

WEEKLY OVERVIEW

Build Knowledge

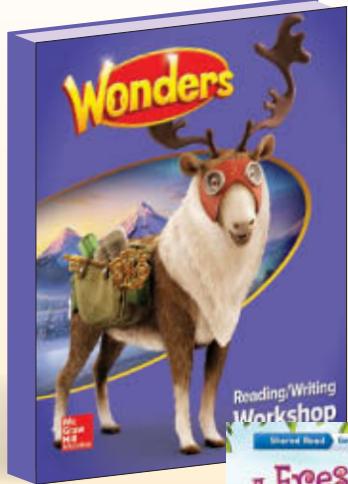
Meeting a Need



Essential Question:
How do we get the things we need?

Teach and Model

Close Reading and Writing



Reading/Writing Workshop



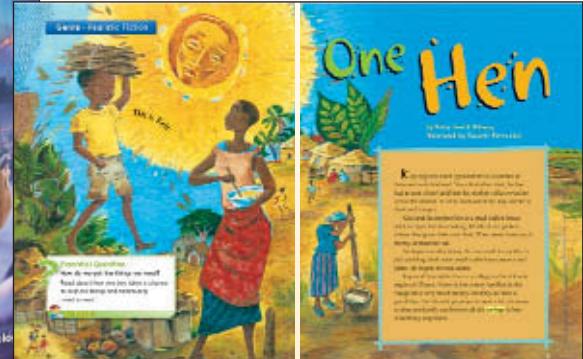
"A Fresh Idea," 22-25
Genre Realistic Fiction Lexile 760 ETS *TextEvaluator* 26

Practice and Apply

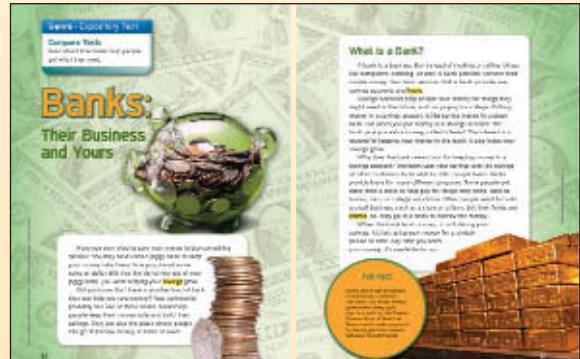
Close Reading and Writing



Literature Anthology



One Hen, 10-23
Genre Realistic Fiction Lexile 810L ETS *TextEvaluator* 22



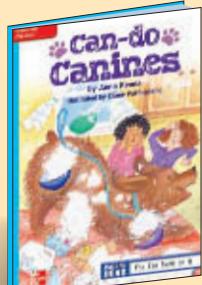
"Banks: Their Business and Yours," 26-29
Genre Expository Text Lexile 850L ETS *TextEvaluator* 23

Differentiated Texts



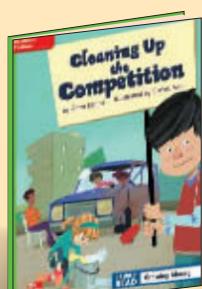
APPROACHING

Lexile 680L
ETS *TextEvaluator* 45



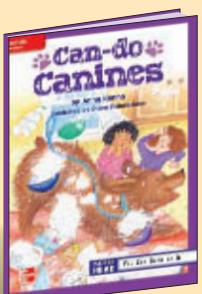
ON LEVEL

Lexile 790L
ETS *TextEvaluator* 48



BEYOND

Lexile 970L
ETS *TextEvaluator* 58



ELL
Lexile 570L
ETS *TextEvaluator* 25

Leveled Readers

Extended Complex Texts



The Secret Garden
Genre Fiction
Lexile 710L
ETS *TextEvaluator* 48



SeeSaw Girl
Genre Historical Fiction
Lexile 810L
ETS *TextEvaluator* 45

Classroom Library

Student Outcomes



Ken Karp/McGraw-Hill Education

Close Reading of Complex Text

- Cite relevant evidence from text
- Describe character, setting, plot: sequence
- Reread

Writing

Write to Sources

- Draw evidence from literature
- Write a narrative text
- Conduct short research on money and loans

Writing Process

- Prewrite an autobiographical sketch

Speaking and Listening

- Engage in collaborative discussions about meeting needs
- Paraphrase portions of “Finding a Way” and presentations on meeting needs
- Present information on meeting needs

Language Development

Conventions

- Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

Vocabulary Acquisition

- Acquire and use academic vocabulary

afford	loan	profit	prosper
risk	savings	scarce	wages
- Use context clues to understand the meaning of a word

Foundational Skills

Phonics/Word Study

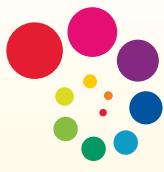
- Short Vowels

Spelling Words

jut	nick	tenth	shrug
stuff	sense	damp	cot
fling	notch	gush	scan
batch	rough	stump	tough
laugh	guess	lead	dove

Fluency

- expression and accuracy



Professional Development

Support to make the most of your instructional time:

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



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INSTRUCTIONAL PATH

1

Talk About Meeting a Need

Guide students in collaborative conversations.

Discuss the essential question: *How do we get the things we need?*

Develop academic language.

Listen to “Finding a Way” and discuss the story.



2

Read “A Fresh Idea”

Model close reading with a short complex text.

Read

“A Fresh Idea” to learn about how people can help one another meet needs, even when their needs differ, citing text evidence to answer text-dependent questions.

Reread

“A Fresh Idea” to analyze text, craft, and structure, citing text evidence.



3

Write About “A Fresh Idea”

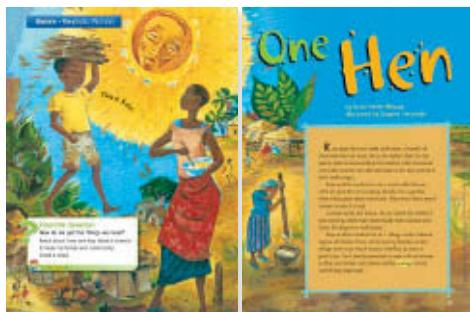
Model writing to a source.

Analyze a short response student model.

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

4

Read and Write About One Hen



Practice and apply close reading of the anchor text.

Read

One Hen to learn about how one boy takes a chance to help his family and community meet a need.

Reread

One Hen and use text evidence to understand how the author uses text, craft, and structure to develop a deeper understanding of the story.

Write a short response about *One Hen*.

Integrate

Information about how a person or character you've read about met a need.

Write to Two Sources, citing text evidence from *One Hen* and "Banks: Their Business and Yours."



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 we get the things we need?

Text to Poetry Compare information about meeting a need in the texts read with the poem "Try Again."

Performance Task

Create a Venn diagram showing how we raise money.

DEVELOPING READERS AND WRITERS

Write to Sources



Day 1 and Day 2

Build Writing Fluency

- Quick write on "A Fresh Idea," p. T28

Write to a Source

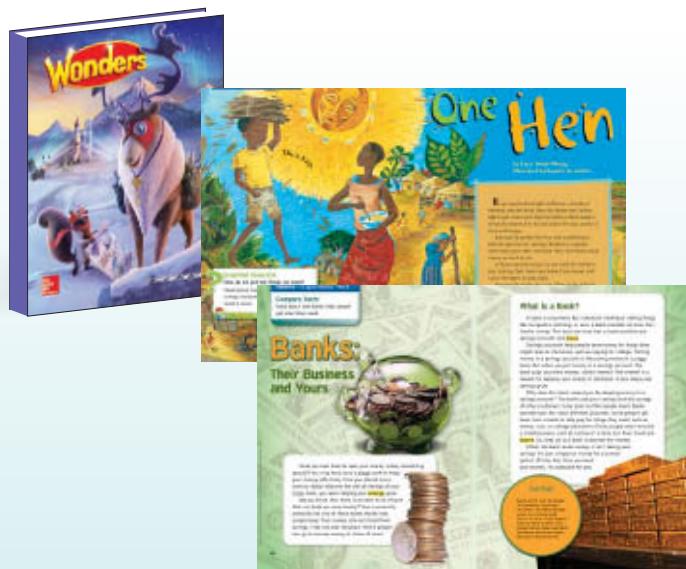
- Analyze a student model, p. T28
- Write about "A Fresh Idea," p. T29
- Apply Writing Trait: Descriptive Details, p. T28
- Apply Grammar Skill: Sentences, p. T29



Day 3

Write to a Source

- Write about *One Hen*, independent practice, p. T25P
- Provide scaffolded instruction to meet student needs, p. T30



Day 4 and Day 5

Write to Two Sources

- Analyze a student model, pp. T30–31
- Write to compare *One Hen* with "Banks: Their Business and Yours," p. T31

WEEK 1: PREWRITE

WEEK 2: DRAFT AND REVISE WEEK 3: PROOFREAD/EDIT, PUBLISH, EVALUATE



Go Digital

Genre Writing: Narrative Text

Autobiographical Sketch Expert Model

- Discuss features of narrative writing
- Discuss the expert model

Prewrite

- Discuss purpose and audience
- Plan the topic

Expert Model • Autobiographical Sketch • 1

Racing to the Finish

By Austin D.

Earlier this year, the public chartering town, Oyster Bay, New York, held a sailboat race called the Oyster Bay Challenge. As I have grown up very fondly and I have gathered each year next, the finish line is closer on the winning boat. I lost the environment because I have been taking sailing lessons for as long as I can remember. Last year, I was finally old enough to enter the race myself, and guess what? I won! I became the youngest-ever winner of the Oyster Bay Challenge.

I used to rock this out on the water that sometimes I think I should have been born a fish. When I was 4 years old, my dad took me in a canoe for the first time. I loved being out on the cool, clear water, looking down at the brightly colored fish in the swirling water below. A few years later, my dad let me ride in a two-person kayak with him. I got in over my own stinky ear and pedaled the sleek boat through the waves.

When I was six, my parents signed me up for sailing lessons during summer vacation. Every morning at 9 A.M., I went down to the beach for my lesson. This experience taught me the basics of sailing techniques, technique, rigging, proper boat handling, and maintenance. The boats we sailed were called Optimists, small single-hulled sailing dinghies made for children up to the age of 15.

Expert Model



Features of an Autobiographical Sketch



Model Graphic Organizer



Graphic Organizer

Grammar and Spelling Resources



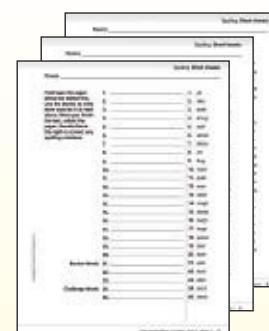
Reading/Writing
Workshop Grammar
Handbook, p. 450



Online Spelling
and Grammar Games



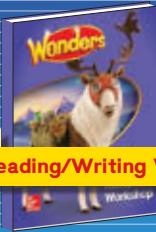
Grammar Practice,
pp. 1–5



Phonics/Spelling
Practice, pp. 1–6

Online PDFs

SUGGESTED LESSON PLAN

	READING	DAY 1		DAY 2
		Core	Options	
Whole Group	Teach, Model and Apply  Reading/Writing Workshop	Introduce the Concept T10-T11 Vocabulary T14-T15 Close Reading "A Fresh Idea," T16-T17		Close Reading "A Fresh Idea," T16-T17 Strategy Reread, T18-T19 Skill Character, Setting, Plot: Sequence, T20-T21 Vocabulary Strategy Context Clues: Sentence Clues, T24-T25
LANGUAGE ARTS				
	Writing Grammar Spelling Build Vocabulary	Core Grammar Sentences, T32 Spelling Short Vowels, T34 Build Vocabulary T36	Options Write About the Text Writing Fluency, T28 Genre Writing Autobiographical Sketch: Read Like a Writer, T344	Write About the Text Model Note Taking and Write to a Prompt, T28-T29 Grammar Sentences, T32 Build Vocabulary T36 Genre Writing Autobiographical Sketch: Discuss the Expert Model, T344 Spelling Short Vowels, T34
 Writing Process: Narrative: Autobiographical Sketch, T344-T349 Use with Weeks 1-3				

Small Group	Differentiated Instruction Use your data dashboard to determine each student's needs. Then select instructional support options throughout the week.		
	APPROACHING LEVEL Leveled Reader <i>Parker's Plan</i> , T40-T41 "Taking Care of Your Money," T41 Literature Circles, T41 Phonics/Decoding Decoding Words with Short Vowels, T42 Build Words with Short Vowels, T42 Short Vowels, T43	ON LEVEL Vocabulary <ul style="list-style-type: none"> High-Frequency and Vocabulary Words, T44  Understand Vocabulary Words, T45 Context Clues, T45 Comprehension <ul style="list-style-type: none"> Identify Important Events, T46  Review Character, Setting, Plot: Sequence, T47 Self-Selected Reading, T47 Fluency Expression and Accuracy, T46 	Leveled Reader <i>Can-do Canines</i> , T48-T49 "You Can Bank on It," T49 Literature Circles, T49 Vocabulary Review Vocabulary Words, T50 Context Clues, T50 Comprehension Review Character, Setting Plot: Sequence, T51 Self-Selected Reading, T51

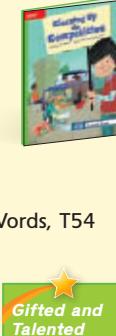


CUSTOMIZE YOUR OWN LESSON PLANS

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WEEK 1

DAY 3	DAY 4	DAY 5
Close Reading <i>One Hen</i> , T25A-T25P 	Fluency T27 Close Reading "Banks: Their Business and Yours," T25Q-T25T Integrate Ideas Research and Inquiry, T38-T39	Integrate Ideas T38-T39 <ul style="list-style-type: none"> Text Connections Research and Inquiry Weekly Assessment 
Phonics/Decoding <ul style="list-style-type: none"> Short Vowels, T26-T27 	Close Reading <i>One Hen</i> , T25A-T25P	
Grammar Sentences, T33	Write About Two Texts Model Note Taking and Taking Notes, T30-T31	Write About Two Texts Analyze Student Model and Write to Prompt, T31 Spelling Short Vowels, T35
Write About the Text T30 Genre Writing Autobiographical Sketch: Prewrite, T345 Spelling Short Vowels, T35 Build Vocabulary T37	Genre Writing Autobiographical Sketch: Teach the Prewrite Minilesson, T345 Grammar Sentences, T33 Spelling Short Vowels, T35 Build Vocabulary T37	Genre Writing Autobiographical Sketch: Choose Your Topic, T345 Grammar Sentences, T33 Build Vocabulary T37
 Writing Process: Narrative: Autobiographical Sketch, T344-T349		Use with Weeks 1-3 

BEYOND LEVEL	ENGLISH LANGUAGE LEARNERS
Leveled Reader <i>Cleaning Up the Competition</i> , T52-T53 <i>"Growing Money,"</i> T53 Literature Circles, T53 Vocabulary Review Domain-Specific Words, T54 <ul style="list-style-type: none"> Context Clues, T54 Synthesize, T54 	Comprehension Review Character, Setting, Plot: Sequence, T55 <ul style="list-style-type: none"> Self-Selected Reading, T55 Independent Study: Meeting Needs, T55  Shared Read <i>"A Fresh Idea,"</i> T56-T57 Leveled Reader <i>Can-do Canines</i> , T58-T59 <i>"You Can Bank on It,"</i> T59 Literature Circles, T59 Phonics/Decoding Decoding Words with Short Vowels, T42 Build Words with Short Vowels, T42 Practice Short Vowels, T43

DIFFERENTIATE TO ACCELERATE



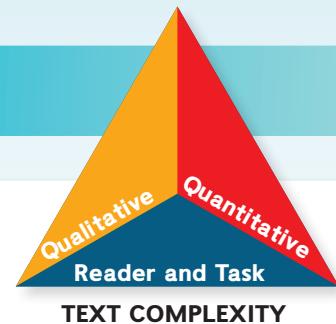
Scaffold to Access Complex Text

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><i>"A Fresh Idea"</i> Lexile 760 <i>TextEvaluator™</i> 27</p>	<p><i>One Hen</i> Lexile 810 <i>TextEvaluator™</i> 22</p> <p><i>Banks: Their Business and Yours</i> Lexile 850 <i>TextEvaluator™</i> 23</p>	<p>Approaching Level Lexile 680 <i>TextEvaluator™</i> 45</p> <p>Beyond Level Lexile 970 <i>TextEvaluator™</i> 58</p>	<p><i>The Secret Garden</i> Lexile 710 <i>TextEvaluator™</i> 48</p> <p><i>SeeSaw Girl</i> Lexile 810 <i>TextEvaluator™</i> 45</p>
Qualitative	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Connection of Ideas Character T17 • Genre Illustrations T28 <p>ACT See Scaffolded Instruction in Teacher's Edition T17 and T23.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Prior Knowledge Setting: Ghana T25A; Banking T25Q • Organization Organization Sequence T25C, T25K; Time T25E; Subheadings, T25S • Specific Vocabulary Context Clues T25D • Sentence Structure T25G • Connection of Ideas Examining Text T25I, T25M <p>ACT See Scaffolded Instruction in Teacher's Edition T25A-T25T.</p>	<p>What Makes the Text Complex?</p> <ul style="list-style-type: none"> • Specific Vocabulary • 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 T360-T361.</p>
Reader and Task	<p>The Introduce the Concept lesson on pages T10-T11 will help determine the reader's knowledge and engagement in the weekly concept. See pages T16-T25 and T38-T39 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T10-T11 will help determine the reader's knowledge and engagement in the weekly concept. See pages T25A-T25T and T38-T39 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T10-T11 will help determine the reader's knowledge and engagement in the weekly concept. See pages T40-T41, T48-T49, T52-T53, T58-T59, and T38-T39 for questions and tasks for this text.</p>	<p>The Introduce the Concept lesson on pages T10-T11 will help determine the reader's knowledge and engagement in the weekly concept. See pages T360-T361 for questions and tasks for this text.</p>

Monitor and Differentiate



Quick Check

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

Comprehension Strategy Reread T19

Comprehension Skill Character, Setting, Plot: Sequence T21

Genre Realistic Fiction T23

Vocabulary Strategy Context Clues T25

Phonics/Fluency Short Vowels, Expression and Accuracy T27

If No → **Approaching Level** Reteach T40-T47

ELL Develop T56-T63

If Yes → **On Level** Review T48-T51

Beyond Level Extend T52-T55

Using Weekly Data

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



Level Up with Leveled Readers

IF

students can read their leveled text fluently and answer comprehension questions

THEN

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. T60-T61.

Close Reading

Interactive Question-Response routines for scaffolded text-dependent questioning for reading and rereading the Shared Read and Leveled Reader, pp. T56-T59.

Writing

Focus on the weekly writing trait, grammar skills, and spelling words, pp. T62-T63.

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

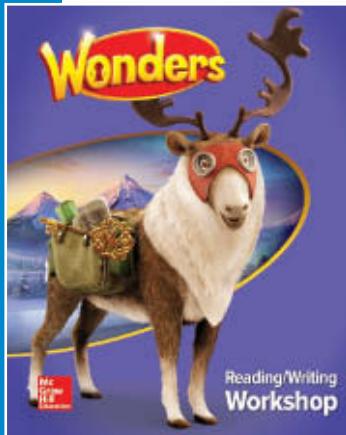
Scaffolded instruction for writing to sources and revising student models.



Wonders for ELs Teacher Edition and Companion Worktexts



Introduce the Concept



Reading/Writing Workshop



Build Background

ESSENTIAL QUESTION

How do we get the things we need?

Have students read the Essential Question on page 18 of the **Reading/Writing Workshop**. Explain that in order to meet their needs, some people have **savings**. They set aside money and supplies for times when resources are **scarce**, or hard to find.

Discuss the photograph of the woman about to harvest, or gather, rice. Explain that she may share what she collects with her community.

- Growing and harvesting plants is one way to meet our need for food. Raising livestock and hunting are others.
- People also need water to survive. Some people collect water from wells. Others get it from rivers, lakes, or streams.

Talk About it



COLLABORATE

Ask: *What happens when the things we need become scarce? How might savings be used to meet these needs?* Have students discuss in groups.

- Model using the graphic organizer to generate words and phrases related to meeting needs. Add students' contributions.
- Have partners continue the discussion by completing the organizer with additional words and phrases about meeting needs.



Collaborative Conversations

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

Build background knowledge on meeting needs.

ACADEMIC LANGUAGE
savings, scarce

Go Digital



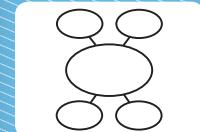
Discuss the Concept



Watch Video



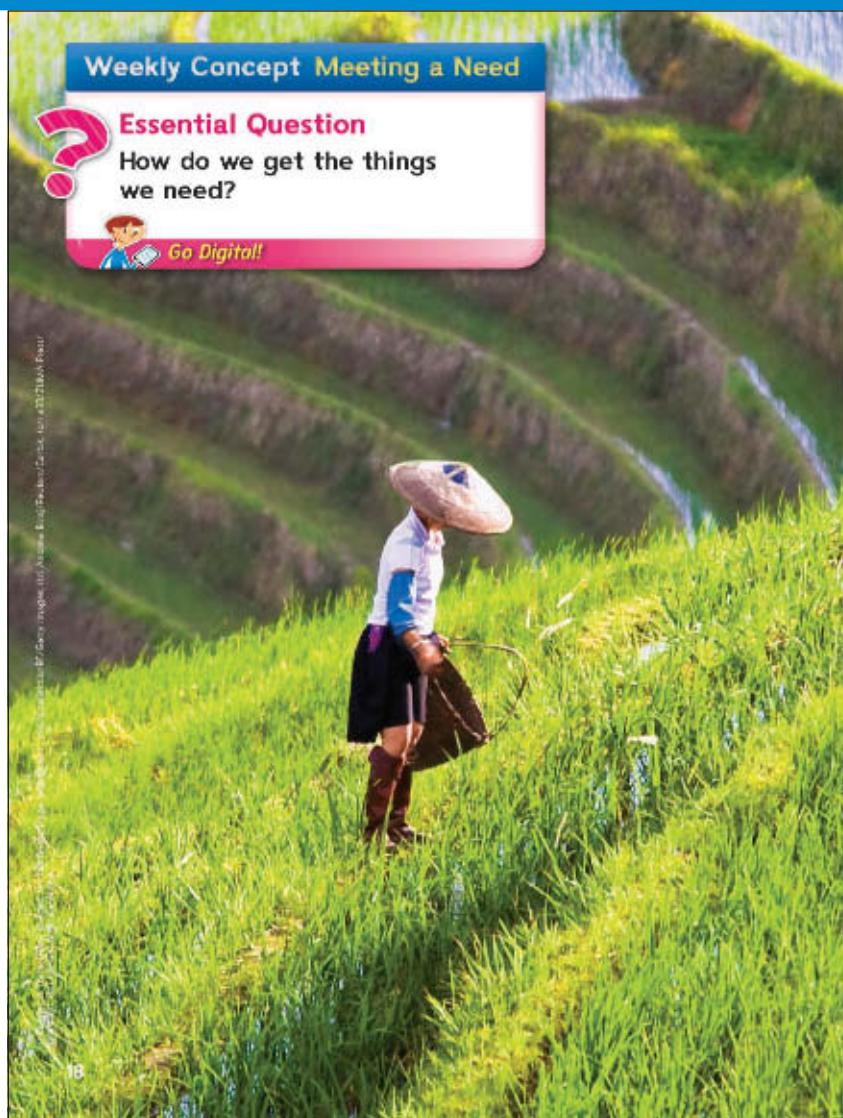
View Photos



Use Graphic Organizer



studiysync® Assign Blast

**Weekly Concept Meeting a Need****Essential Question**

How do we get the things we need?

Go Digital!



19

READING/WRITING WORKSHOP, pp. 18–19

Share the “Clothing, Food, and Shelter” 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**

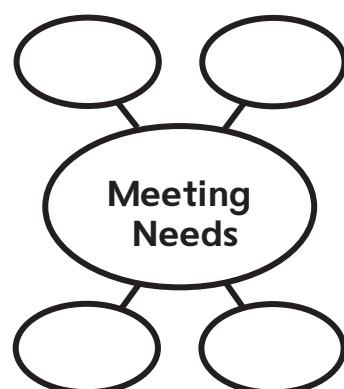
Use Visuals Point to the photo. Say: *This woman is about to harvest, or gather, rice.* Speak slowly. Have students repeat. Ask: *Will gathering rice help the woman have food to eat?* Tell students that if she gathers rice now she will have some when food is *scarce*. *Scarce* means hard to find.

Intermediate

Describe Have students take turns describing what the woman is about to do in the photo. Ask: *Why does she need to harvest, or gather, rice? Why might she harvest extra rice for savings?* Elicit details to support responses.

Advanced/High

Discuss Ask students to discuss the photo and talk about how this woman meets her needs for food. Ask: *What are some ways this woman might get food and water? What happens if these needs are scarce?* Restate correct responses.

GRAPHIC ORGANIZER 61



Listening Comprehension



Interactive Read Aloud

OBJECTIVES

Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

- Listen for a purpose.
- Identify characteristics of realistic fiction.

ACADEMIC LANGUAGE

- *realistic fiction, reread*
- Cognate: *ficción realista*

Connect to Concept: Meeting a Need

Tell students that individuals and communities have different ways of meeting their basic needs for food, shelter, and clothing. Point out that in the story you will be reading aloud, a student is looking for a way to provide enough food for people in his community.

Preview Genre: Realistic Fiction

Explain that the text you will read aloud is realistic fiction. Discuss features of realistic fiction:

- tells about everyday events that could happen in real life
- presents true-to-life characters
- includes dialogue and descriptive details

Preview Comprehension Strategy: Reread

Point out that when readers do not understand what they have read, they can read the text again, or reread, to help figure out anything that was unclear. They can also reread to help them remember important ideas or vivid details that capture a setting or a character's personality.

Use the Think Alouds on page T13 to model the strategy.

Respond to Reading

Think Aloud Clouds Display Think Aloud Master 4: *When I read _____, I had to reread . . .* to reinforce how you used the reread strategy to understand content.

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

Summarize Have students restate the most important ideas and details from "Finding a Way" in their own words.

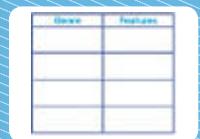
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View Illustrations



Model Think Alouds



Genre Chart

Finding a Way

Riding the bus to school one morning, Carlos noticed a hand-written sign on the window of a food pantry. The sign read: "Food Donations Desperately Needed." Carlos wondered what he could do to help. **1**

At lunch, he told his friends Aminah and Kyle about his desire to help the food pantry. "Do you guys ever think about what it's like to be hungry?" Carlos asked.

"Not really," Kyle said as he bit into a huge turkey sandwich, brimming with lettuce and dripping with sliced tomatoes. Besides his sandwich, Kyle had an apple, two carrots, and a box of raisins.

"I guess I've never stopped to think that some people don't have enough to eat," Aminah said. "But how can we help?"

After school, Carlos helped his parents put away groceries. He told them about the sign in the food pantry window. Carlos's mom saw him eyeing the boxes of rice and pasta and cans of sauces in

the cupboard. She took out a box of rice. "We can share some of our food," she said. **2**

That night, Carlos looked at the box of rice. He mulled over ways to accumulate even more food. Suddenly, an idea came to him. "I've got it!" he shouted. "My social studies class could organize a food drive and get the whole school involved!"

The next day, he told his idea to his social studies teacher, Mrs. Gomez, who thought it would make a terrific class project.

After the first bell, Carlos stood in front of the class and described the sign he had seen. Then he held up the box of rice he had brought from home. "This box is just a start," he said. "Imagine how much food we can collect if we hold a food drive!"

Carlos and his classmates went to work creating eye-catching posters and setting up a display table. By the end of the week, donated cans and packages covered the table and tumbled onto the floor. The food drive was a big success. Carlos had found a way to help people in need. **3**

Andersen Ross/Blend Images/Getty Images

1 Think Aloud I know the first paragraph in a story contains important information. I'll reread to make sure I understand who Carlos wants to help.

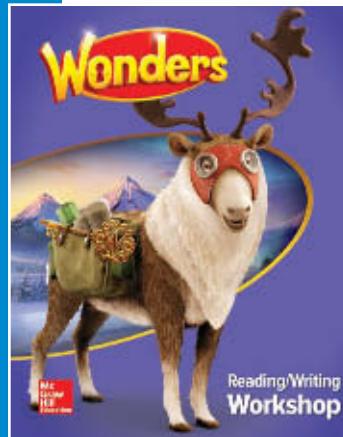
2 Think Aloud I'm not sure why Carlos's mom offers to share their food. I can reread the beginning of the paragraph to help me understand.

3 Think Aloud It's not clear to me how Carlos and his class made their food drive such a success. I'll reread, looking for information that will help me figure out what they did.





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



Vocabulary

Define:

Example:

Ask:

Vocabulary Routine

Define: If you can **afford** something, you have enough money to pay for it.

Example: Jill looked at the price tag to see if she could afford to buy the blouse.

Ask: Name something you would like to be able to afford.

Go Digital



afford



Use Visual Glossary

Definitions

- **loan** A **loan** is money borrowed.
- **profit** **Profit** is the amount of money left after all business costs have been paid.
- **prosper** When you **prosper**, you do well and become successful.
Cognate: *prosperar*
- **risk** **Risk** is the chance of loss or harm.
- **savings** **Savings** is money set aside for the future.
- **scarce** When something is **scarce**, it is difficult to get or find.
- **wages** **Wages** are payments received for work done.

Talk About It



Have students work in pairs to review each vocabulary word. As students look at each photograph, have them discuss the definition of the corresponding word. Instruct students to choose three vocabulary words and ask questions for their partner to answer.

Words to Know

Vocabulary

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

**afford**

Jill looked at the price tag to see if she could **afford** to buy the blouse.

Name something you would like to be able to afford.

**loan**

Lin asked her mom for a **loan** of five dollars.

When have you made a loan to someone?

**profit**

Jem and Ana set up a lemonade stand and made a **profit** of five dollars from the sales.

When have you made a profit?

**prosper**

When enough rain falls and the weather is good, a garden can **prosper**.

What other things help people to prosper?

**risk**

Firefighters take a great **risk** when they enter a burning building.

In what other jobs do people take a risk?

**savings**

Ray sets aside one dollar a week from his allowance and puts it in his **savings**.

What would you like to do with some savings?

**scarce**

Water can become **scarce** after many hot weeks with no rain.

What is another word for scarce?

**wages**

Sam and his brother earn **wages** for raking leaves every autumn.

What is a synonym for wages?

**Your Turn**

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

Go Digital! Use the online visual glossary

READING/WRITING WORKSHOP, pp. 20–21

ENGLISH LANGUAGE LEARNERS
SCAFFOLD**Beginning**

Use Visuals Point to the photo for the word *afford*. Elicit that *afford* means “to have enough money to buy something.” Then show items with price tags attached (pencil, computer). Ask: *With \$1, what I can afford to buy a pencil? A computer?*

Intermediate

Describe With a partner, have students describe the photo for the word *afford*. Ask: *Who can give me examples of things you could afford if you had \$1? \$10? \$100?* Encourage students to use the word *afford* in their responses. Clarify as needed.

Advanced/High

Discuss With a partner, ask students to discuss the photo for *afford*. Then have each student write a sentence that uses the word *afford*. Have students share their sentences with the class. Correct grammar and pronunciation as needed.

ON-LEVEL PRACTICE BOOK p. 1

Name _____ Vocabulary

risk	afford	profit	savings
loan	wages	prosper	scarce

Use each pair of vocabulary words in a single sentence.
Possible answers provided.

1. afford, loan
I can afford to buy a car if I get a loan from the bank.

2. prosper, profit
We can prosper if our company is able to make a profit.

3. savings, scarce
When work is scarce, I might have to use my savings.

4. risk, wages
The construction worker refused work because she would lose her wages.

Shared Read • Genre • Realistic Fiction

A Fresh Idea


Essential Question

How do we get the things we need?

Read about how one girl meets a need in her neighborhood.

22

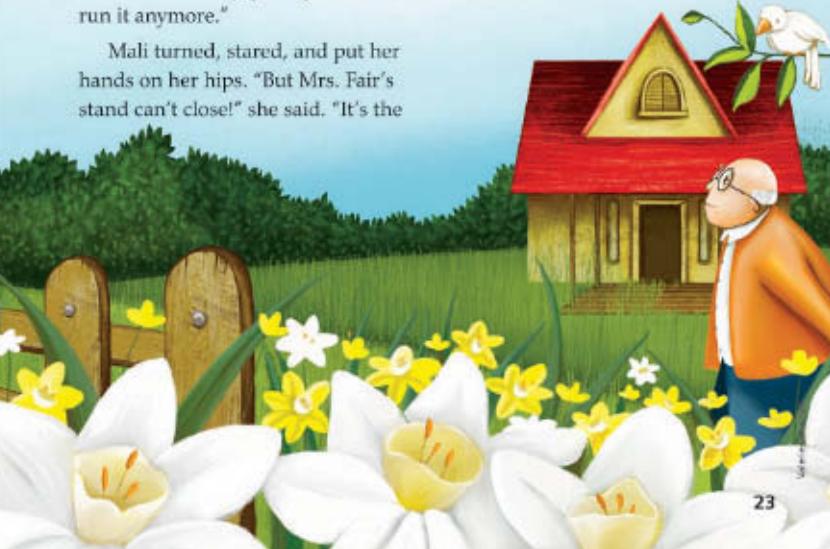
One bright Saturday morning, Mali and her mom walked around the neighborhood. That is, her mom walked, but Mali ran, skipped, jumped over puddles, and visited the neighbors' dogs. Mali paused to look at the budding trees on her block. "I can't wait until summer," she said, "especially for Mrs. Fair's great tomatoes at her market stand." She pointed.

Mali's mom stood looking at the empty lot where the market set up every summer weekend. She looked at Mali. "Honey, Mrs. Fair told me last week that she had to close her stand. She's really getting too old to run it anymore."

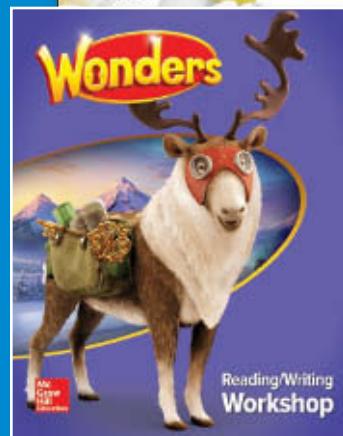
Mali turned, stared, and put her hands on her hips. "But Mrs. Fair's stand can't close!" she said. "It's the

only place in the neighborhood we can buy fresh, delicious tomatoes." Then she added, to show she wasn't being selfish, "Everyone needs fruits and vegetables for a healthy diet."

After they got home, Mali headed out to her backyard swing to think. "If only I could plant a garden," she thought, "but our yard is way too small." Just then, she noticed her neighbor, Mr. Taylor, looking at his daffodils. Mali knew he was thinking about how he had planted those flowers with his wife. This was the first spring since his wife had died, and Mali saw the sadness on his face. Then she had an idea.



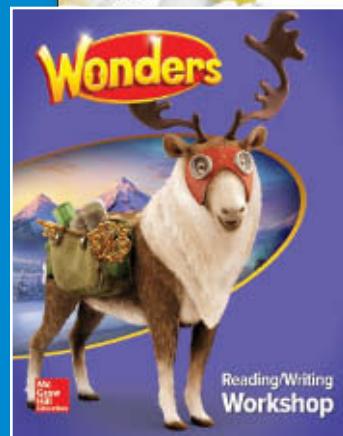
23



Reading/Writing
Workshop

ELL

See pages T56-T57 for the Interactive Question-Response Routine for the Shared Read.



Reading/Writing
Workshop

Shared Read



READING/WRITING WORKSHOP, pp. 22–23

Lexile 760 TextEvaluator™ 27

Read

Read

DOK 1-2

- Identify key ideas and details about meeting needs.
- 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: Meeting a Need Tell students they will read about how people can help each other meet different needs.

Note Taking Read page 23 together and model how to take notes. *I will think about the Essential Question as I read and note how the characters interact.* Encourage students to note words they don't understand and questions they have.

Paragraph 1: Tell students that you are going to read the beginning of "A Fresh Idea." Ask: *What is Mali doing? What do her actions reveal about her? Mali shows she is enthusiastic by running and skipping instead of just walking. Pausing to look at budding trees shows that she is also attentive.*

Mali cleared her throat, and Mr. Taylor looked up. Mali decided to walk over to the fence. "Hi, Mr. Taylor," she said. He waved, and turned away. "Wait!" Mali cried. Taking a **risk** while she still felt brave, she rushed to gather her thoughts: "Mr. Taylor, Mrs. Fair isn't doing her tomato stand anymore because she's getting old. So I'd like to grow tomatoes. I don't want to get in the way of your flowers, though. I mean, I really like tomatoes."

Suddenly, Mr. Taylor smiled. "Mali, I'm not sure what you're talking about, but you've made me smile. Reasons to smile have been **scarce** lately. What do you want to do?"

As Mr. Taylor listened, an idea came to him. "I still need a place to plant my flowers, but there's room for tomatoes. How about I make you a **loan**? I'll let you use a plot of land



in my yard. I'll help you, and when your garden starts to **prosper**, you can repay me with a few tomatoes."

Mali and Mr. Taylor shook hands on this deal. "But first," Mr. Taylor said, "you'll have to make an investment by buying some tomato plants at the nursery."

Mali thought. "Well, I have some **savings** from my allowance, and I was saving to buy a computer game." She paused. "But I'd rather have tomatoes, so let's start right away!"

The next day, Mali bought all the tomato plants she could **afford**. Mr. Taylor taught Mali how to prepare the soil and place the plants. Finally, Mali placed stakes in the ground to help hold the plants up. Mr. Taylor explained, "Once the tomatoes come, the heavy fruit makes the branches bend." Then all they could do was water, pull weeds, and wait.

When the fruit ripened, there were more juicy, red tomatoes than even Mali could have imagined. "There is no way I can eat all these," she realized. On Saturday, Mali and Mr. Taylor carried several crates of ripe tomatoes to the market, and by the day's end they had sold them all. "Not only did I get back the money I invested," said Mali, "but I also made a **profit** of twenty dollars!"

Mr. Taylor said, "Those are also your **wages**! You've earned that money."

Mali beamed and said, "Mr. Taylor, maybe you could sell some of your flowers, and we could run a market stand together!" Mr. Taylor, picturing a garden of zinnias and marigolds, was already looking forward to next summer.



READING/WRITING WORKSHOP, pp. 24–25

Paragraphs 2 and 3: Read page 23 with students and ask: *What do Mali's feelings about the stand closing reveal about her?*

Since Mali says that the stand is the only place in the neighborhood to buy fresh tomatoes, I can infer that she considers fresh food to be important and is upset that it will be harder to find.

Make Connections



Essential Question Encourage students to work together to discuss how Mali and Mr. Taylor got what they needed. Ask them to cite text evidence. Use these sentence frames:

Mali had an idea to . . .

Mr. Taylor made a deal that . . .

A C T Access Complex Text

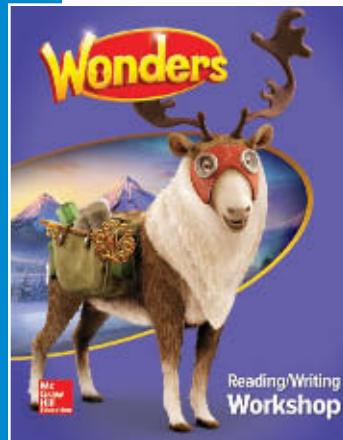
► Connection of Ideas

Point out to students that making inferences about Mr. Taylor's character can help them understand what he needs. Closely reread the fourth paragraph on page 23.

- What is Mr. Taylor doing? (**He is looking at flowers he and his wife planted.**)
- What do we learn about Mr. Taylor's wife? (**She died during the last year.**)
- What can we infer about Mr. Taylor? (**He is lonely and misses his wife.**)
- What does he need? (**to feel happy again**)



Comprehension Strategy



Reading/Writing Workshop



Reread

1 Explain

Explain to students that when they read realistic fiction, they may be confused by details that tell about the characters or the setting. Remind them that they can reread to make sure they understand.

- Good readers reread parts of a story that they find confusing.
- When they encounter unclear or difficult text, students can stop and reread that section. They may need to read it more than once before they understand it.
- Rereading can help students better understand why a character in the story does something or acts in a certain way.
- Rereading can also help students understand more clearly why events occur in a story.

2 Model Close Reading: Text Evidence

Model how rereading can help a reader understand how Mali gets the idea to ask Mr. Taylor to help her grow a garden of her own. Reread the fourth paragraph on page 23 of "A Fresh Idea."

3 Guided Practice of Close Reading



Have student pairs explain why Mali decides to sell her tomatoes.

Direct them to the first paragraph on page 25 of "A Fresh Idea."

Partners can reread the first three sentences to find out that Mali has grown many more tomatoes than she can eat and so decides to sell the rest. Have partners discuss other passages of the story that they might want to reread.

Go Digital



Present the Lesson

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

Reread text to increase understanding.

ACADEMIC LANGUAGE

- *reread, realistic fiction*
- Cognate: *ficción realista*

Comprehension Strategy

Reread

When you read a story for the first time, you may find that some details, descriptions, or events are confusing. As you read "A Fresh Idea," you can stop and reread difficult parts of the story to make sure you understand them.

**Find Text Evidence**

You may not be sure how Mali got her idea to grow a garden of her own, with Mr. Taylor's help. Reread the fourth paragraph on page 23 of "A Fresh Idea."

page 23

Just then, she noticed her neighbor, Mr. Taylor, looking at his daffodils. Mali knew he was thinking about how he had planted those flowers with his wife. This was the first spring since his wife had died, and Mali saw the sadness on his face. Then she had an idea.

When I reread, I see that Mr. Taylor knows how to plant gardens. He is also sad because his wife died. Mali got her idea after noticing Mr. Taylor's flowers and his sadness.

Your Turn

Why does Mali decide to sell her tomatoes? Reread page 25. Remember to use the strategy Reread.

26

READING/WRITING WORKSHOP, p. 26**ELL****ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Understand Help students reread page 23, last paragraph. Point out the phrase *looking at his daffodils*. Tell students that this shows Mr. Taylor has a garden. Then point out the phrase *the sadness on his face*. Tell students that this shows he is lonely. Explain that Mr. Taylor can help Mali grow tomatoes, and she can help him feel better.

Intermediate

Identify Have students reread the last paragraph on page 23. Point out that it is confusing because it does not explain how Mali gets her idea. Ask: *What does Mali notice about Mr. Taylor? (He has a garden; He is sad.) How might these observations lead to her idea? (She realizes she could grow tomatoes in his garden and help him feel better.)*

Advanced/High

Explain Have students reread the last paragraph on page 23. Ask them to identify sections that may be confusing and explain why. Point out that the text does not directly explain how Mali's and Mr. Taylor's needs are connected. Ask: *How do you think Mali and Mr. Taylor will help each other meet a need? Turn to a partner and explain.*

Monitor and Differentiate**Quick Check**

Are students able to reread "A Fresh Idea" and identify details that help them understand the characters and events?

**Small Group Instruction**

- If No → **Approaching Level** Reteach p. T40
ELL Develop p. T57
- If Yes → **On Level** Review p. T48
Beyond Level Extend p. T52

ON-LEVEL PRACTICE BOOK pp. 3-4

Read the passage. Use the reread strategy to make sure you understand what you have read.

Building Our Community

"Hey, Mom," I said, dropping my backpack on the table. "Malia and I were hoping you could mow us to the mall next weekend."

"Sorry, Tasha. I'm working at the hospital this weekend and next weekend," she said.

"Well, then what about Kevin?" I persisted, not ready to give up.

"Maybe he could take us."

Mom smiled in my determination, but her answer was firm. "First of all, you and Malia need a parent chaperone with you at the mall to keep you safe. Second, Kevin is volunteering next weekend by giving time to help build a home for a family that needs one."

As soon as she said that, I remembered the way Kevin's eyes had lit up when he'd first told us about the project. He's always been good at building and fixing things. Now that he was seventeen, he was finally old enough to take part in the home-building projects that our community did twice a year.

"It's not fair," I complained. "Kevin can make a real difference in a family's life, but what can I do? I'm not old enough to help build the houses!"

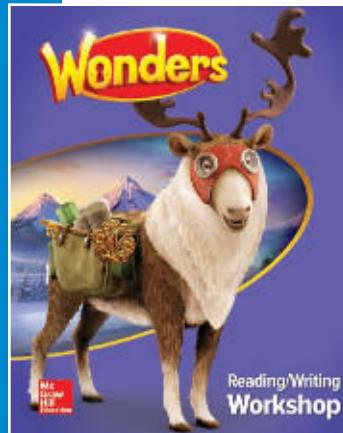
Mom put on her serious face, which meant that she was about to give advice. "Don't think about it like that, Tasha," she said. "People don't make a difference by focusing on what they can't do. They change things by thinking about what they *can* do."

I slunk off to my room. Mom's words echoed in my head over and over. Maybe she was right. I might not be able to physically mow the roof on the new house, but what I could mow was money to help.

APPROACHING pp. 3-4**BEYOND** pp. 3-4**ELL** pp. 3-4



Comprehension Skill



Reading/Writing Workshop



Character, Setting, Plot: Sequence

1 Explain

Explain to students that sequence is the order in which **plot events** happen in a story. Understanding the sequence of events helps students better understand the story.

- To determine the sequence of events, students should identify the most important events that happen in the beginning, middle, and end of the story.
- Remind students that the sequence also includes when **characters** and **settings** are introduced.

2 Model Close Reading: Text Evidence

Model identifying the characters and the setting introduced on page 23. Then model identifying the sequence of events at the beginning of "A Fresh Idea" that lead to Mali's idea.

Write About Reading: Summary Model for students how to use the events listed on the graphic organizer to write a summary of how the characters' actions and feelings at the beginning of the story lead to Mali's idea.

3 Guided Practice of Close Reading



Have student work in pairs to complete the organizer by listing the events in the middle of the story (on page 24) and at end of the story (on page 25). Encourage them to reread passages to find important details that show the sequence of events. Discuss each section as students complete the organizer.



Write About Reading: Summary Have pairs work together to write a summary of "A Fresh Idea." Ask students to share their summaries with the class.

SKILLS TRACE

CHARACTER, SETTING, PLOT

Introduce U1W1

Review U1W2, U1W6, U2W2, U2W6, U3W6, U4W6, U5W1, U5W2, U6W6

Assess U1, U2, U5

[Go Digital](#)


Present the Lesson

Comprehension Skill

Sequence

The sequence is the order in which the plot events happen in a story. The sequence of events includes the most important events at the beginning, middle, and end. Sequence also includes when characters and settings are introduced.

**Find Text Evidence**

When I read the paragraphs on page 23 of "A Fresh Idea," I can see the sequence of events that leads to Mali's idea. The beginning of the story introduces Mali, her mom, and their neighborhood. Then we learn about Mali's problem.

Characters
Mali, Mali's mom, Mr. Taylor
Setting
Mali's neighborhood in spring
Beginning
Mali learns that the tomato stand will not be at the summer market anymore. Mali sees her neighbor in his garden and gets an idea. Mr. Taylor lets Mali use his land.
Middle
End

Your Turn

Reread "A Fresh Idea." List events in the middle and end of the story in your graphic organizer. Select important details that show the sequence of events.

Go Digital!
Use the interactive graphic organizer

27

Monitor and Differentiate**Quick Check**

As students complete the graphic organizer, do they identify important plot events at the beginning, middle, and end of the story?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T47

ELL Develop p. T57

If Yes → **On Level** Review p. T51

Beyond Level Extend p. T55

READING/WRITING WORKSHOP, p. 27**ENGLISH LANGUAGE LEARNERS
SCAFFOLD****Beginning**

Recognize Reread the first page. After the first paragraph, ask: *Who are the characters?* (Mali, Mali's mom) *What is the setting?* (the neighborhood) Help students identify the sequence of events: *First, Mali and her mom _____. Next, Mali finds out that _____. Then Mali sees _____. Finally, Mali _____.*

Intermediate

Describe Reread the first page. After the first paragraph, ask: *What characters are introduced?* (Mali, Mali's mom) *What is the setting?* (the neighborhood) After students read the third and fourth paragraphs, help them identify the sequence: *The first thing that happens in the story is _____. Next, _____. Then _____. Finally, _____.*

Advanced/High

Explain Have students identify the characters and the setting and describe the sequence of events at the beginning of the story. Have them use the words *character*, *setting*, and *sequence* to tell a partner about important details in the story that helped them identify the sequence of events.

ON-LEVEL PRACTICE BOOK pp. 3-5

A. Reread the passage and answer the questions.

1. Underline the words in each sentence that are clues to sequence.
The next day, Tasha announced that his uncle would donate 20 shirts.
By Friday, we were ready.

2. Write the sentence from the story that tells when Tasha told the class about her idea. Underline the words that are a clue to sequence.
After roll call, Mr. Phom gave me the floor to explain my idea.

3. What four things happened between the time Maria agreed to draw a design for the T-shirts and the day of the sale?
Wording may vary. Brason sold his uncle would donate 20 shirts. Maria showed her sketch for the shirts. Tasha posted details about the sale on the class Web page and in the school. The T-shirts were printed.

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

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

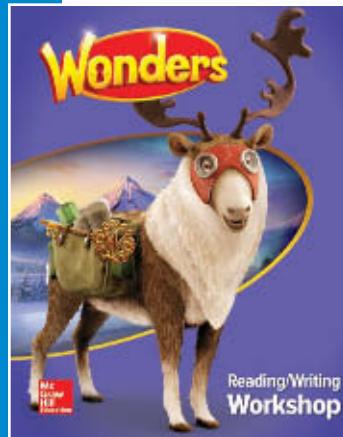
APPROACHING
pp. 3-5

BEYOND
pp. 3-5

ELL
pp. 3-5



Genre: Literature



Reading/Writing Workshop



Realistic Fiction

1 Explain

Remind students of the following characteristics of **realistic fiction**.

- Realistic fiction tells about characters that are like people you might know in real life. It also tells about everyday events that could happen in real life.
- Realistic fiction includes descriptive details and dialogue, or the exact words that characters say.
- Realistic fiction often includes illustrations. These illustrations can help you get to know the characters and picture the setting of a story.

2 Model Close Reading: Text Evidence

Model finding details from the text and illustrations to show that “A Fresh Idea” could happen in real life. Also model identifying dialogue and characters’ actions that point to the story being realistic fiction.

Details Point out details about the setting in the first paragraph on page 23 (puddles, the neighbors’ dogs, budding trees). Explain that these are good examples of real things in many neighborhoods.

Illustrations Point out the illustration on pages 22–23. Remind students that illustrations can give readers clues about the characters, setting, or events. Ask: *What details in the illustration help you understand that the story is realistic fiction?*

Dialogue Point out the dialogue between Mali and her mom in the second and third paragraphs on page 23. Ask: *Is the dialogue in this part of the story a good example what people might say in real life? Why or why not?*

3 Guided Practice of Close Reading



Have students work with partners to list three additional examples of details, dialogue, or illustrations in “A Fresh Idea” that are characteristic of realistic fiction. Partners should discuss why the things they identify make the story realistic. Partners can then share and compare their work with the class.

Go Digital



Present the Lesson

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).

Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

Identify characteristics of realistic fiction.

ACADEMIC LANGUAGE

- literature, realistic fiction, details, illustrations, dialogue
- Cognates:
literatura, ficción realista, detalles, ilustraciones, diálogo

Genre Literature

Realistic Fiction

The selection "A Fresh Idea" is realistic fiction.

Realistic fiction:

- Tells about characters, settings, and events that are like people, places, and events in real life
- Includes dialogue and descriptive details
- Often includes illustrations

**Find Text Evidence**

I can tell that "A Fresh Idea" is realistic fiction. Details about the neighborhood, as well as the illustrations, show me that this story could happen in real life. Also, the characters say and do things that people might say and do in real life.



page 23

Use Illustrations Illustrations can give readers visual clues about characters, settings, and events.

Your Turn

List three examples of details, dialogue, or illustrations in "A Fresh Idea" that show you this is realistic fiction. Tell your partner why these things make the story realistic.

28

READING/WRITING WORKSHOP, p. 28**A C T****Access Complex Text****Genre**

While reading realistic fiction, students may have difficulty making connections between the text and the illustrations.

- What details about tomato plants does the last paragraph on page 24 give? (It gives details about how tomato plants are planted and why they need stakes.)
- How does the illustration on page 24 help you understand details in the paragraph? (It shows what stakes look like and how they are used to hold up plants.)

Monitor and Differentiate**Quick Check**

Can students find and explain details, dialogue, and illustrations that show that "A Fresh Idea" is realistic fiction?

**Small Group Instruction**

If No → **Approaching Level** Reteach p. T41

ELL

Develop p. T59

If Yes → **On Level** Review p. T49

Beyond Level

Extend p. T53

ON-LEVEL PRACTICE BOOK p. 6

Name _____

Dense/Virtual Elements

A Neighborhood Need

"Did you hear that Mr. Green's Corner Market closed?" Joyce asked Casey.

"Yeah," Casey replied. "Now my mom has to go all the way across town to buy fruits and vegetables."

"In the Library, I saw a sign about a farmer's market. If they have enough customers, they will bring fresh fruits and vegetables to us," said Joyce.

"Then let's figure out a way to get neighbors signed up," said Casey.



Answer the questions about the text.

1. How do you know this text is realistic fiction?

The characters and setting are like people and places in real life.

2. Do you think the dialogue in this text is a good example of what people might say in real life? Why or why not?

Possible response: Yes. The characters talk the way people talk to each other, and they are talking about food concerns that could happen in real life.

3. What details does the illustration show you that you did not find in the text?

Possible response: The way the building looks and how the kids look and what they're wearing.

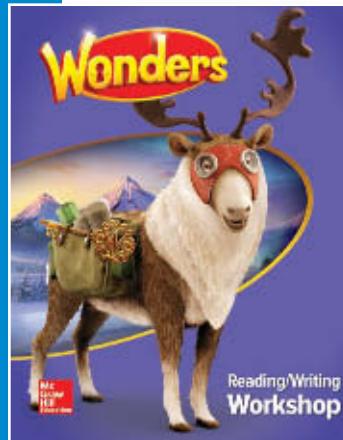
4. List two things about the setting in the illustration that are realistic.

Possible response: The illustration shows that the porch steps and the door of the house look like those I've seen; they look real.

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APPROACHING
p.6**BEYOND**
p. 6**ELL**
p. 6

Vocabulary Strategy



Reading/Writing Workshop

OBJECTIVES

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

ACADEMIC LANGUAGE
context clues, sentence

SKILLS TRACE**CONTEXT CLUES:
SENTENCE CLUES**

Introduce U1W1

Review U1W1, U1W2,
U1W3, U3W5

Assess U1, U3

**Context Clues****1 Explain**

Remind students to use context clues, or other words and phrases in the sentence, to determine the meanings of unknown words.

- To find **sentence clues**, students can look for words and phrases, separated by commas, that are near the unfamiliar word. These words or phrases may define or restate the unfamiliar word.
- Students also may look for other nearby words and phrases that give examples of the unfamiliar word or that further describe it. Students can use these clues to determine the word's meaning.

2 Model Close Reading: Text Evidence

Point to the word *stakes* in the third sentence of the last paragraph on page 24 and model using the phrase *to help hold the plants up* to determine what stakes are and what they do.

3 Guided Practice of Close Reading

Have pairs use context clues to determine the meanings of *plot*, *nursery*, and *ripened*. Encourage partners to use words and phrases within the sentences to determine the meaning of each word. Have them distinguish between strong and weaker context clues.

Use Reference Sources

Print Dictionary and Online Glossary Have students check a dictionary, find the pronunciations of *plot* and *nursery*, and compare the dictionary meanings with the meanings they came up with from context. If the dictionary gives more than one meaning, ask students to choose the meaning closest to that used in the selection.

Extend the activity to review with one of the vocabulary words, *afford*. Encourage students to look up the word in the dictionary and choose the definition that is closest to the meaning of the word used in the selection sentence. Then have them look up the word in the online glossary. Ask: *Is the meaning listed in the glossary the same as the one you chose? Explain why or why not.*

Go Digital

Present the Lesson

Vocabulary Strategy

Context Clues

When you read a sentence and do not know what a word means, you can look at the other words and phrases in the sentence to help you figure out the meaning.

Find Text Evidence

When I read the sentence, Finally, Mali placed stakes in the ground to help hold the plants up, I'm not sure what "stakes" are. I can use the phrase, "to help hold the plants up" to help me figure out what stakes do.

Mr. Taylor taught Mali how to prepare the soil and place the plants. Finally, Mali placed stakes in the ground to help hold the plants up. Mr. Taylor explained, "Once the tomatoes come, the heavy fruit makes the branches bend."

**Your Turn**

Use sentence clues to figure out the meanings of the following words from "A Fresh Idea."

plot, page 24
nursery, page 24
ripened, page 25

Viviane Debargue

29

Monitor and Differentiate**Quick Check**

Can students identify and use context clues to determine the meanings of *plot*, *nursery*, and *ripened*?

**Small Group Instruction**

- | | | |
|----------|--------------------------|----------------|
| If No → | Approaching Level | Reteach p. T45 |
| | ELL | Develop p. T61 |
| If Yes → | On Level | Review p. T50 |
| | Beyond Level | Extend p. T54 |

READING/WRITING WORKSHOP, p. 29**ENGLISH LANGUAGE LEARNERS SCAFFOLD****Beginning**

Understand Point out the words *plot*, *nursery*, and *ripened* and define them in context for students. Help students replace the words with words or phrases they know, such as *piece of land*, *store that sells plants*, *became ready to eat*.

Intermediate

Identify Point out the words *plot*, *nursery*, and *ripened* and define the words for students. Have students find context clues that point to these definitions and share them with a partner.

Advanced/High

Explain Point out the words *plot*, *nursery*, and *ripened* and ask students to define them using context clues in the text. Have students create original sentences in which the words are correctly used.

ON-LEVEL PRACTICE BOOK p. 7

Vocabulary Strategy: Context Clues

Name _____

Read each passage. Underline the context clues that help you figure out the meaning of each word in bold. Then write the word's meaning on the line. Possible responses provided.

- Maria and I were helping my dad take care of the small plot we had. "Sorry, Dad, I'm working at the hospital this weekend and next weekend," she said. "Well, then what about Kevin?" I persisted, not ready to give up. "Maybe he could take care of it on his own, old man that he is!"
- Karen is volunteering next weekend by giving time to help build a home for a family that needs one.
- I checked off my mom as Maria's words echoed in my head over and over. Maybe she was right.
- "Now, if I know our class can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our slogan. Maria, our class artist, agreed to draw the design.
- "Now, if I know our class can get shirts for us, we need something to put on them. Any ideas?" After a lively debate, we settled on "Building Our Community" as our slogan. Maria, our class artist, agreed to draw the design.

repeated

over and over

without pay

discussions

ideas

debate

settled

agreed

design

artist

draw

community

slogan

classmate

agreed

draw

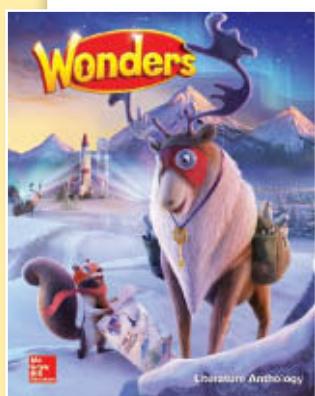
design

classmate

agreed

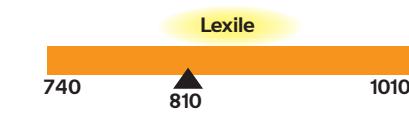
design</

CLOSE READING



One Hen

Text Complexity Range



TextEvaluator™



Literature Anthology

What makes this text complex?

- ▶ Prior Knowledge
- ▶ Specific Vocabulary
- ▶ Organization
- ▶ Sentence Structure
- ▶ Connection of Ideas

This selection is suggested for use as an Extended Complex Text. See pages T356–T361.

Close Reading Routine

Read DOK 1–2

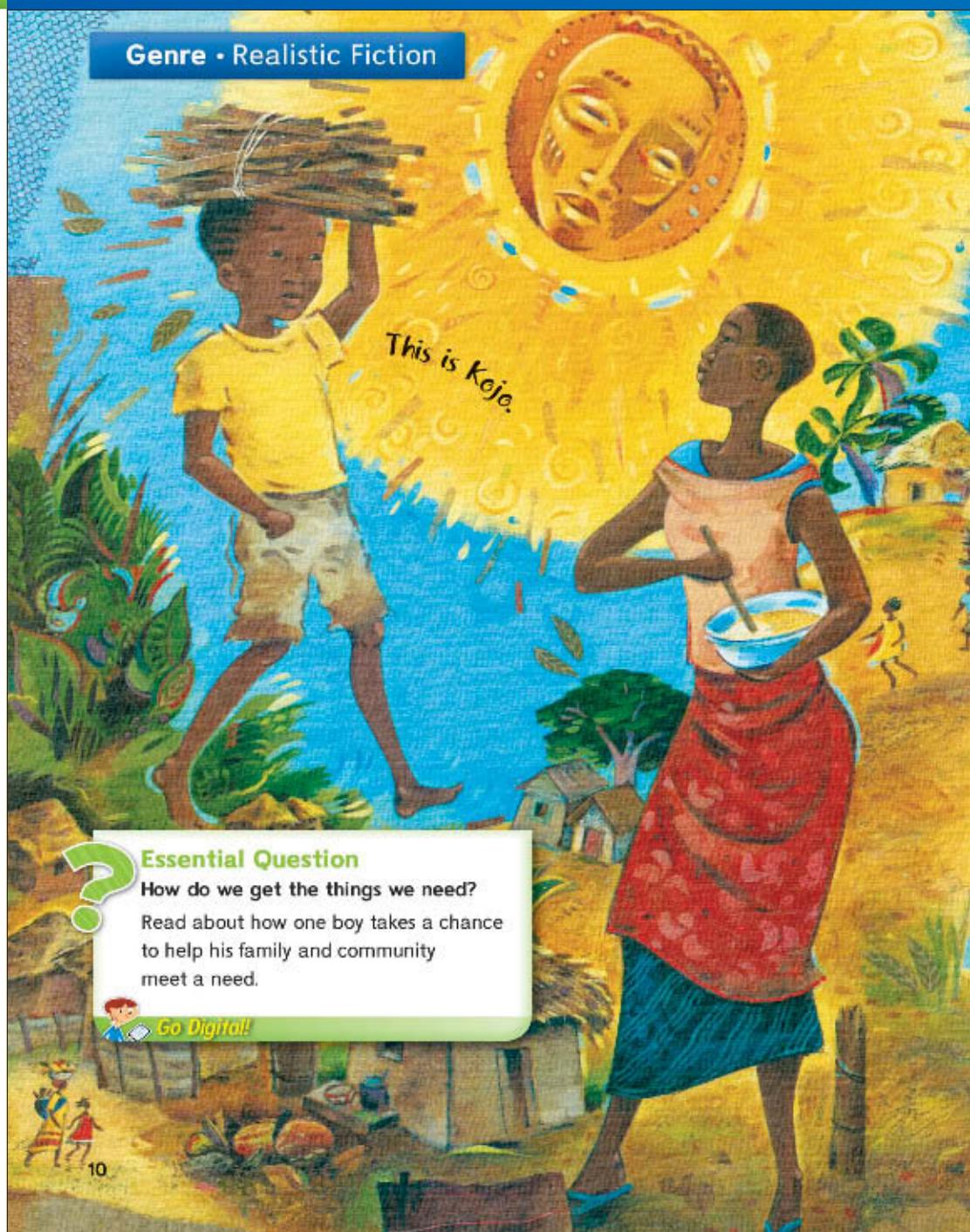
- Identify key ideas and details about meeting needs.
- Take notes and summarize.
- Use ACT prompts as needed.

Reread DOK 2–3

- Analyze the text, craft, and structure.
- Use *Close Reading Companion*, pp. 1–3.

Integrate DOK 4

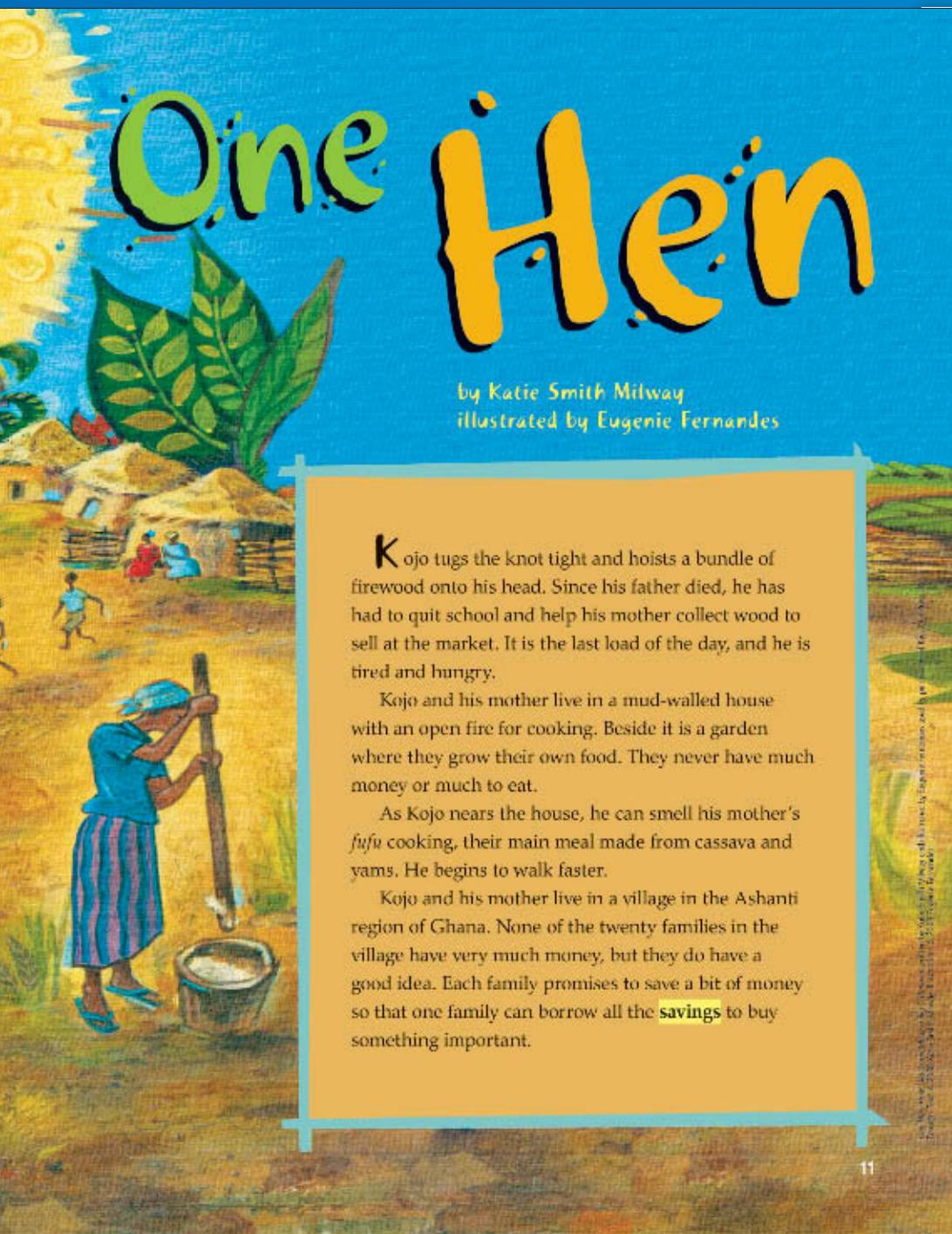
- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.



Access Complex Text

Prior Knowledge

Students may be unfamiliar with the setting of this story. Use a map to point out Ghana in West Africa. Explain that many people in Ghana, especially in rural areas, face economic challenges. Farmers have limited access to fertilizers, irrigation, and good seeds that produce better crops. During times of drought, food is scarce.



LITERATURE ANTHOLOGY, pp. 10–11

- Why do you think Kojo and his mother never have much to eat? (They grow their own food and don't have much money to buy any extra.)
- What are families in the village doing to try to make their lives better? (They are saving their money so that one family can borrow the savings and buy something important.)

Read

Tell students that they will be reading about a boy who came up with a plan to get what he needed for his future. Ask students to predict how the story will help them answer the Essential Question.

Note Taking:
Use the Graphic Organizer


Remind students to take notes as they read. Have them fill in the graphic organizer on **Your Turn Practice Book** page 2 to record the sequence of events in the story.

Reread**Author's Craft: Word Choice**

Reread the first sentence on page 11. Why does the author use the verbs *tugs* and *hoists*? (*Tugs* and *hoists* have stronger connotations than synonyms, such as *pulls* and *lifts*. They help me create a more meaningful image in my mind by illustrating the extra effort Kojo must take helping his mother.) What does the author's use of these words help you understand about Kojo and his environment? (These words help me to understand that Kojo has a hard life and does the work of an adult.)

CLOSE READING

Read

1 Strategy: Reread

Teacher Think Aloud I know that when I'm reading a story and I get to a part that I don't understand, I can go back and reread. I may have missed an important point the first time I read. On page 12, I read about families borrowing money. I'm not sure where they are getting this money, so I know I need to go back and reread. If I reread page 11, I find out that each family saves a bit of money so that one family can buy something important. That must be how the families take turns buying things they need.

Build Vocabulary on page 12

second-hand: previously owned or used

speckled: covered with spots

plump: fat or round

comb: the fleshy growth on the top of a chicken's head



1

The Achempong family is first to borrow the money. They use it to buy two cartloads of fruit, which they sell for a profit at the market. When they pay back the **loan**, the Duodu family borrows the money to buy a second-hand sewing machine. They plan to turn the cloth they weave into shirts and dresses to sell.

One day it is Kojo's mother's turn. She uses the loan to buy a cart so she can carry more firewood to market. She also hopes to rent the cart to people who need transport.

There are a few coins left over. Kojo asks if he can have them to buy something for himself. He has a good idea, too.

2

Kojo's idea is to buy a hen. He and his mother will eat some of the eggs it lays and sell the rest at the market. There is a farmer in a neighboring village with many hens, and Kojo will ask to buy one.

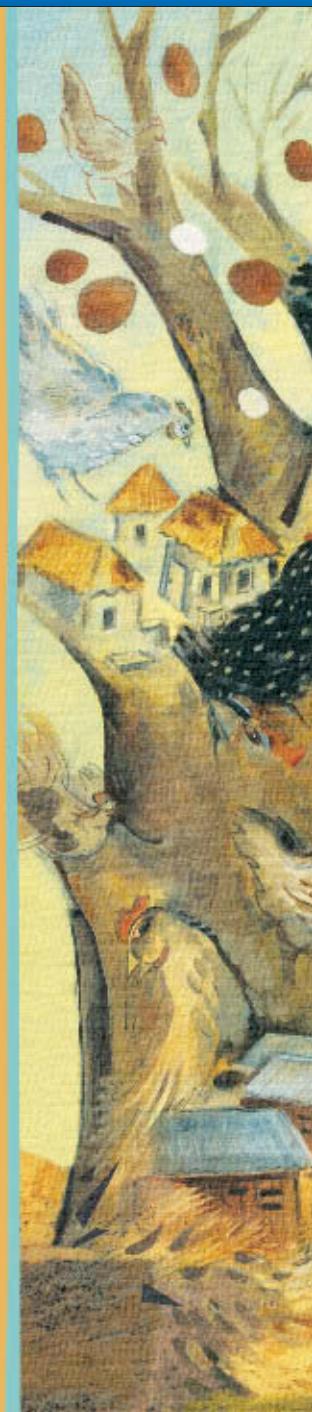
It takes Kojo two hours to walk to the chicken farm. By the time he arrives, he is hot and dusty. He wonders how he will know which hen to choose. There are so many!

Kojo tries to look over *all* the chickens. A white one pecks the ground near his foot. Should he choose this hen? A speckled one flaps her wings and clucks. Perhaps she is the one? All at once Kojo spies a plump brown hen with a bright red comb sitting in her nest and puffing out her feathers. She looks as if she would enjoy laying eggs. Now he doesn't have to think: he knows in his heart that she is the one.

Kojo pays for the brown hen and puts her in a wicker basket. He gently covers the hen with a cloth and lifts the basket onto his head. As he walks home, he dreams about the future and he sees a lot of eggs in it—eggs to eat and, if he is lucky, eggs that he can sell to buy more hens.

That night he puts the basket with the hen beside his bed-mat to keep it safe.

12



A C T

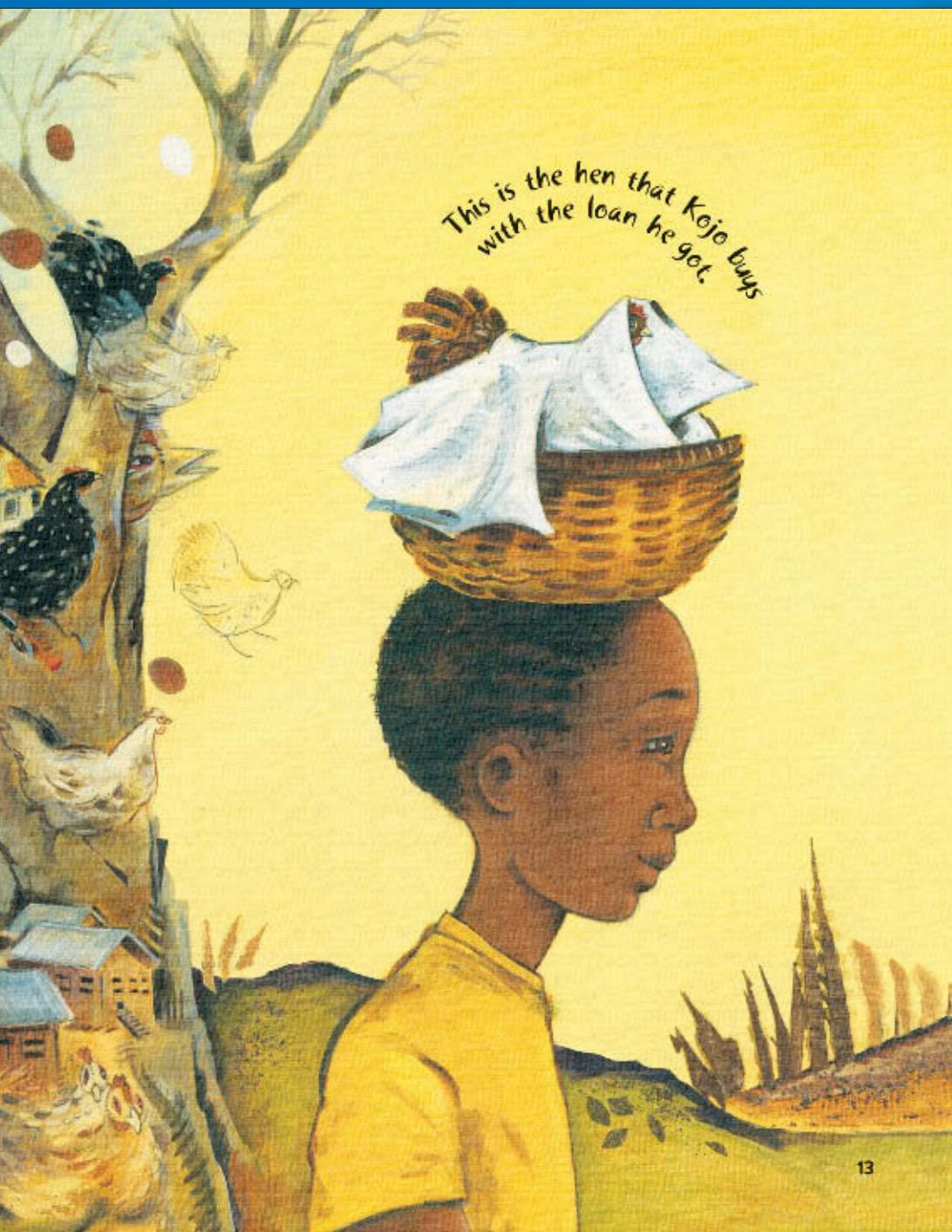
Access Complex Text

► Connection of Ideas

Tell students that to understand how the loan process works in the story, they need to follow the sequence of events. Point out the events in the first paragraph.

- *The Achempong family borrows from the group's savings. What does the family do with the money they borrow?* (They buy fruit to sell at the market.)

- *How does the family repay the loan?* (They pay back the loan with the profit they make from selling the fruit.)
- *What is the next event?* (The Duodu family borrows the money to buy a sewing machine.)



LITERATURE ANTHOLOGY, pp. 12–13

Read

2 Skill: Character, Setting, Plot: Sequence

Who are the main characters in this story? Where does the story take place? Add the characters and setting to your organizer. When it's Kojo and his mother's turn to borrow money, what do they do first? (**Kojo's mother buys a cart and Kojo buys a hen.**) Add this information to the "Beginning" section of your organizer.

Character

Kojo, Kojo's mother

Setting

a village in the Ashanti region of Ghana

Beginning

Using a loan, Kojo's mother buys a cart, and Kojo buys a hen.

Reread

Close Reading Companion, 1

Author's Purpose

Why does the author explain the future Kojo dreams about? (**The author uses Kojo's dreams to foreshadow a future in which Kojo is successful by selling lots of eggs. She wants to show that one simple idea keeps Kojo hopeful, despite the difficulties of his life.**)

► Specific Vocabulary

- Point out the word *transport* in paragraph two.
- What context clues help you determine the meaning of transport? ("rent the cart to people who need transport") Transport must mean a way to move from one place to another.*



Point out the cognate *transport/transporte* on page 12.

- Ask students to identify other cognates on the page. (**family/familia, fruit/fruta**)
- Ask students to share some modes of transport they use. (**bicycle, car, bus**)

CLOSE READING

Read

3 Skill: Character, Setting, Plot: Sequence

What happens on the first day after Kojo makes a nest for his hen? (**Kojo finds nothing.**) On the second day? (**He finds a smooth brown egg.**) By the end of the week? (**The hen lays five eggs.**)

4 Ask and Answer Questions

Generate a question of your own about the story and share it with a partner. To find your answer, try rereading the text. For example, you might ask, “What does Kojo do on market day?” To find the answer, you can reread the second paragraph on page 14. (**He sells three eggs and finds food for his hen.**)



Kojo makes a nest for his hen from an old wash-powder box and checks it for eggs every day. On the first day he finds...nothing. On the second, still no—but what is this? In the corner, under some straw, a smooth brown egg! Kojo is lucky, indeed: his hen does seem to enjoy laying eggs. She lays five eggs the first week. Kojo and his mother eat one egg apiece, and he saves the other three for the market on Saturday.

On market day he walks among the stalls of fruit, vegetables, meats, *kente* cloths and calabash bowls. He finds a good place to set down his small basket and call out for customers. Kojo sells two eggs to Ma Achempong and one to Ma Duodu. He clutches his egg money tightly so he won't lose it. He is about to pack up his basket and go home when he finds another treasure: loose grains and bits of fruit fallen on the ground that can feed his hen.

Slowly, slowly, Kojo's egg money grows. After two months he saves enough to pay his mother back. In four months he has enough to buy another hen. Now Kojo can sell five eggs a week, and he and his mother have more to eat. After six months he buys a third hen, and he and his mother have an egg a day. Kojo is proud of his eggs. And his mother is proud of Kojo. Bit by bit, one small hen is making a big difference.

These are the eggs that Kojo sells from the hen he bought.



STOP AND CHECK

Reread Why is Kojo's mother proud of him?
The strategy Reread may help you.

14

A C T

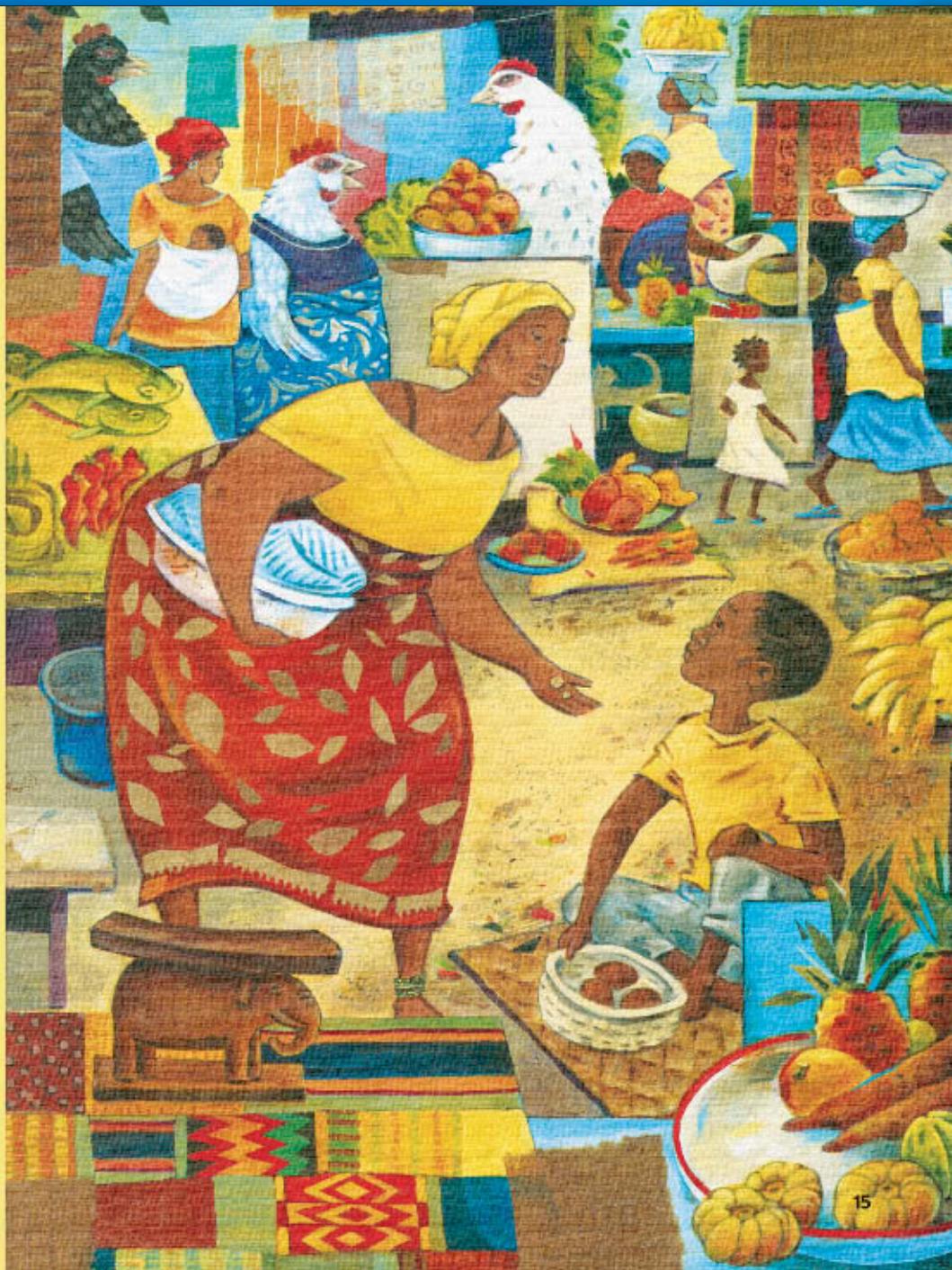
Access Complex Text

► Organization

Tell students that the author covers a long period of time in just a few paragraphs to help readers see how Kojo's investment in one hen pays off.

- **What happens the first week?** (**Kojo's hen lays five eggs and Kojo sells three at the market.**)

- **What happens after two months?** (**Kojo pays his mother back.**)
- **How after four months is Kojo able to afford a second hen?** (**He saves money over time from the eggs he sells every week.**)



LITERATURE ANTHOLOGY, pp. 14–15

STOP AND CHECK

Reread Why is Kojo’s mother proud of him? (She is proud of him because he wisely used the money he borrowed to buy a hen. That purchase is helping him earn money and feed himself and his mother.)

Reread**Author’s Craft: Text Features**

Reread page 14, including the caption that appears with the illustration. How does the author use the illustration and its caption to help you understand the story and its theme? (The paragraphs tell the story in great detail. The illustration and its caption emphasize the most important idea on the page. They are included to stress the importance that the eggs will have on Kojo’s future success.)



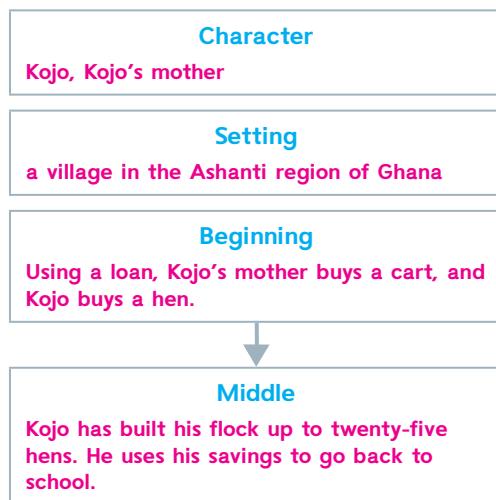
Point to the illustration on page 15 and help students describe what is going on. Ask questions such as *Where is Kojo? What is he doing?* Remind students that they can use the illustrations to help them understand what is happening in the story.

CLOSE READING

Read

5 Skill: Character, Setting, Plot: Sequence

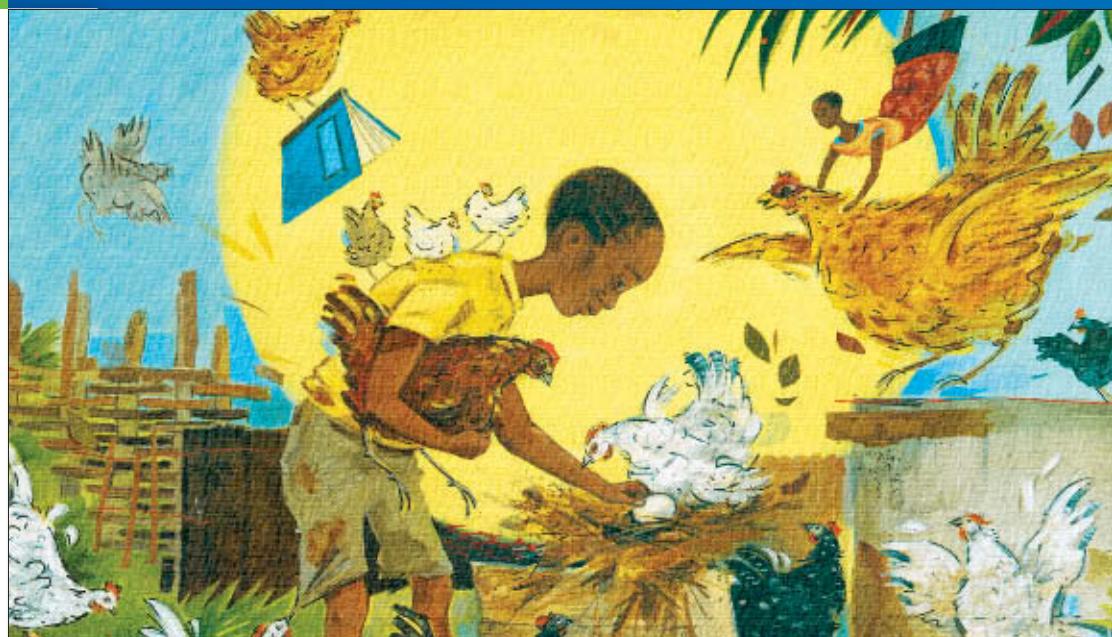
After one year, what has happened to Kojo because of the one hen he bought? What will he do with his savings? (Kojo has built his flock up to twenty-five hens. He uses his savings to go back to school.) Add this information to your organizer.



Build Vocabulary on page 16

skittering: running lightly or quickly

coop: cage or pen



One year later Kojo has built up his flock to twenty-five hens. He thinks the sound of chickens clucking and skittering about their enclosure is better than the beating of festival drums. But collecting eggs from so many hens is hard work. His speckled hen tries to hide her eggs. Today he finds one under a cassava plant. And his white hens peck at him when he checks their nests. Then there is his brown hen with the bright red comb—his first and still his favorite. She always seems to have a smooth brown egg for him.

Selling eggs at the market has given Kojo some savings.

Maybe he will use his egg money to build a fine wooden chicken coop. Maybe he will buy some things his mother needs, such as a new water bucket and a good knife. Or maybe he can pay for something he's been dreaming of: fees and a uniform so that he can go back to school.

5

"Your eggs have made us stronger, Kojo," says his mother. "Now go to school and learn...for both of us."

16

These are the chickens Kojo buys with the
money he got from selling the eggs.



A C T

Access Complex Text

Sentence Structure

Point out the colon near the end of the second paragraph on page 16. Explain that a colon after a complete sentence often indicates an important description or explanation related to the information in that sentence.

- Read aloud the sentence, pausing after the colon.
- What do "fees and a uniform so that he can go back to school" describe or explain? (They explain what Kojo has been dreaming of. All of Kojo's hard work to save money has been to pay for these things.)

Kojo's uniform feels stiff and new as he walks to school. With each step his lips move silently, reciting the ABCs and numbers he learned before his father died.

In school Kojo works hard to catch up with other students on reading and spelling and arithmetic. Later he learns to write essays and solve math and science problems. And he learns about his country's history and its resources and about other countries in Africa and around the world.

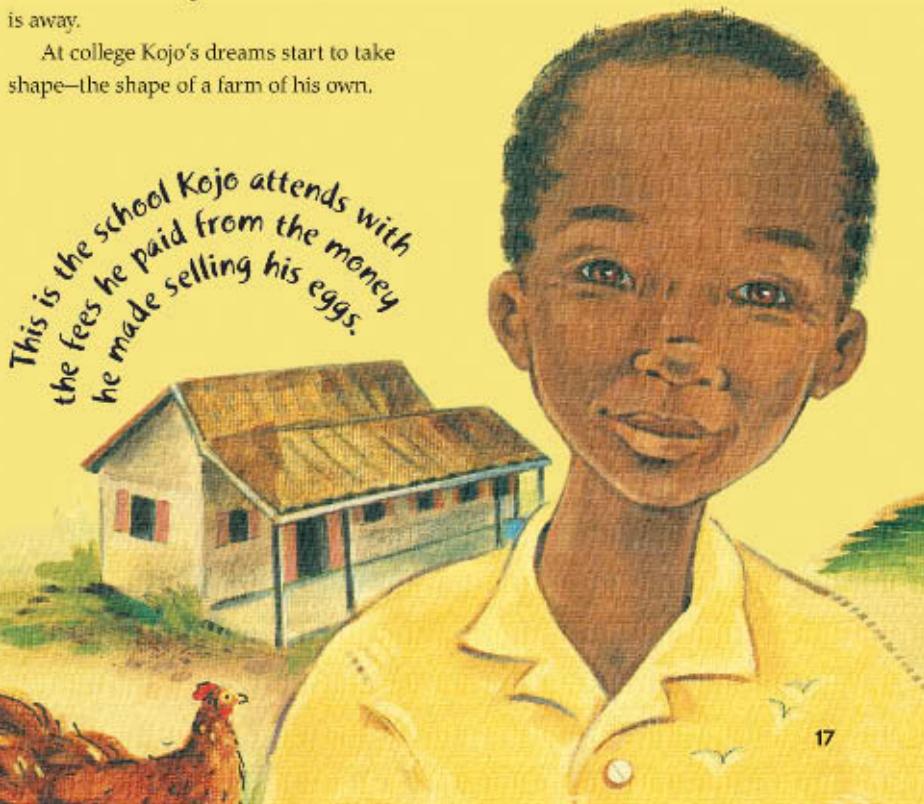
There are practical lessons for country life, too: how to filter drinking water with a cloth to remove parasites; how to use chicken manure and compost made from garbage to fertilize soil and grow vegetables. The lessons Kojo learns help him care for his chickens.

His dreams are growing bigger, but now he sees that he will need more education to make them come true. Kojo studies even harder and wins a scholarship to an agricultural college to learn more about farming. His mother will care for his chickens while he is away.

At college Kojo's dreams start to take shape—the shape of a farm of his own.

6

7



LITERATURE ANTHOLOGY, pp. 16–17

Read

6 Strategy: Reread



Teacher Think Aloud On page 17, I read that Kojo goes back to school. I'm not sure why Kojo has not been able to go to school, so I will go back and reread.

Prompt students to apply the strategy in a Think Aloud by rereading to clarify something they don't understand. Have them turn to a partner to paraphrase what they reread.

Student Think Aloud I can reread earlier parts of the story to figure out why Kojo could not go to school until now. On page 16, I read that the money he earned can help him pay for school. On page 17, I read that he's reciting ABCs and numbers that he learned before his father died. I can use this information to figure out that Kojo couldn't afford to go to school after his father died.

7 Vocabulary: Context Clues

What context clues can help you figure out the meaning of *compost*? (*Compost* is in the same sentence as the words "made from garbage" and "fertilize." *Compost* must mean a mix of garbage that is used to make soil better for growing things.)



Encourage students to notice the cognates on page 16: *festival/festival* and *uniform/uniforme*.

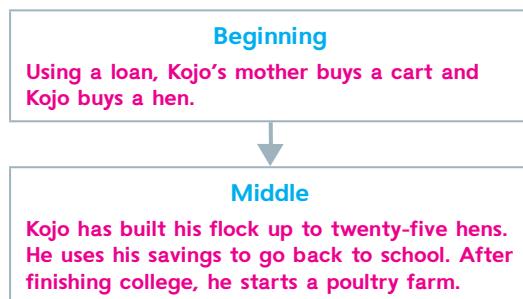
Explain that punctuation marks such as colons, dashes, and ellipses require readers to pause slightly longer than they would with a comma. Practice reading aloud the sentences on page 16 that use each of these punctuation marks.

CLOSE READING

Read

8 Skill: Character, Setting, Plot: Sequence

What does Kojo do after he finishes college? (He starts a poultry farm.) Add this information to your organizer.



STOP AND CHECK

Reread Why does Kojo go to the bank in Accra after he goes to the bank in Kumasi? (The bank in Kumasi will not lend him money.)

Build Vocabulary on page 18

headquarters: the center of a business or operation

8

After Kojo finishes college, he decides to take a big risk. He will use all the money he and his mother have saved to start a real poultry farm. He buys a large plot of land and enough wood and wire to build chicken coops. Now he needs hens—nine hundred of them—to start the farm. He needs another loan—and a big one.

This time Kojo goes to a bank in Kumasi, a nearby town. When the banker hears that Kojo wants to buy nine hundred hens, he shakes his head. He does not want to lend money to a young man from a poor family.

Kojo does not give up. He goes to the capital city, Accra, and visits the bank's headquarters. Kojo waits and waits to see the bank president. The bank is near closing when, finally, the president agrees to see him. But not for long. He is a busy man.

Kojo tells the banker that he has schooling and will work hard. The banker has heard such stories before and frowns. Then Kojo tells him about the small loan and the brown hen and the egg money he has used to build his flock.

The banker sits back in his chair. He taps his fingers together. This is not a story he hears every day. He smiles and nods—Kojo will get his loan. The banker and Kojo shake hands.

Back home Kojo buys his hens. Soon there will be eggs—so many eggs that he will need helpers to collect them all.

Kojo's hens are good layers. There are more than enough eggs for his village, so he travels to Kumasi to sell to the shopkeepers there.

This is the farm that Kojo builds using the lessons he learned at college and a loan from a bank.



STOP AND CHECK

Reread Why does Kojo go to the bank in Accra after he goes to the bank in Kumasi? Use the strategy Reread to check your understanding.

18

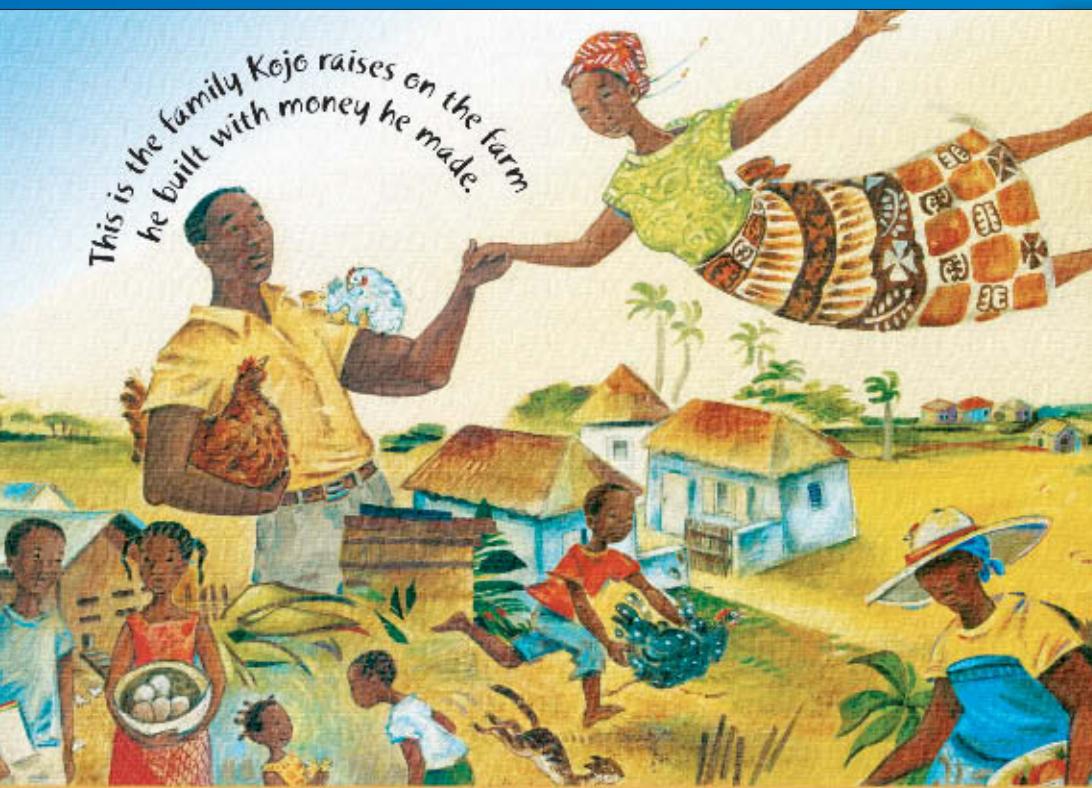
A C T

Access Complex Text

► Connection of Ideas

Have students review the chain of events that led to Kojo asking for a bank loan. Tell students they will have to make inferences to understand how these events have shaped Kojo's character, and what effect Kojo will have on other people.

- At first, the bank president does not want to give Kojo a loan. What do you think changes his mind? (When the text says, *This is not a story he hears every day*, readers can infer that the bank manager is impressed. Kojo has shown him that he is a good businessman and worth the risk of a loan.)



One shopkeeper is called Lumo. Kojo knows him well. This man grew up in the same village that Kojo's father did and was his good friend. Kojo always goes to Lumo's shop last and sometimes stays for supper. He likes to hear stories about his father. And he likes the peanut stew and palm oil soup that Lumo's daughter makes.

Her name is Lumusi, and she is a teacher. She has many stories about boys just like Kojo once was—boys who want to learn and who have big dreams. Kojo loves these stories, and he visits more and more often. He wishes he could hear Lumusi's stories every day. One day he asks if she will be his wife.

Lumusi is proud to marry Kojo and join him on the farm. Soon Kojo and Lumusi are to be parents. As the years go by, they have three boys and two girls, all strong and clever. With the money from Kojo's eggs they build a bigger house of cinderblocks and stucco. Kojo's mother comes to live with them and tend the garden. She will never have to sell firewood again.

9

19

LITERATURE ANTHOLOGY, pp. 18–19

- Why do you think Kojo brings his mother to live with him? (The text says, *She will never have to sell firewood again*. Kojo knows how hard his mother has worked. He wants to take care of her just as she took care of him. We can infer that he is grateful for all she has done for him, including sharing the loan that allowed Kojo to buy a hen.)

Read

9 Skill: Make Inferences

How can you tell that Kojo is becoming successful? (He builds a bigger, sturdier house. He is able to bring his mother to live with him and supports her so that she does not have to work.)

Reread

Close Reading Companion, 2

Author's Craft: Structure

Reread pages 18–19. How does the author organize the events to help you understand how one hen impacts Kojo's life? (The author explains how Kojo's life is affected by making each event in the story result in the next event. Because of the money he made selling eggs, he is able to attend college and buy a poultry farm. After Kojo explains his successes, the banker is confident enough to loan him money to buy hens. These hens lay so many eggs that Kojo can build a bigger house and have his mother come live with him. Not only is Kojo's life impacted, but so is that of those important to him.)



Reread the fourth and fifth paragraphs on page 18 and help students understand the banker's behavior.

- If someone frowns, how does he feel about what you're saying? (He disagrees or is uncertain.)
- What does it mean to shake hands with someone? (You have come to an agreement.)

CLOSE READING

Read

10 Skill: Character, Setting, Plot: Sequence

Over time, what happens to Kojo's farm? (It becomes the largest in Ghana.) Add this information to your organizer.

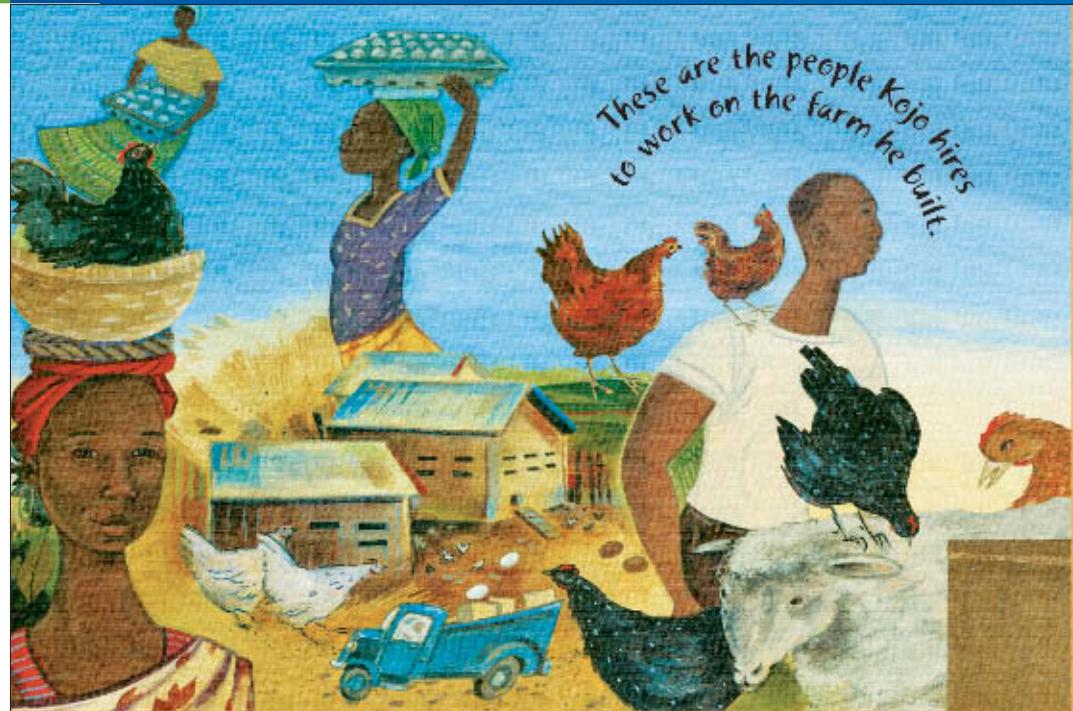


STOP AND CHECK

Reread How does Kojo's farm help other families? (People who work on Kojo's farm earn wages that they use to support their own families. This helps them buy food, medicine, and livestock and improve their homes.)

Build Vocabulary on page 21

accounts: records involving money



Before long, many people are working on Kojo's farm. Men come to feed the chickens and clean the coops. Women collect the eggs and pack them in boxes. Still other workers drive the eggs to markets in Kumasi and Accra.

The workers have families. In all, one hundred and twenty people depend on the wages from Kojo's farm. Families like the Odonkors have enough food to eat and money for their children's school fees. Ma Odonkor can buy medicine when her daughter Adika falls ill. Pa Odonkor can rebuild the walls of their mud home with cinderblocks and buy wood-stamped *adinkra* cloths for special occasions.

The workers on Kojo's farm can even afford livestock of their own. Some families buy a goat, others a sheep, and some start with one brown hen.

STOP AND CHECK

Reread How does Kojo's farm help other families? Use the strategy Reread to help you.

20

A C T

Access Complex Text

► Organization

The author of *One Hen* has organized the text so readers see how one event leads to another event. Help students follow the chain of events that results from Kojo's success.

- How does the success of Kojo's farm affect the workers? (The workers earn wages and are better able to take care of their families and improve their lives.)
- How does the success of Kojo's farm affect the town? (The town grows. People move there to find jobs on the farm or to start their own businesses.)

Kojo's farm is now the largest in Ghana. And his town has grown, too. Some people come to find jobs on the farm and build homes for their families. Others come to the town to open shops and sell wares to the workers.

One day, as Kojo tallies the accounts, he hears a knock at the door. Adika Odonkor, all grown up now, is there. She greets Kojo and then holds out a small sack of coins.

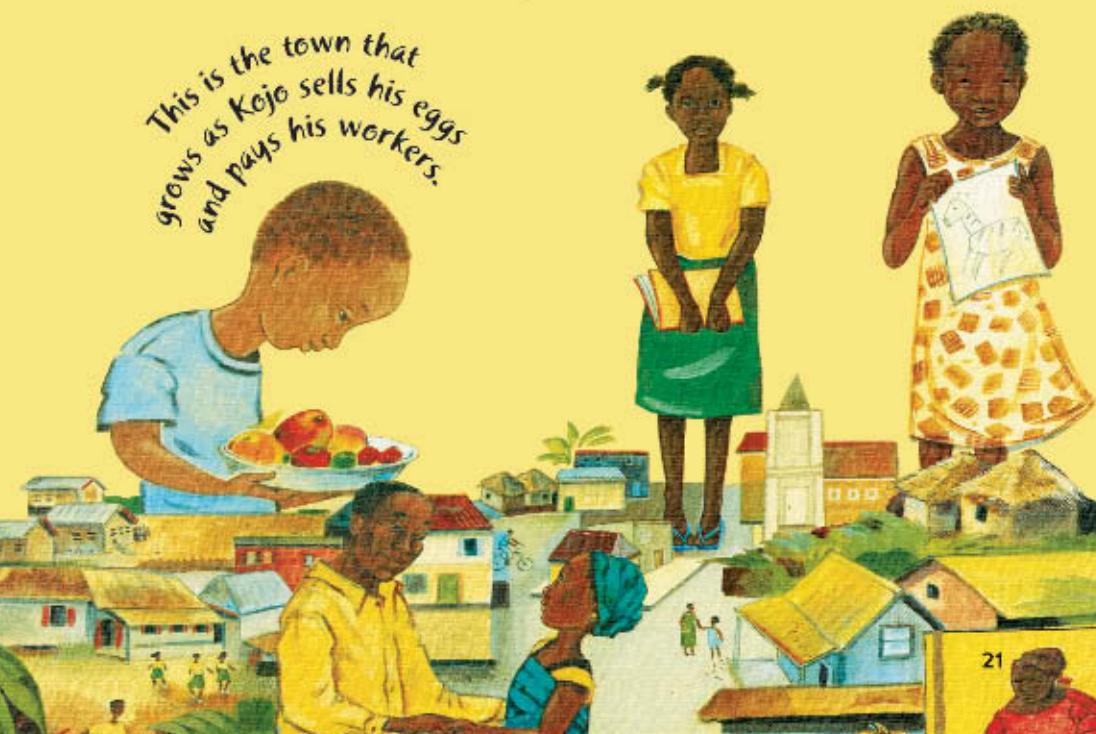
She tells Kojo that she has saved her wages. With just a bit more, she says, she could buy a mechanical grain mill and start a small business helping families turn their grain into flour. Would it be possible to have a small loan?

Kojo knows Adika's family well—they have worked on the farm many years. He likes this idea. But he makes Adika promise that one day she will loan money to another family.

Adika agrees and, bit by bit, as one person helps another, the lives of many families in the town improve, and so do the lives of their children. More children have enough to eat, more children go to school and more children are healthy.

10

11



LITERATURE ANTHOLOGY, pp. 20–21

Read

11 Strategy: Reread



Why do more children in the town have enough to eat, go to school, and stay healthy? Reread to clarify your understanding, and turn to a partner to paraphrase the answer.

Student Think Aloud I know that when the lives of families improve, children's lives improve too. I can reread to see why life is getting better for children in Kojo's town. People are helping each other. Families borrow money, make a profit, and loan money to another family. This improves life for everyone, including children.

Reread

Close Reading Companion, 3

Author's Purpose

Reread pages 20–21. How do you know that Kojo's dream will continue to come true? (Throughout the story, Kojo's business continues to grow. It grows so much that Kojo can afford to give Adika a loan. By giving others the same opportunity he had, Kojo is making sure the cycle of helping others meet their needs will continue.)

► Specific Vocabulary

Point out the word *wares* at the top of page 21.

- Identify context clues to figure out what *wares* means. What is a definition for *wares*? (shops, sell; goods, or items for sale)
- What are some *wares* that might be sold in shops? (Possible responses: tools, household items)



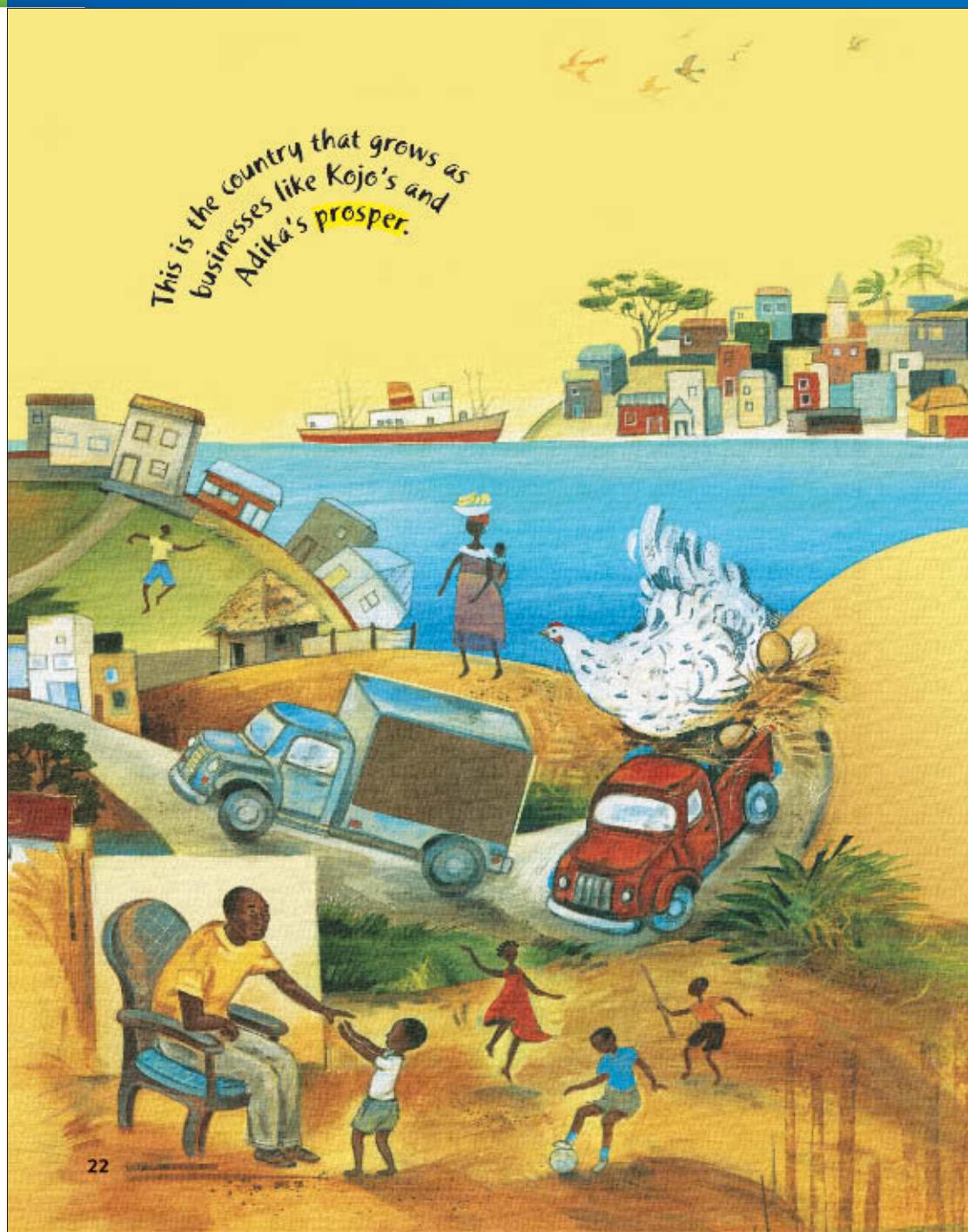
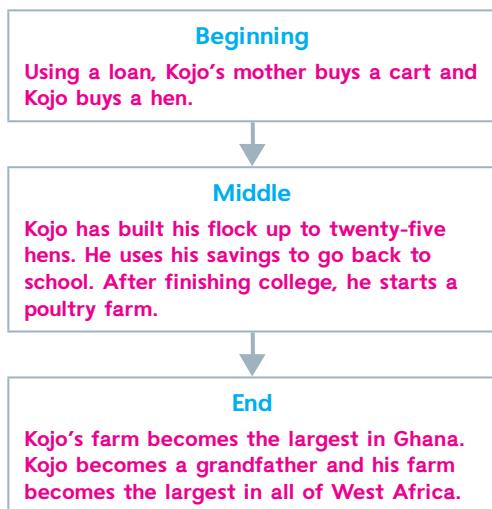
Point out that *wares* and *wears* are homophones, or words that sound the same but have different spellings and meanings. *Wears* is a commonly used verb that means "has on." For example, "She wears a purple dress." *Wares* is a noun that means "items for sale;" for example, "The store sold many *wares*." Have partners use each word in a sentence.

CLOSE READING

Read

12 Skill: Character, Setting, Plot: Sequence

At the end of the story, what happens to Kojo and his farm? (Kojo becomes a grandfather and his farm becomes the largest in all of West Africa.) Add this information to your organizer.



A
C
T

Access Complex Text

► Connection of Ideas

To help students understand sequence, have them reread the last sentence on page 23.

- *What does the author mean when she says that "It all started with one hen,"?* (She means that Kojo's success as a farmer all came from the very first hen he bought with money from his mother.)

- *What does the author mean by this sentence? (Kojo bought one hen, which led to buying more hens, which allowed him to save money for school. With his education, Kojo became a better farmer and businessman. Then he could help his entire community. One small event had a big impact.)*

Read

13 Genre: Realistic Fiction

As the years pass, Kojo's poultry farm becomes the largest in all of West Africa. He is older now and a proud grandfather. His grandchildren visit often and help collect eggs. "Where will this one go?" they ask. "And that one?"

"To Bamako in Mali," Kojo replies, "or to Ouagadougou in Burkina Faso." Kojo's workers pack thousands of eggs a day, and Kojo feels proud each time an egg truck pulls away to take food to families in neighboring countries.

By now Kojo has paid many taxes to the government of Ghana. So have his workers and the shopkeepers who sell his eggs. The government uses the tax money to build roads, schools and health clinics across the country. It uses the money to improve the port at Accra where ships from many countries come to trade.

One more egg truck drives away, and Kojo looks down at his youngest grandson. The next time the boy asks Kojo where an egg will go, Kojo will say, "To your future, my child."

This is the way that one young boy named Kojo, with one small loan to buy one brown hen, eventually changed the lives of his family, his community, his town and his country. It all started with a good idea and a small loan that made it come true. It all started with one hen.

12 **13**

And it all started with one small loan
to buy one brown hen.



23

LITERATURE ANTHOLOGY, pp. 22–23



To help students understand how meeting your needs can start small and grow over time, point out these words on page 23: *by now* and *eventually*. Explain:

- *By now* means "before this time" or "already."
- *Eventually* means "soon" or "in the future."

13 Genre: Realistic Fiction

Realistic fiction tells a story with characters that are like people you might know in real life. What makes Kojo realistic? Turn to a partner and paraphrase the text to show how you know. (**Kojo ages as the years go by. Kojo has a grandson he spends time with. Kojo pays taxes to the government.**)

Return to Purposes Review students' predictions and purposes for reading. Ask them to answer the Essential Question.

(**People get the things they need through hard work and motivation. For example, people can get loans to buy things they need to improve their lives and help them start a business. The business from the loans allows them to provide their families with more food, medicine, and better shelters.**)

Build Vocabulary on page 23

clinics: places that treat sick people

Read

About the Author

Katie Smith Milway and Eugenie Fernandes

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

- How might Katie Smith Milway's experience in Africa have helped her write *One Hen*?
- What topics and images do you think Eugenie Fernandes researched to illustrate *One Hen*?

Author's Purpose

To Inform: Tell students that authors may use sequence to inform about a concept. Students may say that the story's sequence helps readers see how a small loan changed Kojo's community over time by helping families meet their needs.

Reread

Author's Craft: Text Structure

Which words does the author repeat in the simple captions that accompany the illustrations? (*hen, loan, eggs, built*) Why does she repeat these words? Cite text evidence from the story. (The author repeats these words to help illustrate the cause-and-effect sequence through which Kojo builds his business.)

Illustrator's Craft



How do the illustrations improve the reader's understanding of the story? Use this sentence frame to discuss your opinions with a partner.

One difference between my idea and yours is...

Use text evidence to support your idea.



About the Author and Illustrator



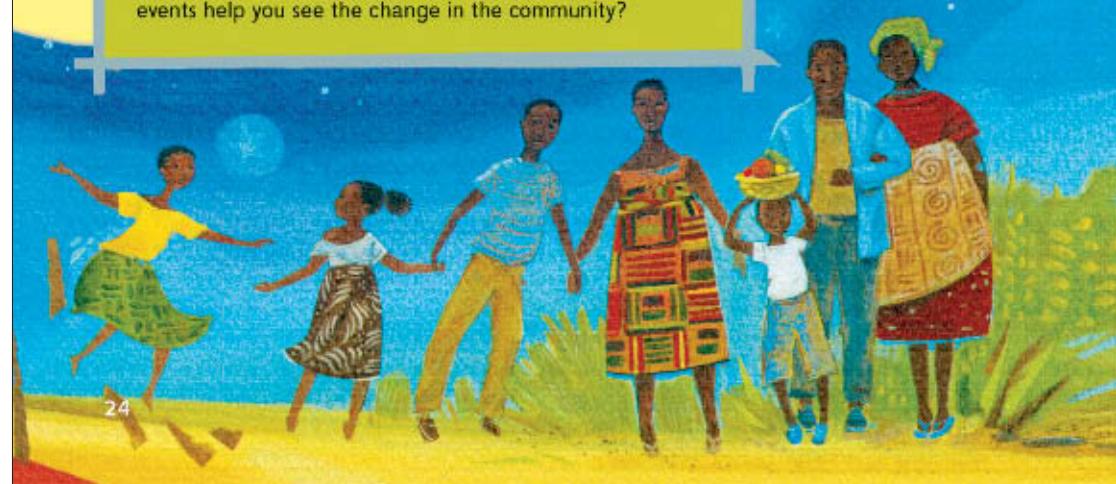
Illustrator Eugenie Fernandes © 2008 Scholastic Inc. All rights reserved.

Katie Smith Milway lived and worked in Africa for almost ten years. While there, Katie fell in love with the African people and their rich language and storytelling tradition. In her writing of *One Hen* she tried to capture the simplicity and rhythm of traditional African languages. She hopes that her work shows children that they have the power to help themselves and others.

Eugenie Fernandes says that illustrating books about faraway places is like taking a trip. Whenever she illustrates a place she hasn't been she does research to learn all about it. She likes to find out what kind of food the people eat, what their clothes look like, and where they live. Then she brings the setting to life in her illustrations.

Author's Purpose

Katie Smith Milway describes how one small loan can make a big difference. How does the author's way of organizing events help you see the change in the community?



LITERATURE ANTHOLOGY, pp. 24–25

Respond to the Text

Summarize

Use the important events from *One Hen* to summarize how Kojo made a difference in his community. Details from your Story Map may help you.

Write

How does the author help you understand how Kojo changes and how he changes the lives of so many people? Use these sentence frames to organize your text evidence.

Katie Smith Milway starts and ends the story ...
She uses cause and effect to ...
This helps me understand ...

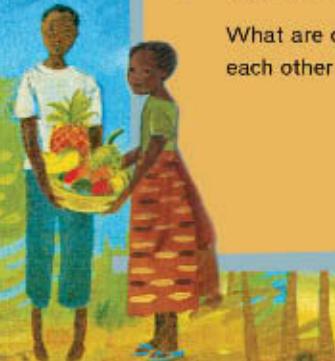


Make Connections



Talk about how Kojo and his community got what they needed. **ESSENTIAL QUESTION**

What are other ways people in a community help each other meet a need? **TEXT TO WORLD**



25

Integrate

Make Connections



Essential Question Answer: Kojo and his community got what they needed by working together. They took turns using their savings. **Evidence:** On page 12, I read about the ways that some of the families used the money to make their lives better and improve their futures.

Text to World Answer: Answers may vary, but encourage students to use the selection first and then think of an example from their own lives.

Respond to the Text

Read

Summarize

Tell students they will use the details from their Story Map to summarize.

As I read *One Hen*, I collected information about the characters, setting, and the events that occurred. To summarize, I will organize these details in a logical way that helps me to understand the story.

Reread



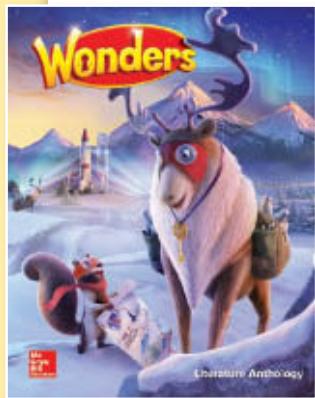
Analyze the Text

After students summarize the selection, have them reread to develop a deeper understanding of the text and answer the questions on **Close Reading Companion** pages 1-3. For students who need help citing text evidence, use the Reread prompts on pages T25B-T25O.

Write About the Text

Review the writing prompt and sentence frames. Remind students to use their responses from the Close Reading Companion to support their answers. For a full lesson on writing a response supported by text evidence, see page T30.

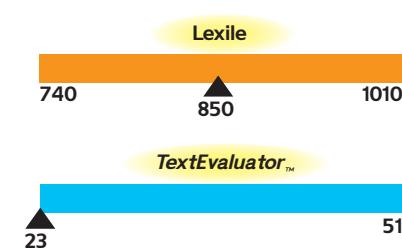
Answer: The author builds on the events beginning with Kojo's simple idea to buy a hen to show how one small event can change the future in a big way. **Evidence:** On page 14, I read that Kojo's hen is laying so many eggs that Kojo can sell them. On page 20, Kojo has built his business and is able to employ many people living in his town.



Literature Anthology

"Banks: Their Business and Yours"

Text Complexity Range

**What makes this text complex?**

- ▶ Prior Knowledge
- ▶ Organization

Compare Texts

As students read and reread "Banks: Their Business and Yours," encourage them to take notes and think about the Essential Question: *How do we get the things we need?* Tell students to think about what they learn in this text about borrowing and saving money and compare it to what they learned in *One Hen*.

Genre • Expository Text

Compare Texts

Read about how banks help people get what they need.

Banks:

Their Business and Yours



Have you ever tried to save your money to buy something special? You may have used a piggy bank to keep your money safe. Every time you placed some coins or dollar bills into the slot at the top of your piggy bank, you were helping your **savings** grow.

Did you know that there is another kind of bank that can help you save money? Your community probably has one of these banks. Banks help people keep their money safe and build their savings. They are also the place where people can go to borrow money in times of need.



26

A C T

Access Complex Text

▶ Prior Knowledge

Reread the last paragraph on page 27. Students may wonder how savers can withdraw their money if it has been lent by the bank to a borrower. Explain that a bank holds the money of many customers; therefore, a bank has money available to both lend to borrowers and to return to savers.

What is a Bank?

A bank is a business. But instead of making or selling things like computers, clothing, or cars, a bank provides services that involve money. Two basic services that a bank provides are savings accounts and loans.

Savings accounts help people save money for things they might need in the future, such as paying for college. Putting money in a savings account is like saving money in a piggy bank. But when you put money in a savings account, the bank pays you extra money, called interest. The interest is a reward for keeping your money in the bank. It also helps your savings grow.

Why does the bank reward you for keeping money in a savings account? The bank uses your savings and the savings of other customers to be able to offer people loans. Banks provide loans for many different purposes. Some people get loans from a bank to help pay for things they need, such as homes, cars, or college education. Other people want to build a small business, such as a store or a farm, but their funds are scarce. So, they go to a bank to borrow the money.

When the bank lends money, it isn't taking your savings. It's just using your money for a certain period of time. Any time you need your money, it's available for you.

Fun Fact

Banks aren't just for people or businesses. Countries use them, too. Many foreign governments keep gold bars in vault at the Federal Reserve Bank of New York. Governments make payments by having gold bars moved between compartments.



LITERATURE ANTHOLOGY, pp. 26–27

Read

1 Strategy: Reread



Why would someone want to keep their money in a bank? With a partner, paraphrase why someone would open a savings account. (When money is placed in a bank, the bank pays interest on it. This helps a savings account grow.)

2 Strategy: Summarize

Why do banks reward people for keeping money in a savings account? (Banks want people to keep their money in savings accounts because the bank wants to use this money to offer loans to others. Loans can be used for buying a home, an education, or a new business.)

Reread

Author's Purpose

Reread the first paragraph on page 26. What is the author's purpose for using the example of a piggy bank? (The author uses the example of a piggy bank because it is a familiar reference for many people. This example helps the reader understand the basic concept of savings and provides a logical sequence into a discussion about banks.)



Point out the cognate in first paragraph on page 27: services/servicios.

- A service is a way of helping someone.
- In what way is providing savings accounts a service? (It helps people save money; it keeps their money safe.)

- In what way is providing loans a service? (It helps people buy things they need.)

CLOSE READING

Read

3 Skill: Make Inferences

Think about the ways banks help people. How can having a savings account at a local bank impact the community? (Banks use the money that people put into their savings accounts to make loans to other people. People then use these loans to start businesses that meet the needs of residents.)

4 Skill: Main Idea and Key Details

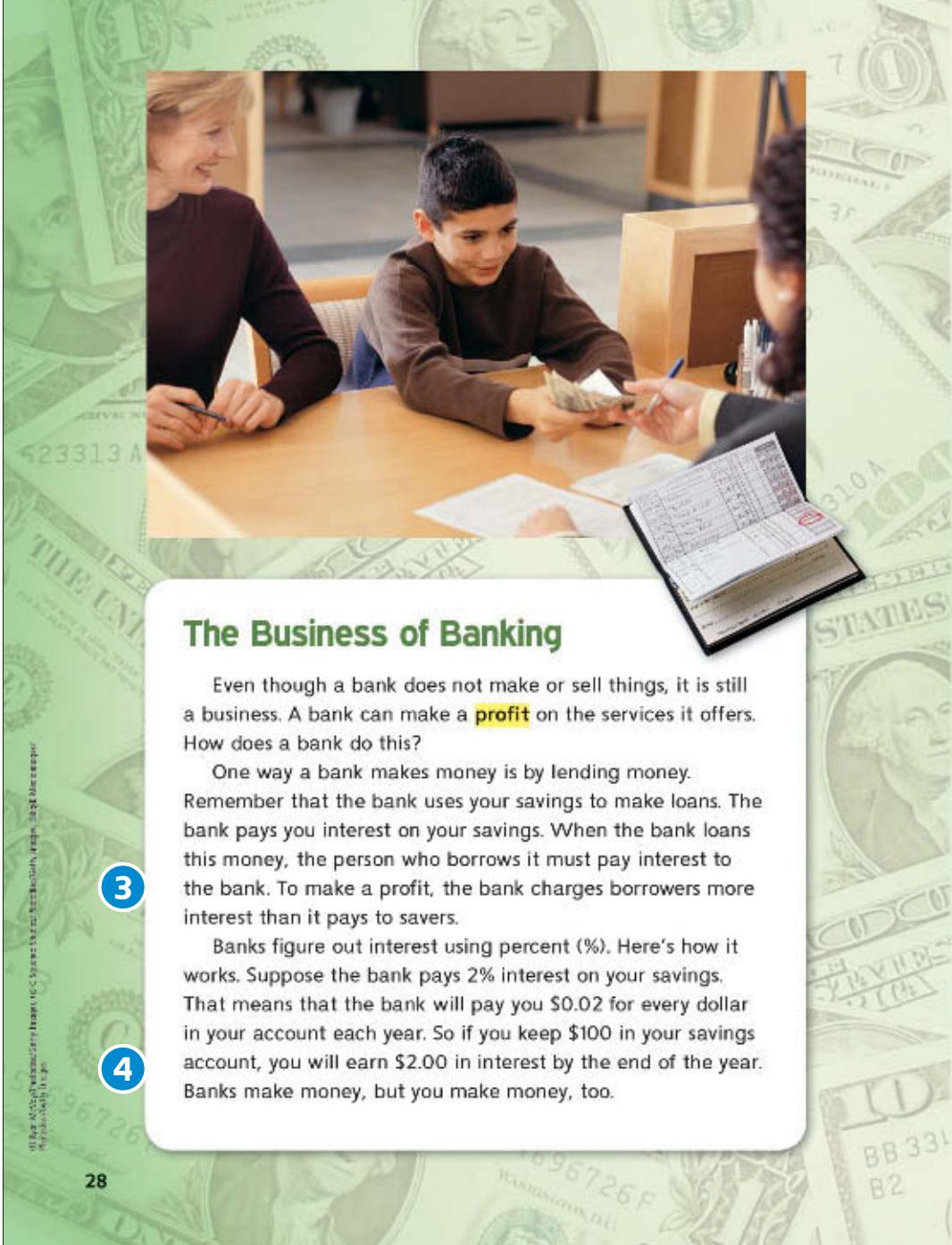
Read page 28 and identify the key details. Then use the details to tell the main idea of the section “The Business of Banking.” (Key details: Borrowers pay interest on their loans. Banks pay interest to customers who keep money in their accounts. Banks profit by earning more than they spend. Main Idea: A bank is a business that makes a profit.)

Reread

Close Reading Companion, 6

Author’s Craft: Text Structure

Reread pages 28–29. How does the author organize the text to help you understand how banks help us? (The author compares getting a loan with a bank to trying to get one without a bank. This comparison makes the importance of banks much clearer.)



The Business of Banking

Even though a bank does not make or sell things, it is still a business. A bank can make a **profit** on the services it offers. How does a bank do this?

One way a bank makes money is by lending money. Remember that the bank uses your savings to make loans. The bank pays you interest on your savings. When the bank loans this money, the person who borrows it must pay interest to the bank. To make a profit, the bank charges borrowers more interest than it pays to savers.

Banks figure out interest using percent (%). Here's how it works. Suppose the bank pays 2% interest on your savings. That means that the bank will pay you \$0.02 for every dollar in your account each year. So if you keep \$100 in your savings account, you will earn \$2.00 in interest by the end of the year. Banks make money, but you make money, too.

28

A C T

Access Complex Text

► Organization

Tell students that this text is an expository nonfiction article that presents information about a topic. The author uses subheadings to organize the information.

- Use the subheadings on pages 28 and 29 to tell what you will learn on these pages. (On page 28, we will learn how a bank is a business. On page 29, we will learn how banks help people.)

- Have students read page 28 and then use what they have read to explain how a bank is a business. (Banks use your savings to make loans, for example. When a bank lends money, it charges interest to the person receiving the loan. Interest is a kind of fee. The interest helps the bank make a profit, which is the object of a business.)

How Do Banks Help Us?

Think about what life would be like without banks. You might still find a safe place to keep your money. But your money wouldn't earn interest, and your savings wouldn't grow as quickly.

Without banks, you might still be able to get a loan. But it would be much harder to find one. Suppose you wanted a loan to buy a home or start a business. You would have to find a person or business willing to give you the money. This process would result in many fewer loans, and people would have a harder time meeting their needs and building businesses.

Thanks to banks, people have a place to go when they need to borrow money. You can see the results all around you. No matter where you live, banks are an important part of the community. They have helped many people buy homes, start businesses, and get a college education. They have helped people meet their needs and change their lives.

Fun Fact

The Federal Reserve Bank System, or "The Fed," is a bank for other banks and a bank for the federal government.

Make Connections

Talk about how banks help people get the things they need. **ESSENTIAL QUESTION**

How has a person or character you've read about met a need? In what ways could a bank have helped? **TEXT TO TEXT**

LITERATURE ANTHOLOGY, pp. 28–29



Help students discuss savings and interest. Confirm and elaborate on their responses for support.

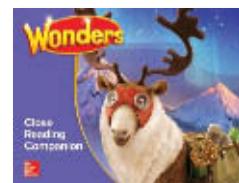
- *What is one service a bank offers?* (**saving money**) *That's right. A bank offers savings accounts.*
- *What is interest?* (**extra money**) *Right. Banks pay interest to people with savings accounts.*

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 4–6 of the **Close Reading Companion**. For students who need support citing text evidence, use the scaffolded instruction from the Reread prompts on pages T25R-T25S.

Integrate

Make Connections

Essential Question Answer: Banks help people get what they need by loaning them money and by paying them interest on their savings accounts. **Evidence:** On page 27, I read that banks reward savers with extra money, or interest. Then they use these savings to offer loans to others.

Text to Text Answer: In *One Hen*, Kojo met his family's needs by using savings to buy his first hen, which eventually led to a big business. A bank could have also helped by providing a loan. **Evidence:** *One Hen* demonstrates how a loan might work without the use of a bank. "Banks: Their Business and Yours" explains how a bank could have done the same thing.



Phonics/Fluency



Short Vowels

OBJECTIVES

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

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

Rate: 100-120 WCPM

ACADEMIC LANGUAGE

- expression, accuracy
- Cognate: *expresión*



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 *Apple*, *Egg*, *Insect*, *Octopus*, and *Umbrella Sound-Spelling Cards* for the short vowel sounds. Point to each card and say the sound. Have students repeat. Then provide a sample word for each spelling.

- /a/ as in *absent*
- /e/ as in *leg* and *thread*
- /i/ as in *index* and *gym*
- /o/ as in *odd*
- /u/ as in *umbrella*, *rough*, *blood*, *love*

Explain that some short vowel sounds have more than one spelling.

2 Model

Write the following words on the board and sound out each word, emphasizing the short vowel sound. Underline the letters that spell each sound. Explain that in the word *head*, the letters *ea* spell /e/. In *tough*, *cover*, and *flood*, the letters *ou*, *o*, and *oo* spell /u/.

band	lend	stick	spot	drum
head	tough	cover	flood	

3 Guided Practice

Write the following words on the board. Have students come to the board and underline the short vowel spelling in each word. Then have students read the words chorally.

step	stock	trash	stump	plot	deaf
flip	rough	blood	next	job	drop
pitch	press	bag	truck	plan	bread
touch	won	spell	this	clap	split

Finally, have students sort the words by their vowel sounds. Make a five-column chart on the board. Label each column with a short vowel sound. Have students write the words in the appropriate column.

Go Digital



View "A Fresh Idea"

Read Multisyllabic Words

Transition to Longer Words Help students transition from reading one-syllable to multisyllabic short vowel words. Have students read the one-syllable words. Then model how to read the longer words, pointing out the added syllable(s) in each. Finally, have students read the word pairs chorally.

cat, catfish	stick, sticker
spot, spotted	ten, tender
snug, snuggle	trick, tricky
sand, sandwiches	man, manager
swell, swelling	jump, jumper
stitch, stitches	rob, robin
plan, planet	fish, fisherman

Monitor and Differentiate

Quick Check

Can students read words with short vowel sounds? Can students read aloud accurately and with expression?



Small Group Instruction

If No → **Approaching Level** Reteach
pp. T42, T46

ELL Develop
pp. T59, T62

If Yes → **On Level** Apply
pp. T48–T49

Beyond Level Apply
pp. T52–T53

FLUENCY



Expression and Accuracy

Explain/Model To read with expression, good readers change their volume and tone of voice to reflect the emotions and mood of the text. Reading with accuracy, or correctly identifying words, is also important in skilled, fluent reading.

Model reading the first three paragraphs of “A Fresh Idea,” **Reading/Writing Workshop** pages 22–25. Point out places where you use expression, and how you change your tone of voice as you read the dialogue. Then read one sentence at a time while students echo-read.

Practice/Apply Have groups choral read the same passage, modeling your expression. Comment on their expression and accuracy and provide corrective feedback.

Daily Fluency Practice

Students can practice fluency using **Your Turn Practice Book** passages.

ON-LEVEL PRACTICE BOOK p. 8

Phonics: Short Vowels

Name _____

A. Read the words in the box. Place each word in the column that describes its short vowel sound. Underline the letter or letters that make the sound.

bread	nick	soar	ough	blast
orange	ship	teeth	stamp	cot
click	noisy	laugh	gash	tush

short e	short o	short i	short u	short a
soar	bread	nick	ough	blast
orange	ship	teeth	stamp	cot
click	noisy	laugh	gash	tush

B. Circle the word with the short vowel sound to complete the sentence.

- My brother is the cheer that I have ever met.
word heat only
- Do you enjoy going to work each year?
school work camp
- Please close the door before you leave for the day.
close lock key
- The met rose up over the mountains.
meet cloud storm

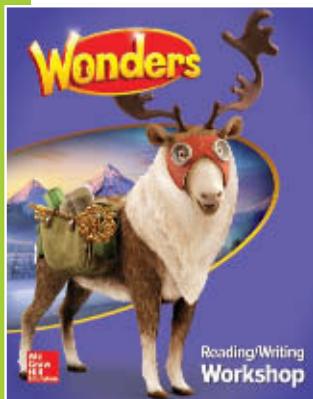
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APPROACHING
p. 8

Beyond
p. 8

ELL
p. 8

→ Write to Sources



Reading/Writing Workshop

OBJECTIVES

Use concrete words and phrases and sensory details to convey experiences and events precisely.

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

ACADEMIC LANGUAGE

- descriptive details, setting
- Cognate: *detalles descriptivos*

Go Digital



U1W1 Digital Writing Trait Minilesson

DAY
1

Build Writing Fluency

Write to a Prompt Provide students with the prompt: *Write about Mr. Taylor*. Have students share their ideas about what they know about Mr. Taylor from the way he thinks, acts, and feels, and what he says to Mali. *What details did you learn about Mr. Taylor at the beginning, middle, and end of the story?* When students finish sharing ideas, have them write continuously for five minutes in their Writer's Notebook. If students stop writing, encourage them to keep going.

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

Writing Process

Genre Writing

Autobiographical Sketch

pp. T344–T349

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

Expert Model Distribute the Expert Model and Features of an Autobiographical Sketch found online in Writer's Workspace. Discuss the Expert Model with students.

Prewrite Discuss the purpose and audience of an autobiographical sketch. Distribute the Model Graphic Organizer found online in Writer's Workspace. Teach the Develop Experiences Minilesson. Have partners brainstorm events in their lives that they would like to share.

DAY
2

Write to the Reading/Writing Workshop Text

Analyze the Prompt Read aloud the first paragraph on page 30 of the **Reading/Writing Workshop**. Ask: *What is the prompt asking? (Write a diary entry from Mali's point of view.)* Say: *Let's reread to see how the author describes what Mali thinks and feels. We can note text evidence.*

Analyze Text Evidence Display online Graphic Organizer 1 in Writer's Workspace. Say: *Let's see how one student, José, took notes to write his entry. He noted that Mali talks to Mr. Taylor about using his yard to grow tomatoes.* Guide the class through the rest of José's notes.

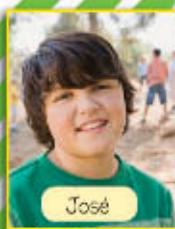
Analyze the Student Model Explain how José used text evidence from his notes to write a response to the prompt.

- **Point of View** José includes the pronoun *I* to let us know that the narrator of the journal entry, Mali, is telling us about her own thoughts and actions. **Trait: Voice**
- **Descriptive Details** José noted how the author of "A Fresh Idea" connects a detail about the setting with Mali's thoughts and feelings. José makes a similar connection in the journal entry he wrote by describing the leaves Mali sees and then describing how the leaves make her feel. **Trait: Ideas**
- **Strong Conclusion** José concludes by having Mali complete her thoughts about the day while also planning ahead just like she does in "A Fresh Idea." **Trait: Organization**

For additional practice with descriptive details, assign **Your Turn Practice Book** page 9.

Write to Sources

Write About the Text



Jose



Pages 22–25

I responded to the prompt: Write a diary entry from Mali's point of view about her plans for next summer's garden. Use descriptive details.

Student Model: Narrative Text

October 28

This morning Mr. Taylor and I were in our garden. Golden leaves covered the ground. The dead leaves made me feel sad. I was looking forward to spring, but Mr. Taylor insisted that fall is best for gardeners. He said it's a good time to think about what to plant for next year.

Point of View
My diary entry uses the pronoun *I* to show that it is written from Mali's perspective.

Descriptive Details
I included sensory language to tell how the character feels.



I wasn't sure why Mr. Taylor thought the fall was so great for gardeners until I looked at his marigolds with all of their yellow, orange, and red petals. Some were the exact colors of peppers, pumpkins, and tomatoes. That inspired me. I think I now know what Mr. Taylor and I will be planting next year!

Grammar

A sentence is a group of words that expresses a complete thought.

Grammar Handbook
See page 450.

Strong Conclusion

My final sentence completes Mali's thoughts following the day's events.

Your Turn

Write a diary entry from Mr. Taylor's point of view about how he felt when Mali asked him for help. Use descriptive details.

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

READING/WRITING WORKSHOP, pp. 30–31

Your Turn Writing Read the Your Turn prompt on page 31 of the Reading/Writing Workshop aloud. Discuss the prompt with students. If necessary, review with students that good authors use descriptive details when they write to entertain others.

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

- Point of View
- Descriptive Details
- Strong Conclusion

Have students use Grammar Handbook page 450 in the Reading/Writing Workshop to review the different types of sentences.



ENGLISH LANGUAGE LEARNERS SCAFFOLD

Beginning

Write Help students complete the sentence frames.
Mali feels ____ that Mrs. Fair closed her tomato stand.
Mali agreed to repay Mr. Taylor with ____.

Intermediate

Describe Ask students to complete the sentence frame. Encourage them to provide details. *Mali and Mr. Taylor made a ____ that ____.*

Advanced/High

Discuss Check for understanding. Ask: *How did Mali and Mr. Taylor feel at the beginning of the story? How did they feel at the end?*



Write to Sources

DAY

3

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

DAY

4

Write to the Literature Anthology Text

Analyze the Prompt Explain that students will write about *One Hen* on Literature Anthology pages 10–25. Provide the following prompt: *Think about how the author structured the events in the story. How does the author help you understand how Kojo changes and how he changes the lives of so many people?* Ask: *What is the prompt asking you to do?* (Write about the way Kojo changes and how his actions change the lives of others.)

Analyze Text Evidence Help students note evidence.

Page 14 Read the first paragraph aloud. Ask: *What does Kojo do with the extra eggs his hen lays?* (He saves them to sell at the market.)

Page 20 Read the last two paragraphs aloud. Ask: *How many people rely on wages from working on Kojo's farm? How do the workers' families use the money they earn?*

Encourage students to look for more details about the events in Kojo's life. Then have them craft a short response.

Write to Two Sources

Analyze the Prompt Explain that students will write about *One Hen* and "Banks: Their Business and Yours." Provide the following prompt: *Write a diary entry from Kojo's point of view as an adult explaining how his village created their own kind of bank.* Ask: *What is the prompt asking you to do?* (Write a diary entry from Kojo's point of view about his village's "bank.")

Say: *On page 12 of One Hen, I read that Kojo uses some of his mother's loan to buy a hen. On page 27 in "Banks: Their Business and Yours," the text tells me that banks provide loans for things people need. I will make the following note: Banks use people's savings to offer people loans. I will include the page numbers and titles of the sources and add this to my notes too.*

Analyze Text Evidence Display online Graphic Organizer 2 in Writer's Workspace. Say: *Let's take a look at how José took notes to answer the prompt.* Read through the text evidence for each selection and have students identify examples of how loans are made and the purpose they serve.

Teacher Conferences

STEP 1

Talk about the strengths of the writing.

Your point of view is very clear. I knew which character's perspective you were writing from.

STEP 2

Focus on how the writer uses descriptive details.

This example helps me understand how the character thinks and feels. It would help create a picture in my mind if you added more descriptive details from the text.

STEP 3

Make concrete suggestions.

Your conclusion is interesting.

I want to know more about what the character thinks about _____. Rewrite the final sentence by using more text evidence from the story to sum up the character's thoughts.

DAY
5

Share the Prompt Provide the following prompt to students: *Write a diary entry from Kojo’s point of view as an adult describing how his next business idea is to start a community bank. Use details from One Hen and “Banks: Their Business and Yours” in your diary entry.*

Find Text Evidence Ask students to find text evidence related to the prompt. Review how to identify important information to help them answer the prompt. Remind students to include the page number and source of the information.

Analyze the Student Model Review the first prompt from Day 4 along with José’s notes. Display the student model on page 10 of the **Your Turn Practice Book**. Point out that José used important information from two texts to write a response to the prompt. Discuss the page together with students or have them work independently.

Write the Response Review the second prompt from Day 4 with students. Have them use the notes they took to craft a short response. Use the Teacher Conferences routine to provide support. Remind students to include the titles of both sources and the following elements:

- Point of View
- Descriptive Details
- Strong Conclusion



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

Suggested Revisions

Provide specific direction to help focus young writers.

Focus on a Sentence

Read the draft and target one sentence for revision. *Rewrite this sentence by adding descriptive details that explain _____.*

Focus on a Section

Underline a section that needs to be revised. Provide specific suggestions. *I’d like to know more about _____. Details about the narrator’s point of view would help me understand better.*

Focus on a Revision Strategy

Underline a section. Have students use a specific revision strategy, such as deleting. *Many extra details are included. Try removing details about events not important to the diary.*

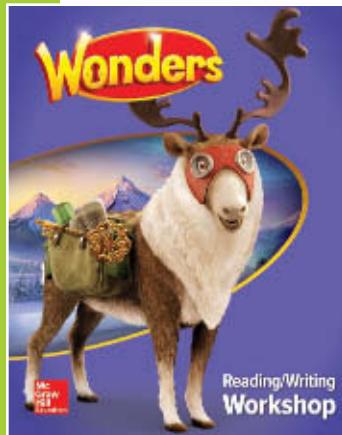
Peer Conferences

Focus peer response groups on descriptive details, point of view, and strong conclusions. Provide these questions:

- Is the narrator’s point of view clear?
- Do descriptive details help explain how the characters think and act?
- Does the diary’s conclusion leave a strong impression on the reader?



Grammar: Sentences



Reading/Writing Workshop

OBJECTIVES

Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

Proofread sentences.



Pair students of different proficiency levels for the Talk About It activities. Based on their levels, students should contribute to discussions by using short phrases, asking questions, and adding relevant details.

DAY

1

DAILY LANGUAGE ACTIVITY

i went to the park yesterday. I spent all day at the book festival (1: I; 2: festival.)

DAY

2

DAILY LANGUAGE ACTIVITY

My favorite game is chess do you know how to play! (1: chess.; 2: Do; 3: play?)

Introduce Sentences

- A **sentence** is a group of words that expresses a complete thought. *Susan laughed loudly.*
- A **sentence fragment** is a group of words that does not express a complete thought: *visited his dad.*
- Every sentence begins with a **capital letter** and ends with a **punctuation mark**.
- A **statement** is a sentence that tells something. It ends with a period. *They enjoyed the movie.*
- A **question** is a sentence that asks something. It ends with a question mark. *What was that?*

Refer to Grammar Handbook pages 450 and 477 for sentences.

Review Sentences

Discuss with students how to recognize a complete sentence. Ask them how a question differs from a statement.

Introduce Commands and Exclamations

Present the following:

- A **command** tells or asks someone to do something. It ends with a period or an exclamation point. *Listen closely. Pay attention!*
- An **exclamation** expresses strong feeling. It ends with an exclamation point. *I got an A on my final exam!*

**TALK ABOUT IT****COLLABORATE****USE SENTENCES**

Ask partners to use complete sentences to talk about meeting a need. For example, students might discuss the difference between wants and needs. As they talk, partners should help each other form complete sentences.

COMMAND/EXCLAMATION

Prepare index cards with the word *command* or *exclamation*. Have partners choose a card and think of an appropriate sentence. If it's a command, they perform the action. If it's an exclamation, they say it with proper intonation.

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

There will be a science test today? I know it's going to be tuff. (1: today; 2: tough.)

**Mechanics and Usage:
Punctuate Sentences**

- Every sentence begins with a capital letter.
- A statement ends with a period. A question ends with a question mark. A command ends with a period or an exclamation point. An exclamation ends with an exclamation point.
- Use commas to set off tag questions (e.g., *It's true, isn't it?*) and with direct address (e.g., *Is that you, Al?*)
- An interjection is a word or group of words that expresses strong feeling. An exclamation point is used after an interjection. *Hey! I'm happy to see you.*

Refer to Grammar Handbook pages 450, 471, 475, 477, and 479.

See Grammar Practice Reproducibles pp. 1–5.

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

they went to the mall after school? I had to go home. and do chores! (1: They; 2: school.; 3: home; 4: chores)

Proofread

Have students correct errors in these sentences:

- please sit down. (**Please**)
- I really like this movie? (**movie**)
- Georgia can you answer the question! (1: **Georgia**; 2: **question**?)
- Wow. Look at all the people. (**Wow!**)
- Follow me? (**me**)

Have students check their work using Grammar Handbook pages 450, 471, 475, 477, and 479.

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

i think I will dress up as a clown for the party. What about you. (1: **I**; 2: **you**?)

Assess

Use the Daily Language Activity and Grammar Practice Reproducibles page 5 for assessment.

Reteach

Use Grammar Practice Reproducibles pages 1–4 and selected pages from the Grammar Handbook for additional reteaching. Remind students that it is important to use sentences correctly as they speak and write.

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.

SENTENCE SWITCH

Have small groups of students each write down three nouns and three verbs on index cards. Create a noun pile and a verb pile. Students take turns selecting one noun and one verb to use together in a complete sentence.

QUESTIONS

Have partners play a conversation game. Partner A asks a question. Partner B responds with a related question. The conversation continues, using only questions, until someone makes a mistake by responding in a non-question form.

TRANSFORMATIONS

Have students in small groups each write down three sentence fragments on index cards and place them in a pile. Students take turns selecting a fragment, reading it aloud, and forming a complete sentence from it.



Spelling: Short Vowels

DAY

1

DAY

2

OBJECTIVES

Spell grade-appropriate words correctly, consulting references as needed.

Spelling Words

jut	cot	stump
nick	fling	tough
tenth	notch	laugh
shrug	gush	guess
stuff	scan	lead
sense	batch	dove
damp	rough	

Review *past*, *dock*, *plum*
Challenge *cinch*, *blond*

Differentiated Spelling**Approaching Level**

jut	cot	stump
nick	fling	rust
tent	sock	lamp
sung	gush	pest
stuff	scan	lead
bend	track	dove
damp	rough	

Beyond Level

credit	orally	stump
summit	fling	tougher
tenth	notch	blond
shrugged	gushing	guess
slumped	scanned	lead
sense	batches	dove
stranded	roughly	

Assess Prior Knowledge

Read the spelling words aloud, drawing out the vowel sounds.

Point out the short *u* in *shrug*. Draw a line under the vowel as you make the short vowel sound. Explain that not all short *u* words are spelled in the same way. Point out that this is true for other short vowel sounds as well (*laugh*, *guess*).

Demonstrate sorting the spelling words by pattern under the key words *damp*, *tenth*, *fling*, *cot*, and *jut*. Sort a few words. Point out that each of these words has a short vowel sound.

Use the Dictation Sentences from Day 5 to give the pretest. Say the underlined word, read the sentence, and repeat the word. Have students write the words. Then have students check their papers.

Spiral Review

Review the short vowel sounds in *past*, *dock*, and *plum*. Read each sentence below, repeat the review word, and have students write the word.

1. She won the past two years.
2. The ship stood at the dock.
3. The plum was juicy and sweet.

Have students trade papers and check their spellings.

Challenge Words Review this week's short vowel sound spelling patterns. Read each sentence below, repeat the challenge word, and have students write the word.

1. We agreed the test was a cinch.
2. That girl has blond hair.

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

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

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

PATTERN SORT

Complete the **pattern sort** from Day 1 by using the boldfaced key words on the Spelling Word Cards. Point out the short vowel spellings. Partners should compare and check their sorts. Have them record their sorts in their word study notebooks.

DAY

3**Word Meanings**

Have students copy the three analogies below into their word study notebooks. Say the sentences aloud. Then ask students to fill in the blanks with a spelling word.

1. *Slow* is to *quick* as ____ is to *dry*. (*damp*)
2. *Tiny* is to *small* as ____ is to *throw*. (*fling*)
3. *Soft* is to *hard* as ____ is to *trickle*. (*gush*)

Challenge students to create other analogies for their spelling, review, or challenge words. Encourage them to use synonyms and antonyms. Have students post their analogies on the board.

DAY

4**Proofread and Write**

Write these sentences on the board. Have students circle and correct each misspelled word. Have students use a print or a digital dictionary to check and correct their spellings.

1. The question was tuf, so I had to gess the answer. (*tough, guess*)
2. She has a poor sens of smell when it is daamp outside. (*sense, damp*)
3. The cott was too hard and rugh to sleep on. (*cot, rough*)
4. Do you have a ledd pencil somewhere in that stouff? (*lead, stuff*)

Error Correction Some students will confuse spelling patterns that make the same vowel sound, such as *u* in *stuff* and *ou* in *tough*. Create word lists for each spelling. Prompt students to refer to the lists when writing.

See Phonics/Spelling Reproducibles pp. 1–6.

SPEED SORT

Have partners do a speed sort to see who is fastest. Then have them do a word hunt in this week's readings to find words with short vowel sounds. Have them record the words in their word study notebooks.

BLIND SORT

Have partners do a blind sort: one reads a Spelling Word Card; the other tells under which key word it belongs. Then have partners use their word cards to play Go Fish with the spelling words, using short vowel spelling patterns as the "fish."

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 desks jut out unevenly.
2. The nick on her leg hurt.
3. The tenth word was the hardest.
4. I shrug when I don't know.
5. Stuff the papers into your bag.
6. It makes no sense to wear a hat.
7. The damp air made my hair frizzy.
8. He slept in the cot for a few hours.
9. Don't fling items across the room.
10. The notch is at the edge.
11. I saw water gush from the pipe.
12. Scan your homework for errors.
13. She graded a batch of papers.
14. It was a rough day at school.
15. He was sitting on a tree stump.
16. That was a tough word to spell.
17. My brother loves to laugh loudly.
18. He took a guess at the answer.
19. I prefer lead pencils to pens.
20. A dove is a symbol of peace.

Have students self-correct their tests.



Build Vocabulary

DAY

1

DAY

2

OBJECTIVES

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

Expand vocabulary by adding inflectional endings and suffixes.

Connect to Words

Practice this week's vocabulary.

- What is something that many people can **afford**?
- What things do people usually need a **loan** to buy?
- What happens if a business does not make a **profit**?
- What qualities and habits help people to **prosper**?
- What is the biggest **risk** that you have ever taken?
- What are some reasons that **savings** are important?
- What kinds of things would be considered **scarce**?
- How much do you think the president earns in **wages**?

Vocabulary Words

afford	risk
loan	savings
profit	scarce
prosper	wages



Pair students of different language proficiency levels to practice vocabulary. Have partners discuss different shades of meaning in words with similar meanings, such as *profit* and *prosper*.

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

- Display *invest*, *income*, and *goal*.
- Define the words and discuss their meanings with students.
- Write *investment* under *invest*. Have partners write other words with the same root and define them. Then have partners ask and answer questions using the words.
- Repeat with *income* and *goal*.

CONTEXT CLUES

- 
- Write: *The meager soup was not enough food for everyone.*
 - Have partners discuss what *meager* means.
 - Have students share their ideas, telling which sentence clues helped them decipher the meaning.
 - Have students write the word's meaning in their word study notebooks. Point out that *meager* is a synonym for *scarce*.

DAY

3**Reinforce the Words**

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

1. Ahmed's business started to prosper when he ____.
2. Doctors usually earn ____ wages.
3. Georgia got a loan in order to buy ____.
4. I plan to use my savings to pay for ____.
5. When money is scarce, people sometimes ____.
6. Mike realized he could not afford ____ because ____.
7. Janika knew she was taking a risk when she ____.
8. The restaurant ____ its prices in order to make a bigger profit.

DAY

4**Connect to Writing**

- Have students write sentences in their word study notebooks using this week's vocabulary.
- Tell students to write sentences that provide word information they learned from this week's readings.
-  Provide the Day 3 sentence stems 1–8 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 how *wages* help people get the things they need or how someone might give a *loan* to a friend in need.

DAY

5**Word Squares**

Ask students to create Word Squares for each vocabulary word.

- In the first square, students write the word (e.g., *prosper*).
- In the second square, students write their own definition of the word and any related words, such as synonyms (e.g., *to do well* or *make money*, *succeed*).
- In the third square, students draw a simple illustration that will help them remember the word (e.g., drawing of a woman with dollar signs around her).
- In the fourth square, students write nonexamples, including antonyms for the word (e.g., *fail*).

Have partners discuss their squares.

CONTEXT CLUES

Elicit from students what sentence clues are and how they can be helpful.

- Display **Your Turn Practice Book** pages 3–4. Model figuring out the meaning of *persisted* at the top of page 3.
- Have students complete page 7.
- Partners can confirm meanings in a print or an online dictionary.

SHADES OF MEANING

Help students generate words related to *risk*. Draw a T-chart. Head one column "Synonyms" and the other column "Other Related Words."

- Have partners generate words to add to the T-chart. Ask students to use a thesaurus.
- Add words not included, such as the synonym *chance* or the related word *challenge*.
- Ask students to copy the words in their word study notebooks.

MORPHOLOGY

Use *scarce* as a springboard for students to learn more words. Draw a T-chart. Write *scarce* in the left column.

- In the right column of the T-chart, write *-ity*, *-ness*, and *-ly*. Discuss how the suffixes change the word's meaning or part of speech.
- Have students add the suffixes to *scarce*. Review the meanings of the new words.
- Ask partners to do a search for other words with these suffixes.

→ Integrate Ideas

Close Reading Routine

Read DOK 1–2

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



COLLABORATE

Reread DOK 2–3

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

Integrate DOK 4

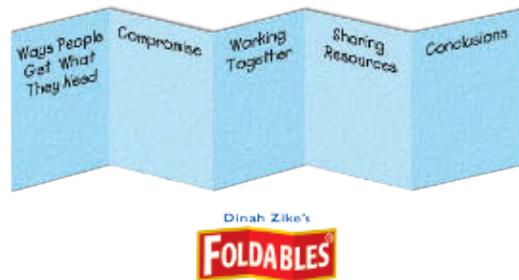
- Integrate knowledge and ideas.
- Make text-to-text connections.
- Use the Integrate lesson.
- Use Close Reading Companion, p. 7.

TEXT CONNECTIONS

Connect to the Essential Question

Write the Essential Question on the board: *How do we get the things we need?* Divide the class into small groups. Tell students that each group will compare the information that they have learned about getting the things they need. Model how to compare this information by using examples from this week's Leveled Readers and "A Fresh Idea" on Reading/Writing Workshop pages 22–25.

Evaluate Text Evidence Have students review their class notes and completed graphic organizers before they begin their discussion. Encourage them to compare information from all of this week's reads. Have each group pick one student to take notes. Explain that each group will use an Accordion Foldable® to record their ideas. You may want to model how to use an Accordion Foldable® to record comparisons.



Meeting a Need



RESEARCH AND INQUIRY

Create a Venn Diagram

Tell partners to research ways people raise money to start a business or help a charity. They will create a Venn diagram to compare and contrast *loans* and *donations*. Explain that a *loan* is money that is borrowed. A *donation* is money that is a gift. Discuss the following steps:

- 1 Select Search Terms** Explain that students will conduct research online. Have them brainstorm search terms that will give them best results, such as *loan*, *capital*, *donation*, or *charity*.
- 2 Choose Reliable Resources** Explain that it is important to choose reliable Web sites for research. Point out sites ending in *.gov* and *.edu* are more reliable than commercial Web sites, which end in *.com*.
- 3 Guided Practice** Have students record reasons why people need to raise money, such as for starting a business or giving to a cause.

Go Digital



Collaborate



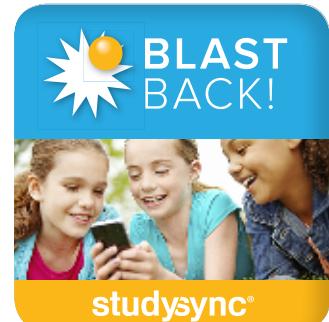
Resources:
Research and
Inquiry

Text to Media

Post Online Remind students to discuss their responses to the “Clothing, Food, Shelter” Blast along with information from all of this week’s reads. Tell them to include the poem “Try Again” on **Close Reading Companion** page 7 as part of their discussion. Guide students to see the connections between the media, the poem, and the texts. Ask: *How does the Blast connect to what you read this week? To the poem “Try Again”?*

Present Ideas and Synthesize Information

When students finish their discussion, ask for a volunteer from each group to read their notes aloud.



Have them use Research Process Checklist 3 to evaluate their research. Students can post their findings on the Shared Research Board.

- 4 Create the Project: Venn Diagram** Have students create a Venn Diagram using Graphic Organizer 66. Label the left oval *Donations*, the right oval *Loans*, and the center section *Both*. Help students evaluate the reasons why people need to raise money. Guide them to categorize the reasons under which would require a loan, which could receive money through donations, and which could receive money through both.

Present the Venn Diagram

Have student pairs present their Venn diagrams to each other. Have them discuss a project they themselves would like to do that would require money to be raised. Have them discuss whether they would ask for a donation or a loan. Have them discuss how they would use the money once they received it.

OBJECTIVES

Compare and contrast stories in the same genre (e.g. mysteries and adventure stories) on their approaches to similar themes and topics.

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



OBJECTIVES

Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

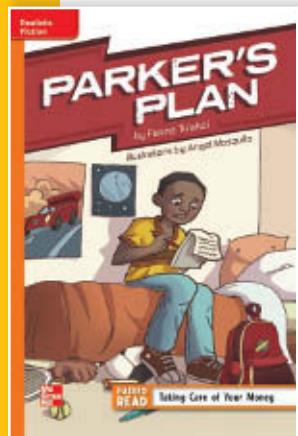
- Choose reliable sources.
- Use a graphic organizer.

ACADEMIC LANGUAGE

- *loans, donations, Venn Diagram, compare, contrast*
- Cognates: *comparar, contrastar*



Approaching Level



Lexile 680
TextEvaluator™ 45

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ACADEMIC LANGUAGE

- realistic fiction, characters, settings, sequence, reread
- Cognates: *ficción realista, secuencia*

Leveled Reader: *Parker's Plan*

Before Reading

Preview and Predict

- Read the Essential Question with students.
- Have students read the title and table of contents and preview the illustrations in *Parker's Plan*. Have them predict what Parker's plan might be.

Review Genre: Realistic Fiction

Review with students that realistic fiction tells about characters, settings, and events that are like people, settings, and events in real life. Have students identify features of realistic fiction in *Parker's Plan*.

During Reading

Close Reading

Note Taking: Ask students to use their graphic organizer as they read.

Pages 2–4 Who are the main characters in this selection? (Parker and Parker's dad) What is the setting? (Parker's house)

What problem does Parker have at the beginning of the story? (He wants a pair of inline skates, but his dad does not want to buy them for him.)

Pages 5–6 The author says that Parker stomped off to his room. Why is stomped a better word choice than walked? (*Stomped* shows Parker is walking angrily. He is upset about his dad's decision.)

What does Parker do after he goes up to his room? (He starts writing down his ideas for ways to buy the skates.)

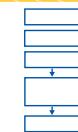
Pages 7–8 Turn to a partner and paraphrase Parker's plan for buying the inline skates. Reread page 7 to help you paraphrase. (Parker plans to work so that he can earn money to purchase the skates.)

Pages 9–11 Turn to a partner and explain how a savings account helps your money grow. Reread page 9 and paraphrase Talisha's mother's explanation. (The bank pays interest when you put money in a savings account. The more money in your account, the more interest you earn.)

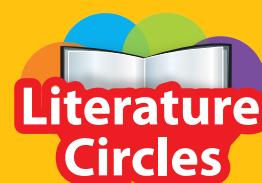
Go Digital



Leveled Readers



Use Graphic Organizer



What context clues help you figure out the meaning of the word interest on page 9? (savings account; bank will pay you; earn; more money)

Pages 12–15 After Parker saves enough money for skates, how does he earn extra money for safety gear? (He starts working for the neighbors.) Why do you think the author uses the simile “red as a beet” on page 14 to describe Parker’s face? (The author wants readers to picture how red Parker’s face is and understand how embarrassed he is.)

Generate a question of your own about what you have just read and share it with a partner. Try to find the answer by rereading the text.

After Reading

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events that led Parker to open a savings account.

Fluency: Expression and Accuracy

Model Model reading page 7 with expression and accuracy. Next reread the page aloud and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“Taking Care of Your Money”

Make Connections:

Write About It



Before reading, ask students to note that the genre of this text is expository text. Then discuss the Essential Question. After reading, ask students to write about connections between what they learned from *Parker’s Plan* and “Taking Care of Your Money.”

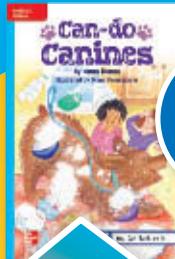


Leveled Reader

FOCUS ON LITERARY ELEMENTS

Students can extend their knowledge of similes by completing the literary elements activity on page 20.

Level Up



Level-up
lessons
available
online.

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

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

- echo-read the **On Level** main selection.
- use self-stick notes to mark and record important events in each section.

A C T Access Complex Text

The **On Level** challenges students by including more challenging vocabulary and complex sentences.



Approaching Level

Phonics/Decoding

DECODING WORDS WITH SHORT VOWELS

OBJECTIVES

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

Decode words with short vowels.

I Do

Remind students that when a vowel is in the middle of two consonants, it usually makes a short-vowel sound. Write the word *bat* on the board and read it aloud. Underline the *a* and make the short-*a* sound for students. Repeat the process with words that contain other short-vowel sounds, such as *pen*, *sit*, *top*, and *run*.

We Do

Write these words on the board: *tap*, *cat*, and *jam*. As you point to each word, say it out loud and underline the short *a*. Use the words *net*, *pin*, *lot*, and *sun* to help students identify other short vowels and their sounds.

You Do

Assign pairs of students different short-vowel sounds. Ask each pair to brainstorm a list of five words with the short-vowel sound they have been assigned. Circulate to correct lists as needed and write a class list on the board. Then point to all of the short-vowel words on the board in random order for students to chorally read. Repeat several times.

BUILD WORDS WITH SHORT VOWELS

**TIER
2**
OBJECTIVES

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Build words with short vowels.

I Do

Write the following words on the board and read them aloud: *men*, *tin*, *lot*, *hat*, and *sum*. Review the letter and sound for each short vowel. Explain that students will build longer words from syllables that contain short vowels. Display these **Word-Building Cards** one at a time: *sub*, *hap*, *let*, *pen*. Model sounding out each syllable and identifying the short vowel.

We Do

Have students chorally read the syllable on each card. Repeat at varying speeds and in random order. Next, display all four cards. Work with students to combine the Word-Building Cards to form two-syllable words with short vowels. Have students chorally read the words: *sublet*, *happen*.

You Do

Add these words to the board: *onset*, *cactus*, *tidbit*, and *unsung*. Have partners read each word aloud and identify short-vowel sounds. Then have pairs build and share their own words using syllables that contain short vowels: *con*, *ad*, *sub*, *rab*, *test*, *mit*, *bit*.

PRACTICE SHORT VOWELS

OBJECTIVES

Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

Decode words with short vowels.

I Do

Remind students that when a vowel appears between two consonants, it usually makes a short-vowel sound. Review the different short-vowel sounds. Then write the words *pad*, *let*, *bin*, *pop*, and *shut* on the board and read each aloud. Run your finger under the letter that spells the short-vowel sound as you say each word.

We Do

Write the words *hat*, *fed*, *pit*, *dot*, and *sun* on the board. Model how to decode the first word, then guide students as they decode the remaining words.

To provide additional practice, write the words below on the board. Read aloud the first word, underlining the letters that spell the two short-vowel sounds with your finger as you read.

sunlit	insect	confess	system
address	magnet	subject	selfish
absent	contest	conduct	happen

Then have student pairs read aloud the remaining words. Ask volunteers to identify the short-vowel sound in each word.

You Do

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



ELL ENGLISH LANGUAGE LEARNERS

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



Approaching Level

Vocabulary

REVIEW HIGH-FREQUENCY WORDS

**TIER
2**

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

I Do

Use High-Frequency Word Cards 1-10. Display one word at a time, following the routine:

Display the word. Read the word. Then spell the word.

We Do

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

You Do

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

REVIEW VOCABULARY WORDS

**TIER
2**

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

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.

UNDERSTAND VOCABULARY WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however, although, nevertheless, similarly, moreover, in addition*).

I Do

Display the ***afford*** Visual Vocabulary Card and ask: *Would it be easy to afford your own airplane?* Explain that it would not be easy to afford your own airplane because an airplane costs a lot of money.

We Do

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

- Would you need a *loan* to buy a car?
- Would a business person expect to make a *profit*?
- Will a garden *prosper* without water?

You Do

Have partners respond to these questions and explain their answers.

- Is it a *risk* to sit in a chair?
- Would you have *savings* if you spent all your allowance each week?
- Is rain *scarce* in the desert?
- Does a person with a job earn *wages*?

CONTEXT CLUES

OBJECTIVES

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

I Do

Display the Comprehension and Fluency passage on **Approaching Reproducibles** pages 3–4. Read aloud the fourth paragraph. Point to the word *volunteering*. Explain to students that they can use the other words in the sentence or nearby sentences to figure out the meaning of the word.

Think Aloud If I am not sure what *volunteering* means, I can look for other words in the sentence to help me. I see the words “giving time to help.” From this clue I think *volunteering* means “giving your time to help others.” Write the definition of the word from the clues.

We Do

Ask students to point to the word *debate* in the third paragraph on page 4. With students, discuss how to use the clues in the text such as “talked about different ideas” to figure out the meaning of the word. Write the definition of the word.

You Do

Have students use clues from the passage to determine the meanings of *slogan* (page 4, paragraph 3), *donate* (page 4, paragraph 4), and *merchandise* (page 4, paragraph 5).



Approaching Level

Comprehension

FLUENCY

**TIER
2**

OBJECTIVES

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.

Read with expression and accuracy.

I Do

Remind students that they can read with expression by changing their volume and tone of voice to reflect the emotions and mood of the text. They can also read with accuracy by using context clues to correctly identify words. Read the first four paragraphs of the Comprehension and Fluency passage on **Approaching Reproducibles** page 3. Tell students to monitor your accuracy and listen for changes in your volume and tone.

We Do

Read the rest of the page aloud and have students repeat each sentence after you, matching your expression. Explain how you used punctuation cues to interpret the text and context clues to correctly identify words.

You Do

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

IDENTIFY IMPORTANT EVENTS

**TIER
2**

OBJECTIVES

Describe in-depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Identify important events.

I Do

Read aloud the first four paragraphs of the Comprehension and Fluency passage on **Approaching Reproducibles** page 3. Then write, "Tasha's mom explains why neither she nor Tasha's brother can take Tasha to the mall." Explain that this is the main event at the beginning of the story.

We Do

Continue reading the first page of the Comprehension and Fluency passage. Ask: *What happens after Tasha complains that she can't help? What does Tasha do when she goes to her room?* Explain that these represent other important events. Point out that Tasha going to her room is not as important an event as Tasha realizing how she can help. Help students use the most important events to tell what has happened in the story so far.

You Do

Have students read the rest of the passage. For each paragraph, have them write down the main event. Review students' lists and help them explain why the events they chose are important. Then have partners compare their lists.

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

I Do

Remind students that sequence is the order in which plot events happen. Explain that the sequence of events has a beginning, a middle, and an end. Usually, the sequence of events begins with the introduction of the characters and setting.

We Do

Read page 3 of the **Approaching Reproducibles** Comprehension and Fluency passage together. Pause to point out the characters and setting. Model identifying events that show the story's problem. Explain that these events shape the beginning of the story. Work with students to identify important events in the middle of the story. Point out that the events are presented in sequential order.

You Do

Have students finish reading the passage. Ask them to identify important events at the end of the story. Then have them retell the beginning, middle, and end of the story in sequence to a partner. Ask students to describe the setting and the characters involved in each event.

SELF-SELECTED READING

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Read Independently

Have students choose a realistic fiction book for sustained silent reading. Remind students that:

- sequence is the order of events in a selection, including when the characters and setting are introduced.
- if they don't understand why something happened, they should reread earlier events in the story.

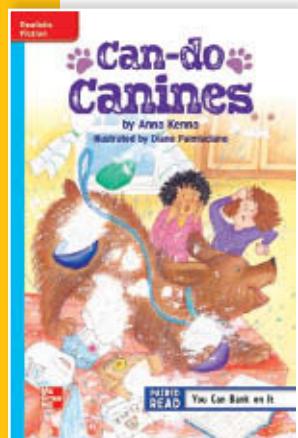
Read Purposefully

Have students record the character, setting, and sequence of events on Graphic Organizer 90 as they read independently. After they finish, they can conduct a Book Talk, each telling about the book they read.

- Students should share their organizers and answer this question: *What was your favorite event in this book?*
- They should also tell the group if there were any sections they reread to increase their understanding.



On Level



Lexile 790
TextEvaluator™ 48

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ACADEMIC LANGUAGE

- realistic fiction, characters, settings, sequence, reread
- Cognates: *ficción*, *realista*, *secuencia*

Leveled Reader: *Can-do Canines*

Before Reading

- Read the Essential Question with students.
- Have students read the title and table of contents and preview the illustrations in *Can-do Canines*. Then have them predict what this selection will be about.

Review Genre: Realistic Fiction

Review with students that realistic fiction tells about characters, settings, and events that are like people, settings, and events in real life. Have students identify features of realistic fiction in *Can-do Canines*.

During Reading

Close Reading

Note Taking: Ask students to use their graphic organizer as they read.

Pages 2–5 Who are the main characters in this selection? (Jamila and her mother) What is the setting? (Jamila's house)

What problem do Jamila and her mother have at the beginning of the story? (Jamila's mother grooms dogs at home and is always working. She wants to open a dog-grooming salon, but starting a business can be expensive.)

Pages 6–7 On page 6, the author uses the word massive to describe the dog's paws. Why is massive a better word choice than big? (It is more precise and helps readers picture just how big the dog's paws are.)

Pages 8–9 How does Jamila's mother feel about what happened in the kitchen? Reread the last paragraph on page 8. Then turn to a partner and paraphrase what she says. (Jamila's mom feels badly because her in-home business interfered with Jamila's science project. She says that it can't continue. It is making her upset, and it isn't fair to Jamila.)

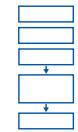
Reread page 9. What does Jamila's mother plan to do after the dog show? (She plans to go to the bank and apply for a loan.)

Pages 10–12 Reread the last paragraph on page 10. What context clues can help you figure out what estimate means? (how much; cost)

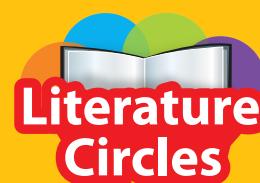
Go Digital



Leveled Readers



Use Graphic Organizer



What happens a week after the dog show? (Jamila's mother doesn't get the loan she needs.) Why doesn't she get the loan? Reread the first paragraph on page 12 to help you answer. (The bank manager can't risk giving her the size of loan that she needs.)

Pages 13–15 *At the end of the story, how does Jamila's mom solve her problem? Reread the second paragraph on page 14. (She gets a grooming van from a retired couple. They agree to let her pay off the van from her profits. The bank gives her a small loan for setup costs.) Generate a question of your own about what you have just read and share it with a partner. Try to find the answer by rereading the text.*

After Reading

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events that led to Jamila's mom solving her problem.

Fluency: Expression and Accuracy

Model Model reading page 9 with proper expression and accuracy. Next read the passage aloud and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“You Can Bank on It”

Make Connections:
Write About It 

Before reading, ask students to note that the genre of this text is expository text.

Discuss the Essential Question. After reading, ask students to connect what they learned from *Can-do Canines* and “You Can Bank on It.”



Leveled Reader

FOCUS ON LITERARY ELEMENTS

Students can extend their knowledge of similes by completing the literary elements activity on page 20.

Level Up



Level-up
lessons
available
online.

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

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

- partner-read the **Beyond Level** main selection.
- list each main event in sequence.

A C T Access Complex Text

The **Beyond Level** challenges students by including more challenging vocabulary and complex sentences.

 **On Level**

Vocabulary

REVIEW VOCABULARY WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).

I Do

Use the **Visual Vocabulary Cards** to review the key selection words *afford*, *loan*, *profit*, *prosper*, *risk*, and *wages*. Point to each word, read it aloud, and have students chorally repeat it.

We Do

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

- What makes you able to *afford* to buy something?
- When might you need a *loan*?
- Why is it important for a business to make a *profit*?

You Do

Have partners respond to these questions and explain their answers.

- What makes a restaurant *prosper*?
- Why is it a *risk* to let someone borrow something?
- What jobs might you do to earn *wages*?

CONTEXT CLUES

OBJECTIVES

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

I Do

Remind students they can often figure out the meaning of an unknown word from context clues within the sentence. Use the Comprehension and Fluency passage on **Your Turn Practice Book** pages 3–4 to model.

Think Aloud I wonder what *persisted* in paragraph 3 means. When I read the sentence, I see a sentence clue: *not ready to give up*. This clue helps me understand that *persisted* means “continued in spite of obstacles.”

We Do

Have students read the fourth paragraph, where they encounter *chaperone*. Have students figure out the definition by looking for sentence clues. Point out context clues such as *parent* and *with you*.

You Do

Have students work in pairs to determine the meaning of the words *slogan* (page 4, paragraph 3) and *merchandise* (page 4, paragraph 5) as they read the rest of the selection.

Comprehension

WEEK 1

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

I Do

Remind students that sequence is the order in which plot events happen. Explain that the sequence of events in a story includes a beginning, a middle, and an end. The sequence of events also includes the introduction of the characters and setting.

We Do

Have a volunteer read page 3 of the **Your Turn Practice Book** Comprehension and Fluency passage. Have students describe the main characters and the setting. Model how to identify the events that show the story's problem. Then, work with students to identify an important event that happens next.

You Do

Have partners identify the sequence of events in the rest of the passage. Then have them explain how the sequence of events and the actions of the characters lead to the solution of the problem.

SELF-SELECTED READING

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Reread difficult sections in a text to increase understanding.

Read Independently

Have students choose a realistic fiction book for sustained silent reading.

- Before they read, have students preview the book, reading the title and viewing the front and back cover.
- As students read, remind them to reread difficult sections.

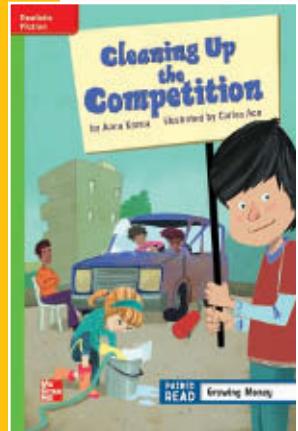
Read Purposefully

Encourage students to select books from a wide variety of authors and write down the names of authors whose books they most enjoy reading.

- As students read, have them fill in the characters, the setting, and the events in the beginning, middle, and end of the story on Graphic Organizer 90.
- They can use this organizer to help them write a summary of the book.
- Ask students to share their reactions to the book with classmates.



Beyond Level



Lexile 970
TextEvaluator™ 58

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

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

ACADEMIC LANGUAGE

- realistic fiction, characters, settings, sequence, reread
- Cognates: *ficción realista, secuencia*

Leveled Reader: *Cleaning Up the Competition*

Before Reading

Preview and Predict

- Read the Essential Question with students.
- Have students read the title and table of contents and preview the illustrations in *Cleaning Up the Competition*. Have them discuss what they think this selection will be about.

Review Genre: Realistic Fiction

Review that realistic fiction tells about characters, settings, and events that are like real people, settings, and events. Have students identify features of realistic fiction in *Cleaning Up the Competition*.

During Reading

Note Taking: Ask students to use their graphic organizer as they read.

Pages 1–4 Who are the main characters in this selection? (Jake, Ms. Garcia) What is the setting? (school) What problem do Ms. Garcia and her students have? How do they plan to solve it? (Ms. Garcia and her students want to start a school band, but there are no instruments. They divide into groups to think of ideas for fundraising.)

Pages 5–7 How does Jake's group get supplies for the car wash? Reread the first and second paragraphs on page 5. (They raid their homes and get help from their families. Jake's dad gives them a loan for cleaning supplies.) Reread page 7. What happens after Jake arrives at the parking lot? (He sees another car wash.) How does his mood change? Turn to a partner and paraphrase what he says. (Jake says that his good mood quickly disappeared when he saw the car wash across the road.)

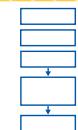
Pages 8–9 Why do you think the author used the word *sweated* instead of *worked* to describe how Jake and his friends cleaned the vehicle? (*Sweated* shows how hard they worked to get the dirty vehicle clean.) What context clues help you to understand what *grime* means? (mud-caked; dirty; dust)

Pages 10–12 What do members of Jake's group decide to do after their first effort is unsuccessful? (They decide to advertise their service.)

Go Digital



Leveled Readers



Use Graphic Organizer

Pages 13–15 What happens after Mr. Forrest returns? (He offers Jake's group a job washing cars for the next two weekends.) Why is it important that Jake's group did such a good job for Mr. Forrest earlier in the story? (It leads Mr. Forrest to offer them the bigger job.) What message about meeting needs might the author of this story want to share? Read page 15 to help you answer. (Being committed and working hard can help you meet a need.)

Generate a question of your own about what you have just read and share it with a partner. Try to find the answer by rereading the text.

After Reading

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events that led to Mr. Forrest asking the students to clean his cars.

Fluency: Expression and Accuracy

Model Model reading page 7 with proper expression and accuracy. Next read the passage aloud and have students read along with you.

Apply Have students practice reading with a partner.

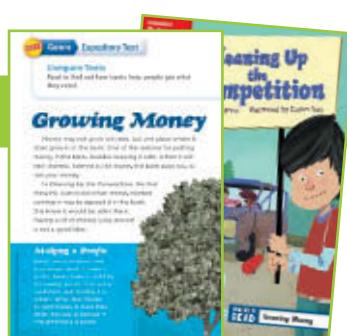
PAIRED READ

“Growing Money”

Make Connections: Write About It



Before reading, ask students to note that the genre of this text is expository text. Then discuss the Essential Question. After reading, ask students to write about connections between the information they learned from *Cleaning Up the Competition* and “Growing Money.”



Leveled Reader

FOCUS ON LITERARY ELEMENTS

Students can extend their knowledge of similes by completing the literary elements activity on page 20.



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 information learned from both selections in the Leveled Reader, about how depositing earnings into a bank account can help meet a need or reach a goal.



Gifted and Talented

Synthesize Challenge students to think of something their school needs. Then have them work in pairs or teams to write a plan for a fundraiser that they think would be a successful way to raise money for the item or items. Explain that their plan should include a statement of their idea, an estimate of the cost of supplies, an advertising flyer, and a plan for how their team will manage the money they earn. Invite students to share their plans with the class.



Beyond Level

Vocabulary

REVIEW DOMAIN-SPECIFIC WORDS

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

Model

Use the **Visual Vocabulary Cards** to review the meaning of the words *savings* and *scarce*. Write economics-related sentences on the board using the words.

Write the words *investment* and *interest* on the board and discuss the meanings with students. Then help students write sentences using these words.

Apply

Have students work in pairs to review the meanings of the words *profit* and *prosper*. Then have partners write sentences using the words.

CONTEXT CLUES

OBJECTIVES

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

Model

Read aloud the third paragraph of the Comprehension and Fluency passage on **Beyond Reproducibles** page 3.

Think Aloud I want to understand the word *persisted* in this paragraph. The sentence gives me a clue: “not ready to give up easily.” I can use this clue to guess that *persisted* means “continued in spite of obstacles.”

With students, read the fourth paragraph on page 3. Help them figure out the meaning of *chaperone*.

Apply

Have pairs of students read the rest of the passage. Ask them to use context clues to determine the meaning of the following words: *echoed* (page 3, last paragraph), *slogan* (page 4, paragraph 3), and *merchandise* (page 4, paragraph 5).



Synthesize Using their definition of *slogan*, have students discuss whether or not “Building the Community” could be used as an effective slogan. Then have partners come up with an idea for a community-service project in their own neighborhood and write an original slogan for it. Have each pair share and explain its slogan with the class.

Comprehension

WEEK 1

REVIEW CHARACTER, SETTING, PLOT: SEQUENCE

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Model

Review that sequence is the order in which plot events happen. Explain that the sequence of events in a story includes a beginning, a middle, and an end. The sequence of events also includes the introduction of the characters and setting. Point out that as students read, they should think about the connections between events and how the characters influence events.

Have students read the first eight paragraphs of the Comprehension and Fluency passage on **Beyond Reproducibles** page 3. Ask open-ended questions to facilitate discussion, such as *What is happening in these paragraphs? What do you think will happen next?* Students should support their responses with details from the selection.

Apply

Have students identify the sequence of events in the beginning, middle, and end of the passage as they independently fill in Graphic Organizer 90. Then have partners use their organizers to retell the selection in sequence, explaining how the characters' actions contributed to the sequence of events.

SELF-SELECTED READING

OBJECTIVES

Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.



Read Independently

Have students choose a realistic fiction book for sustained silent reading.

- As students read, have them fill in Graphic Organizer 90.
- Remind them to reread difficult sections of the text.

Read Purposefully

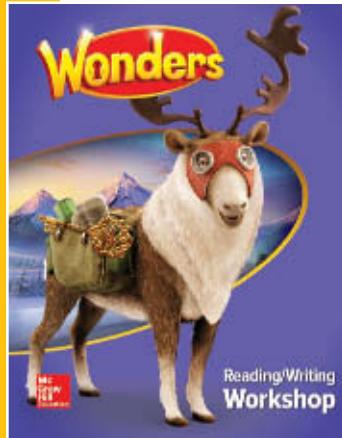
Encourage students to keep a reading journal. Suggest that they select books from a wide variety of authors in order to learn about different writing styles and determine which they like best.

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

Independent Study Challenge students to discuss how their books relate to the weekly theme of meeting needs. Have students compare and contrast the ways people meet their needs in their independent-reading books and their class texts.



English Language Learners



Reading/Writing Workshop

OBJECTIVES

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

LANGUAGE OBJECTIVE

Identify the sequence of events in the plot of a story.

ACADEMIC LANGUAGE

- *reread, context clues, plot, sequence*
- Cognate: *secuencia*

Shared Read A Fresh Idea

Before Reading**Build Background**

Read the Essential Question: *How do we get the things we need?*

- Explain the meaning of the Essential Question: *We all need certain things. We need some things just to stay alive, such as food, water, and shelter. We need other things to do well and to be happy, such as a good education, a good job, and a community.*
- **Model an answer:** *People get the things they need to survive by finding, growing, making, trading for, or buying them. People get what they need to do well and be happy in many different ways. A good education and a good job often go together. Community comes from living and working together with people in a way that is good for everyone.*
- Ask students a question that ties the Essential Question to their own background knowledge: *Turn to a partner and think of something you need. What do you do to get it?* Call on several pairs.

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 Fresh Idea"

Page 23**Paragraph 4**

Model the Strategy Why is Mali so interested in planting a garden? If you're not sure of the answer, you can go back and reread. Let's reread the beginning of the story. Read aloud paragraphs 1 and 2. Then repeat the question and have students answer it. (Mrs. Fair won't be selling fresh tomatoes anymore. Mali loves tomatoes, so she wants to grow her own.)

Page 24**Paragraph 4**

Model Context Clues Call attention to the first sentence. I don't know what the word deal means. I can figure out its meaning by looking at the rest of the sentence. What action do Mali and Mr. Taylor do in this sentence? (shake hands) I know that people shake hands when they come to an agreement. (Spanish for agreement is *acuerdo*.) So what can I guess that a deal is? (an agreement) What is the deal they make? Tell me using the word deal. (They make a deal that Mali can use part of Mr. Taylor's yard for planting tomatoes, and she will give him some tomatoes.)

Whole Page

Model Sequence In the plot of a story, sequence is important. Story events happen in time order. Let's tell the main events on page 24 in the right sequence. First, Mali tells Mr. Taylor that she would like to plant tomatoes in his yard. Then what? Have partners list the rest of the events in order. Ask them to read their lists to the group. (Mr. Taylor says that Mali can use part of his yard in return for tomatoes; Mali buys tomato plants; Mr. Taylor helps her plant and stake them.)

Page 25**Paragraph 1**

Ask a student to read aloud the last sentence. What do you do when you invest money? (You spend it on something that will help you get something else.) How did Mali invest money? (She spent money on tomato plants so that she could get tomatoes.)

Provide a concrete example of a profit: First, you invest some money. You spend \$5.00 on a cleaner so that you can make money washing windows. You make \$15.00—more money than you invested. So you made a profit. How much is your profit? (\$10.00) How did Mali make a profit? (She sold her tomatoes, and the money she made was more than the money she spent on the plants.)

Paragraph 3

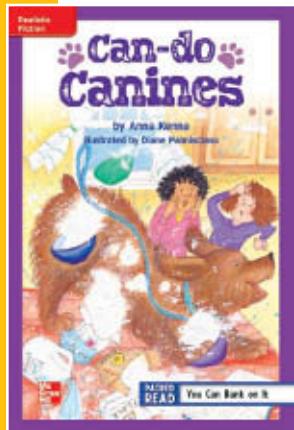
By the end of the story, what has changed for Mr. Taylor? Have partners think of at least three ideas and take notes. Ask them to discuss their ideas with the group. (By the end of the story, Mr. Taylor is happier. He has made friends with Mali. He has tomatoes growing in his yard. He has plans to sell his flowers in the market.)

After Reading**Make Connections**

- Review the Essential Question.
- Make text connections.
- Have students complete ELL Reproducibles pages 3-5.



English Language Learners



Lexile 570
TextEvaluator™ 25

OBJECTIVES

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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

ACADEMIC LANGUAGE

- *reread, realistic fiction, expository text, plot, sequence*
- Cognates: *ficción realista, texto expositivo, secuencia*

Before Reading

Preview

- Read the Essential Question: *How do we get the things we need?*
- Refer to What Do We Need?: *What are some things people need and how can they make, buy, or find them?*
- Preview *Can-do Canines* and "You Can Bank on It." *Our purpose for reading is to learn how bank loans can help people get what they need.*

Vocabulary

Use the **Visual Vocabulary Cards** to pre-teach the ELL vocabulary: *apply, business, expensive*. Use the routine found on the cards.

During Reading

Interactive Question-Response

Note Taking: Ask students to use the graphic organizer on **ELL Reproducible** page 2. Use the questions below after each page is read with students. As you read, define vocabulary in context and use visuals to help students understand key vocabulary.

Pages 2–5 Point to the picture on page 2 and explain that Jamila's mom is cutting the poodle's fur. She is grooming him. Have students repeat *grooming* as they pretend to brush and cut a dog's fur. Read the first paragraph on page 3 aloud. *Where does Jamila's mom work? (at home)* Read the first two paragraphs on page 5. *Can Jamila's mom afford to open her own salon? (no)* Have students complete the sentence: *Jamila's mom can't afford to open her salon because _____. (a salon is expensive; she does not earn a lot of money)*

Pages 6–9 *What happens when Melissa comes to the house? (A dog ruins the project.) What does Jamila's mom mean when she says "It's not fair for you"? Have partners reread the text on page 6 and page 8 to find the answer. (Jamila's mom can't keep running the business at home because it makes it difficult for her daughter.) Expand on answers if necessary.*

Go Digital



Leveled Readers



Use Graphic Organizer

Pages 10–12 Read page 10 to students to help students understand words that signal sequence (*secuencia*). *What phrases signal sequence?* (for the next two weeks; one afternoon) Have partners summarize the problem on these pages. Provide a sentence starter: *The bank wouldn't give Jamila's mom a loan because... (it was too risky)*

Pages 13–15 Explain that Jamila's mom is buying a van to use for her business. She will pay for it with a loan and profits from her business. *What clues help you figure out the meaning of the word profits? (pay; from the dog-grooming business)*

After Reading

Respond to Reading Revisit the Essential Question and ask students to complete the Text Evidence questions on page 16.

 **Write About Reading** Check that students have correctly identified the sequence of events that led to Jamila's mom solving her problem.

Fluency: Expression and Accuracy

Model Model reading page 8 with proper expression and accuracy. Next, reread the page aloud and have students read along with you.

Apply Have students practice reading with a partner.

PAIRED READ

“You Can Bank on It”

Make Connections: Write About It



Before reading, ask students to note that the genre of this text is expository. Then discuss the Essential Question. After reading, ask students to make and list connections between *Can-do Canines* and “You Can Bank on It.”



Leveled Reader

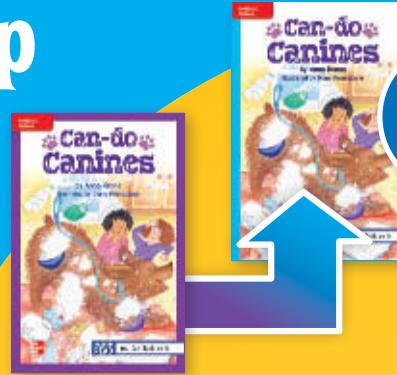
FOCUS ON LITERARY ELEMENTS

Students can extend their knowledge of similes by completing the activity on page 20.



Ask students to conduct a literature circle using the Thinkmark questions to guide the discussion. You may wish to have a whole-class discussion about how people and banks make money using information from both selections in the Leveled Reader.

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 partners.
- list phrases they don't understand.
- discuss them with their partners.

A C T Access Complex Text

The **On Level** challenges students by including more idioms, vocabulary, and complex sentence structures.

→ English Language Learners

Vocabulary

PRETEACH VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Preteach vocabulary from “A Fresh Idea,” following the Vocabulary Routine found on the **Visual Vocabulary Cards** for the words *afford, loan, profit, prosper, risk, savings, scarce, and wages*.

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 partners take turns writing fill-in-the-blank sentences with a missing vocabulary word. Then partners guess the word and read the sentence.

Beginning

Help students write one sentence and read it aloud without the missing word.

Intermediate

Help students write one sentence. Have partners guess a word and a synonym.

Advanced/High

Have students write three sentences independently. Check their work.

REVIEW VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

LANGUAGE OBJECTIVE

Use vocabulary words.

I Do

Review the week’s vocabulary and high-frequency words. You may want to divide them into two groups to review over two days. Read each vocabulary word aloud, pointing to it on the **Visual Vocabulary Card**. Have students repeat after you. Then follow the routine on the back of the card.

We Do

Tell students you are thinking of a word. Have them ask yes/no questions about its meaning (not letters or sounds) to guess the word. Then ask one or two students to use the word in a sentence.

You Do

Have partners take turns thinking of a word and asking each other meaning questions to guess it. Students should use synonyms in their answers. The partner who guesses the word then uses it in a sentence.

Beginning

Help students form questions about the meanings.

Intermediate

Give question starters: *Is it about...?, Does it mean...?, Is it something that...?*

Advanced/High

Have partners write a sentence together after each word is guessed.

CONTEXT CLUES

OBJECTIVES

Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

I Do

Display the Comprehension and Fluency passage on **ELL Reproducibles** pages 3–4. Read aloud the fourth paragraph. Point to the word *volunteering*. Explain to students that they can use the other words in the sentence or nearby sentences to figure out the meaning of the word.

Think Aloud If I am not sure what *volunteering* means, I can look for other words in the sentence to help me. I see the words “giving time to help.” From these clues I think *volunteering* means “giving your time to help others.”

LANGUAGE OBJECTIVE

Use context clues.

We Do

Ask students to point to the word *debate* in the fourth paragraph on page 4. Find context clues with students. Write the definition on the board.

You Do

Have partners find context clues for *slogan* in the same paragraph. Ask them to write the clue phrase and a definition.

Beginning

Help students locate and read aloud the word and context clue.

Intermediate

Provide a sentence frame to help students write their definition.

Advanced/High

Have students explain how the clue helped them understand the meaning.

ADDITIONAL VOCABULARY

OBJECTIVES

Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships.

I Do

List some academic vocabulary and high-frequency words from “A Fresh Idea”: *computer*, *investment*, *about*; and *Can-do Canines*: *earn*, *project*, *always*. Define each word for students: *An investment is money you spend on something that will bring you more money in the future.*

We Do

Model using the words for students in a sentence: *His investment in a shovel helped him make money shoveling snow.* “...you’ll have to make an investment by buying some tomato plants...” Then provide sentence frames to complete with students: *To earn money babysitting, she made an investment in _____.*

You Do

Have partners write two sentences using two of the high-frequency words per sentence. Ask them to read their sentences aloud.

Beginning

Help students write and read aloud one sentence.

Intermediate

Suggest topics. Ask, *What project might help you earn money?*

Advanced/High

Have partners write sentence frames to complete that include synonyms.

LANGUAGE OBJECTIVE

Use academic vocabulary and high-frequency words.

→ English Language Learners

Writing/Spelling

WRITING TRAIT: IDEAS

OBJECTIVES

Use concrete words and phrases and sensory details to convey experiences and events precisely.

Identify and add details to revise writing.

LANGUAGE OBJECTIVE

Add descriptive details to writing.

I Do

Explain that good writers use details to help readers imagine people, places, and events clearly. Details tell how things look, sound, feel, smell, and taste. They also tell exactly what happened or how someone felt. Read the Student Model passage aloud as students follow. Identify the details.

We Do

Read aloud the first three sentences on page 25 of “A Fresh Idea.” Make a concept web on the board with *tomatoes* in the center. Record the words used in the text to describe tomatoes. Have students suggest other words and phrases to describe tomatoes.

You Do

Have students write sentences about tomatoes, using words from the concept web. Encourage them to include as much detail as possible.

Beginning

Provide sentence frames and help students read the sentences aloud.

Intermediate

Have students include more than one detail in each sentence.

Advanced/High

Have students develop their sentences into a descriptive paragraph.

SPELL WORDS WITH SHORT VOWELS

OBJECTIVES

Spell grade-appropriate words correctly, consulting references as needed.

LANGUAGE OBJECTIVE

Spell words with short vowels.

I Do

Read aloud the Spelling Words on page T34. Point out that each word has a short vowel. Model how to spell *jut*, segmenting it and spelling each sound. Then segment and spell each word. Have students repeat after you.

We Do

Read aloud the Dictation Sentences on page T35. After each sentence, repeat the underlined word slowly, then segment it into syllables. Have students repeat the word and write it.

You Do

Display the words. Have students exchange lists with a partner to identify any misspelled words. Tell students to correct their own misspellings.

Beginning

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

Intermediate

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

Advanced/High

After correcting, have students explain which words were difficult.

SENTENCES

OBJECTIVES

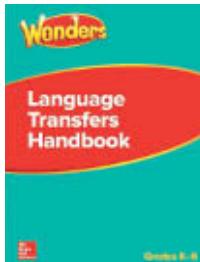
Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

I Do

Remind students that a sentence expresses a complete thought. If a group of words has meaning but does not express a complete thought, it is a sentence fragment. Write on the board: Sentence: *Ava sold eggs at the market.* Fragment: *bunches of carrots in a basket.* Explain that a sentence both names a person or thing and tells what he, she, or it does or is. A sentence fragment does not have both of those parts.

LANGUAGE OBJECTIVE

Write correct sentences.



Language Transfers Handbook

Speakers of Spanish, Korean, Cantonese and Vietnamese may omit subject and object pronouns and pronouns in clauses. Reinforce the correct use of pronouns by helping students form complete sentences.

We Do

Review that a sentence begins with a capital letter and ends with a period. If it is a question, it ends with a question mark. If it shows strong feeling, it ends with an exclamation point.

Write the items below. Have students add capital letters and end punctuation to the sentences and expand the fragment into a sentence by correcting capital letters and punctuation or by adding a clause.

planted a vegetable garden

my sister is picking berries

did Mom go to work today

you did a super job

You Do

Have partners repeat the activity using these sentences and fragments: *a group of friends; my dad is a great cook; why did Noah go home; saved money in a bank; we need more paper.*

Beginning

Read the items aloud and correct them with students. Have students copy the corrected sentences.

Intermediate

Have students copy and correct the items. Ask them to read their sentences aloud.

Advanced/High

After students have corrected the items, ask them to explain why they made each correction.

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 have partners complete the rest.
- Review the activities with correct answers.

PROGRESS MONITORING



Unit 1 Week 1 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>
Character, Setting, Plot: Sequence	Comprehension Skill	<ul style="list-style-type: none"> <i>Weekly Assessment</i> <i>Approaching-Level Weekly Assessment</i>
Context Clues: Sentence Clues	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 1 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: 100-120 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 1

Weekly Assessment Skills and Fluency	If . . .	Then . . .
COMPREHENSION	Students score below 70% assign Lessons 40–42 on Sequence/Chronology from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
VOCABULARY	Students score below 70% assign Lesson 134 on Using Sentence Clues from the <i>Tier 2 Vocabulary Intervention online PDFs</i> .
WRITING	Students score below “3” on constructed response item assign Lessons 40–42 on Sequence/Chronology and/or Write About Reading Lesson 194 from the <i>Tier 2 Comprehension Intervention online PDFs</i> .
FLUENCY	Students have a WCPM score of 93–99 assign a lesson from Section 1 or 7–10 of the <i>Tier 2 Fluency Intervention online PDFs</i> .
	Students have a WCPM score of 0–92 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.

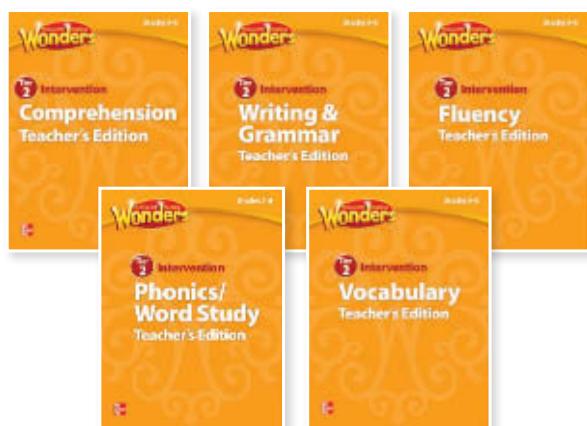


Data-Driven Recommendations

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

