She can make a nice garden in a small space.)

Page 58**A Garden Grows****Paragraph 1**

What does the heading tell you about what will happen in this section? Have one student answer and another verify the answer. (The community garden will start to grow.)



Look at the illustrations and read the captions. How will these steps help the garden grow? (The boxes will hold the plants. The people need to plant seeds to grow plants.)

Page 59**A Garden Grows****Paragraph 2**

Explain and Model Compound Words Show how *cookout* in the third sentence can be broken into two words: *cook* and *out*. Ask students: *What does cook mean?* ("to heat food") *What does out mean?* ("in the open, outside") Guide students to define *cookout*: "to cook or heat food outside."



How does the garden help the community? Help students expand upon their responses.

After Reading**Make Connections**

- Review the Essential Question: How do people from different cultures contribute to a community?
- Make text connections.
- Have students complete the ELL Reproducibles pages 23–25.



English Language Learners



Lexile 630
TextEvaluator™ 20

OBJECTIVES

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

Find the meanings of compound words.

LANGUAGE OBJECTIVE

Identify a sequence of events in a text.

ACADEMIC LANGUAGE

ask and answer questions, sequence, compound words

Leveled Reader: *Judy Baca*

Before Reading

Preview

- Read the Essential Question: How do people from different cultures contribute to a community?
- Refer to Making a Contribution: *How can sharing art from a culture help a community?*
- Preview *Judy Baca* and “Vibrant Los Angeles”: *Let’s read about how people from different cultures have contributed to their communities.*

Vocabulary

Use the **Visual Vocabulary Cards** to preteach the ELL vocabulary: *neighborhood, program*. Use the routine found on the cards. Point out the cognate: *programa*.

During Reading

Interactive Question-Response

Note Taking Have students use the graphic organizer on **ELL Reproducibles** page 22. Ask the following questions after reading each section. As you read, use visuals or pictures to define key vocabulary.

Pages 2–3 Point to the photo and read the caption on page 2. *What is a mural? (a painting on a wall) Point to other murals in the selection.*

Pages 4–5 *Let’s tell the events on page 4 in order. First, Judy finished college. Then, she _____ (worked for the city of Los Angeles). Next, _____ (teenagers helped her make a mural). What is a question you have about this page? Help students find the answer in the text.*

Pages 6–7 Point out that the compound word *citywide* contains two words: *city* and *wide*. *So it is something happening across what? (a city)* *What are two facts you learn about the Murals of Mexico from the sidebar on page 7? (the Maya painted murals; famous Mexican mural artists Diego Rivera and Jose Clemente Orozco)*

Pages 8–10 *What is the Great Wall of Los Angeles? (It is a mural created to show the different groups of people in Los Angeles.)*

Go Digital



Leveled Readers



Fill in the Graphic Organizer

Page 11 Look at the sidebar on page 11. What has damaged The Great Wall? (sun, rain, pollution) What is being done to the mural? Have one student answer and another verify the answer. (It is being cleaned and repaired.)

Pages 12–14 Have students echo-read Judy Baca's quote on page 14. What is your biggest vision or dream? Tell it to a partner.

After Reading

Respond to Reading Help students complete their graphic organizers. Revisit the Essential Question. Have student pairs summarize and answer the Text Evidence Questions. Support students as necessary, and review all responses as a group.

 **Write About Reading** Make sure students use facts from the text to describe three of the projects or murals and that events are in order.

Fluency: Rate

Model Reread page 6. Model reading the passage with appropriate rate. Next, read the passage aloud while students read along with you.

Apply Have students practice reading the passage with a partner.

PAIRED READ

"Vibrant Los Angeles"

Make Connections:

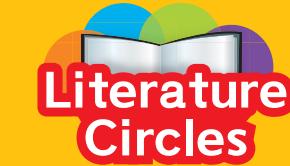
Write About It

Before reading, have students note that the genre of this story is expository. It explains about a certain topic. Have students discuss the Essential Question.

After reading, have students make connections between how people contribute different cultures to Los Angeles communities in *Judy Baca* and "Vibrant Los Angeles."



Leveled Reader



Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion on ways people share culture in their community.

Level Up



Level-up lessons available online.

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

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

- echo-read the **On Level** main selection.
- list words with which they have difficulty.
- 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 SOCIAL STUDIES

Students can extend their knowledge of murals by completing the social studies activity on page 20.

→ 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.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “Room to Grow” following the Vocabulary Routine found on the **Visual Vocabulary Cards** for *scared*, *classmate*, *pronounce*, *practicing*, *tumbled*, *admires*, *community*, and *contribute*.

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. Act out each word using gestures or actions.

You Do

Have student partners define one or two words. Ask students to draw a picture illustrating each definition. Have pairs read their definitions aloud.

Beginning

Have students work in pairs to copy and check the definitions.

Intermediate

Have students use the drawings to explain the words to a partner.

Advanced/High

Have students write two definitions and explain their illustrations to a partner.

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.

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

Use sentence frames as clues. Have students name each word and use the words in complete sentences.

You Do

Have pairs write sentence frames for the remaining words. Have them read these frames aloud for the class to guess the word and use in a sentence.

Beginning

Have students copy the sentence frames and read them aloud.

Intermediate

Have students use a synonym in their clues.

Advanced/High

Have students use a synonym and antonym in their clues.

COMPOUND WORDS

OBJECTIVES

Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse*, *lighthouse*, *housefly*; *bookshelf*, *notebook*, *bookmark*).

I Do

Read aloud the second paragraph of “Room to Grow” on page 55 while students follow along. Point to the word *classmate* after summarizing the paragraph. Tell students that *classmate* is a compound word. Compound words are made up of two shorter words, and a reader can look at the shorter words to figure out the meaning of the longer word. Ask students: *Who does Kiku Sato refer to as a classmate? What is a classmate?*

Think Aloud I see that *classmate* is made up of two smaller words, *class* and *mate*. Kiku goes to *class* at school. Lisa is her only friend, or *mate*, at school. *Classmate* must mean a person in her class.

LANGUAGE OBJECTIVE

Determine the meanings of compound words.

We Do

Have students point to *afternoon* on page 56. Find the meaning of the word with students using a clock. Write the definition of the word.

You Do

Have student partners write a definition for *sunlight* on page 58. Ask students to list three compound words using the words *sun* or *light*.

Beginning

Help students draw or point to a picture of the two shorter words.

Intermediate

Students define their new compound words.

Advanced/High

Have students define the new words and write sentences using them.

ADDITIONAL VOCABULARY

OBJECTIVES

Produce simple, compound, and complex sentences.

I Do

List academic language and high-frequency words from “Room to Grow”: *project*, *before*, *because*, *better*; and *Judy Baca*: *unity*, *struggles*, *achievements*. Define each word for students: *Struggles are things that are difficult to do*.

We Do

Model using the words for students in sentences: *Lily trained every day before running the race*. Provide sentence frames and complete them with students: *We were asked to _____ before coming to class*.

You Do

Have student partners write a sentence about Kiku Sato in “Room to Grow” using the word *before*. Ask students to share their sentences with the class.

Beginning

Help students write a sentence using the word *before*.

Intermediate

Provide students with the sentence frame _____ before _____.

Advanced/High

Have students explain how it helps them understand order of events.

LANGUAGE OBJECTIVE

Use high-frequency words and academic language.

→ English Language Learners

Writing/Spelling

WRITING TRAIT: ORGANIZATION

OBJECTIVES

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Use temporal words and phrases to signal event order.

I Do

Explain that good narratives, or stories, have a beginning, a middle, and an end. Most writers describe events in the order in which they happened. Not doing so can make the story confusing. Read the Student Model passage aloud. Identify time-order words as you read.

We Do

Read aloud both paragraphs on page 56 of “Room to Grow” as students follow along. Use a sequence chart to order the events.

You Do

Have pairs describe the steps they take to prepare something using a sequence chart. Edit each paragraph, pointing out where students could use time-order words.

LANGUAGE OBJECTIVE

Use time-order words in writing.

Beginning

Have students copy the edited paragraph.

Intermediate

Have students revise their writing, making sure they have used order words.

Advanced/High

Have students revise their writing to make sure they have used order words and to edit for errors.

SPELL WORDS WITH FINAL e

OBJECTIVES

Use spelling patterns and generalizations in writing words.

I Do

Read aloud the Spelling Words on page T168. Draw out the long-i sound in *fine*. Tell students that words with the vowel-consonant-e pattern usually have a long vowel sound. Tell students that the final e is silent.

We Do

Read the Dictation Sentences on page T169 aloud for students. With each sentence, read the underlined word slowly, drawing out the long-vowel sound. Have students repeat after you and write the word.

You Do

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

Beginning

Have students copy the words with correct spelling and say the words aloud.

Intermediate

Have students circle the CVe spelling in their corrected words.

Advanced/High

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

SUBJECTS

OBJECTIVES

Produce simple, compound, and complex sentences.

Identify subjects.

LANGUAGE OBJECTIVE

Write complete sentences



Language Transfers Handbook

Have students underline the subjects in example sentences written on the board. For example: *The school has a new piano. Tatiana and Paul play on the same soccer team.* Ask questions to reinforce understanding that subjects tell what or whom a sentence is about. *What has a new piano? Who plays on the soccer team?*

I Do

Remind students that a sentence is a group of words that expresses a complete thought. A sentence has two parts: a subject and a predicate. The subject of a sentence tells what or whom the sentence is about. It can be one word. The predicate of a sentence tells what the subject of a sentence is or does. For example: *Four women drank the tea.* The subject of this sentence is *women*. The complete subject is all the words that are part of the subject, including the word *Four*. Explain that the predicate in this sentence is *drank the tea*. It tells what the women are doing.

We Do

Write the following sentence frames on the board. Read them aloud for students to repeat. With students, fill in the blank spaces with a subject. Next, ask a volunteer to underline the subject and the predicate in each sentence. Have students suggest other predicates for each subject.

_____ are hot and dry.

Angry _____ rushed into the store.

The fluffy _____ slept on the rug. _____ loved the book about baseball.

You Do

Brainstorm a list of new subjects with students. Have partners write sentences using the subjects. Have students underline the subject and predicate in each sentence. Ask students to create an illustration of one of the subjects to go with a sentence. Remind students to focus on writing a complete sentence with correct capitalization and end punctuation.

Beginning

Have students copy their sentences. Help them underline the subject and the predicate in each sentence. Have students add an adjective to enrich the noun phrase.

Intermediate

Have students underline the subject and predicate in each sentence, identify the simple and complete subjects, and add an adjective to enrich the subject.

Advanced/High

Ask students to underline the subject and predicate in each sentence and add an adjective to enrich the subject. Ask students to explain what the complete subject of a sentence describes.

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 3 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: Sequence	Comprehension Skill	<ul style="list-style-type: none"> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Compound Words	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 3 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>

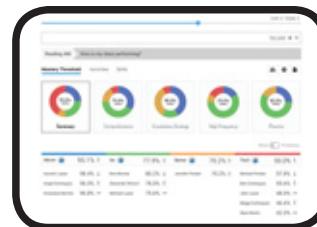
Using Assessment Results

WEEK 3

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% assign Lessons 73–75 on Text Structure: Sequence from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Students score below 70% assign Lesson 156 on Compound Words from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
WRITING	Students score below “3” on constructed response assign Lessons 73–75 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.

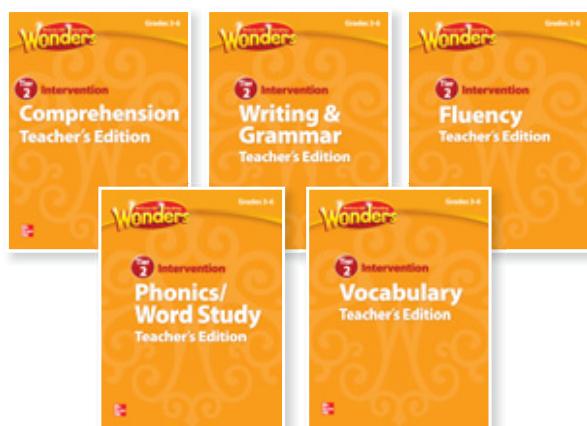


Data-Driven Recommendations

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

