

WEEKLY OVERVIEW

Build Knowledge

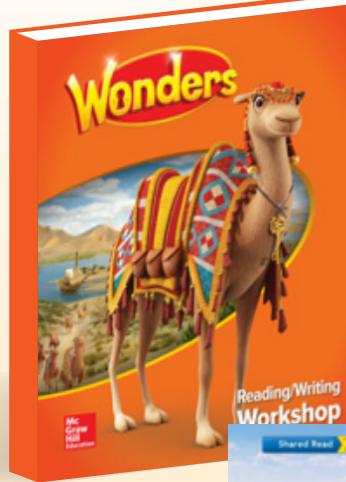
Landmarks



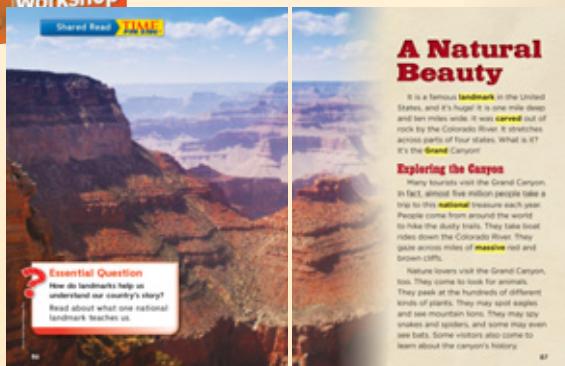
Essential Question:
How do landmarks help us understand our country's story?

Teach and Model

Close Reading and Writing



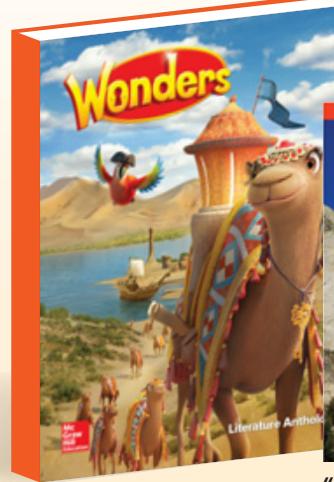
Reading/Writing Workshop



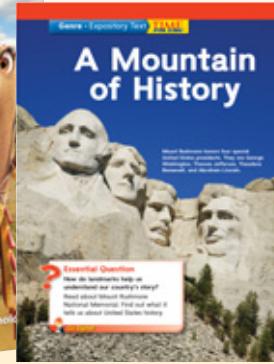
"A Natural Beauty," 86-89
Genre Expository Text Lexile 560 ETS *TextEvaluator* 23

Practice and Apply

Close Reading and Writing



Literature Anthology



"A Mountain of History," 94-97
Genre Expository Text Lexile 560 ETS *TextEvaluator* 25



Eight years ago, the chose the four presidents. They made and George Washington set them up. They wanted to make a monument. He kept the nation together during the Civil War. Roosevelt helped protect our country's parks. Roosevelt owned land for parks. Roosevelt was the first to find 100 years of American history.

How can a mountain be a monument?

Every year, millions of people come to Mount Rushmore. It is a famous landmark. It is a symbol of South Dakota. It is a symbol of the United States. The heads of four United States presidents have been carved into the rock. It is a natural landmark. It is also a man-made treasure.

Rushmore's Birth

An artist named Gutzon Borglum designed the monument about

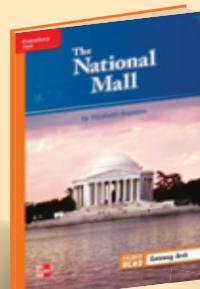
Why are four presidents chosen to represent the history of our country? Read to find the answer.



"A Landmark Street," 98-99
Genre Expository Text Lexile 580 ETS *TextEvaluator* 26



Differentiated Texts



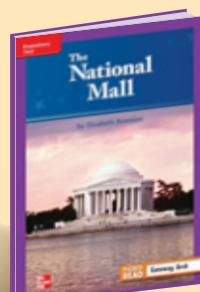
APPROACHING
Lexile 650
ETS *TextEvaluator* 28



ON LEVEL
Lexile 750
ETS *TextEvaluator* 32



BEYOND
Lexile 840
ETS *TextEvaluator* 35



ELL
Lexile 750
ETS *TextEvaluator* 23

Leveled Readers

Extended Complex Texts



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

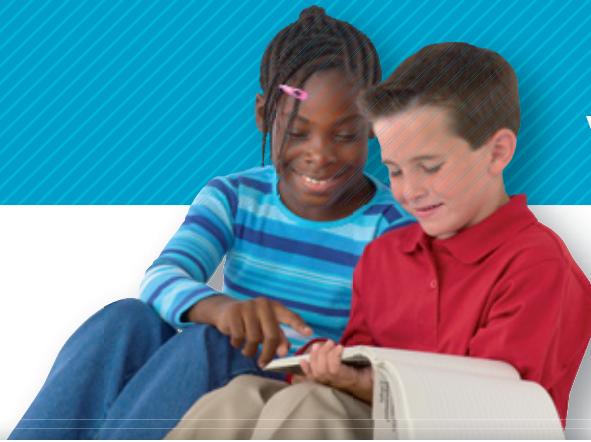


Benjamin Banneker: Pioneering Scientist
Genre Informational Text
Lexile 550
ETS *TextEvaluator* 18

Classroom Library

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Student Outcomes



Close Reading of Complex Text

- Cite relevant evidence from text
- Determine main idea and key details
- Ask and answer questions

Writing

Write to Sources

- Draw evidence from informational texts
- Write opinion texts
- Conduct short research on famous landmarks

Writing Process

- Draft and Revise a Personal Narrative

Speaking and Listening

- Engage in collaborative discussions about landmarks
- Paraphrase portions of “America’s Landmarks and Memorials” and presentations on landmarks
- Present information on landmarks

Content Knowledge

- Know the importance of American heroes.



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

- Produce simple, compound, and complex sentences

Vocabulary Acquisition

- Acquire and use academic vocabulary

carved	clues	grand	landmark
massive	monument	national	traces
- Demonstrate understanding of multiple-meaning words

Foundational Skills

Phonics/Word Study

- Long o: o, ow, o_e, oa, oe
- Compound words

Spelling Words

coast	float	toad	coal
soak	gold	sold	scold
slope	broke	note	bone
slow	show	foe	

Fluency

- Accuracy and phrasing



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INSTRUCTIONAL PATH

1

Talk About Landmarks

Guide students in collaborative conversations.

Discuss the essential question: *How do landmarks help us understand our country's story?*

Develop academic language and domain specific vocabulary on landmarks.

Listen to "America's Landmarks and Memorials" to summarize what landmarks tell us about our history.



2

Read "A Natural Beauty"

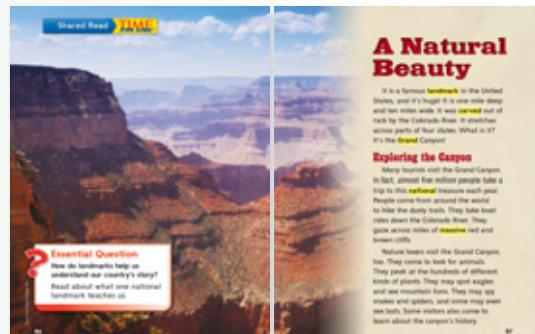
Model close reading with a short complex text.

Read

"A Natural Beauty" to learn what one national landmark teaches us, citing text evidence to answer text-dependent questions.

Reread

"A Natural Beauty" to analyze text, craft, and structure, citing text evidence.



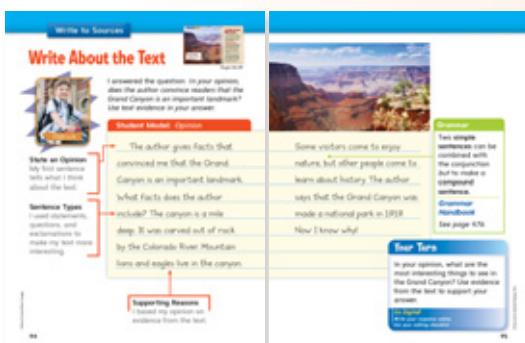
3

Write About Landmarks

Model writing to a source.

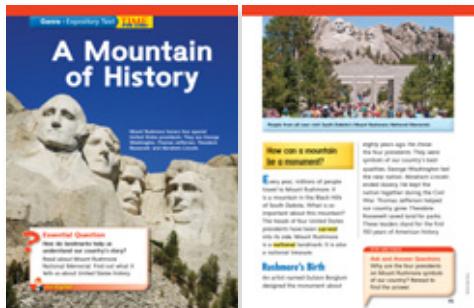
Analyze a short response student model.

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



4

Read and Write About Landmarks



Practice and apply close reading of the anchor text.

Read

A Mountain of History to learn what Mount Rushmore National Memorial tells us about our country's history.

Reread

A Mountain of History and use text evidence to understand how the author presents information about Mount Rushmore National Memorial.

Write a short response about **A Mountain of History**.

Integrate

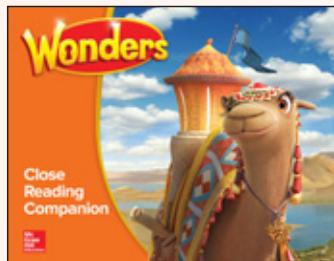
Information about how these landmarks and monuments are like others you have read about.

Write to Two Sources, citing text evidence to compare **A Mountain of History** and "A Landmark Street."

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 landmarks help us understand our country's story?

Text to Fine Art Compare how the monuments in the texts read and the mountains in the painting tell America's story.

Conduct a Short Research Project

Write an informative report about a famous landmark.

DEVELOPING READERS AND WRITERS

Write to Sources

The image shows the front cover of the Wonders Reading Workshop book, which features a camel and the title "Wonders". Below it is a sample page from the "A Natural Beauty" unit. The page includes a large image of the Grand Canyon, a writing prompt asking students to write about the text, and several callout boxes with text and illustrations related to the reading.

Day 1 and Day 2

Build Writing Fluency

- Quick write on "A Natural Beauty," p. T292

Write to a Source

- Analyze a student model, p. T292
- Write about "A Natural Beauty," p. T293
- Apply Writing Trait: Sentence Types, p. T292
- Apply Grammar Skill: Simple and Compound Sentences, p. T293

The image shows the front cover of the Wonders Reading Workshop book and a sample page from the "A Mountain of History" unit. The page features a large image of Mount Rushmore, a writing prompt, and several callout boxes with text and illustrations related to the reading.

Day 3

Write to a Source

- Write about *A Mountain of History*, independent practice, p. T289D
- Provide scaffolded instruction to meet student needs, p. T294

The image shows the front cover of the Wonders Reading Workshop book and a sample page from the "A Landmark Street" unit. The page features a large image of a street scene, a writing prompt, and several callout boxes with text and illustrations related to the reading.

Day 4 and Day 5

Write to Two Sources

- Analyze a student model, pp. T294-T295
- Write to compare *A Mountain of History* with "A Landmark Street," p. T294

WEEK 4: PREWRITE

WEEK 5: DRAFT AND REVISE

WEEK 6: PROOFREAD/EDIT, PUBLISH, EVALUATE



Go Digital

Genre Writing: Narrative Text

Personal Narrative

Draft

- Discuss the student draft model
- Students write their drafts

Revise

- Discuss the revised student model
- Students revise their drafts

Revised Student Model • Personal Narrative • 16

A Camping Surprise

by Carissa J.

Last summer, my family and I went on our first camping trip. We visited a lake near our town. I have always wanted to go camping.

I was really tired when I went to sleep that night. First, we set up our tent and ate the sandwiches we brought. We sang lively songs and told terrifying stories.

The next morning, strange noises woke me up. Didn't make a sound. I dared to go outside. I saw squirrels were dropping acorns on the roof of the tent.

A minute later, I tripped over my backpack. I had left it out by mistake and raccoons had ripped it open in the night. I will never make that mistake again! They had stolen nuts, fruit, and potato chips.

I hope that the raccoons ate my snacks, but I can't believe they took my backpack.

Unit 1 • Personal Narrative

Revised Student Model

Student Draft Model • Personal Narrative • 15
A Camping Surprise

Last summer, my family and I went on our first camping trip. We visited a lake near our town. I have always wanted to go camping.

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Unit 1 • Personal Narrative

Revised Checklist

Directions: Use these checklists as you work with peers and your teacher to evaluate your personal narrative.

Revise Checklist

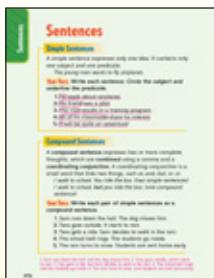
- Does the introduction begin with a capital letter and end with a period?
- Does the writer use descriptive words to write the setting?
- Are the events told in the order that they occurred?
- Is dialogue included to help show what the characters are thinking?
- Does the conclusion tell the reader what about the experience?
- Does the writer describe feelings using adjectives?
- Does the writer keep the reader interested by using adverbs?

Edit Checklist

- Do all of the sentences begin with a capital letter and end with a period?
- Are there any fragments or run-on sentences?
- Are sentences complete with a subject and a predicate?
- Are coordinating conjunctions and correlative used correctly?
- Are all words spelled correctly?

Unit 1 • Personal Narrative

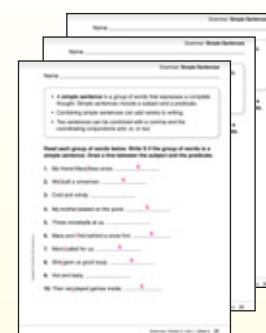
Grammar and Spelling Resources



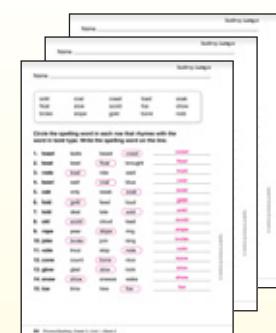
Reading/Writing Workshop
Grammar Handbook
p. 476



Online Spelling
and Grammar Games



Grammar Practice,
pp. 21–25



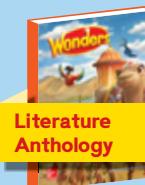
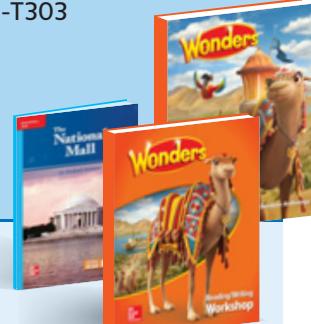
Phonics/Spelling
Practice, pp. 25–30

SUGGESTED LESSON PLAN

	READING	DAY 1		DAY 2
	Teach, Model and Apply	Core	Introduce the Concept T274-T275 Vocabulary T278-T279 Close Reading "A Natural Beauty," T280-T281	Close Reading "A Natural Beauty," T280-T281 Strategy Ask and Answer Questions, T282-T283 Skill Main Idea and Key Details T284-T285 Vocabulary Strategy Multiple-Meaning Words, T288-T289
Whole Group	Language Arts	Options	Listening Comprehension T276-T277	Genre Expository Text, T286-T287
	Writing	Core	Grammar Simple and Compound Sentences, T296 Spelling Long o, T298 Build Vocabulary T300	Write About the Text Model Note-Taking and Write to a Prompt, T292-T293 Grammar Simple and Compound Sentences, T296 Build Vocabulary T300
	Grammar	Options	Write About the Text Writing Fluency, T292 Genre Writing Personal Narrative: Draft, T360	Genre Writing Personal Narrative: Teach the Draft Minilesson, T360 Spelling Long o, T298
	Spelling	Core		
	Build Vocabulary	Options		
 Writing Process: Narrative: Personal Narrative, T358-T363 Use with Weeks 4-6				

	Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional supports options throughout the week.	
	APPROACHING LEVEL	ON LEVEL
Small Group	Leveled Reader <i>National Mall</i> , T304-T305 "Gateway Arch," T305 Literature Circles, T305	Vocabulary • High-Frequency and Vocabulary Words, T308 TIER 2 Multiple-Meaning Words, T309
	Phonics/Decoding Decode Words with Long o: oa, T306 TIER 2 Build Words with Long-o Spellings, T306 TIER 2 Practice Words with Long -o Spellings, T307 Compound Words, T307	Comprehension • Identify Key Details, T310 TIER 2 • Review Main Idea and Details, T311 Self-Selected Reading, T311
	Fluency Accuracy and Phrasing, T310 TIER 2	Vocabulary Review Vocabulary Words, T314 Multiple-Meaning Words, T314
		Comprehension Review Main Idea and Key Details, T315 Self-Selected Reading, T315



DAY 3	DAY 4	DAY 5
Close Reading <i>A Mountain of History</i> , T289A-T289D 	Fluency T291 Close Reading "A Landmark Street," T289E-T289F Integrate Ideas Research and Inquiry, T302-T303	Integrate Ideas T302-T303 <ul style="list-style-type: none"> Text Connections Research and Inquiry Weekly Assessment 
Phonics/Decoding T290-T291 <ul style="list-style-type: none"> Long o: o, ow, o_e, oa, oe, T290 Compound Words, T291 	Close Reading <i>A Mountain of History</i> , T289A-T289D	
Grammar Simple and Compound Sentences, T297	Write About Two Texts Model Note-Taking and Taking Notes, T294	Write About Two Texts Analyze Student Model and Write to the Prompt, T295 Spelling Long o, T299
Write About the Text T293 Genre Writing Personal Narrative: Revise, T361 Spelling Long o, T299 Build Vocabulary T301	Genre Writing Personal Narrative: Teach The Revise Minilesson, T361 Grammar Simple and Compound Sentences, T297 Spelling Long o, T299 Build Vocabulary T301	Genre Writing Personal Narrative: Peer Conferences, T361 Grammar Simple and Compound Sentences, T297 Build Vocabulary T301
Writing Process: Narrative: Personal Narrative, T358-T363 Use with Weeks 4-6		

BEYOND LEVEL	ENGLISH LANGUAGE LEARNERS
Leveled Reader <i>National Mall</i> , T316-T317 "Gateway Arch," T317 Literature Circles, T317 Vocabulary Review Domain-Specific Words, T318 <ul style="list-style-type: none"> Multiple-Meaning Words, T318 Plan a Monument, T318 	Comprehension Review Main Idea and Key Details, T319 <ul style="list-style-type: none"> Self-Selected Reading, T319 Independent Study, T319  Shared Read "A Natural Beauty," T320-T321 Leveled Reader <i>National Mall</i> , T322-T323 <ul style="list-style-type: none"> Paired Read: "Gateway Arch," T323 Literature Circles, T323 Phonics/Decoding Decode Words with Long o: oa_, T306 <ul style="list-style-type: none"> Build Words with Long -o Spellings, T306 Practice Words with Long -o Spellings, T307 Compound Words, T307

DIFFERENTIATE TO ACCELERATE



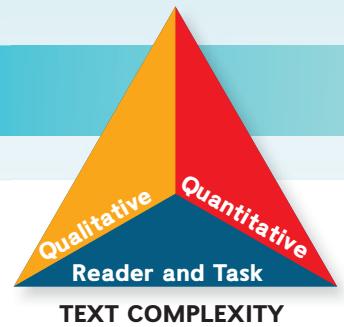
Scaffold to Access Complex Text

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>"A Natural Beauty" Lexile 560 <i>TextEvaluator™</i> 23</p>	<p>A Mountain of History Lexile 560 <i>TextEvaluator™</i> 25</p> <p>"A Landmark Street" Lexile 580 <i>TextEvaluator™</i> 26</p>	<p>Approaching Level Lexile 650 <i>TextEvaluator™</i> 28</p> <p>Beyond Level Lexile 840 <i>TextEvaluator™</i> 35</p>	<p>On Level Lexile 750 <i>TextEvaluator™</i> 32</p> <p>ELL Lexile 750 <i>TextEvaluator™</i> 23</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Purpose Author's Purpose T281 Genre Text Features T287 <p>ACT See Scaffolded Instruction in Teacher's Edition T281 and T287.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> Organization T289A-T289B Genre Text Features T289C Author's Purpose T289E <p>ACT See Scaffolded Instruction in Teacher's Edition T289A-T289F.</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 T274-T275 will help determine the reader's knowledge and engagement in the weekly concept. See pages T280-T289 and T302-T303 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T274-T275 will help determine the reader's knowledge and engagement in the weekly concept. See pages T289A-T289F and T302-T303 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T274-T275 will help determine the reader's knowledge and engagement in the weekly concept. See pages T304-T305, T312-T313, T316-T317, T322-T323, and T302-T303 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T274-T275 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>

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Monitor and Differentiate



Quick Check

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

Comprehension Strategy Ask and Answer Questions T283

Comprehension Skill Main Idea and Key Details T285

Genre Expository Text T287

Vocabulary Strategy Multiple-Meaning Words T289

Phonics/Fluency Long o, Accuracy and Phrasing T291

If No → **Approaching Level** Reteach T304-T311

ELL Develop T320-T327

If Yes → **On Level** Review T312-T315

Beyond Level Extend T316-T319

Using Weekly Data

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



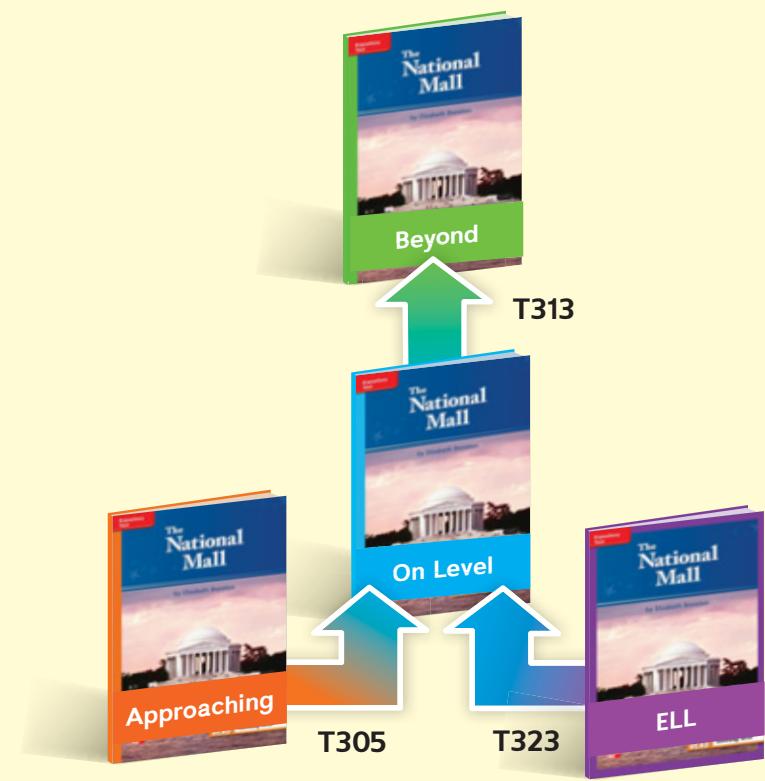
Level Up with Leveled Readers



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. T324-T325

Close Reading

Interactive Question-Response routines for scaffolded text-dependent questioning for reading and rereading the Shared Read and Leveled Reader, pp. T320-T323

Writing

Focus on the weekly writing trait, grammar skills, and spelling words, pp. T326-T327

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

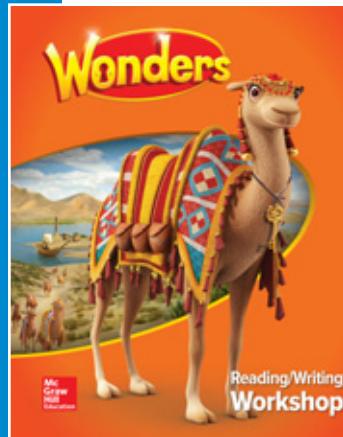
Scaffolded instruction for writing to sources and revising student models



Wonders for ELs Teacher Edition and Companion Worktexts



Introduce the Concept



Reading/Writing Workshop



Build Background

ESSENTIAL QUESTION

How do landmarks help us understand our country's story?

Have students read the Essential Question on page 82 of the **Reading/Writing Workshop**. Tell them a **monument** honors a person or event.

Discuss the details in the photo with students. Focus on the reasons why people visit **landmarks** and **monuments**.

- People visit monuments to learn about important people and events in history. The photo shows a monument in Washington, D.C. that honors Martin Luther King, Jr.'s life.
- Landmarks such as buildings and structures demonstrate the technology and innovation of previous generations. Natural landmarks make our country special and unique.

Talk About It



COLLABORATE

Ask: *What landmarks and monuments would you like to visit? What do they tell you about history?* Have students discuss in pairs or small groups.

- Model using the graphic organizer to generate words and phrases related to landmarks and monuments.
- Have partners continue the discussion by talking about how these monuments help people learn about history. They can complete the graphic organizer, generating additional words and phrases.

ACADEMIC LANGUAGE

- *landmark, monument*
- Cognate: *monumento*

Collaborative Conversations



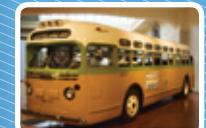
Take Turns Talking As students engage in partner, small-group, and whole-class discussions, encourage them to speak in complete sentences to supply requested details or to clarify, and to

- wait for a person to finish before they speak. They should not speak over others.
- quietly raise their hand to let others know they would like a turn to speak.
- ask others in the groups to share their opinions.

Go Digital



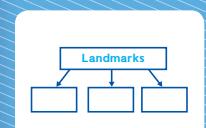
Discuss the Concept



Watch Video



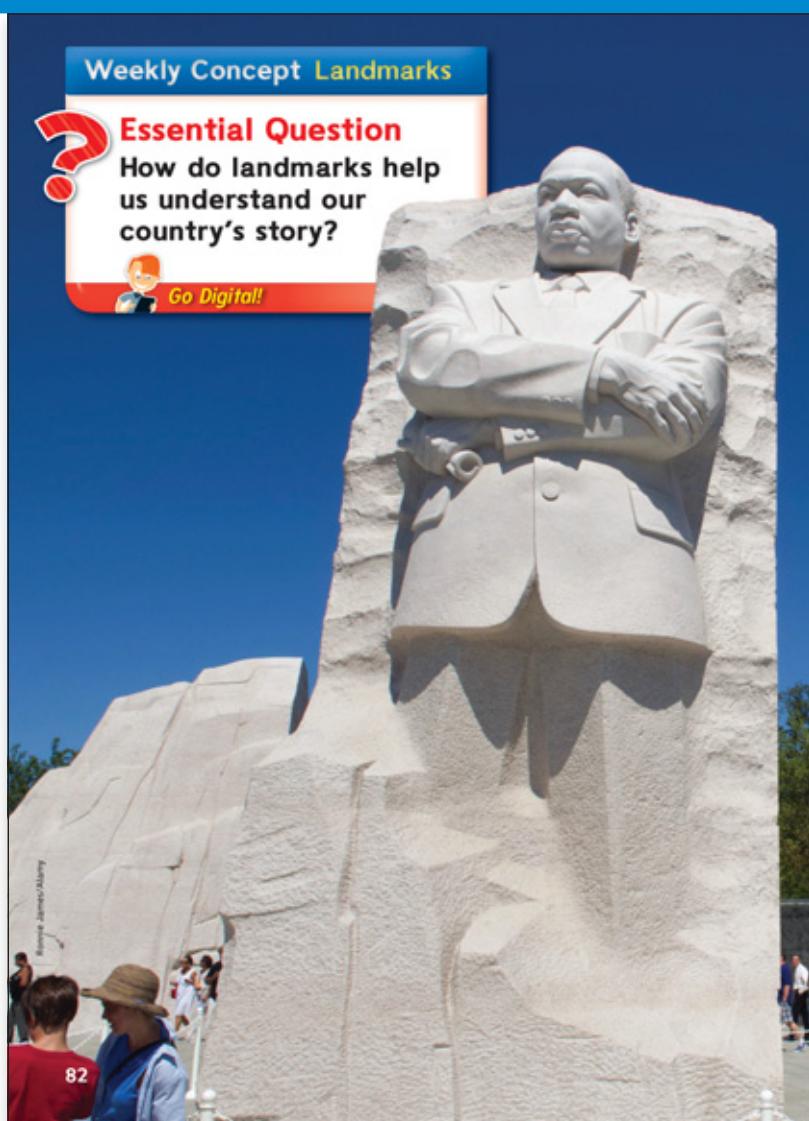
View Photos



Use Graphic Organizer



Assign Blast



**TIME
FOR KIDS®**

UNDERSTANDING HISTORY

Martin Luther King, Jr. played an important role in American history. This monument in Washington, D.C. honors his life.

- ▶ People visit monuments to learn about important people and events in history.
- ▶ Landmarks and monuments help us remember and understand history.

Talk About It

Write words you have learned about landmarks. Talk with a partner about how these monuments help people learn about history.

83

READING/WRITING WORKSHOP, pp. 82–83



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



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Use Visuals Point to the picture. Say: *Look at the picture. This is a monument. The monument tells about history. The monument honors Martin Luther King, Jr.* Have students complete the frame: *The _____ (monument) tells about history.* Ask students to say one question they have about monuments. Provide the cognate *monumento*.

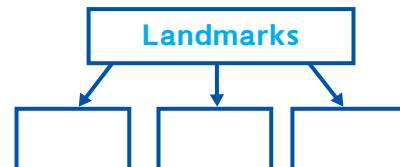
Intermediate

Describe Have students describe the picture. Ask: *Who does this monument honor? The monument honors _____ (Martin Luther King, Jr.).* Elicit details to develop students’ responses. Encourage them to use Concept Words in their responses. Provide the cognate *monumento*.

Advanced/High

Discuss Have partners discuss landmarks and monuments. Ask: *How do landmarks and monuments tell about history?* Encourage students to use the concept words in their discussions. Correct their responses for meaning as needed.

GRAPHIC ORGANIZER 51





Listening Comprehension



Interactive Read Aloud

OBJECTIVES

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

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

Identify characteristics of expository text.

ACADEMIC LANGUAGE

expository text, ask and answer questions

Connect to Concept: Landmarks

Tell students that monuments and landmarks help us better understand our country's history. Let students know you will be reading aloud a passage about some famous monuments and landmarks.

Preview Genre: Expository Text

Explain that the text you will read aloud is expository. Discuss features of expository texts:

- explains the topic by presenting facts, information, and photos
- is organized to be interesting and easy to follow
- its purpose is to inform the reader about a topic

Preview Comprehension Strategy: Ask and Answer Questions

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

Use the Think Alouds on page T277 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 expository text. Ask them to think about other texts that you have read aloud or they have read independently that were expository.

Summarize Have students find the main idea and details in "America's Landmarks and Memorials." Then have them restate the most important information in their own words.

Go Digital



View Photos



Model Think Alouds

Genre	Features

Fill in Genre Chart

America's Landmarks and Memorials

The song "America the Beautiful" celebrates America. The words from sea to shining sea remind people that beauty stretches from the Pacific to the Atlantic oceans. National landmarks and memorials are part of that beauty.

1

From Lady Liberty to the Golden Gate

Landmarks are special places. They remind people of a time or event in our nation's history. The Statue of Liberty in New York Harbor is a landmark that stands for freedom. For over a hundred years, this statue has welcomed people to the United States.

The Golden Gate Bridge on the west coast offers a warm welcome. Since 1937, this bright orange landmark has come to stand for believing in dreams. Many people did not think that a bridge could span such a long distance. All these years later, the bridge stands as a special landmark for San Francisco and for the nation. 2

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 landmarks and memorials have I visited?"

2 Think Aloud As I read this, I can check my understanding by asking questions about these landmarks. "What does the Statue of Liberty stand for? Where is the Golden Gate Bridge?"

3 Think Aloud As I finish this passage, I can ask myself, "Why are landmarks and memorials important?" Thinking about this will help me better understand and remember what I have learned.

Giving Honor

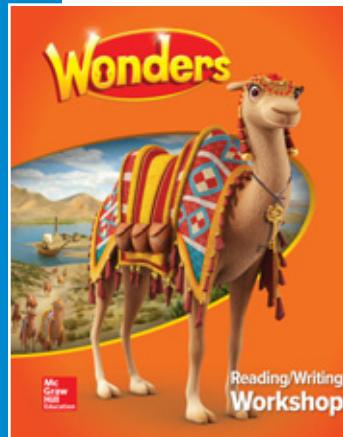
Memorials honor an important person or a group of people. The Lincoln Memorial in Washington, D.C. honors our 16th president, Abraham Lincoln. This memorial honors Lincoln's belief that all people should be free.

In 1775, Paul Revere left his home in Boston. He set out on horseback at midnight. He warned people that the British were coming. Today his house is a national landmark and memorial. Visitors honor Revere and his brave night ride. America's landmarks and memorials stand for the best this country has to offer. They remind everyone of our nation's history, hopes, and dreams. 3





Vocabulary



Reading/Writing Workshop



Words in Context

Model the Routine

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

Visual Vocabulary Cards



Vocabu

Define:

Example:

Ask:

Vocabulary Routine

Define: A **landmark** is an important building, structure, or place.

Example: The Statue of Liberty is an American landmark.

Ask: What other landmarks can you name?

Go Digital



landmark

Use Visual Glossary

Definitions

- **carved** To **carve** is to cut something into a shape.
- **clues** **Clues** are hints that help solve a problem or a mystery.
- **grand** **Grand** means *great* or *large*.
Cognate: *grandioso*
- **massive** Something that is **massive** is very, very large.
- **monument** A **monument** is a building, statue, or other object made to honor a person or event.
Cognate: *monumento*
- **national** Something that is **national** has a characteristic of or has to do with a country.
Cognate: *nacional*
- **traces** **Traces** are small bits or signs left behind that show that something was there.

Talk About It



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

Words to Know

Vocabulary

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



carved

A strong river **carved** this canyon out of rock.

What other things can be carved?



clues

These paw prints are **clues** that a dog walked here today.

What clues tell you that it might rain?



grand

Diane sat and gazed at the **grand** view of the river.

What do you think would make a grand view?



landmark

The Statue of Liberty is an American **landmark**.

What other landmarks can you name?



massive

The boaters looked up at the **massive** stone cliff.

What is another word for massive?



monument

This **monument** honors the leaders of our country.

Describe a monument you have seen.



national

The Fourth of July is a **national** holiday.

Name another national holiday.



traces

In the morning we found **traces**, or small amounts, of snow on the plants.

What is another word for traces?

Your Turn

Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

READING/WRITING WORKSHOP, pp. 84–85

ENGLISH LANGUAGE LEARNERS
SCAFFOLD**Beginning**

Use Visuals Say: *Let's look at the picture for landmark. This is the Statue of Liberty. The Statue of Liberty is an American landmark.* Have students point to the landmark in the picture. Provide the frame: *The Statue of Liberty is a _____ (landmark).* Correct students' responses for pronunciation and meaning as necessary.

Intermediate

Describe Point to the picture for *landmark* and read the sentence. Ask: *What are two American landmarks?* Have students complete the frame: *Two American landmarks are _____ and _____.* Elicit details to develop students' responses.

Advanced/High

Discuss Ask students to talk about the picture for *landmark* with a partner and write a definition. Then share the definition with the class. Correct the meaning of students' responses as needed.

ON-LEVEL PRACTICE BOOK p. 41

national	grand	carved	clues
landmark	massive	monument	traces

Use the context clues in each sentence to help you decide which vocabulary word fits best in the blank.

The art museum was one of Phoebe's favorite places to visit. It was a **landmark** and an important historical site. In fact, it housed so many great works of art it was considered a **national** treasure by most people. Each time she visited this museum, she smiled. There was always a **grand** adventure or story around every corner.

Phoebe loved to visit the sculpture garden. There were dolphins, people, and other creatures **carved** out of stone and marble. It impressed her that someone could carefully cut such shapes out of rock.

She loved to see new paintings on display. Some were no bigger than her notebook. However, some were so **massive** that she wondered how one person could have painted them!

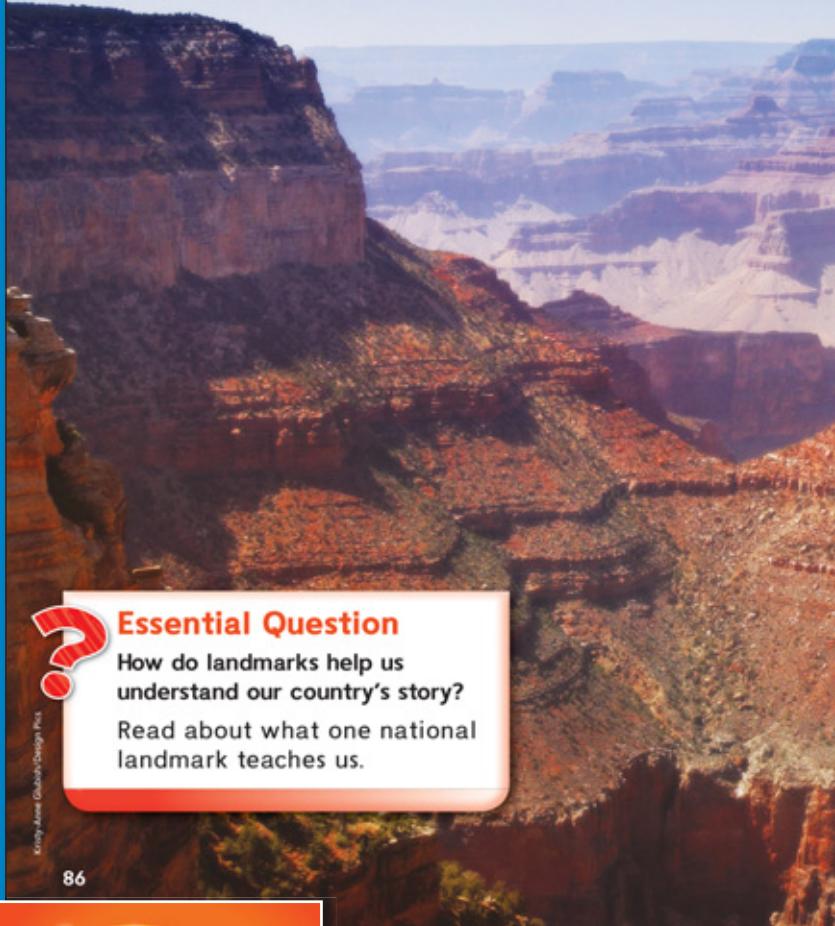
Today, Phoebe was eager to see a **monument** that was on loan from another museum. The memorial was over three hundred years old and had been found in Italy. Historians felt that the piece provided **clues** about a little-known artist. It also told a story about life in a small Italian village hundreds of years ago.

As she walked to the exhibit, Phoebe wondered if years from now someone would be looking at one of her own paintings to find **traces** or evidence about what life used to be like. The thought made her want to create a new painting when she returned home!

CLOSE READING

Read

Shared Read

TIME
FOR KIDS**Essential Question**

How do landmarks help us understand our country's story?

Read about what one national landmark teaches us.

86



A Natural Beauty

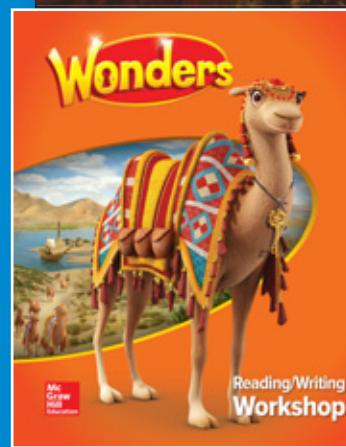
It is a famous **landmark** in the United States, and it's huge! It is one mile deep and ten miles wide. It was **carved** out of rock by the Colorado River. It stretches across parts of four states. What is it? It's the **Grand Canyon!**

Exploring the Canyon

Many tourists visit the Grand Canyon. In fact, almost five million people take a trip to this **national** treasure each year. People come from around the world to hike the dusty trails. They take boat rides down the Colorado River. They gaze across miles of **massive** red and brown cliffs.

Nature lovers visit the Grand Canyon, too. They come to look for animals. They peek at the hundreds of different kinds of plants. They may spot eagles and see mountain lions. They may spy snakes and spiders, and some may even see bats. Some visitors also come to learn about the canyon's history.

87



Reading/Writing
Workshop



See pages
T320-T321 for
Interactive Question-
Response routine for
the Shared Read.

Shared Read



READING/WRITING WORKSHOP, pp. 86-87

Lexile 560 *TextEvaluator*™ 23

Read

Read

DOK 1-2

- Identify key ideas and details about Landmarks.
- 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

Connect to Concept: Landmarks Explain to students that they will read an expository text about a natural landmark.

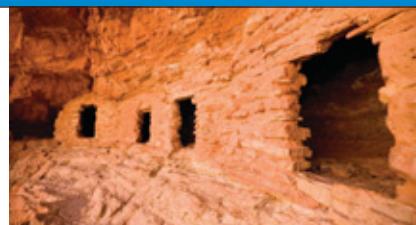
Note Taking Read page 87 together. As you read, model how to take notes. *I will think about the Essential Question as I read and note key ideas and details.* Encourage students to note words they don't understand and questions they have.

Paragraph 1: Tell students that when they read parts of a text they do not understand, one strategy is to ask and answer questions about the text. Say: *In the first few sentences, I do not know what the narrator is describing. I will reread to find out.*

History of the Canyon

Explorers from Europe first saw the Grand Canyon in 1540. But Native Americans were the first people to explore the Grand Canyon. Groups of Native Americans settled there long before 1540.

One group was the Ancestral Puebloans. They lived in the canyon for more than one thousand years. They were farmers and hunters. Scientists have found **traces**, or parts, of their old homes still standing.



Grain was stored in buildings like these.

Scientists have also found ancient rocks in the Grand Canyon. These rocks are some of the oldest in the world. They are clues to how the canyon was formed. Some scientists look for **clues** about the people who lived there. They have found tools and pieces of pottery.

A Great Big Park

This map shows where the Grand Canyon is located.



READING/WRITING WORKSHOP, pp. 88-89

(t) Canyon Flora/Aurora Photos/Corbis; (b) Mapping Specialists, Ltd.

It's a Landmark

President Theodore Roosevelt visited the Grand Canyon in 1903. He saw how beautiful it was. He said it was a special place. As a result, he made it a national

monument. Then in 1919, the Grand Canyon was declared a national park. That means the land is protected. No one can build homes on it. The Grand Canyon is a place all Americans can enjoy.

Protect the Canyon

It is important for people to take care of national landmarks. We can do our part by following the rules when we visit. Animals and wildlife are safe there and should not be touched. Rivers must be kept clean.

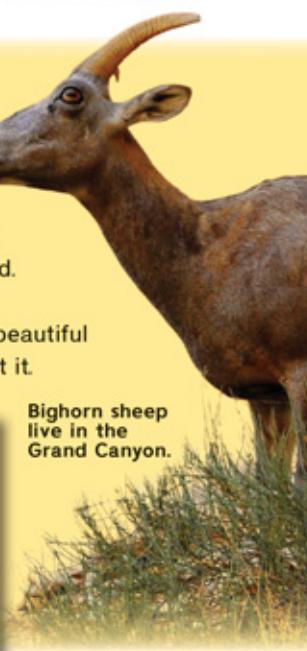
There is still a lot to learn about this beautiful landmark. It is important that we protect it.

Make Connections

How does the Grand Canyon teach us about America's story?

ESSENTIAL QUESTION

What do you find most interesting about the Grand Canyon's history? Why? **TEXT TO SELF**



Bighorn sheep live in the Grand Canyon.

89

After reading the first paragraph, say: Now I understand that the narrator is describing the Grand Canyon. The photograph also helps me.

"It's a Landmark": Tell students you have a question about the first part of the section: **What happened after the Grand Canyon became a national monument?** Tell students you found the answer to your question at the end of the section.

Make Connections



Essential Question Have partners cite text evidence and discuss how the Grand Canyon teaches America's story. Use these sentence frames.

I read that the Grand Canyon _____.
This helps me understand that _____.

ACT Access Complex Text

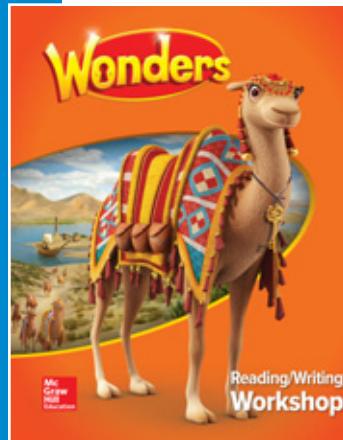
Purpose

Help students identify the purpose of this text.

- *Read the first paragraph and look at the headings. What does the selection give information about? (the Grand Canyon, its history, and why it's a landmark)*
- *How do you think the author feels about the Grand Canyon? (He feels that it is "beautiful" (p. 89) and that it is a "national treasure" (p. 87) that should be protected.)*



Comprehension Strategy



Reading/Writing Workshop



Ask and Answer Questions

1 Explain

Remind students that when they read expository text, they may come across a detail or fact they do not understand. Remind them that they can **ask questions** about the information in the text and then look for **answers** during and after reading.

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

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

2 Model Close Reading: Text Evidence

Model how asking and answering questions can help you understand why people visit the Grand Canyon. Reread “Exploring the Canyon” on page 87 of “A Natural Beauty.” Model closely reading the text to find out why people visit the Grand Canyon.

3 Guided Practice of Close Reading



Have students work in pairs to come up with a question about the Grand Canyon. Students might ask: *How do we know about people who once lived in the canyon?* Direct students to “History of the Canyon” on page 88. Partners can reread the section to make sure they understand how scientists know about people who lived in the canyon and then answer the question. Have partners think of more questions about other sections in “A Natural Beauty” and then find the answers to those questions. Remind students to look for the answers in the text.

Go Digital



View “A Natural Beauty”

ACADEMIC LANGUAGE

- *ask and answer questions, expository text*
- Cognate: *texto expositivo*

Comprehension Strategy

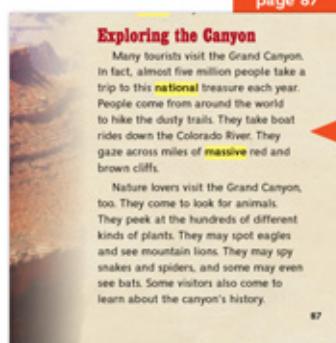
Ask and Answer Questions

Stop and ask yourself questions as you read. Then look for details to support your answers.



Find Text Evidence

Reread the section "Exploring the Canyon" on page 87. Think of a question. Then read to answer it.



page 87

I have a question. Why do people visit the Grand Canyon? I read that people like to hike trails and take boat rides. They like to look at the animals and cliffs. They go to learn about its history. Now I can answer my question. People visit the canyon for many reasons.

Your Turn



Reread "History of the Canyon." Think of one question. You might ask: How do we know about people who once lived in the canyon? Read the section again to find the answer.

Kathy Anne Gubrud/Design Pics

90

READING/WRITING WORKSHOP, p. 90

ENGLISH LANGUAGE LEARNERS
SCAFFOLD

Beginning

Monitor Reread the section "Exploring the Canyon" on page 87. Say: *The Grand Canyon is a national treasure. This means it is very important.* Ask students to describe why they think people might want to visit the Grand Canyon. Allow them to respond nonverbally, and then help them form a verbal response. Provide the cognate *visitar*.

Intermediate

Describe Have students reread page 87. Ask: *Why do tourists visit the Grand Canyon? (to walk in it, see animals, plants)* Point out why this text is confusing. *The narrator calls the Grand Canyon a national treasure. This means people think the Grand Canyon is very important.*

Advanced/High

Discuss Have students reread page 87. Elicit from students why the text is confusing. Say: *Why is it called a national treasure? Why do people go visit it?* Have partners reread "Exploring the Canyon" to answer the question. Elicit details to develop their responses.

Monitor and Differentiate



Quick Check

Do students ask a question as they read "History of the Canyon"? Do they reread the section again to find the answer?



Small Group Instruction

- | | | |
|----------|-------------------|-----------------|
| If No → | Approaching Level | Reteach p. T304 |
| | ELL | Develop p. T320 |
| If Yes → | On Level | Review p. T312 |
| | Beyond Level | Extend p. T316 |

ON-LEVEL PRACTICE BOOK pp. 43–44

Read the passage. Use the ask and answer questions strategy to tell about the most important details of the passage.

Building a Landmark

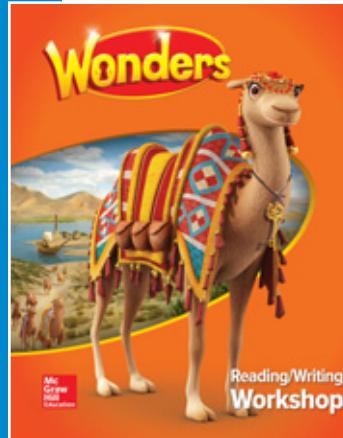
Have you ever made a sand castle? Maybe you've built something in the snow or dirt. Have you thought that something you made on land would last for a long time, though? In Ohio there are Native American mounds on the land. These mounds have been there for thousands of years. The Ohio mounds act as landmarks, or important sites. They also help us understand our country's history.

Native American tribes created Ohio's mounds. Today, there are over 70 mounds left. People visit them each year. One of these mounds is called Serpent Mound. It is 1,370 feet long. The mound looks like a big snake. This is the world's longest burial mound! Objects from other tribes are in Serpent Mound. This makes researchers think that many tribes made the mound. A lot of tribes might have made this one mound to share.

The mounds are different shapes. Miamisburg Mound is shaped like a cone. It is the largest cone mound in Ohio. It is believed that the Adena tribe made this mound. There are 116 steps. Visitors can climb them to the top.

APPROACHING
pp. 43–44BEYOND
pp. 43–44ELL
pp. 43–44

Comprehension Skill



Reading/Writing Workshop



Main Idea and Key Details

1 Explain

Explain to students that the main idea is the most important point that an author makes about a topic.

- To find the main idea, students must first review the key details, or the information the author presents, and decide which details are the most important.
- Then they decide what these details have in common, or how they are connected. This will help them determine the main idea.

2 Model Close Reading: Text Evidence

Have students identify two key details from “Exploring the Canyon” on page 87 of “A Natural Beauty” that tell why people visit the Grand Canyon. Then model using the details written on the graphic organizer to determine the main idea supported by the key details.

Write About Reading: Summary Model for students how to use the notes from the graphic organizer to write a summary of what they learned from the first section of the text.

3 Guided Practice of Close Reading



Have students work in pairs to reread the text and find key details about why people visit the Grand Canyon. Have students add the details to their graphic organizers. Remind students to refer directly to the text to find information. Then have students use the key details to determine the main idea.



Write About Reading: Summary Ask pairs to work together to write a summary about why people visit the Grand Canyon using their graphic organizers. Students should include the main idea and details. Select pairs of students to share their summaries with the class.

SKILLS TRACE

MAIN IDEA AND DETAILS

Introduce Unit 1 Week 5

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

Assess Units 1, 3

Go Digital



Present the Lesson

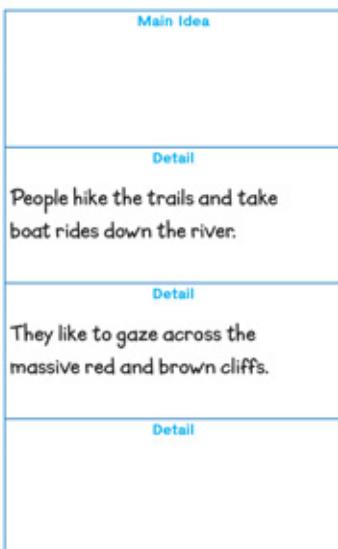
Comprehension Skill

Main Idea and Key Details

The main idea is the most important point the author makes about a topic. Key details tell about the main idea.

**Find Text Evidence**

What details tell about why people visit the Grand Canyon? I can reread page 87 and find important details. Then I can figure out what these key details have in common to tell the main idea.

**Your Turn**

Reread. Find more key details about why people visit the Grand Canyon. List them in your graphic organizer. Then use the details to figure out the main idea.

Go Digital!
Use the interactive graphic organizer

91

READING/WRITING WORKSHOP, p. 91

Monitor and Differentiate**Quick Check**

As students complete the graphic organizer for "A Natural Beauty," can they identify the main idea and the key details that support it?

**Small Group Instruction**

- If No → **Approaching Level** Reteach p. T311
ELL Develop p. T320
- If Yes → **On Level** Review p. T315
Beyond Level Extend p. T319

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

Monitor Reread the section "Exploring the Canyon" on page 87 with students. Ask: *What does the heading say this section will be about? Do people visit the Canyon a lot?* Help students describe the main idea. *The main idea is _____.*

Intermediate

Explain Reread "Exploring the Canyon" on page 87. Ask: *Why do people visit the Grand Canyon?* Explain to a partner. Then have partners describe the main idea and details. *The main idea is _____. The details are _____.*

Advanced/High

Demonstrate Comprehension Have students describe the main idea and details of "Exploring the Canyon." Then have them explain how they identified the main idea and details to a partner using vocabulary words.

ON-LEVEL PRACTICE BOOK pp. 43–45

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

1. What are three key details in paragraph 4?

People used clam shells and sticks to dig dirt for the mounds. The mounds have walls that total 18,000 feet in length. Some people think the walls were a calendar.

2. How are these details connected?

They all give information about the history of the mounds.

3. What is the main idea of the whole passage?

Studying landmarks can help us learn about our country's history.

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

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

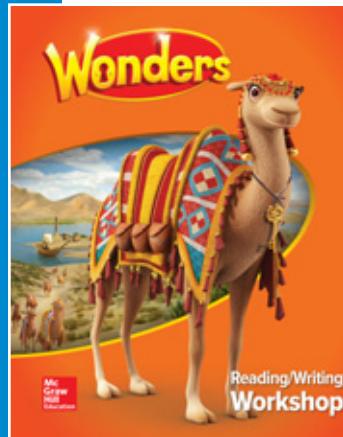
APPROACHING
pp. 43–44

BYOND
pp. 43–44

ELL
pp. 43–44



Genre: Informational Text



Reading/Writing Workshop



Expository Text

1 Explain

Share with students the following key characteristics of **expository text**.

- Expository text gives true facts and information about a topic.
- Expository text often includes photographs, captions, sidebars, and maps to help the reader understand the subject of the text.

2 Model Close Reading: Text Evidence

Model identifying text features on pages 88–89 of “A Natural Beauty.”

Captions Point out the caption on page 88. Explain that sometimes a caption will give extra information that is not in the text.

Map Point out the map on page 88. Explain that a map is a flat drawing of a real place. With students, model using the map to find out where the Grand Canyon is.

Sidebar Point out the sidebar titled “Protect the Canyon” on page 89. Explain that a sidebar gives more information about a topic. With students, model using the sidebar to find out how people can help protect the Grand Canyon.

3 Guided Practice of Close Reading



Have students work with partners to find and discuss more text features in “A Natural Beauty.” Partners should discuss what they learned from each text feature. Have them share their findings with the class.

ACADEMIC LANGUAGE

- *expository text, captions, map, sidebar*
- Cognates: *texto expositivo, mapa*

Go Digital



Present the Lesson

Genre Informational Text

Expository Text

"A Natural Beauty" is an expository text.

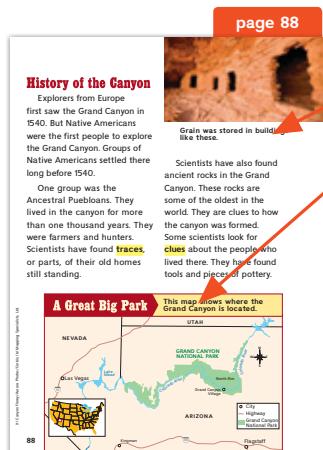
Expository text:

- Gives facts and information about a social studies topic
- Includes text features such as photographs, captions, sidebars, and maps



Find Text Evidence

I can tell that "A Natural Beauty" is an expository text. It gives facts and information about the Grand Canyon. It also has photographs, captions, a sidebar, and a map.



92

READING/WRITING WORKSHOP, p. 92

ACT Access Complex Text



Genre

Students may need help understanding the map on page 88.

- Point to the map title and its description. Say: *This map shows where the Grand Canyon is located.* Point to the states surrounding the canyon. Say: *The Grand Canyon is close to Nevada and Utah.*
- Ask: *In which state is Grand Canyon National Park? (Arizona)*

Monitor and Differentiate



Quick Check

Can students identify more text features in "A Natural Beauty"? Can they explain what they learned from each text feature?



Small Group Instruction

- | | | |
|----------|--------------------------|-----------------|
| If No → | Approaching Level | Reteach p. T304 |
| | ELL | Develop p. T320 |
| If Yes → | On Level | Review p. T312 |
| | Beyond Level | Extend p. T316 |

ON-LEVEL PRACTICE BOOK p. 46

The Lincoln Memorial

The architect Henry Bacon had a very specific idea of what he wanted when he designed the Lincoln Memorial. He had studied architecture in Europe and was very impressed with the buildings of ancient Greece. He wanted his memorial to remind people of the city of Athens in Greece, the birthplace of democracy. That way, people who saw the memorial would remember the ancient tradition of democracy that Abraham Lincoln fought to keep alive.

The Gettysburg Address is...

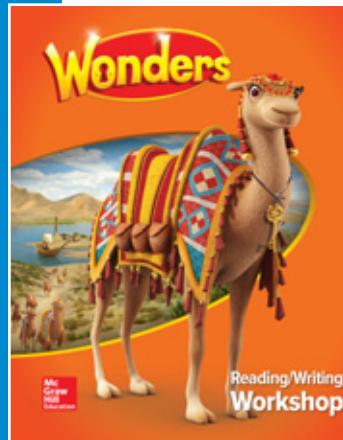
- a speech given by Abraham Lincoln on November 19, 1863, during the Civil War.
- written on the south wall of the Lincoln Memorial.
- dedicated to the soldiers who fought and died at the Battle of Gettysburg, so "that government of the people, by the people, and for the people, shall not perish from the earth."

Answer the questions about the text.

- How can you tell that this is informational text?
It tells facts about the Lincoln Memorial.
- What text feature is included? How does it relate to the main topic?
Sidebar; Possible response: It tells about the Gettysburg Address, which is written on the wall of the memorial.
- What did Henry Bacon want the Lincoln Memorial to remind people of?
Possible response: He wanted it to remind people of buildings in Greece.

APPROACHING
pp. 46BEYOND
pp. 46ELL
pp. 46

Vocabulary Strategy



Reading/Writing Workshop

MINILESSON
10 Mins

Context Clues

1 Explain

Remind students that they can often figure out the meaning of an unknown word by using context clues within the paragraph.

- Some words are **multiple-meaning words**. They have more than one meaning.
- Students can use the words and phrases in the same sentence as a multiple-meaning word to figure out its meaning.

2 Model Close Reading: Text Evidence

Model using context clues in the third paragraph on page 87 of "A Natural Beauty" to determine the meaning of *bats*. Explain that the phrase "spy snakes and spiders" is a context clue that lets readers know the sentence is about animals.

3 Guided Practice of Close Reading



Have students work in pairs to find the meanings of *spot* and *safe* in "A Natural Beauty." Note that these words have multiple meanings. Encourage partners to go back into the text and use context clues within the sentences to help them figure out which meaning is used for each word.

Go Digital



Present the Lesson

OBJECTIVES

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

ACADEMIC LANGUAGE

context clues,
multiple-meaning words

SKILLS TRACE

CONTEXT CLUES:
MULTIPLE-MEANING WORDS

Introduce Unit 1 Week 5

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

Assess Units 1, 4

Vocabulary Strategy

Multiple-Meaning Words

Multiple-meaning words have more than one meaning. Find other words in the sentence to help you figure out the meaning of a multiple-meaning word.

**Find Text Evidence**

On page 87 I see bats. This word can mean "wooden sticks used to hit a ball" or "small animals that fly." The context clues, "spy snakes and spiders" can help me figure out that bats are animals in this sentence. Now I know that bats here are "small animals that fly at night."



They may spy snakes and spiders, and some may even see **bats**.

Your Turn

Use context clues to figure out the meanings of the following words.

spot, page 87
safe, page 89

Kathy-Anne Gauthier/Design Pics

93

READING/WRITING WORKSHOP, p. 93**ENGLISH LANGUAGE LEARNERS SCAFFOLD****Beginning**

Derive Meaning Help students find the words **spot** and **safe**. Read aloud the sentence in which each word is found. Use pictures, demonstration, or restatement to help students understand the meaning of each word. Guide students in completing these sentence frames using the words. *I can ____ spot Bella in the crowd. The lost dog is now ____ safe at home.*

Intermediate

Distinguish Ask students to find clues for the words **spot** and **safe** in the text. Then have them choose between two definitions for each word. For example, ask: *Does spot mean "a mark or a stain" or "to see something"? (to see something)* Ask pairs of students to use each word in a sentence. Provide guidance as needed.

Advanced/High

Clarify the Meaning Point out the words **spot** and **safe**. Brainstorm with students two possible meanings for each word. Have them find the words in the text and decide which meaning is being used. Have students work with a partner to write a short sentence for each word, using it the same way as it is used in "A Natural Beauty."

Monitor and Differentiate

**Quick Check**

Do students use context clues within the sentence to figure out the meaning of the words **spot** and **safe**?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T309

ELL Develop p. T325

If Yes → **On Level** Review p. T314

Beyond Level Extend p. T318

ON-LEVEL PRACTICE BOOK p. 47

Read each sentence. Underline the context clues that help you figure out the meaning of each word in bold. Then write the meaning of the word on the line. Use a dictionary to help you. Possible responses provided.

1. Today, there are over 70 Native American mounds left.
remaining

2. When you get to the corner you should turn left.
direction, opposite of right

3. At Fort Ancient Mounds, people used clam shells to dig the dirt. They also used sticks.
branches, twigs

4. When you add glue to the paper it sticks to any surface.
adheres, clings

5. Cultures leave behind stories. Some stories are in books.
news, tales

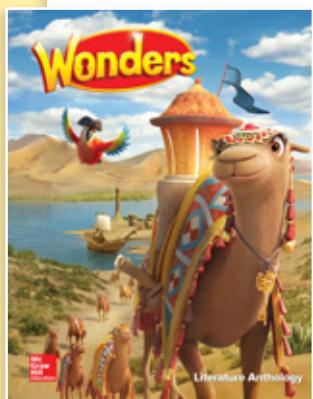
6. This building has four stories and I live on the third level.
floor of a building

APPROACHING
pp. 47

BEYOND
pp. 47

ELL
pp. 47

CLOSE READING



"A Mountain of History"

Text Complexity Range

Lexile

420 560 820

TextEvaluator™

2 25 35

Literature Anthology

What makes this text complex?

- ▶ Organization
- ▶ Genre

Close Reading Routine

Read DOK 1–2

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

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 29–30.

Integrate DOK 4

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

Read

Note Taking:

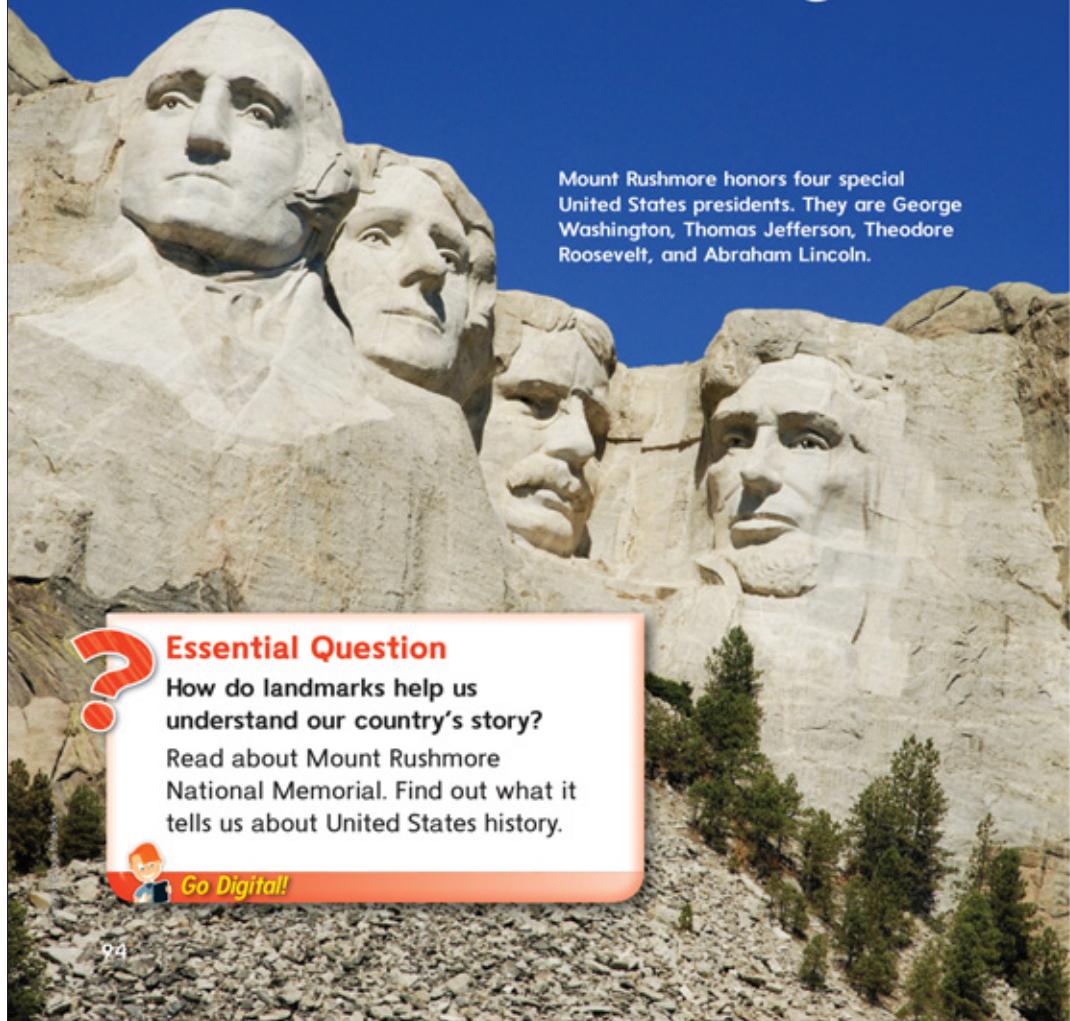
Use the Graphic Organizer



Remind students to take notes as they read. Have them fill in the graphic organizer on **Your Turn Practice Book** page 42. Ask them to record the main idea and key details of each section. They can also note words they don't understand and questions they have.

Genre • Expository Text **TIME
FOR KIDS®**

A Mountain of History



Essential Question

How do landmarks help us understand our country's story?

Read about Mount Rushmore National Memorial. Find out what it tells us about United States history.



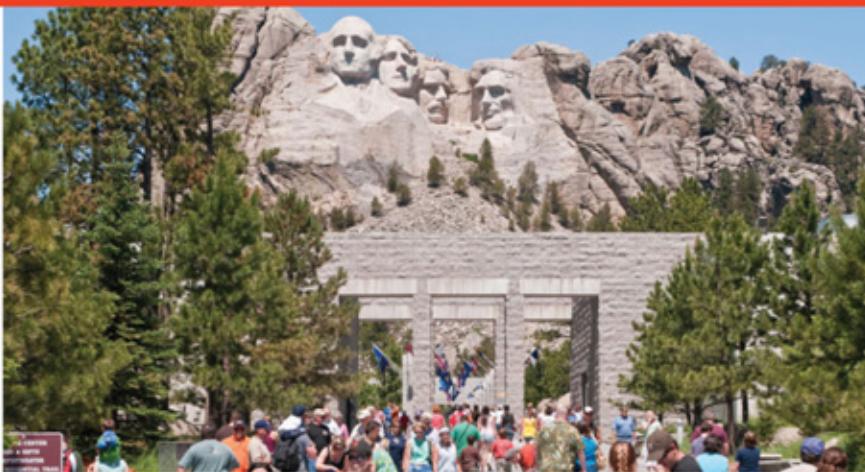
Go Digital!

A C T

Access Complex Text

▶ Organization

Point out the question in the first paragraph on page 95 and read it aloud with students. Tell students that when an author poses a question, the text that follows it often answers the question. The question is a way of drawing readers' attention to important information.



People from all over visit South Dakota's Mount Rushmore National Memorial.

How can a mountain be a monument?

Every year, millions of people travel to Mount Rushmore. It is a mountain in the Black Hills of South Dakota. What is so important about this mountain? The heads of four United States presidents have been **carved** into its side. Mount Rushmore is a **national** landmark. It is also a national treasure.

Rushmore's Birth

An artist named Gutzon Borglum designed the monument about

eighty years ago. He chose the four presidents. They were symbols of our country's best qualities. George Washington led the new nation. Abraham Lincoln ended slavery. He kept the nation together during the Civil War. Thomas Jefferson helped our country grow. Theodore Roosevelt saved land for parks. These leaders stand for the first 150 years of American history.

1

STOP AND CHECK

Ask and Answer Questions
Why are the four presidents on Mount Rushmore symbols of our country? Reread to find the answer.

Michelle Gilder/Alamy

95

LITERATURE ANTHOLOGY, pp. 94–95

- **What question does the author ask about Mount Rushmore? (Why is it important?)**
- **Why is Mount Rushmore important? (It is a national landmark. It has the faces of four presidents carved into its side.)**

Read

1 Strategy: Ask and Answer Questions



Teacher Think Aloud Remember to ask yourselves questions as you read.

Prompt students to apply the strategy in a Think Aloud. Have them turn to a partner to ask and answer their question.

Student Think Aloud I asked myself, “How did the artist choose which presidents to carve?” I can reread “Rushmore’s Birth.” Borglum chose presidents that represented our country’s best qualities.

STOP AND CHECK

Ask and Answer Questions Why are the four presidents on Mount Rushmore symbols of our country? (They symbolize our country’s best qualities. Washington led our new country. Lincoln ended slavery. Jefferson helped us grow. Roosevelt saved land for parks.)

Reread

Close Reading Companion, 29

Author’s Purpose

Reread page 95. How does the author show that Mount Rushmore can teach you about America’s history? (The author explains that the accomplishments of the four presidents stand for the first 150 years of American history.)

CLOSE READING

Read

2 Skill: Main Idea and Key Details

What is the main idea of "Think Big!"?

What details support this main idea? Add this information to your graphic organizer.

Main Idea
The faces on Mount Rushmore are really big.
Detail
The faces of the presidents are sixty feet tall.
Detail
Their noses are twenty feet long.
Detail
Their mouths are eleven feet wide.

Reread

Close Reading Companion, 30

Author's Craft: Description

How does the author help you understand the size of this monument and how big of a job it was to create? (photograph of man on nose, "Think Big!" head, text, caption)



Four hundred stone workers helped carve the faces.

Carving a Monument

Creating Mount Rushmore was a big job. First, the artist made small models of the faces. He used them to guide the workers. The workers used dynamite to carefully blast away the rock. Then they used tools to carve the faces into the **massive** mountain.

Four hundred people worked for fourteen years to finish the **grand** sculpture. The monument cost almost one million dollars.

Think Big!

Just how big are the faces on Mount Rushmore? Really big! The faces of the presidents are sixty feet tall. That is as tall as a six-floor building. Their noses are twenty feet long. Their mouths are eleven feet wide.

2



Workers had to climb up 500 feet above the ground to carve the faces.

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96



Access Complex Text

► Genre

Point to the text feature at the top of page 97. Explain that expository text often has features that provide information that is separate but related to the main topic.

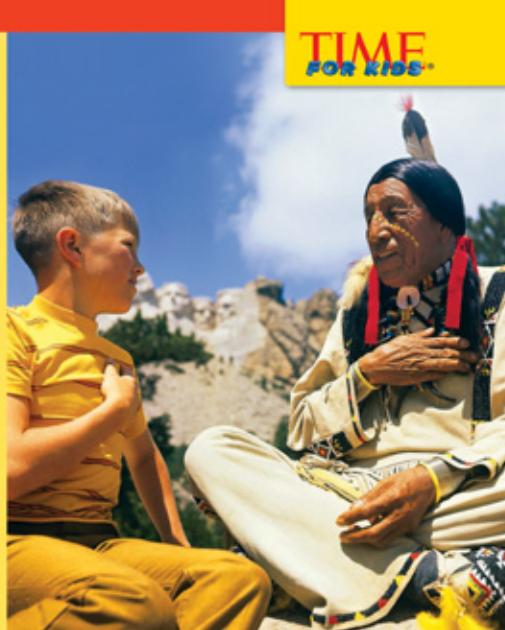
- How does the information in the call-out text relate to the main topic? (Native Americans lived in the Black Hills where Mount Rushmore was carved.)

- Mount Rushmore teaches us about our presidents and our country's past. What else does it teach us? (It teaches us about Native Americans and their part in our country's history.)

Native American History

Native Americans lived in the Black Hills long before Mount Rushmore was built. It was a special place for them. It is important to learn about Native Americans and their history.

For this reason, the monument includes a Native American Heritage Village. Visitors can see tepees. They can find traces of Native American life long ago. The Heritage Village gives clues to the past. It teaches visitors even more about Mount Rushmore and our country's history.



Native Americans teach visitors about their culture at the Heritage Village.

Discover the Facts

Most people visit Mount Rushmore in the summer. Park rangers talk about the history of the mountain. Visitors can visit the museum to learn more. They can discover facts about the presidents. They can also visit the artist's studio.

Mount Rushmore is an important **landmark**. It is a symbol of our country's history. And it reminds people of four great presidents.

Respond to the Text

Use important details from the selection to summarize.

SUMMARIZE

Why is *A Mountain of History* a good title for this selection?

WRITE

Why do so many people visit monuments and landmarks?

TEXT TO WORLD

Harry Boenckx/Photo Researchers/Getty Images

97

LITERATURE ANTHOLOGY, pp. 96–97

Integrate

Make Connections



Text to World Answers may vary, but encourage students to cite evidence from the text and think of an example from their own lives. Students might discuss how more recent presidents contributed positively to our country.

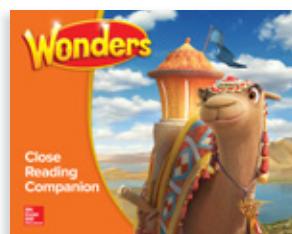
Read

Summarize

Guide students to summarize the selection.

As I read “A Mountain of History”, I noted the most important details from the selection. To summarize, I will use the main idea and paraphrase, or reword, them in a way that makes sense.

Reread



Analyze the Text

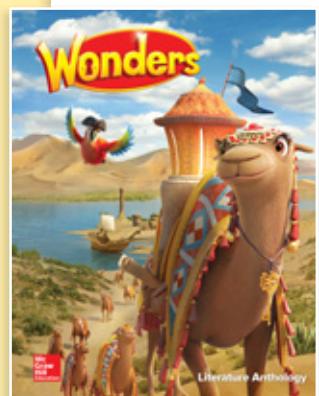
After students read and summarize the selection, have them reread to develop

a deeper understanding by answering the questions on pages 29–30 of the **Close Reading Companion**. For students who need support in citing text evidence, use the scaffolded instruction from the Reread prompt on pages T281B and T281C.

Write About the Text

Review the writing prompt with students. Remind them to use their responses from the **Close Reading Companion** to cite text evidence and support their response. For a full lesson on writing a response supported by text evidence, see pages T294. Answer: “A Mountain of History” is a good title because the monument is a symbol of our country’s history and a reminder of four great presidents. Evidence: On page 95 I read that the presidents were symbols of our country’s best qualities. On page 97, I read that Mount Rushmore is an important landmark, a symbol of our country’s history, and a reminder of four great presidents.

CLOSE READING



Literature Anthology

"A Landmark Street"

Text Complexity Range

Lexile

420 580 820

TextEvaluator™

2 26 35

What makes this text complex?

- ▶ Specific Vocabulary

Compare Texts



As students read and reread "A Landmark Street," encourage them to take notes and think about the Essential Question: *How do landmarks help us understand our country's history?* Tell students to think about how this text compares with "A Mountain of History."

1 Skill: Main Idea and Key Details

Why do families visit Olvera Street? (Families visit Olvera Street to learn about California history and to have fun at the outdoor market.)

Reread

Close Reading Companion, 32

Author's Point of View

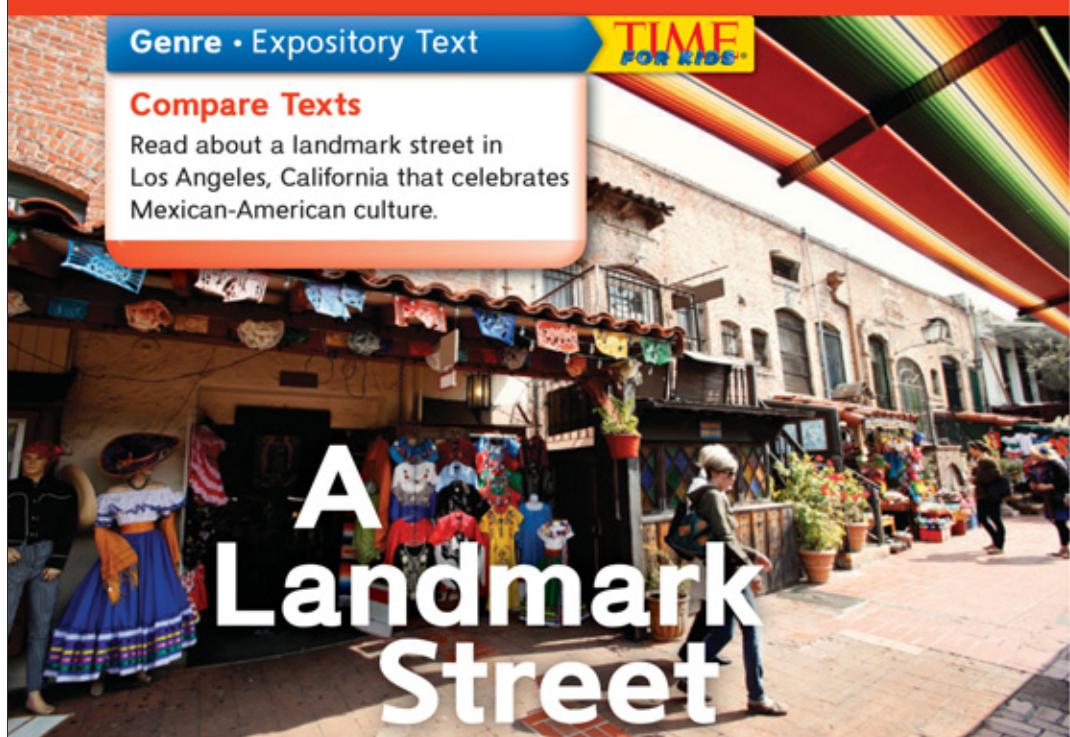
How do you know that Olvera Street is an important landmark? (The author calls it "the birth place of Los Angeles" and says that as part of El Pueblo de Los Angeles Monument, it "keeps history alive.")

Genre • Expository Text

TIME
FOR KIDS

Compare Texts

Read about a landmark street in Los Angeles, California that celebrates Mexican-American culture.



A Landmark Street

Olvera Street is the birth place of Los Angeles. It started with a small group of settlers from Mexico. That was over two hundred years ago. Since then, Los Angeles has grown into a great city. And this city remembers its past. Olvera Street is part of the El Pueblo de Los Angeles **Monument**. This place keeps history alive.

Old buildings and museums on Olvera Street show visitors about its Mexican past. One of

these is the Avila Adobe. It was built in 1818. It is the city's oldest building. It shows how people in California lived back then.

Families visit Olvera Street to learn about California history. They also enjoy the famous outdoor market. Musicians play cheerful Mexican and Spanish music. Folk dancers whirl in colorful costumes. Everybody has a good time on Olvera Street. And they learn about the past, too.

Olivier Doostian/AP Images

98

A C T

Access Complex Text

► Purpose

Have students look for ways that landmarks tell the story of our country.

- *How does Olvera Street tell the story of our country?* (It tells what life was like in California long ago.)
- *What story does the John F. Kennedy Space Center tell about our country?* (It tells the story of our space program.)

Places to Visit

Olvera Street is just one of many landmarks and monuments in the United States. Here is a look at some others. What do you think you can learn from each one?



Statue of Liberty

Location: New York City, New York

Date Created: 1886

Why It's Important: The statue is a symbol of freedom and liberty. France gave it to the United States as a gift of friendship. It stands in New York City harbor.



Great Smoky Mountains National Park

Location: Tennessee and North Carolina

Date Created: 1934

Why It's Important: The park is one of the last large hardwood forests in the country. It's a safe place for many animals. There are about 1,500 black bears in the park today.



John F. Kennedy Space Center

Location: Cape Canaveral, Florida

Date Created: 1965

Why It's Important: The first men to walk on the moon blasted off from the Kennedy Space Center in 1969. Since then, NASA has launched 135 missions from here.



Martin Luther King, Jr. National Memorial

Location: Washington, D.C.

Date Created: 2011

Why It's Important: Martin Luther King, Jr. wanted all people to have the same rights. He inspired people to fight for the rights of African Americans.



Make Connections

What can you learn from visiting landmarks?
ESSENTIAL QUESTION

How are these landmarks and monuments like others you have read about? **TEXT TO TEXT**

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LITERATURE ANTHOLOGY, pp. 98–99



Have students name or point to landmarks to answer the following questions:

- Which landmark is a street? (Olvera Street)
- Which landmark stands for freedom? (The Statue of Liberty)

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 31–32 of the Close Reading Companion.

Integrate

Make Connections

Essential Question Answer: You can learn about the history and culture of a particular place. **Evidence:** You can learn about space and technology at the Space Center, forests and wildlife at national parks, and important people and national ideas at monuments.

Text to Text Answer: People can visit any of them to learn more about the history and culture of a place. **Evidence:** “A Mountain of History” teaches people about history and culture, as do the landmarks and monuments in “A Landmark Street.”

- Which is a landmark for space? (The John F. Kennedy Space Center)



Phonics/Fluency



Long o: o, ow, o_e, oa, oe

OBJECTIVES

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

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

Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Rate: 61-81 WCPM

ACADEMIC LANGUAGE

- accuracy, phrasing
- Cognate: *fraseo*



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

1 Explain

Display the *Boat Sound-Spelling Card*. Explain that long o can be spelled in several different ways. Point to each spelling on the card and provide a sample word for each, for example: o as in *no*; ow as in *low*; o_e as in *note*; oa as in *boat*; oe as in *toe*.

2 Model

Write the sample words *no*, *low*, *note*, *boat*, and *toe* on the board. Underline the long o spelling and model blending each word. Run your finger under each word as you sound it out.

3 Guided Practice

Write the following list of words on the board. Help students identify the long o spelling in each word. Guide students as they underline the long o spelling and then pronounce each word.

show	go	most	home	coat
goal	coast	so	grow	goat

Read Multisyllabic Words

Transition to Longer Words Help students transition from reading one-syllable to multisyllabic long o words. Draw a T-chart on the board. In the first column write *blow*, *fold*, *low*, *float*. In the second column, write *blowing*, *unfold*, *below*, *floated*. Point to the words in the first column and explain that each word has a long o spelling. Underline the long o spelling in each word. Model how to read each word. Have students repeat.

Explain that the words in the second column include a word part with a long o spelling. Have students underline the long o spelling in each word. Point to each word in random order and have students read the words chorally.

To practice decoding long o words in context, have students use the decodable passages on **Teacher's Resource Book** page 11.

Go Digital



Long o

Present the Lesson



View "A Natural Beauty"

Compound Words

1 Explain

A compound word is a word that is made up of smaller words. You can usually figure out the meaning of a compound word by looking at the meanings of the smaller words.

- Some compound words are written with two or more words joined together, such as *bathtub* and *doghouse*.
- Some compound words are written with a hyphen, such as *well-off*. Others are written as two separate words, for example *high school*.

2 Model

Write and say the words *bookshelf*, *merry-go-round*, and *high jump*. Model identifying the words that make up each compound word.

3 Guided Practice

Write the words *airmail*, *basketball*, *downtown*, *father-in-law*, *homesick*, *playground*, and *post office*. Have students identify the words that make up each compound word and then say the word.

FLUENCY



Accuracy and Phrasing

Explain/Model Reading accurately is an important part of reading. Explain that good readers use the context to confirm or self-correct their accuracy. Tell students that phrasing is also important and that good readers pay attention to punctuation marks to help them know when to pause and when to stop.

Model reading page 87 of “A Natural Beauty.” Point out how you used the context to confirm your accuracy. Ask students to notice the way you used punctuation clues, such as commas and periods, to help you know how to group words.

Practice/Apply Have one group read the passage a sentence at a time. A second group echo-reads. Then have groups switch roles. Remind students to use the context to confirm or self-correct their accuracy and to use appropriate phrasing.

Daily Fluency Practice FLUENCY

Students can practice fluency using Your Turn Practice Book.

Monitor and Differentiate

Quick Check

Can students decode words with the long *o* spellings? Can students read compound words? Can students read fluently?



Small Group Instruction

If No →	Approaching Level	Reteach pp. T304, T306
	ELL	Develop p. T322
If Yes →	On Level	Review p. T312
	Beyond Level	Extend p. T316

ON-LEVEL PRACTICE BOOK p. 48

A. Read each sentence. Circle the word that has the long *o* sound and underline the long *o* spelling. Write the word on the line.

- What time will you be home? home
 - It is too cold to play outside. cold
 - My aunt lives near the coast in California. coast
 - Can you show me how to do this math problem? show
 - I hurt my toe playing soccer. toe
- B. Use the words from the box to make the best compound word. Write the compound word on the line.

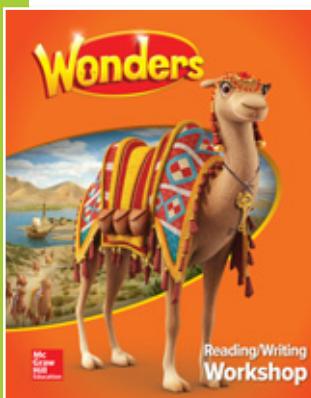
time	bowl	book
crow	boat	made
1. home	+ <u>made</u>	= <u>homemade</u>
2. fish	+ <u>bowl</u>	= <u>fishbowl</u>
3. over	+ <u>time</u>	= <u>overtime</u>
4. motor	+ <u>boat</u>	= <u>motorboat</u>
5. note	+ <u>book</u>	= <u>notebook</u>
6. scare	+ <u>crow</u>	= <u>scarecrow</u>

APPROACHING
p. 48

BEYOND
p. 48

ELL
p. 48

Write to Sources



Reading/Writing Workshop

OBJECTIVES

Write opinion pieces on topics or texts, supporting a point of view with reasons. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

ACADEMIC LANGUAGE

- statement, question, exclamation

Go Digital



U1W5 Sentence Fluency: Sentence Types

DAY
1

Writing Fluency

Write to a Prompt Provide students with the prompt: *What is the Grand Canyon?* Have students share their ideas about the Grand Canyon and the many things it could be. When students finish sharing their ideas, have them write continuously for five minutes in their Writer's Notebook. If students stop writing, encourage them to keep going.



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

DAY
2

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the first paragraph on page 94 **Reading/Writing Workshop**. Ask: *What is the prompt asking? (to analyze the amount of evidence cited by the author)* Say: *Let's reread to see how the author described the Grand Canyon. We can note text evidence.*

Analyze Text Evidence Display Graphic Organizer 9 in Writer's Workspace. Say: *Let's see how one student, Patrick, took notes to answer the prompt. He notes that the author says the canyon is one mile deep and ten miles wide.* Guide the class through the rest of Patrick's notes.

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

- **State an Opinion** Patrick starts this passage by stating an opinion. He used his notes and the text evidence to form this opinion. Trait: Ideas
- **Sentence Types** Patrick uses different types of sentences to make his writing more interesting. He noticed that the author of the selection also used statements, questions, and exclamations to add interest to the article. Trait: Sentence Fluency
- **Supporting Reasons** Patrick listed details from the selection in his notes. He used these details to support his opinion as he wrote. Trait: Ideas

For additional practice with sentence fluency and sentence types, assign **Your Turn Practice Book** page 49.

Writing Process

Genre Writing

Personal Narrative pp. T358–T363

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

Draft Review the features of personal narratives. Provide copies of the Student Model found online in **Writer's Workspace** and read it aloud. Teach the minilesson on dialogue. Students will write their drafts.

Revise Distribute copies of the Revised Student Model found online in **Writer's Workspace**. Read and discuss the model and the revisions the writer made. Teach the minilesson on conclusions. Distribute the Revise and Edit Checklist from **Writer's Workspace** to and allow peers to review one another's drafts.

Write to Sources

Write About the Text



State an Opinion
My first sentence tells what I think about the text.

Sentence Types
I used statements, questions, and exclamations to make my text more interesting.



Pages 86-89

I answered the question: *In your opinion, does the author convince readers that the Grand Canyon is an important landmark? Use text evidence in your answer.*

Student Model: Opinion

The author gives facts that convinced me that the Grand Canyon is an important landmark. What facts does the author include? The canyon is a mile deep. It was carved out of rock by the Colorado River. Mountain lions and eagles live in the canyon.

Supporting Reasons
I based my opinion on evidence from the text.



Some visitors come to enjoy nature, but other people come to learn about history. The author says that the Grand Canyon was made a national park in 1919. Now I know why!

Grammar

Two simple sentences can be combined with the conjunction *but* to make a compound sentence.

Grammar Handbook

See page 476.

Your Turn

In your opinion, what are the most interesting things to see in the Grand Canyon? Use evidence from the text to support your answer.

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

READING/WRITING WORKSHOP, pp. 94-95

Your Turn Writing Read the Your Turn prompt on page 95 of the Reading/Writing Workshop aloud. Discuss the prompt with students. If necessary, review with students that authors vary their sentences to keep their readers interested.

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

- State an Opinion
- Sentence Types
- Supporting Reasons

Have students use Grammar Handbook page 476 in the Reading/Writing Workbook to edit for proper use of compound sentences.

ELL ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Write Help students complete the sentence frames.
The Grand Canyon is _____. A landmark is _____.

Intermediate

Describe Ask students to complete the sentence frames. Encourage students to provide details.
At the Grand Canyon you can _____. Visitors can _____.

Advanced/High

Discuss Check for understanding. Ask: *What can you see at the Grand Canyon? What activities can you do?*



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 “A Mountain of History” on Literature Anthology pages 94–97. Provide the following prompt: *Why is “A Mountain of History” a good title for this selection?* Ask: *What is the prompt asking you to do? (to state and support an opinion)*

Analyze Text Evidence Help students note evidence.

Page 95 Read the section titled “Rushmore’s Birth.” *Whom did Gutzon Borglum choose to honor on Mount Rushmore? (four important presidents: George Washington, Thomas Jefferson, Abraham Lincoln, and Theodore Roosevelt) How are these leaders alike?*

Page 96 Read page 96 and look at the photographs. Ask: *How many people did it take to carve this monument? (four hundred people) How long did it take to finish it? (fourteen years) Why is this important?*

Encourage students to look for more supporting details. Then have them craft a short response. Use the conference routine below.

Write to Two Sources

Analyze the Prompt Explain that students will compare *A Mountain of History* and “A Landmark Street.” Provide students with the following prompt: *Which of the landmarks in A Mountain of History and “A Landmark Street” would be most interesting to visit? Use text evidence from two sources to support your answer.* Ask: *What is the prompt asking you to do? (to state and support an opinion.)* Say: *On page 97, I read that Mount Rushmore is an important landmark. I will write: Mount Rushmore is a symbol of our country. I will also note the page number and the title of the source. On page 98 I read that that Olvera Street is part of a cultural monument to the country’s Mexican culture. I will add this to my notes.*

Analyze Text Evidence Display online Graphic Organizer 10 in Writer’s Workspace. Say: *Let’s see how one student took notes to answer the prompt. Here are Patrick’s notes.* Read through the text evidence for each selection and have students note interesting facts about the landmarks featured.

Teacher Conferences

STEP 1

Talk about the strengths of the writing.

You made your opinion known in the opening paragraph. That makes me want to read how you support your opinion in the rest of the writing.

STEP 2

Focus on how the writer uses text evidence.

This fact supports your opinion. I think it would strengthen your position if you added more text evidence.

STEP 3

Make concrete suggestions.

Let’s talk about this section. I want to know more about _____. Rewrite this sentence by adding supporting details to back up your opinion.

DAY
5

Share the Prompt Provide the following prompt to students: *What are the most important features of a national landmark? Use text evidence from "A Mountain of History" and "A Landmark Street" 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 Patrick's notes from Day 4. Display the student model on page 50 of the **Your Turn Practice Book**. Explain to students that Patrick synthesized his notes to write a response to the prompt. Discuss the page together with students or have them work 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 of both sources and the following elements:

- State an Opinion
- Sentence Types
- Supporting Reasons



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 the sentence to correct the spelling of important words.*

Focus on a Section

Underline a section that needs to be revised. *This section is interesting. Add supporting details to explain ____.*

Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as using different sentence types to improve writing. *You've included a lot of good details. Try to vary the length and style of your sentences to provide more interest.*

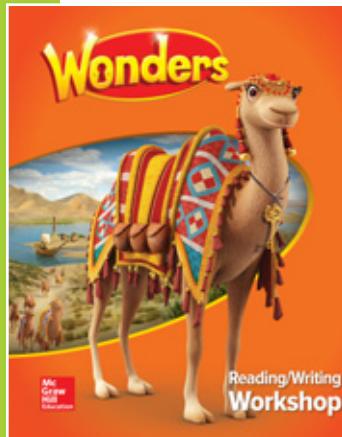
Peer Conferences

Focus peer response on using a variety of sentence types. Provide these questions:

- Is the opinion strong and focused?
- Did your partner use different sentence types to make the writing interesting?
- What other details can be added to support the opinion?



Grammar: Simple and Compound Sentences



Reading/Writing Workshop

OBJECTIVES

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

- Identify and form simple and compound sentences.
- Punctuate simple and compound sentences correctly.
- Proofread sentences for mechanics and usage errors.



Ask students to make simple statements about what they did over the summer. Write these statements on the board. Demonstrate combining to create compound sentences. Then have students rewrite sentences to connect ideas.

DAY

1

DAILY LANGUAGE ACTIVITY

Have to leave right away. Otherwise we'll be late.

(1: We; 2: away!; 3: Otherwise,)

DAY

2

DAILY LANGUAGE ACTIVITY

Do we have any wrapping paper, Iēgo to Jerry's party and I still have toērap his gift. (1: paper?; 2: I'm going; 3: party.; 4: wrap)

Introduce Simple Sentences

- A **simple sentence** expresses a complete thought. Simple sentences must include a subject and a predicate.
- Combine simple sentences to add variety to writing. Use a comma and the coordinating conjunctions *and*, *or*, or *but*:

I like to play softball, **and** my sister likes to play soccer.

We can play outside, **or** we can color before dinner.

Have partners discuss simple sentences using pages 474 and 476 of the Grammar Handbook in **Reading/Writing Workshop**.

Review Simple Sentences

Review simple sentences and how to combine them.

Introduce Compound Sentences

- A **compound sentence** contains two related sentences joined by a comma and the coordinating conjunctions *and*, *or*, or *but*:

I have a test, **and** I will study.

- And* joins ideas; *but* shows a change in thought; *or* offers a choice:

I have dogs, **and** I have cats.

I can get a dog, **but** I cannot get a cat.

I can get dogs, **or** I can get cats.

**TALK ABOUT IT****COLLABORATE****COMBINE SIMPLE SENTENCES**

Have students in a group write five simple sentences about things they have learned in the past year. Have students put the sentences in a pile. Then have students take turns choosing two simple sentences and joining them with a conjunction.

USE CONJUNCTIONS

Have partners each write five simple sentences relating to the importance of learning on separate cards. Then have them write "join," "change of thought," or "choice" on separate cards. Students will choose two sentences and then choose a conjunction card and form a compound sentence.

DAY

3**DAILY LANGUAGE ACTIVITY**

like to eat apples. But my dad packed an orange for my lunch.
(1: I; 2: apples, but)

DAY

4**DAILY LANGUAGE ACTIVITY**

I can't believe it. I won the raffle?
(1: I; 2: can't; 3: it!; 4: raffle!)

DAY

5**DAILY LANGUAGE ACTIVITY**

I've looked everywhere but I can't find my sunglasses. Will you help me find them. (1: looked; 2: everywhere, but; 3: them?)

**Mechanics and Usage:
Punctuate Simple and
Compound Sentences**

- Begin simple and compound sentences with a capital letter.
- End sentences with correct punctuation. If a sentence is declarative, end with a period. If it is interrogative, end it with a question mark. End exclamations with exclamation points.
- Use a comma before the words *and*, *or*, or *but* when forming a compound sentence.

As students write, refer them to Grammar Handbook page 476.

Proofread

Have students correct errors in these sentences.

1. I have to go to the store tomorrow but I can come over after that (1: tomorrow,; 2: that.)
2. do we need apples. (1: Do; 2: apples?)
3. Jill can either rake the leaves or she can vacuum? (1: leaves, 2: vacuum.)
4. I'm going to get my hair cut now! (1: I'm; 2: now.)

Have students check their work using Grammar Handbook page 476.

Assess

Use the Daily Language Activity and Grammar Practice Reproducibles page 25 for assessment.

Reteach

Use Grammar Practice Reproducibles pages 21–24 and selected pages from the Grammar Handbook for reteaching. Remind students that it is important to use simple and compound sentences correctly as they read, write, and speak.

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

See Grammar Practice Reproducibles pages 21–25.

NAME THE PUNCTUATION

Ask partners to select a paragraph filled with sentences that have different kinds of punctuation. Tell one partner to read the paragraph one sentence at a time. After each sentence is read, have the reader stop and ask the listener to identify the sentence's punctuation.

MAKE A COMPLETE SENTENCE

Have one group of students each write a complete subject. Have another group write complete predicates. Have students partner up with a student from the other group and create a simple or compound sentence. Have them read their sentences and explain how the sentence is punctuated.

ROLE PLAY

Have several students reenact a scene from a story they have read. The other students will listen and then identify if each sentence is a simple or compound sentence, and explain how it should be punctuated.



Spelling: Long o

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

coast	float	toad
coal	soak	gold
sold	scold	slope
broke	note	bone
slow	show	foe

Review *snail*, *same*, *weigh*
Challenge *bowl*, *program*

Differentiated Spelling**Approaching Level**

soak	load	coast
boat	gold	cold
sold	slow	grows
show	slope	bone
home	open	foe

Beyond Level

soak	loaves	coast
float	scold	gold
folk	growth	show
window	bowl	program
slope	note	goes

Assess Prior Knowledge

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

Point out the spelling patterns in *slow* and *bowl*. Explain that *ow* is a long *o* spelling that can be found in the middle or at the end of a word or in a syllable.

Demonstrate sorting the spelling words by pattern under key words *sold*, *slow*, *foe*, and *coast*. (Write the words on index cards or the IWB.)

Sort a few words. Point out that the spellings *o*, *ow*, *oe*, and *oa* for the long *o* 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 the long *a* sound in the words *snail*, *same*, and *weigh*. Use the Dictation Sentences below for the review words. Read the sentence, say the word, and have students write the words.

1. A snail does not move fast.
2. Everyone on the team wore the same color.
3. You must weigh the turkey before buying it.

Have partners check the spellings.

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

1. Fill the dog's bowl with water.
2. What program do you like most?

Have students write the words in their word study notebook.



WORD SORTS

COLLABORATE**OPEN SORT**

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

PATTERN SORT

Complete the **pattern sort** using the key words, pointing out the long *o* 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**

Have students copy the words below into their Writer's Notebooks. Have them complete each pair by adding the spelling word that is the antonym.

1. bought, not (**sold**)
2. fast, not (**slow**)
3. sink, not (**float**)
4. dry, not (**soak**)
5. praise, not (**scold**)

Challenge students to create other pairs for spelling, review, or challenge words.

DAY

4**Proofread and Write**

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

1. I watched the tode flowt on its lily pad. (**toad, float**)
2. Jan sowld a bag of coel. (**sold, coal**)
3. There is goald on the California cowst! (**gold, coast**)
4. Please shoe me your best boal. (**show, bowl**)

Error Correction Stress that the *oa* spelling for the long *o* sound rarely appears at the end of a word. Use the underscore hints on the Sound-Spelling Card to reinforce this (*oa_*).

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. The dolphin swam along the coast.
2. Ice can float on water.
3. The toad caught a fly with its tongue.
4. Some people burn coal for heat.
5. Water will soak through the soil.
6. The metal was a gold color.
7. The pet store sold fish.
8. The trainer will scold the bad dog.
9. The ball rolled down the slope.
10. Loraine broke her piggy bank open.
11. I wrote myself a note.
12. Jamal ate his chicken wings to thebone.
13. A penguin is slow when it walks.
14. Please show me your new book.
15. He was a friend, not a foe.

Have students self-correct the tests.

See Phonics/Spelling Reproducibles pp. 25–30.

SPEED SORT

Have partners do a **speed sort** to see who is fastest. Have them look in the reading for words with long *o*. They should identify the definition of the spelling word used in context. Have them record the words in their Day 2 pattern sort in the word study notebook.

BLIND SORT

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



Build Vocabulary

DAY

1

DAY

2

OBJECTIVES

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

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

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

Expand vocabulary by adding inflectional endings and suffixes.

Connect to Words

Practice this week's vocabulary.

1. How is a turkey **carved**?
2. Have you ever figured out the **clues** to a riddle?
3. Describe something **grand**.
4. Have you ever been to a famous **landmark**?
5. Name a **massive** object.
6. If you could build a **monument**, what would it show?
7. Who is the head of our **national** government?
8. If you left **traces** of dirt in the house, where might you have been?

Expand Vocabulary

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

- Draw a four-column T-chart. Write *national* in the left column. Then write *nation*, *nations*, and *nationalistic* in the other columns. Read aloud the words and discuss the meanings.
- Have students share sentences with each form of *nation*.
- Students can fill in the chart for other words, such as *massive*.
- Have students copy the chart in their word study notebook.

Vocabulary Words

carved	massive
clues	monument
grand	national
landmark	traces



Have students of different language proficiency levels work together on the Build More Vocabulary activities. Partners should help each other choose language appropriate to the setting and task. For example, they should identify words that are better for talking on the playground than writing.

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

Discuss important academic words.

- Display *national* and *landscape* and discuss the meanings with students.
- Display *nation* and *national*. 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 *landscape*. Elicit examples from students.

FIGURATIVE LANGUAGE

- Remind students that a metaphor is a type of figurative language that makes a comparison.
- Write an example on the board, such as "Life is a journey." Discuss how life and journey are compared, noting that life is not an actual journey, but has some characteristics of one.
- Have partners generate other metaphors.
- Invite partners to share their work. Discuss the literal and nonliteral meanings of the phrases.

DAY

3**Reinforce the Words**

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

1. Tommy carved a shape out of ____ for art class.
2. Several clues showed that our pet ____ had been digging in the yard.
3. We had a grand time at the ____!
4. The ____ coming down the river was massive.
5. They should start a national program to recycle ____.
6. I have seen traces of ____ in the yard.

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 *national monument* they have seen in person or in a book. What did it stand for?

DAY

5**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word. (example: *landmark*)
- In the second square, students write their own definition of the word and any related words. (example: *important place*)
- In the third square, students draw an illustration that will help them remember the word. (example: Mount Rushmore)
- In the fourth square, students write non-examples. (example: *common house or school*)
- Have students share their Word Squares with a partner.

MULTIPLE-MEANING WORDS

Remind students that some words have more than one meaning. Tell them to use sentence clues to determine the correct meaning.

- Display Your Turn Practice Book pages 43–44. Read the first paragraph. Model figuring out the meaning of the word *land*.
- For additional practice with multiple-meaning words, have students complete page 47. Discuss the clues students identified.

SHADES OF MEANING

Help students generate words related to *massive*.

- Discuss the meaning of *massive*. Invite students to suggest nouns that go with the adjective *massive*. Ask: *Can a monument or a building be massive? What else?*
- Write student suggestions and add ideas not mentioned, such as a massive earthquake.
- Have partners write several sentences with the vocabulary.
- Ask students to copy the sentences in their word study notebook.

MORPHOLOGY

Use the word *landmark* as a springboard for students to learn more words.

- Write *land* and discuss its meaning. Then write *mark* and repeat. Combine the words and discuss the meaning of *landmark*.
- Discuss other base words and compound words, including this week's vocabulary words (examples: *grandmother*, *grandchildren*).

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

- Identify key ideas and details about Landmarks.
- 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. 33.

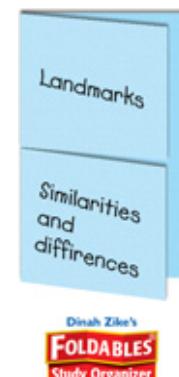
Integrate DOK 4

- 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 landmarks help us understand our country's story? Divide the class into small groups. Tell students that each group will compare the information that they have learned about how landmarks can help them understand our country's story. Model how to compare this information by using examples from this week's **Leveled Readers** and "A Natural Beauty," **Reading/Writing Workshop** pages 86–89.

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



Landmarks



RESEARCH AND INQUIRY



Write an Informative Report

Explain that students will work in groups to research a famous landmark. They will use their research to publish an informative report about the landmark. Discuss the following steps:

- 1 Brainstorm** As they begin thinking about U.S. landmarks, students should consider the selections they read this week and also refer to the online Unit 1 Week 5 Fact Sheet about landmarks. Have them discuss any of the landmarks they have seen in person.
- 2 Find Resources** Have students gather information from print and digital sources about their chosen landmark. Remind students to use the different parts of their resources, such as the table of contents and index, to locate the information they need.

Go Digital

Collaborate:

Research Roadmap

Resources:
Research

Text to Media

Post Online Remind students to discuss their responses to the “Special Places” Blast along with information from all the week’s reads. Tell students to include F. F. Palmer’s painting “The Mountain Pass” on page 33 of the **Close Reading Companion** as a part of their discussions. Guide students to see the connections among media, painting, and text. Ask: *How does the Blast connect to what you read this week? To Palmer’s painting?*

Present Ideas and Synthesize Information

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



3 Guided Practice Have students take notes about the landmark they have chosen. Groups should work together to write an outline for their report.

4 Create the Project: Write a Report Have students use their research and notes to write their report. Encourage them to use technology, such as computers, videos, digital images, music, or other multimedia elements to produce and publish sequenced, strong informative reports.

Present the Report

Have groups present their reports to the rest of the class. Remind students to use good presentation skills, such as speaking clearly at an understandable pace and maintaining eye contact with the audience. 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

With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Conduct short research projects that build knowledge about a topic.

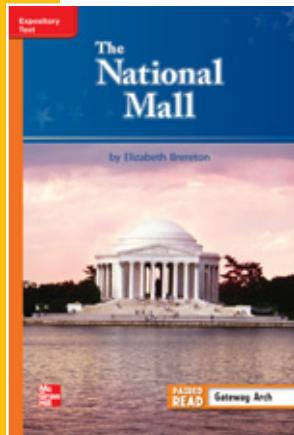
Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

ACADEMIC LANGUAGE

landmark, history



Approaching Level



Lexile 650
TextEvaluator™ 28

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 idea of a text; recount the key details and explain how they support the main idea.

Use context clues to determine the meanings of multiple-meaning words.

ACADEMIC LANGUAGE

ask and answer questions, main idea, key details, expository text, multiple-meaning words

Leveled Reader: *The National Mall*

Before Reading

Preview and Predict

Have students read the Essential Question. Then have them read the title and table of contents of *The National Mall* and predict what the National Mall is. Have students share their predictions.

Review Genre: Expository Text

Review with students that expository text explains about a topic. It also includes text features like headings, photographs and captions, and sidebars. As they preview *The National Mall*, have students identify features of expository text.

During Reading

Close Reading

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

Pages 2–3 *What is the main idea of the Introduction? Think about the title of the selection. You can also reread the first sentence of each paragraph to help you find the main idea. (The National Mall in Washington, D.C., is an important gathering place and is home to many important buildings.)* Reread the first sentence in paragraph 1, page 2. *The word center can mean “middle” or it can mean “meeting point.” Here it is talking about where the National Mall is located in Washington, D.C. So what is the meaning of the word here? (“middle”)*

Pages 4–5 *The main idea of Chapter 1 is that the National Mall is a place to honor great people. Turn to a partner and tell two key details on pages 4 and 5 that support this main idea. (Make sure that students are giving details mentioned in the text, and that the details are key.)*

Pages 6–7 *Look at the Up Close section on page 6. What is it about? (the Martin Luther King, Jr. Memorial) What are two details you learn about the memorial? (Students should answer with details taken from the sidebar.)*

Pages 8–10 *What is the purpose of the war memorials on the Mall? (They honor people who served in a war.) What is a question you have about the memorials? Help students find the answers in the text.*

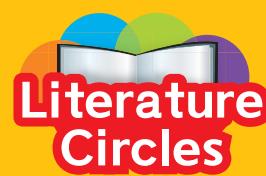
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 11–13 Why does the author include the *Up Close* sections, like the one on page 13? (They give more details about a part of the Mall.) Pick a paragraph in Chapter 3, and think of a question you have about it. Turn to a partner, and find answers to your questions.

Page 14 Why do you think the author concludes this text with talking about the Arlington Memorial Bridge? (It connects the mall to another important place, the Arlington Cemetery.)

After Reading

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

 **Write About Reading** Have students work with a partner to write a paragraph about why they think the National Mall is an important place to Americans. Make sure they are using evidence from the text.

Fluency: Accuracy and Phrasing

Model Model reading page 9 with accuracy and proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“Gateway Arch”

Make Connections: Write About It



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

After reading, have students make connections between the monuments in “Gateway Arch” and *National Mall*.



Leveled Reader

Level Up



Level-up
lessons
available
online.

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

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

- echo-read the **On Level** main selection with their partner.
- use self-stick notes to mark a detail to discuss in each section.



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 how to find out about a monument by completing the social studies activity on page 20.



Approaching Level

Phonics/Decoding

DECODE WORDS WITH LONG o: oa_

TIER
2

OBJECTIVES

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

Decode words with long o spelled oa_.

I Do

Display the *boat* Sound-Spelling Card for /ō/ and say the word aloud. Point to the spelling, and discuss the spelling hint. Explain that the *oa* spelling rarely appears at the end of a word or syllable, which is why the underscore follows the spelling on the card (*oa_*). Write the following words on the board, and underline each word's long-o spelling: *boat, coat, goat, oat*. Model blending each word.

We Do

On the board, write *soak, moat, toast, bloat*. Model how to decode the first word, and have students repeat. Point out the long-o spelling. Help students read the rest of the words and identify each word's long-o spelling.

You Do

Add these words to the board: *coast, roast, coach, float, toad*. Have students read the words aloud, identifying the long-o spelling in each. Then point to the words in random order for students to read chorally.

BUILD WORDS WITH LONG-o SPELLINGS

TIER
2

OBJECTIVES

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

Build words with long o spelled *o, oa_, oe, ow*, and *o_e*.

I Do

Tell students that they will be building multisyllable words with the different long-o spellings. Then display these Word-Building Cards one at a time: *po, low, es, pos*; and write the syllables *roa, fol, toe, em, sted, and nail* on the board. 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 them to form two-syllable words with different long-o spellings. Have students chorally read the words: *poem, follow, roasted, toenail, and poses*.

You Do

Write these syllables on the board: *home, boe, tice, soa, bor, o, work, py*, and display the Word-Building Cards *no, row*. Have student pairs work to build two-syllable words. Have partners share their words, and then have students create a class list.

PRACTICE WORDS WITH LONG-*o* SPELLINGS

OBJECTIVES

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

Build words with long *o* spelled *o*, *oa*, *oe*, *ow*, and *o_e*.

I Do

Remind students that the long-*o* sound can be spelled *o*, *oa*, *oe*, *ow*, and *o_e*. On the board, write *program*, *toaster*, *floe*, *pillow*, *homework*, and read the words. Point out the letters that spell the long-*o* sound in each word.

We Do

On the board, write: *poster*, *boasted*, *woeful*, *swallow*, *lonely*. Model how to decode the first word and then guide students as they decode the remaining words. Help them locate the letter or letters that make the long-*o* sound.

You Do

Then, point to the words in random order for students to chorally read. Have them complete the sentence frame, *The long o in _____ is spelled _____*.

COMPOUND WORDS

OBJECTIVES

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

Decode compound words.

I Do

Write *spaceship* on the board, and make a slash between the two smaller words that form it. Say the word aloud. Review that a compound word is a word made up of two smaller words. Point out that students can often use the meanings of the two smaller words to figure out the meaning of the compound word. Model how to determine the meaning of *spaceship* using the meanings of the two smaller words.

We Do

Write: *skateboard*, *daytime*, and *landmark*. Say each word aloud, and have students repeat. Model identifying the two smaller words that form each compound word. Then help students identify each word's meaning.

You Do

Next, write *lookout*, *countdown*, and *handshake* on the board. Have students say each word aloud. Then, have students identify the two words that make up each compound word. Have them use those words to determine the meaning of the compound word. Have them recall any other compound words they know and add them to the board. Point to all of the words in random order for students to read chorally.



ELL ENGLISH LANGUAGE LEARNERS

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



Approaching Level

Vocabulary

REVIEW HIGH-FREQUENCY WORDS

TIER
2
OBJECTIVES

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

Review high-frequency words.

I Do

Use **Word Cards 1–40**. Display one word at a time, following the routine:
Display the word. Read the word. Then spell the word.

We Do

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

You Do

Display the word. Ask students to say the word and 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 *This story is ___ two friends*. Ask students to write each word in their **Writer's Notebook**.

REVIEW VOCABULARY WORDS

TIER
2
OBJECTIVES

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

Review vocabulary words.

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 41.

ANSWER YES/NO QUESTIONS

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*).

Answer questions to demonstrate understanding of meanings of words.

I Do

Display the **carved Visual Vocabulary Card** and ask: *Is it possible that an artist carved a statue out of air?* Point out that *carved* means “sculpted,” usually out of stone or some other solid material.

We Do

Display the card for *grand* and ask: *Would you describe something that is very small as grand?* With students, identify that when something is *grand*, it is very large.

You Do

Using the questions below, display the remaining cards one at a time, and read each question aloud. Ask students to respond to the questions by answering *yes* or *no*.

If you found traces of paint on a shirt, did you find a large amount?

If you have solved a mystery, do you need to keep looking for clues?

Is a national holiday celebrated only by the people in your state?

Would something that is very large be considered massive?

MULTIPLE-MEANING WORDS

OBJECTIVES

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

Use context clues to determine the meanings of multiple-meaning words.

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 43–44. Read aloud paragraph 1. Point to the word *land*. Explain that this word is a multiple-meaning word. It has more than one meaning. Tell students that they can figure out which meaning is being used by looking for context or sentence clues.

Think Aloud I know that *land* can mean “part of the earth’s surface” or “to bring to the ground.” I can look for clues to see which meaning is used. I see that the sentence asks about making something on land. From this clue, I know that *land* means “part of the earth’s surface.”

Write the meaning of the multiple-meaning word.

We Do

Ask students to point to the word *act*. With students, discuss how to use context clues in the nearby sentences to figure out which meaning of the word is being used. Write the meaning of the word.

You Do

Have students find the meaning of the multiple-meaning words *left*, *sticks*, *pounds*, and *stories* using clues in the surrounding sentences.



Approaching Level

Comprehension

FLUENCY

TIER
2
OBJECTIVES

Read on-level text with purpose and understanding.

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

Read fluently with accuracy and appropriate phrasing.

I Do

Explain that, when reading aloud, good readers focus on reading with accuracy and appropriate phrasing. Reading with accuracy means pronouncing words correctly and not leaving out words. Phrasing means breaking longer sentences into chunks of text and pausing or stopping at punctuation marks. Read the first two paragraphs of the Comprehension and Fluency passage on **Approaching Reproducibles** pages 43–44. Have students listen for how you pronounce words and pause or stop at punctuation marks.

We Do

Read the rest of the page aloud, and have students repeat each sentence after you using the same phrasing and accuracy.

You Do

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

IDENTIFY KEY DETAILS

TIER
2
OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Identify key details in expository text.

I Do

Write the topic: *Ohio Mounds*. Then write *In Ohio there are Native American mounds; The mounds act as landmarks, or important sites; and Maybe you built something in the dirt*. Read the statements aloud. Point out that the first two details are key because they tell something about Ohio mounds. The last detail is not key because it does not give new information about Ohio mounds and is not connected to the other details.

We Do

Read the first page of the Comprehension and Fluency passage in the **Approaching Reproducibles**. Ask: *What is this selection about?* Point out that this is the topic of the selection. Then ask: *Which details give information about the topic?* Explain that these are the key details.

You Do

Have students read the rest of the passage, writing down key details as they read. Then help them explain why the details they chose are key.

REVIEW MAIN IDEA AND KEY DETAILS

OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

I Do

Remind students that the main idea of a selection is the most important point the author makes about a topic. Point out that key details are the details that give more information about the main idea. Explain that students can review the details the author presents and decide which are most important. They can then decide how these details are connected. This will help them determine the selection's main idea.

We Do

Read the first two paragraphs of the Comprehension and Fluency passage in **Approaching Reproducibles** together. Pause to point out key details. Model how to decide what the key details have in common, or how they are connected, and how to state the main idea using these details. Then, work with students to identify the main idea in each paragraph in the rest of the passage, filling in **Graphic Organizer 141** as you go.

You Do

Have students use the main idea and key details from each paragraph to come up with the main idea 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.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Read Independently

Have students choose an expository text (such as a magazine article or book) for sustained silent reading. Remind students that:

- the main idea of a selection is the most important point the author makes about a topic. Key details tell more about the main idea.
- when reading expository text, they may come across information they do not understand. Students should ask questions about the information presented and then read on to look for answers in the text.

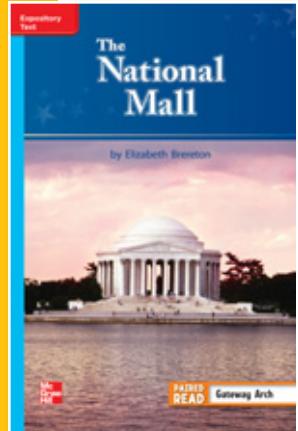
Read Purposefully

Have students use **Graphic Organizer 141** as they read. After they finish, they can conduct a Book Talk, each telling about the text they read.

- Students should share their organizers and answer these questions: *What was the main idea of the selection? Which details gave more information about the main idea?*
- Students should also tell if their text had any photographs, captions, sidebars, or maps that gave more information about the topic.



On 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.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Use context clues to determine the meanings of multiple-meaning words.

ACADEMIC LANGUAGE

ask and answer questions, main idea, key details, expository text, multiple-meaning words

Leveled Reader: *The National Mall*

Before Reading

Preview and Predict

Have students read the Essential Question. Have them read the title and table of contents of *The National Mall* and predict what the National Mall is. Have partners share their predictions.

Review Genre: Expository Text

Review with students that expository text explains about a topic. It also includes text features like headings, photographs and captions, and sidebars. As they preview *The National Mall*, have students identify features of expository text.

During Reading

Close Reading

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

Pages 2–3 *What is the main idea of the introduction? Think about the title of the selection to answer the question. (The National Mall is an important gathering place and home to many important monuments, museums, and memorials.) How is the National Mall used as a gathering place? (The President is inaugurated there; people come to see fireworks on July 4th; people hold protests and rallies there.)*

Pages 4–7 Have students restate the main idea in the introduction. *Tell two key details that support the main idea in the introduction. (Students should name some of the memorials and who they honor.) How do these details connect to the main idea? (These memorials help us learn about and remember people in the past.)*

Pages 8–10 *Use context clues to define the multiple-meaning word lost as it is used on page 8. (When someone loses his or her life, it means that the person dies.) What else can lost mean? (It can also mean “misplaced” or “missing.”) Describe one of the war memorials to a partner using details from the text.*

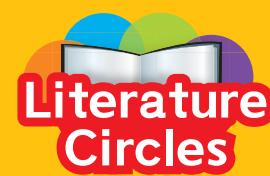
Go Digital



Leveled Readers



Fill in the Graphic Organizer



Pages 11–14 Why does the author include the *Up Close* sections, like the one on page 13? (They give more details about a part of the Mall.) How do they support the author's main idea? (The sections get into detail about parts of the Mall we can learn from.) What is a question you have about the museums in the National Mall? Turn to a partner and look for the answers in the text together.

After Reading

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

 **Write About Reading** Have students work with a partner to write a paragraph about why they think the National Mall is an important place to Americans. Make sure they are using details that have been taken from the text.

Fluency: Accuracy and Phrasing

Model Model reading page 9 with accuracy and proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“Gateway Arch”

Make Connections:

Write About It

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

After reading, have students make connections between the monuments in “Gateway Arch” and *National Mall*.



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 and then look up difficult words with their partner.



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 how to find out about a monument 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.

Review vocabulary words.

I Do

Use the **Visual Vocabulary Cards** to review key vocabulary words *clues*, *landmark*, *massive*, *monument*, *national*, and *traces*. 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. If you were solving a mystery, what type of *clues* might you look for?

- What is one *landmark* you have seen or would like to see?
- What is another word you could use to describe something *massive*?

You Do

Have students respond to these questions and explain their answers.

- If you built a *monument* to a famous person, what would you build?
- If a *national* law is passed, who must obey the law?
- If you saw *traces* of a sandwich, what would you have seen?

MULTIPLE-MEANING WORDS

OBJECTIVES

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

Use context clues to determine the meanings of multiple-meaning words.

I Do

Remind students that they can use context and sentence clues to help them figure out which meaning of a multiple-meaning word is being used. Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 43–44 to model.

Think Aloud I want to know which meaning of *land* is being used.

I know *land* can mean “a part of the earth’s surface” or “to bring down to the ground.” In this sentence, it talks about something made on land, so *land* means “a part of the earth’s surface.”

We Do

Have students reread the first paragraph. Have students use context or sentence clues to figure out which meaning of the word *act* is being used.

You Do

Have partners work to determine which meanings of the words *left*, *sticks*, *pounds*, and *stories* are being used as they read the rest of the passage.

Comprehension

REVIEW MAIN IDEA AND KEY DETAILS

OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

I Do

Remind students that the main idea of a selection is the most important point the author makes about a topic. Key details tell more about the main idea. To determine the main idea, readers should review the details the author presents and decide which details are key. Once they have determined how the key details are connected, they can put these details together to help figure out the selection's main idea.

We Do

Have a volunteer read paragraph 1 of the Comprehension and Fluency passage on **Your Turn Practice Book** pages 43–44. Have students give examples of details they think are key. Model how to decide what the main idea of the paragraph is. Work with students to look for details that help determine the main idea of each paragraph on the rest of the page.

You Do

Have partners identify key details and the main idea of each remaining paragraph. Then have them determine the main idea for the whole passage and point out the key details that helped them determine the main idea.

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.

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Read Independently

Have students choose an expository text (such as a magazine article or book) for sustained silent reading.

- Before they read, have students preview the text, reading the title and headings that give more information about the topic.
- As students read, they should ask themselves questions about the text. They can then read on to look for details that answer their questions.

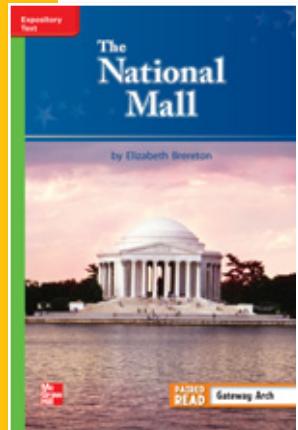
Read Purposefully

Encourage students to read different expository texts on various subjects.

- As students read, they can fill in **Graphic Organizer 141**. They can refer back to it to write a summary of the text.
- Students should share their organizers and answer these questions: *What is the main idea of this text? Which details give more information about the main idea?*
- Ask students to share their reactions to the text with classmates.



Beyond Level



Leveled Reader: *The National Mall*

Before Reading

Preview and Predict

Have students read the Essential Question. Then have them read the title and table of contents of *The National Mall* and predict what the National Mall is. Have partners share their predictions.

Review Genre: Expository Text

Review with students that expository text explains about a topic. It also includes text features like headings, photographs and captions, and sidebars. As they preview *The National Mall*, have students identify features of expository text.

During Reading

Close Reading

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

Pages 2–3 Turn to a partner and summarize the Introduction. (The National Mall is a park where people gather for various reasons and where there are many important buildings.) Have students share their summaries with the class.

Pages 4–7 What is the main idea of Chapter 1? (The National Mall honors great people in U.S. history with memorials.) Tell two details that support this main idea. (Student should give key details from the text about the memorials and who they honor.)

Pages 8–10 What is the main idea of Chapter 2? (There are memorials on the National Mall to honor people who served during wartime.) Who does the Vietnam Memorial honor? Find the answer in the text. (the 58,000 Americans who died or went missing in action during the Vietnam War) Why do you think a statue was later added honoring the women who served during the Vietnam war? (The memorial did not recognize the women before 1993, only the men.) Turn to a partner and ask a question about Chapter 2. Then find the answers in the text together.

Go Digital



Leveled Readers



Fill in the Graphic Organizer

Use context clues to determine the meanings of multiple-meaning words.

ACADEMIC LANGUAGE
ask and answer questions, main idea, key details, expository text, multiple-meaning words



Pages 11–14 What does the multiple-meaning word trains mean on page 11? Use context clues to find the meaning of the word. (The author talks about transportation history. Trains means “vehicles powered by motors that ride along rails.”) What other meaning can trains have? (“teaches a person a particular skill”) Look at the photograph and read the caption on page 14. What do you think is meant by the National Mall being the heart of Washington, D.C., and the nation? (It is where history takes place every day and where important historical events and people who have served our country are honored.)

After Reading

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

 **Write About Reading** Have students work with a partner to write a paragraph about why they think the National Mall is an important place to Americans using evidence from the text.

Fluency: Accuracy and Phrasing

Model Model reading page 9 with accuracy and proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“Gateway Arch”

Make Connections:

Write About It

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

After reading, have students make connections between the monuments in “Gateway Arch” and *National Mall*.



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 what they would plan to see on a daytrip to the National Mall.



Gifted and Talented

Synthesize Challenge students to imagine another museum or statue they would like to build in the Washington Mall. Have them write a summary of what people would learn from their addition. They can also draw a picture. Invite students to share their ideas with the class.

FOCUS ON SOCIAL STUDIES

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





Beyond Level

Vocabulary

REVIEW DOMAIN-SPECIFIC WORDS

OBJECTIVES

Produce simple, compound, and complex sentences.

Review and discuss domain-specific words.

Model

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

Write the words *rallies*, *freedom*, and *equality* on the board, and discuss the meanings with students. Then help students write sentences using these words.

Apply

Have student pairs discuss the meanings of *independence*, *honored*, and *remembrance*. Then have them write sentences using the words.

MULTIPLE-MEANING WORDS

OBJECTIVES

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

Use context clues to determine the meanings of multiple-meaning words.

Model

Read aloud the first paragraph of the Comprehension and Fluency passage on **Beyond Reproducibles** pages 43–44.

Think Aloud I want to determine which meaning of *land* is being used. I can use context and sentence clues. I know *land* can mean “a part of the earth’s surface” or “to bring down to the ground.” In this sentence, it is about something made on land, so it means “a part of the earth’s surface.”

With students, reread the first paragraph. Help them figure out which meaning of *act* is being used by looking for context and sentence clues.

Apply

Have pairs of students read the rest of the passage and use sentence and context clues to determine the meanings of *left*, *sticks*, *pounds*, and *stories*.



Plan a Monument Have students plan and design a monument to honor contributions of an individual or a group to the community, state, or country. Students should describe this person’s or group’s contributions and explain why the person or group is deserving of a monument. Encourage students to include illustrations of the group or person and the monument. Have them present their projects to the class.

Comprehension

WEEK 5

REVIEW MAIN IDEA AND KEY DETAILS

OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

Model

Remind students that the main idea of a selection is the most important point the author makes about the topic. Key details tell more about the main idea. Explain that they can determine a selection's main idea by reviewing the details the author presents and deciding which details are key. Students can then determine what these details have in common and put them together to figure out the main idea.

Have students read the first paragraph of the Comprehension and Fluency passage of **Beyond Reproducibles** pages 43–44. Ask open-ended questions to facilitate discussion, such as *What is the main idea of this paragraph? Which details give more information about the main idea?* Students should provide text evidence to support their answers.

Apply

Have students identify the main idea and key details for each remaining paragraph. Then have them tell the main idea for the whole passage and explain which key details helped them determine the main idea.

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.

Determine the main idea of a text; recount the key details and explain how they support the main idea.



Read Independently

Have students choose an expository text (such as a magazine article or book) for sustained silent reading.

- As students read, have them fill in **Graphic Organizer 141**.
- Remind students that asking questions and looking for the answers in the text can help them clarify any information they do not understand.

Read Purposefully

Encourage students to keep a reading journal. Ask them to read different types of expository texts to learn about a variety of subjects.

- Students can write summaries of the texts in their journals.
- Ask students to give their reactions to the texts to their classmates.

Independent Study Challenge students to discuss how their texts relate to the weekly theme of landmarks. Have them compare some of the landmarks and monuments they read about. Then have them describe in writing how landmarks help us understand the story of our country.



English Language Learners

A Natural Beauty

It is a famous **landmark** in the United States, and it's huge! It is one mile deep and ten miles wide. It was **carved** out of rock by the Colorado River. It stretches across parts of four states. What is it? It's the **Grand Canyon!**

Exploring the Canyon

Many tourists visit the Grand Canyon. In fact, almost five million people take a trip to this **national** treasure each year. People come from around the world to hike the dusty trails. They take boat rides down the Colorado River. They gaze across miles of **massive** red and brown cliffs.

Nature lovers visit the Grand Canyon, too. They come to look for animals. They peek at the hundreds of different kinds of plants. They may spot eagles and see mountain lions. They may spy snakes and spiders, and some may even see bats. Some visitors also come to learn about the canyon's history.

Reading/Writing Workshop

OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Ask and answer questions about a text to increase understanding.
- Use context clues to determine the meanings of multiple-meaning words.

LANGUAGE OBJECTIVE

Determine the main idea and key details of a text.

ACADEMIC LANGUAGE

- ask and answer questions, main idea, key details, multiple-meaning words
- Cognate: *detalles*

Shared Read *A Natural Beauty*

Before Reading

Build Background

Read the Essential Question: How do landmarks help us understand our country's story?

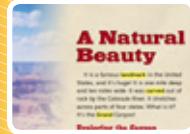
- Explain the meaning of the Essential Question, including the vocabulary in the question: A landmark *is an important building, structure, or place. The Statue of Liberty, the White House, and the Grand Canyon are all examples of landmarks.*
- Model an answer:** *Landmarks can teach us about people or events that happened long ago. When we read about or visit landmarks in the United States, we learn about what makes our country special.*
- Ask students a question that ties the Essential Question to their own background knowledge: *Work with a partner to make a list or draw pictures of a landmark you know about.*

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.
- Ask students questions that require them to use key vocabulary.
- Reinforce strategies and skills of the week by modeling.

Go Digital



View "A Natural Beauty"

Pages 86–87

Look at the photograph. The Grand Canyon is an important landmark in the United States.

Exploring the Canyon

Paragraph 1

Model Main Idea and Key Details Point out two key details. *Find the details in the paragraph. Think about what the details have in common.* Guide them to the answer: *Tourists go to the Grand Canyon to hike, take boat rides, and see very high cliffs. All of these things are activities that tourists do.* As you say these activities, act them out if possible. Complete the sentence frame: *The main idea is that _____ (tourists) visit the _____ (Grand Canyon) for many different reasons.*

Paragraph 2

Nature lovers go to the Grand Canyon to see many different plants and animals. Have students name the different kinds of animals found in the Grand Canyon. Provide students with descriptions or images of some of the animals. *What is the main idea of the section “Exploring the Canyon?”* Have one student answer and another elaborate on the answer. *(All kinds of people visit the Grand Canyon for many different reasons.)*

Page 88

History of the Canyon

Explain and Model Asking and Answering

Questions You can ask questions about what you are reading to help you better understand the text, then look for the answers in the text. What is this section about? You can look at the heading for this section to find the answer. *(the history of the Grand Canyon)*



Ask a question about paragraph three on this page, then look for the answer in the text.

Before the Grand Canyon was part of the United States, it was home to an ancient people. Who lived in the Grand Canyon long ago? **(The Pueblo People)**

Have students point to the Grand Canyon on the map. *What runs through the middle of the Grand Canyon? Look at the labels to help you answer.* **(the Colorado River)**

Page 89

It's a Landmark

Paragraph 1

What did Theodore Roosevelt think of the Grand Canyon? **(that it was a special place)**



Point to or read key details in the section “It’s a Landmark.” Then work together to find the main idea. What do these details have in common? **(The Grand Canyon is a landmark so it can be enjoyed and protected.)**

Protect the Canyon

Explain and Model Multiple-Meaning

Words Have students echo read the third sentence in the sidebar. *The word safe can mean “to keep from harm.” A safe can also be a large locked box or room. You can use context clues to find the meaning used in the text. Look at the heading. What does protect mean?* **(“to keep from harm”)** After the word safe, the sentence explains that the wildlife cannot be touched. *What do you think safe means in this sentence?* **(“to keep from harm”)**

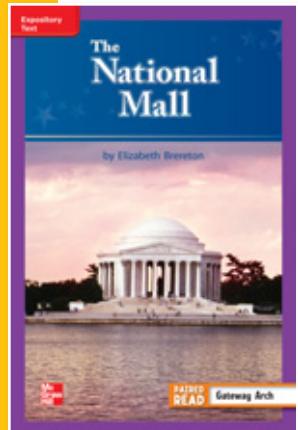
After Reading

Make Connections

- Review the Essential Question: How do landmarks help us understand our country’s story?
- Make text connections.
- Have students complete the ELL Reproducibles pages 43–45.



English Language Learners



Lexile 750
TextEvaluator™ 23

OBJECTIVES

Determine the main idea of a text; recount the key details and explain how they support the main idea.

- Ask and answer questions to increase understanding.
- Use context clues to determine meanings of multiple-meaning words.

LANGUAGE OBJECTIVE

Determine main idea and key details.

ACADEMIC LANGUAGE

main idea, key details, multiple-meaning words

Leveled Reader: *The National Mall*

Before Reading

Preview

- Read the Essential Question: How do landmarks help us understand our country's story?
- Refer to Understanding History: *What landmarks have you seen?*
- Preview *The National Mall* and "Gateway Arch": *Let's read to learn about monuments in our nation's capital.*

Vocabulary

Use the **Visual Vocabulary Cards** to preteach the ELL vocabulary: *honors, served, term*. Use the routine found on the cards. Point out the cognates: *honores, servido*.

During Reading

Interactive Question-Response

Note Taking Have students use their graphic organizer on **ELL Reproducibles** page 42. Use the following prompts after reading each section. As you read, use visuals or pictures to define key vocabulary.

Pages 2–3 *What is the National Mall?* Have students choral read the first sentence of paragraphs 2 and 3 to answer the question. *Fill in the sentence frame to tell the main idea of these pages: The National Mall is _____ (an important meeting place; home to important buildings).*

Page 4 *What famous landmark did you read about? (the Washington Monument)* *Why is it important?* Have one student answer the question and another elaborate on the answer. *(It honors George Washington. It is the tallest structure in the Mall.) These are key details.*

Pages 5–7 Have students name the other Memorials. After naming a building, have partners give one key detail about that building.

Pages 8–10 Point to the word *lost* on page 8. *Lost has more than one meaning. If you lost something, such as your pencil, then the pencil has been misplaced, or is missing. What does it say the soldiers lost in the text? ("their lives") So what does lost their lives mean? ("died")*

Go Digital



Leveled Readers



Fill in the Graphic Organizer

Pages 11–13 What is this chapter about? You can reread the first paragraph of the chapter to find the answer. (museums in the National Mall) What can you find in the Air and Space Museum? Reread the second paragraph on page 11 to name two things. (the Wright Brothers' first plane and space suits worn by astronauts)

Page 14 Complete the sentence frame: I would most like to visit ____ and then explain why to a partner. Help students with vocabulary.

After Reading

Respond to Reading Help students complete the graphic organizer. Revisit the Essential Question. Have student pairs summarize and answer the Text Evidence questions. Review all responses as a group.

 **Write About Reading** Have partners write a paragraph about what they found to be the most interesting building on the National Mall. Make sure students use evidence from the text to support their answer.

Fluency: Accuracy and Phrasing

Model Model reading page 9 with accuracy and proper phrasing. Next, reread the page aloud, and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

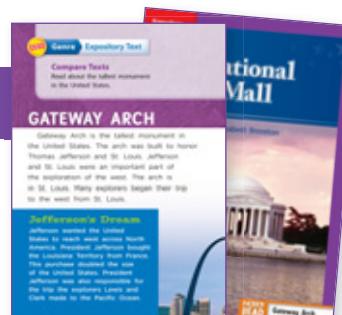
“Gateway Arch”

Make Connections:

Write About It

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

After reading, have students make connections between the monuments in “Gateway Arch” and *National Mall*.



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 what they would plan to see on a daytrip to the National Mall.

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 **On Level** and have ELL students

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

A C T 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 monuments 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 (e.g., *After dinner that night we went looking for them*).

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “A Natural Beauty” following the Vocabulary Routine found on the **Visual Vocabulary Cards** for *carved, clues, grand, landmark, massive, monument, national, and traces*.

We Do

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

You Do

Have students work with a partner to write sentence frames using three of the words. Then have each pair read their sentence frames aloud.

Beginning

Help students write their sentence frames correctly and read them aloud.

Intermediate

Have students write their sentence frames and find a synonym for each of their vocabulary words.

Advanced/High

Have students write their sentence frames and find a synonym and an antonym for each vocabulary word.

REVIEW VOCABULARY

OBJECTIVES

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

LANGUAGE OBJECTIVE

Review vocabulary words.

I Do

Review the previous week’s vocabulary words over a few days. Read each word aloud, and point to the word on the **Visual Vocabulary Card**. Ask students to repeat after you. Then follow the Vocabulary Routine on the back of each card.

We Do

Act out the vocabulary words for students. Ask students to guess each word you act out. Give clues by describing your actions (e.g., for *design* say, *Here is a plan for a new bike rack*).

You Do

Have students write clues for two of the words. Then have partners use the clues to determine each other’s word. Students can ask additional questions about each word if necessary.

Beginning

Help students write clues and determine the words.

Intermediate

Have students write clues using complete sentences.

Advanced/High

Have students write questions as their clues.

MULTIPLE-MEANING WORDS

OBJECTIVES

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

I Do

Read aloud the last paragraph on page 87 of “A Natural Beauty” as students follow along. Explain that the word *bats* is a multiple-meaning word, a word that has more than one meaning. Students can use context clues to help them figure out which meaning of the word is being used.

Think Aloud I know that bats can be sticks used to hit a ball or small flying animals. I see that the author tells about different animals you might see at the Grand Canyon, including bats. So in this passage, bats are small flying animals.

We Do

Have students point to the word *spot* on page 87. Using nearby words, help students determine which meaning is used, and write it on the board.

You Do

Have pairs write definitions for *safe* on page 89 by using nearby words to determine which meaning of the word is being used.

Beginning

Help students locate the words and determine which meanings are used.

Intermediate

Ask students to choose one word and write a sentence for each meaning.

Advanced/High

Have students write two sentences for each word to show different meanings.

ADDITIONAL VOCABULARY

OBJECTIVES

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

I Do

List concept and high-frequency words from “A Natural Beauty”: *around, about, big, rules*; and *The National Mall: structure, honor, decorate*. Define each word for students: Rules tell you how to act in a certain place.

We Do

Model using the words for students in sentences: *People all around the country visit the capital*. Then provide sentence frames and complete them with students: *Visitors from around the country came to _____*.

You Do

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

Beginning

Help students write the completed sentences correctly.

Intermediate

Provide sentence starters, if necessary.

Advanced/High

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

LANGUAGE OBJECTIVE

Use concept and high-frequency words.

→ English Language Learners

Writing/Spelling

WRITING TRAIT: SENTENCE FLUENCY

OBJECTIVES

Introduce a topic and group related information together.

Identify various sentence types.

LANGUAGE OBJECTIVE

Vary sentence types in writing.

I Do

Explain that writers use different kinds of sentences in their writing to make it more interesting. Read the Student Model passage aloud as students follow along and listen for statements, questions, and exclamations.

We Do

Read aloud page 87 from “A Natural Beauty” as students follow along. Point out examples of different types of sentences and fill out a sentence chart as you read. Model showing how using a variety of sentences makes an author’s writing more interesting to read.

You Do

Have pairs write a dialogue in which one person visits a landmark and the other asks questions about the visit. They should include a variety of sentence types in their writing. Edit each paragraph. Ask students to revise.

Beginning

Have students copy the edited writing.

Intermediate

Have students revise their writing to add a variety of sentence types.

Advanced/High

Have students revise to vary sentence types and edit for errors.

SPELL WORDS WITH LONG-o SPELLINGS

OBJECTIVES

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

LANGUAGE OBJECTIVE

Spell words with long-o spellings.

I Do

Read the Spelling Words on page T298 aloud. Point out that the long-o sound can be spelled *o*, *oa*, *oe*, *ow*, or *o_e*.

We Do

Read the Dictation Sentences on page T299 aloud for students. With each sentence, read the underlined word slowly. 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 corrected words and say them aloud.

Intermediate

Have students correct their words and circle the long-o spellings.

Advanced/High

Have students correct their words and quiz each other.

SIMPLE AND COMPOUND SENTENCES

OBJECTIVES

Use coordinating and subordinating conjunctions.

Produce simple, compound, and complex sentences.

Identify simple and compound sentences.

LANGUAGE OBJECTIVE

Write simple and compound sentences.

I Do

Remind students that a simple sentence expresses a complete thought. On the board, write: *Juan likes cats. Anna likes dogs.* Underline the subject and circle the predicate in each sentence and call them out. Point out that each simple sentence expresses one thought. Explain that two related sentences can be combined by adding a comma and the coordinating conjunctions *and, or, or but*. This is called a compound sentence. Explain that *and* joins ideas; *but* shows a change in thought. Write: *Juan likes cats, and Anna likes dogs, and Juan likes cats, but Anna likes dogs.* Point out the difference in meaning between the two sentences. Then write: *Juan can get a dog, or Juan can get a cat.* Point out that *or* shows a choice.

We Do

Write the sentences below on the board. For each pair, have students combine the sentences by adding a comma and the correct coordinating conjunction. Then ask a volunteer to read the new sentence aloud.

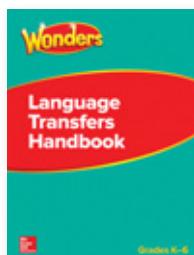
I like pizza. My mom likes salad. (join ideas)

Dad likes soccer. I like baseball. (change of thought)

We can see a movie. We can go to the park. (offer a choice)

You Do

Pair students, and have them write three pairs of related simple sentences. Then have them swap their sentences with another pair who will combine them into three compound sentences. Have students read their sentences aloud and use gestures to act them out.



Language Transfers Handbook

Students may have difficulty finding the clauses in an English compound sentence. Write compound sentences on the board, such as those from the Grammar Practice Reproducibles. Guide students to find the subject and predicate of each independent clause and then circle the conjunction.

Beginning

Help students write and complete their sentences. Read their sentences aloud and have them repeat after you.

Intermediate

Have students rewrite one sentence with *and* using *but* or with *but* using *and*. Ask them to explain how this changes the meaning of each sentence.

Advanced/High

Have students rewrite sentences with *and* using *but* and with *but* using *and*. Ask them to explain how this changes the meaning of the sentences.

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 and then the rest with a partner.
- Review the activities with correct answers.

PROGRESS MONITORING



Unit 1 Week 5 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>
Main Idea and Key Details	Comprehension Skill	<ul style="list-style-type: none"> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Multiple-Meaning 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 5 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 5

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% assign Lessons 55–57 on Main Idea and Key Details from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Students score below 70% assign Lesson 138 on Multiple-Meaning Words from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
WRITING	Students score below “3” on constructed response assign Lessons 55–57 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.

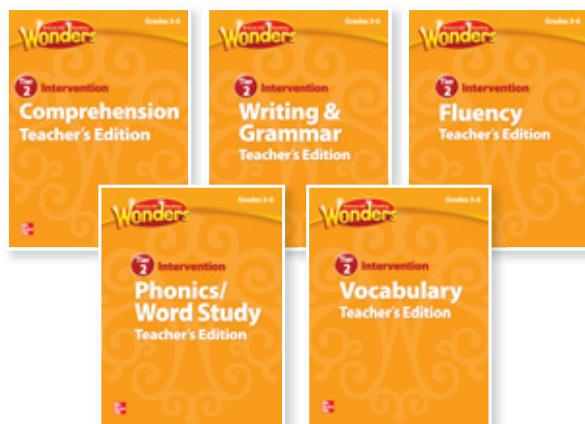


Data-Driven Recommendations

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

