

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes -ance/-ence, -ize, -some, and -en to read unfamiliar multisyllabic words in context and out of context.</p> <p>Use understanding of suffixes as clues to the meaning of a word.</p>
Fluency	<p>Read a passage with accuracy, appropriate rate, and expression.</p>
Comprehension	<p>Determine the main idea of a text and explain how it is supported by key details.</p> <p>Explain the relationships between events in a historical text, based on specific information in the text.</p> <p>Understand chronological text structure and the use of transitions.</p>
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use context to infer the meaning of an unknown word.</p> <p>Use a glossary to determine the meaning of content vocabulary words.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

- ☐ Lessons 22-24: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

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Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Main Idea: The most important idea of a passage

Supporting Details: The smaller parts of a passage that tell more about, or support, the main idea

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

Transitions: Words that connect sentences and paragraphs. Transitions help the reader make sense of the text. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

NOTE: Greet the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will practice reading words with suffixes. We will also practice reading a passage quickly and easily. Then, we will discuss main idea, supporting details, and text structure. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying suffixes, which are added to the end of words or roots. So far, we have learned these suffixes: -ity (quality or state of being), -ment (state or condition of being), -ful, (having or full of), -ible/-able (capable of or full of), -cy

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(state or quality), -ive (having the tendency to; having the function of), -ion/-sion/-tion (the act or condition of being), and -ward (in a specified direction).

B) Skill Introduction

Today we are going to learn more suffixes.

NOTE: Write the following suffixes on the dry-erase board: -ance/-ence, -ize, -some, and -en. Read them aloud.

Can you think of any words that contain these suffixes? (Accept all reasonable responses.)

Direct Skill Instruction and Guided Practice

10 minutes

Let's read each suffix and talk about its meaning.

NOTE: Write the meaning next to each suffix on the dry-erase board. Then, read them aloud. Point out that -ize and -en have similar meanings.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-ize	to make, become, or cause to be
-some	characterized by
-en	made of; to make, become, or cause to be

Let's work with these suffixes.

NOTE: Write the word assurance on the dry-erase board. Then, read it aloud.

What suffix is in this word? (-ance)

The root word is assure. When adding the suffix -ance to the word assure, the letter e at the end of the word is dropped.

Listen to this sentence: Ms. Marks gave us her assurance that we would be featured on the school news program tomorrow.

What do you think the word assurance means? (the state of being assured)

Let's do the next example together. Write the word modern on your dry-erase board.

NOTE: Write modern on the dry-erase board.

Now, add the suffix -ize after the word modern.

NOTE: Write ize after the word modern on the dry-erase board.

What new word did you write? (modernize)

How does adding the suffix -ize to the word modern change its meaning? (The word now means "to make modern" or "to cause to be modern.")

Now let's practice identifying suffixes. I am going to write more words on the dry-erase board. We will read each word together. I want you to write the suffix from each word on your dry-erase board. Then, we will use what we know about the suffix to figure out the meaning of the word.

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NOTE: Write the following words on the dry-erase board. Read the words, one at a time. Students should write the suffix on their dry-erase boards. Then, discuss the correct answer, as well as the definition of the word.

WORD	CORRECT RESPONSE
fearsome	some; characterized by fear
loosen	en; to make loose *
civilize	ize; to make civil
independence	ence; the quality or state of being independent

***NOTE:** Point out that the letter e is dropped from the root word loose before adding the suffix -en.

Independent Practice

5 minutes

Turn to the Lesson 22 Word Study page in your workbook. Let's review the page together.

NOTE: Review directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should make a list of other words that contain the suffixes -ance/-ence, -ize, -some, and -en. Students can read their word lists with partners.

Differentiation ↓

Have the students complete the first part of the page independently. For the second part of the page, model how to form the first word and how to write a definition. Then, encourage students to work on their own to complete the page. Remind students to use the definition of the suffix in the definition of each new word. Provide assistance to students, as needed.

FLUENCY

Text Introduction

7 minutes

A) Introduce Passage

Now we are going to read a short passage to practice reading with fluency.

Practicing fluency helps us become better readers. When we are accurate, we read without making mistakes. When we read with the right amount of speed, we read at a good pace. When we read with expression, we show feeling.

Turn to the Lesson 22 Fluency passage, "Meet William Shakespeare," in your workbook.

B) Modeling

I will begin reading first, and then I will ask you to read with me.

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NOTE: Orient students to the page and introduce the fluency passage. Read the first paragraph aloud to students, modeling appropriate speed and expression.

C) Read Aloud

NOTE: Invite students to join you in reading aloud the rest of the fluency passage. Then, if time permits, allow them to Whisper Read individually.

D) Fluency Follow-up

During our next session, you will have a chance to read this passage again as you continue to focus on becoming a fluent reader. Start thinking about the goals you would like to set for accuracy, speed, or expression.

E) Word Study Application

Now, I want you to locate a word in your fluency passage that contains one of the suffixes we studied today. Let's use what we know to read the word.

NOTE: Have the students find the word performance. Students may underline or circle the word in the passage.

COMPREHENSION

Introduction

2 minutes

Introduce Skill in Isolation

It's time to turn our attention to our comprehension skills. Today we are going to talk about main idea, supporting details, text structure, and transitions.

We know that the main idea is the most important idea of a text. Supporting details give more information about the main idea.

Every paragraph in a selection has a main idea and key details. In addition, the entire selection has one main idea and key details that support the idea. Identifying the main idea and looking for the supporting details will help you comprehend what you are reading.

We have also learned about text structure. We know that an author can use headings to organize the text. In addition, an author can help the reader comprehend the text by focusing on chronology, comparison, cause and effect, or problem and solution.

Direct Skill Instruction

11 minutes

Today, we will focus on chronological text structure. In this structure, the events are described in the order they occur.

Transitions are words that connect sentences and paragraphs. These words help the reader make sense of the text. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

We are going to take another look at our fluency passage "Meet William Shakespeare." As I read this passage, I want you to think about the main idea and supporting details. I also want you to focus on the structure of the passage, as well as the transitions used by the author.

NOTE: Read "Meet William Shakespeare" aloud. Then, ask the following questions:

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What is the main idea of this passage? (Possible response: William Shakespeare was an actor and a writer from England who was born in 1564 and died in 1616.)

What are some of the supporting details in this passage? (Possible responses: born in 1564; married Anne Hathaway; had three children; wanted more from life and longed to be in the theater; joined a traveling acting company; began writing his own plays and poems; opened Globe Theatre in 1599; looked like other theaters of his time, but plays were different; characters in his plays behaved like real people; some serious plays were serious stories; writing style allowed audiences to understand characters' problems; showed why villains acted the way they did; plays made people laugh; had a fondness for rhyme and rhythm and played with words; made up new words; died in 1616; wrote 37 plays and more than 100 poems; audiences love listening to Shakespeare's beautiful language and still identify with characters' problems and emotions)

Why does the author use chronological structure in this passage? (Possible response: Since the author is explaining events in Shakespeare's life from birth through death, it makes sense to write about them in order.)

Look at the headings in this passage. Why does the author use them? (Possible responses: The headings are used to help group similar information during different parts of Shakespeare's life. The author probably labels the headings Acts One, Two, and Three because it is similar to the structure of a play.)

What transitions are used to show time order in this passage? (when, next, by, before)

Guided Practice

5 minutes

Turn to the Lesson 22 Comprehension page in your workbook. We will refer to the passage "Meet William Shakespeare" as we work together to complete the page.

Differentiation ↑

Have students include two additional supporting details about William Shakespeare's life. Students may write these details at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Reread the passage with the students. Direct them to underline phrases about the main idea, as well as phrases that will help them identify supporting details. Tell the students to refer to the passage as they complete the chart.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words that will help us understand the passage we will read during our next session. This passage is about a woman named Susan B. Anthony, who helped women gain the right to vote.

Let's take a look at our words.

NOTE: As you say each word, write it on the dry-erase board.

property

citizen

abolish

documents

suffrage

casting

B) Content Word Introduction

I am going to read some sentences with our vocabulary words. Tell me what you think each word means, based on the context of the sentence. Remember, when you use context clues, you use what you know about other words in the sentence to figure out the meaning of an unknown word.

NOTE: Say each of the following sentences, one at a time. Have the students tell you what they think the word means. Then, move on to the next sentence.

Long ago, women could not own property and didn't have the right to vote.

What do you think the word property means? (Accept all reasonable responses.)

At that time, many women were active in the movement to abolish slavery.

What do you think abolish means? (Accept all reasonable responses.)

Women's rights groups asked for signatures on documents to show support for the right to vote.

What do you think documents are? (Accept all reasonable responses.)

When they finally achieved suffrage, women earned one of the most important rights of being citizens—casting ballots in elections.

What do you think the words suffrage, citizens, and casting mean? (Accept all reasonable responses.)

Turn to the Lesson 22 Vocabulary page in your workbook. It's your turn to use the Glossary to define these words.

NOTE: Review the directions on the page. Provide assistance, as needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should write their own sentences for two vocabulary words. Allow students to share their sentences with the group.

Differentiation ↓

Read the vocabulary words together. Model how to locate the first word in the Glossary of the Anthology. Monitor students as they complete the rest of the page. Then, direct students to work with partners to review the vocabulary words and their meanings.

LESSON 22

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. Tell me about our session today. I want each of you to tell me something we did. Please say each event in chronological order and use transitions, if possible. (Possible responses: First, we learned four new suffixes. Next, we read a new fluency passage. Then, we discussed the main idea and supporting details of our passage. Finally, we learned vocabulary words from our next passage.)

NOTE: Have each student state one event from the lesson, starting from the beginning of the lesson. Encourage each student to respond, saying each event in order.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 22 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.



WORD STUDY | LESSON 22

Suffixes

Directions: Write the meaning of each suffix in the chart below.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-ize	to make, become, or cause to be
-some	characterized by
-en	made of; to make, become, or cause to be

Directions: Form new words with the suffixes. Then, write the definition of each new word.

1. adventure + some = **adventuresome**

Definition: **characterized by adventure**

2. familiar + ize = **familiarize**

Definition: **to make familiar**

3. gold + en = **golden**

Definition: **made of gold**

4. assist + ance = **assistance**

Definition: **the state of assisting**

5. differ + ence = **difference**

Definition: **the quality that makes things differ**

FLUENCY | LESSON 22

Meet William Shakespeare

by Kathiann M. Kowalski

"All the world's a stage," William Shakespeare wrote. More than 400 years later, stages around the world still show Shakespeare's plays. But who was William Shakespeare?

ACT ONE: Young William Shakespeare



William Shakespeare was born in 1564 in a small town in England. When he was 18, Shakespeare married a woman named Anne Hathaway, and they had three children. But Shakespeare wanted more from life and longed to be in the theater.

ACT TWO: A Change of Scenery

Next, Shakespeare joined a traveling acting company that went from town to town performing plays. During that time, Shakespeare began writing his own plays and poems.

By 1594, Shakespeare owned part of a London acting company called Lord Chamberlain's Men. In Shakespeare's day, only men and boys acted. In 1599, Shakespeare's company opened the Globe Theatre. Although Shakespeare's theater looked like other theaters of his time, his plays were different. The characters in his plays behaved like real people, with good qualities and flaws.

Some of Shakespeare's plays were serious stories in which sad things happened, such as Romeo and Juliet. But Shakespeare's writing style allowed audiences to understand the characters' problems. He even made it a point to show why the villains acted the way they did. Shakespeare's plays made people laugh, too, through confusing situations or hilarious, snappy arguments.

The language in Shakespeare's plays sounds strange to us, but people spoke differently then. Shakespeare had a fondness for rhyme and rhythm, and he played with words. If existing words weren't right, Shakespeare made up new ones, such as leapfrog and moonbeam!

ACT THREE: The Last Act

Before his death in 1616, Shakespeare had written 37 plays and more than 100 poems. Audiences still love listening to Shakespeare's beautiful language, and they still identify with his characters' problems and their emotions. Want to learn more? Get thee to a theater to see a performance of a Shakespeare play!



COMPREHENSION | LESSON 22

Main Idea and Supporting Details

Directions: Refer to the passage "Meet William Shakespeare" to complete the chart.

Main Idea:

William Shakespeare was an actor and a writer from England who was born in 1564 and died in 1616.

Supporting Detail 1:

Shakespeare married and had three children, but he wanted more from life and decided to join the theater, where he wrote his own plays and poems.

Supporting Detail 2:

Shakespeare's writing style enabled audiences to understand the problems of his characters, who behaved like real people.

Supporting Detail 3:

Shakespeare liked rhyme and rhythm and even made up new words.

Supporting Detail 4:

William Shakespeare wrote 37 plays and more than 100 poems before he died, and his work is still enjoyed today.

VOCABULARY | LESSON 22

Content Vocabulary

Directions: Read the vocabulary words. Then, find each word in the Glossary and write its definition.

1. property

goods or land considered to be possessions; something a person owns

2. citizen

a legally recognized person who lives in a state or country and is entitled to its protection

3. abolish

to formally put an end to something; to do away with something

4. documents

pieces of written matter that provide information

5. suffrage

the right to vote in political elections

6. casting

depositing or giving

LESSON 23

LESSON OBJECTIVES

Word Study	Apply knowledge of the suffixes -ance/-ence, -ize, -some, and -en to read unfamiliar multisyllabic words in context and out of context. Use understanding of suffixes as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the main idea of a text and explain how it is supported by key details. Explain the relationships between events in a historical text, based on specific information in the text. Understand chronological text structure and the use of transitions.
Vocabulary	Determine the meaning of content words used in text. Use context to infer the meaning of an unknown word. Use a glossary to determine the meaning of content vocabulary words.

Word Study 18 minutes	Fluency 7 minutes	Comprehension 18 minutes	Vocabulary 7 minutes
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Lesson Materials

- ❑ Lessons 22-24: Student Pages
- ❑ Passage: "Susan B. Anthony: The Right to Vote," Glossary
- ❑ Dry-erase boards, dry-erase markers, erasers
- ❑ Pencils

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

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Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Main Idea: The most important idea of a passage

Supporting Details: The smaller parts of a passage that tell more about, or support, the main idea

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

Transitions: Words that connect sentences and paragraphs. Transitions help the reader make sense of the text. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

Glossary: An alphabetical list of important vocabulary words and their definitions, similar to a dictionary, and found at the end of a book

LESSON PLAN

Welcome:

2 minutes

NOTE: Greet the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will practice reading words with suffixes. We will also continue reading our fluency passage. Then, we will read a new passage and discuss its main idea, supporting details, and text structure. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

We have been talking about suffixes. A suffix is a letter or group of letters that can be added to the end of a word. Adding a suffix to a root word changes the meaning of the word.

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B) Skill Review

Let's review the meanings of the suffixes we are studying.

NOTE: Write the suffixes -ance/-ence, -ize, -some, and -en on the dry-erase board. Point to each suffix and ask students to tell you its definition: -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that end with these suffixes. Talk to a partner about the words. Then, we will share them together.

NOTE: Take a few minutes for this activity. Give the students some time to think about words with the suffixes. Allow them to pair with a partner to discuss the words. Take some time to share the words as a group and write some of the words on the dry-erase board. Read each word together, identify the suffix in each word, and talk about the meaning of each word.

Sometimes, you need to change a root word before you add a suffix. Let's take a look at some of those words.

We have learned that the letter e is dropped from the end of a root when adding certain suffixes. For example, the word endurance is made when the suffix -ance is added to the word endure.

NOTE: Write the words endurance and endure on the dry-erase board.

Notice that we had to drop the letter e at the end of endure before adding the suffix -ance. The word endurance means "the state of enduring" or "the state of tolerating something."

Let's read the word together: endurance.

Can you use endurance in a sentence? (Accept all reasonable responses.)

The letter y can also be dropped from a root when adding certain suffixes. The word apologize is made when the suffix -ize is added to the word apology.

NOTE: Write the words apologize and apology on the dry-erase board.

Notice that the letter y was dropped from the end of apology before adding the suffix -ize. Apologize means "to make an apology."

Let's read the word together: apology.

Can you use the word apology in a sentence? (Accept all reasonable responses.)

Here's an example of adding a letter to a root. The word recurrence is made when the suffix -ence is added to the word recur.

NOTE: Write the words recurrence and recur on the dry-erase board.

What changes were made to this root word? (Possible response: The letter r was added before adding the suffix -ence.)

Recurrence means "the state of occurring again."

Let's read the word together: recurrence.

Can you use the word recurrence in a sentence? (Accept all reasonable responses.)

LESSON 23

Independent Practice

5 minutes

Turn to the Lesson 23 Word Study page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the activity independently. Then, review the completed activity as a group.

Differentiation ↑

When students have completed the page, they should write a new word with each of the suffixes listed. Have them write the words at the bottom of the page. Students may share the words with the group.

Differentiation ↓

Review the suffixes in the chart. Read the first word and model how to identify the suffix and the root. Read the remaining words with the students. Encourage students to work independently to complete the page. If needed, students may work with partners to write the sentences.

FLUENCY

Review

7 minutes

A) Fluency Focus

Today, you are going to reread the fluency passage from our last session. Remember to focus on reading words correctly, at the appropriate speed, and with the right amount of expression.

B) Reread Fluency Passage

Turn to the Lesson 23 Fluency passage, "Meet William Shakespeare," in your workbook.

Now, it's time to work on fluency with a partner. One partner will Whisper Read the passage first. Then, the other partner will Whisper Read the passage.

When you listen to your partner, think about what he or she is doing well and what he or she should continue working on.

NOTE: If needed (for differentiation), select a reduced portion of the passage for fluency practice.

NOTE: Direct students to work in pairs for the first round of Whisper Reading. Monitor select students' fluency as they read. Once the first partner in the pair has finished, instruct the second partner in the pair to Whisper Read.

C) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well.

Next, tell your partner one thing he or she should continue working on.

NOTE: Give partners a chance to discuss their fluency.

If there are any words that were difficult for you, take some time now to highlight them. Then, practice reading the words.

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NOTE: Give students a moment to highlight difficult words. Students should practice reading the words. Provide assistance if needed.

COMPREHENSION

Introduction

3 minutes

A) Review Skill

Now, we are going to focus on our comprehension skills.

During our last session, we talked about main idea, supporting details, text structure, and transitions.

The main idea is the most important idea of a text. Supporting details give more information about the main idea. Identifying the main idea and looking for the supporting details will help you comprehend what you are reading.

The way the author structures the text can help the reader comprehend it. We know that an author can use headings to organize the text. In addition, an author can organize text by focusing on chronology, comparison, cause and effect, or problem and solution.

Today's passage uses chronological text structure, describing the events in the order they occur.

Authors use transition words to connect sentences and paragraphs. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

B) Introduce Text Selection (Anthology)

Today we will be reading a historical text, which is a passage about events that happened in the past. This passage is about a time when women didn't have the right to vote. Before we read the passage, can anyone tell me about a time they have voted for something?

NOTE: Engage students in a brief discussion about voting and topics they have voted on in the past. Discuss why voting is important.

Use the Table of Contents to find "Susan B. Anthony: The Right to Vote" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the main idea and supporting details. I also want you to focus on the structure of the passage, as well as the transitions used by the author.

Strategies

10 minutes

Follow along as I read aloud the first paragraph.

NOTE: Read aloud the first paragraph.

Now, it's your turn to read.

NOTE: Have students take turns reading aloud. Then, ask the following questions:

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What is the main idea of this passage? (Possible response: Susan B. Anthony helped women gain the right to vote.)

Tell me about some of the events in Susan B. Anthony's life that are supporting details in this passage. (Possible responses: expected to do anything boys could do; taught to read and write at three years old; given same opportunities; saw that things weren't fair in real world; home-schooled; learned to speak out for what was not fair from her parents; active in movement to abolish slavery; skills helped her become an activist later in life; became a teacher at a girls' school; wanted boys and girls to learn same things; fought for rights of children of former slaves; inspired by Elizabeth Cady Stanton's speech about giving women right to vote; worked with Stanton on suffrage movement; gave speeches; started newspaper; started National Women's Suffrage Association; arrested for trying to vote in an election; died in 1906 before 19th Amendment was passed in 1920; helped women get right to vote and hold roles in government)

The author states that Elizabeth Cady Stanton was a women's rights activist. What is an activist? Would you describe Susan B. Anthony as an activist, too? (Possible response: An activist is a person who speaks or acts in favor of a cause. Yes, Susan B. Anthony is also an activist.)

Why does the author use chronological structure in this passage? (Possible responses: The author uses chronological structure because he or she is telling the story of Susan B. Anthony's life, from the time she was born until the time she died. By organizing the events in time order, the author helps us see how Susan's experiences helped prepare her to be an activist later in life.)

What transitions are used to show time order in this passage? (when, finally)

Integrated Writing Activity

5 minutes

Turn to the Lesson 23 Comprehension page in your workbook. We will refer to "Susan B. Anthony: The Right to Vote" as we work together to complete the page.

Differentiation ↑

Have students include two additional supporting details about Susan B. Anthony's life. Students may write these details at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Have students skim the passage and look for phrases about the main idea, as well as phrases that will help them identify supporting details.

VOCABULARY

Review

7 minutes

A) Review Content Words

Let's review our content vocabulary words.

NOTE: Write the vocabulary words on the dry-erase board: property, citizen, abolish, documents, suffrage, casting. Read each word aloud together.

LESSON 23

Can you find the words abolish, documents, and casting in the passage "Susan B. Anthony: The Right to Vote"?

NOTE: Have students find the words and then share with the group, reading the sentence containing each word aloud. Discuss the meaning of the words, based on the context of the sentence.

B) Guided Practice

I am going to tell you the definition of one of our vocabulary words. I want you to think about the definition and write the word that matches on your dry-erase board.

NOTE: Say the first definition and have students write the matching vocabulary word on their dry-erase boards. Review the correct answer before moving on to the next word.

a legally recognized person who lives in a state or country and is entitled to its protection (citizen)

goods or land considered to be possessions; something a person owns (property)

the right to vote in political elections (suffrage)

C) Independent Practice

Now turn to the Lesson 23 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should use two vocabulary words in their own sentences. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Read each vocabulary word with the students. Read the first sentence aloud and model how to complete the sentence by thinking aloud about the context. Assist students as they complete rest of the page. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the meaning of each vocabulary word.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Think about the suffixes we worked with today. Let's say some words with these suffixes. I'll start: tolerance. (Possible responses include: civilize, weaken, coincidence, lonesome, etc.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 23 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

LESSON 23

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.

LESSON 23

Answers and Sample Responses are **Bold** or **Shaded**.



WORD STUDY | LESSON 23

Suffixes

Directions: Look at the suffix chart below. Then, underline the suffix and write the root for each word below.

SUFFIX	MEANING
-ance/-ence	quality or state of being
-ize	to make, become, or cause to be
-some	characterized by
-en	made of; to make, become, or cause to be

- reference **refer**
- shorten **short**
- bothersome **bother**
- abundance **abundant**
- fantasize **fantasy**

Directions: Choose two words from above. Write a sentence for each word. Underline the word in the sentence.

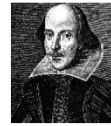
- Answers will vary.**
- Answers will vary.**

FLUENCY | LESSON 23



Meet William Shakespeare

by Kathiann M. Kowalski



"All the world's a stage," William Shakespeare wrote. More than 400 years later, stages around the world still show Shakespeare's plays. But who was William Shakespeare?

ACT ONE: Young William Shakespeare

William Shakespeare was born in 1564 in a small town in England. When he was 18, Shakespeare married a woman named Anne Hathaway, and they had three children. But Shakespeare wanted more from life and longed to be in the theater.

ACT TWO: A Change of Scenery

Next, Shakespeare joined a traveling acting company that went from town to town performing plays. During that time, Shakespeare began writing his own plays and poems.

By 1594, Shakespeare owned part of a London acting company called Lord Chamberlain's Men. In Shakespeare's day, only men and boys acted. In 1599, Shakespeare's company opened the Globe Theatre. Although Shakespeare's theater looked like other theaters of his time, his plays were different. The characters in his plays behaved like real people, with good qualities and flaws.

Some of Shakespeare's plays were serious stories in which sad things happened, such as Romeo and Juliet. But Shakespeare's writing style allowed audiences to understand the characters' problems. He even made it a point to show why the villains acted the way they did. Shakespeare's plays made people laugh, too, through confusing situations or hilarious, snappy arguments.

The language in Shakespeare's plays sounds strange to us, but people spoke differently then. Shakespeare had a fondness for rhyme and rhythm, and he played with words. If existing words weren't right, Shakespeare made up new ones, such as leapfrog and moonbeam!

ACT THREE: The Last Act

Before his death in 1616, Shakespeare had written 37 plays and more than 100 poems. Audiences still love listening to Shakespeare's beautiful language, and they still identify with his characters' problems and their emotions. Want to learn more? Get thee to a theater to see a performance of a Shakespeare play!



COMPREHENSION | LESSON 23

Main Idea and Supporting Details

Directions: Refer to the passage "Susan B. Anthony: The Right to Vote" to complete the chart.

Main Idea:

Susan B. Anthony helped women gain the right to vote.

Supporting Detail 1:

Susan's parents gave her the same opportunities as boys, and they taught her to speak out about things that weren't fair.

Supporting Detail 2:

Susan became a teacher at a girls' school and fought for the rights of children of former slaves.

Supporting Detail 3:

After Elizabeth Cady Stanton spoke about giving women the right to vote, Susan decided to join the fight.

Supporting Detail 4:

Susan worked with Elizabeth Cady Stanton on the suffrage movement, giving speeches, starting a newspaper, and even getting arrested for trying to vote in an election.

Supporting Detail 5:

Susan B. Anthony died in 1906, but her work helped get the 19th Amendment passed in 1920.

VOCABULARY | LESSON 23



Content Vocabulary

Directions: Using the context of each sentence, choose a vocabulary word that completes each sentence. The last sentence contains two vocabulary words. You may refer to the Glossary, if needed.

abolish	casting	citizen
documents	property	suffrage

- During the 1800s, men could own **property**, but women could not.
- Susan B. Anthony's parents taught her to be a good **citizen** by speaking out when things weren't fair.
- Since Susan's family was active in the movement to **abolish** slavery, she was able to learn skills that would help her become an activist later in life.
- Susan, her parents, and her sister signed **documents** to support the fight for women to gain the right to vote.
- Supporters of the **suffrage** movement believed that **casting** a vote would allow a woman to have a say in issues that affected her.

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the suffixes -ance/-ence, -ize, -some, and -en to read unfamiliar multisyllabic words in context and out of context.</p> <p>Apply knowledge of syllabication patterns to decode unfamiliar multisyllabic words.</p>
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Use information from the text to write a paragraph about the relationships between individuals and events in a historical text.
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use context to infer the meaning of an unknown word.</p>

<p>Word Study</p> <p>18 minutes</p>	<p>Fluency</p> <p>7 minutes</p>	<p>Comprehension</p> <p>18 minutes</p>	<p>Vocabulary</p> <p>7 minutes</p>
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Lesson Materials

- ☐ Lessons 22-24: Student Pages
- ☐ Passage: "Susan B. Anthony: The Right to Vote"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Suffix: A letter or group of letters added to the end of a word or root. A suffix has its own meaning. Adding a suffix to a root word changes the meaning of the word. Knowledge of suffixes and their meanings will help a reader find the meaning of an unknown word. The suffixes used in this lesson are -ance/-ence (quality or state of being), -ize (to make, become, or cause to be), -some (characterized by), and -en (made of; to make, become, or cause to be).

Syllable: A part of a word that contains only one vowel sound. The number of times that you pronounce a distinct vowel sound is the number of syllables the word has. It is important for students to remember that vowels can work together (for example, ee and ea) to make a single vowel sound.

Syllabication: The division of words into syllables. Understanding syllabication will help students read unknown words quickly, which will help with comprehension.

LESSON 24

Syllabication Rules: The following syllabication rules are covered in this lesson:

- Every syllable has one vowel sound.
- In a word with a suffix, divide the word before the suffix.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.
- When one consonant is between two vowels, and the first vowel sound is short, divide the word after the consonant.
- Divide a word between double consonants.
- When a word ends with the letters -le, the final syllable includes the consonant that comes before the -le.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).

Fluency

Fluency: Reading with accuracy, proper speed (rate), and expression

Accuracy: Reading words without making mistakes

Speed (rate): Reading at an appropriate pace

Expression: Showing feeling when reading

Comprehension

Main Idea: The most important idea of a passage

Supporting Details: The smaller parts of a passage that tell more about, or support, the main idea

Structure: An author organizes his or her work using a structure that helps readers comprehend the text. Examples of organizational structure include chronology (time order; the order in which events occur), comparison (explaining similarities and differences), cause/effect (the reason something happens and the result of what happens), and problem/solution (what is wrong and how to fix it). An author can also use headings to break a passage into sections.

Transitions: Words that connect sentences and paragraphs. Transitions help the reader make sense of the text. Transitions such as first, then, when, next, once, finally, and after help explain the order that things happen.

Vocabulary

Content Words: Words from a text that are important to understanding the content of the text

Context Clues: Words that help the reader derive the meaning of an unknown word, based on the unknown word's usage in the text

LESSON PLAN

Welcome:

2 minutes

NOTE: Greet the students by name and take attendance. State Lesson Objectives for today.

During today's lesson, we will divide words with suffixes into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread our passage and write a paragraph about the relationship between people and events in the text. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the suffixes we have been learning about. What is a suffix? (A suffix is a letter or group of letters added to the end of a word. A suffix has its own meaning. Adding a suffix to a word changes the meaning of the word.)

NOTE: Write the suffixes -ance/-ence, -ize, -some, and -en on the dry-erase board.

Tell me the meaning of each suffix. (-ance/-ence: quality or state of being; -ize: to make, become, or cause to be; -some: characterized by; -en: made of; to make, become, or cause to be)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables today. Dividing a word into syllables will help you read unknown words quickly. Being able to read words quickly will help with your comprehension.

NOTE: Write the following word on the dry-erase board: visualize.

Here is a word from our passage about Susan B. Anthony. Let's think about syllabication rules. Since every syllable has one vowel sound, we need to focus on vowel sounds as we divide this word.

What is the suffix in this word? (-ize)

If a word contains a suffix, we should start by dividing the word before the suffix. Then, if the suffix has more than one vowel sound, we need to divide it further.

We know how to read this suffix. Does this suffix have one vowel sound or two vowel sounds? (one)

Since the suffix -ize has one vowel sound, we don't need to divide it. This is the last syllable in the word.

NOTE: Write ize on an index card.

Now, let's look at the beginning of the word. There is one consonant between two vowels. When one consonant is between two vowels, we can do one of two things. If the first vowel sound is long, we should divide the word before the

LESSON 24

consonant. If the first vowel sound is short, we should divide the word after the consonant. In this case, the first vowel sound is short, so we will divide after the consonant.

NOTE: Write vis on an index card.

Next, we see two vowels together. We know that every syllable has one vowel sound. The vowels u and a make their own sounds, so we will divide the word after the letter u. That leaves us with two syllables here.

NOTE: Write u on one index card, and write al on another index card.

Let's read each part of the word together: vis/u/al/ize.

NOTE: Hold up (or point to) each index card as you say each syllable. Now, let's read the word: visualize. There are four syllables in the word visualize.

Let's try another word from our passage.

NOTE: Write the word strengthen on the dry-erase board.

What is the suffix in this word? (-en)

Since this word has a suffix, we should start by dividing the word before it. The suffix -en has one vowel sound, so we don't need to divide it further.

NOTE: Write en on an index card.

Let's look at the beginning of the word. There is only one vowel in this part of the word. Since every syllable has one vowel sound, this part of the word is the first syllable.

NOTE: Write strength on an index card.

Now, let's say the parts of the word together: strength/en.

NOTE: Hold up (or point to) each syllable as you read it. First, say it slowly. Then, read the word. The word is strengthen. There are two syllables in this word.

I'm going to divide some more words into syllables. Think about all the rules you know and tell me which rules I used.

NOTE: Write the following words on the dry-erase board, one at a time. Then, divide the word into syllables. Have students tell you the rules for each syllabicated word.

WORD	SYLLABLES	RULES
annoyance	an/noy/ance	Divide the word before the suffix. Divide the word between double consonants. Every syllable has one vowel sound.
troublesome	trou/ble/some	Divide the word before the suffix. When a word ends with the letters <u>-le</u> (in this case, the root word ends with <u>-le</u>), the final syllable includes the consonant that comes before the <u>-le</u> . Every syllable has one vowel sound.
burdensome	bur/den/some	Divide the word before the suffix. When two consonants are between two vowels, divide the word between the two consonants. Every syllable has one vowel sound.

LESSON 24

Independent Practice

5 minutes

Turn to the Lesson 24 Phonics and Word Study page in your workbook. Let's review the page together.

NOTE: Read the directions and ask students to restate the directions. Have the students complete the page independently. Review the page together after the students have completed it.

Differentiation ↑

When they have completed the page, students should list the syllabication rules they used at the bottom of the page.

Differentiation ↓

Assist students as they divide the first two words into syllables. Students may circle the vowel sounds if needed before dividing the words into syllables. Encourage students to work independently to complete the page. Provide assistance, as needed.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

A) Establish Reading Goal

We have been reading "Meet William Shakespeare" to develop our fluency skills. Today we will read the passage one last time, focusing on reading it with increased accuracy, rate, and expression.

Turn to the Lesson 24 Fluency passage, "Meet William Shakespeare," in your workbook.

As you Whisper Read today, think about our goals: reading with speed, reading accurately, and reading with expression. Think about what you did well during our last session, as well as what you needed to work on. Take a moment to set your own personal fluency goal today.

NOTE: Assist students with setting personal goals.

B) Whisper Read, Checking Fluency Against Personal Goal (Independent)

Now I want you to Whisper Read the story.

NOTE: Direct students to Whisper Read the selection, monitoring students as they read. Students can reread the selection if time permits.

Differentiation ↑

Have the students use a timer to see how long it takes to read the passage with accuracy and expression.

Differentiation ↓

Select a reduced portion of the text for fluency practice.

LESSON 24

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the relationship between people and events in our historical passage.

B) Review Skill

Tell me what you have learned about main idea, supporting details, text structure, and transitions. (Possible responses: The main idea is the most important idea of a text, and supporting details give more information about the main idea. An author can structure his or her text by focusing on chronology, comparison, cause and effect, or problem and solution. Authors use transition words to connect sentences and paragraphs.)

C) Reread Text Selection (Anthology)

Please turn to "Susan B. Anthony: The Right to Vote" in your Anthology. This time, you and a partner will read to each other. Switch after every page and help each other with any difficult words.

NOTE: Assign each student a partner. Listen as they read to each other. Provide assistance, as needed.

Extension of Skill Beyond Text

5 minutes

Today, you are going to write about relationship between people and events in our passage. Specifically, you will be answering this question: What events and people in Susan B. Anthony's life helped influence her role as an activist?

During our last session, you wrote about the main idea and supporting details from the passage. Turn to the Lesson 23 Comprehension page and look at your answers in the chart.

I want you to write some notes about influential people and events in Susan B. Anthony's life. You can also look at the passage for more information. You will refer to your notes as you write your paragraph.

NOTE: Students should write notes on their dry-erase boards, so they don't have to keep turning pages back and forth while writing their paragraphs. If needed, they may refer to the Lesson 23 Comprehension page while writing.

Let's talk about what you wrote. (Briefly discuss the students' notes about influential people and events in Susan B. Anthony's life. Write some of the students' ideas on the dry-erase board.)

Activity: Your Turn to Write

5 minutes

Now it's time to write your paragraph. Turn in your workbook to the Lesson 24 Comprehension page.

NOTE: Review the directions with students. Guide students as they work to complete the page. Remind students to use the information from their dry-erase boards. Students may refer to the Lesson 23 Comprehension page, as well as the passage, if needed.

Differentiation ↑

Encourage students to include at least four supporting details about influential people and events in Susan B. Anthony's life. When they finish the page, students should share their paragraphs with partners. Students should look for at least four supporting details about influential people and events in their partners' paragraphs.

Differentiation ↓

Guide students as they use the information from their dry-erase boards to write their paragraphs. Encourage students to start with a topic sentence. Then, they should include at least three sentences which provide details about influential people and events in Susan B. Anthony's life. When they finish the page, students should share their paragraphs with partners. Students should look for at least four supporting details about influential people and events in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

A) Vocabulary Review

Let's start by reviewing our vocabulary words. I'm going to say a sentence, and I want you to complete it with one of our words.

NOTE: Read each sentence, one at a time. Have students tell you the correct word to complete it before reading the next sentence.

As a _____ of this country, you have certain rights. (citizen)

My parents had to sign many _____ before we could adopt a cat. (documents)

The owners of the farm allow guests to have picnics on their _____. (property)

The students are _____ their votes for class officers. (casting)

The new mayor is working to _____ some of the outdated laws that no longer apply to the city. (abolish)

An election is only fair if everyone has _____. (suffrage)

B) Independent Practice

Turn to the Lesson 24 Vocabulary page in your workbook. Let's read the directions together.

NOTE: Students should complete the page independently. Provide assistance, if needed. Review the page together after the students have completed it.

Differentiation ↑

After completing the page, students should use two or three vocabulary words in their own sentences. Students may write the sentences at the bottom of the page. Allow students to share their sentences with the group.

Differentiation ↓

Assist students as they complete the page. Have students locate words in the Glossary to help check their work. Then, direct students to work with partners to review the vocabulary words and their meanings.

LESSON 24

WRAP-UP

Summary/Closure

5 minutes

You worked very hard today! I want you to say a word that contains one of our suffixes and split it into syllables. I'll start: civilize, civ/il/ize. (Answers will vary, but the student should say a word that contains one of the prefixes and correctly split it into syllables.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 24 Learning Log workbook page. Read the question/prompt aloud. Remind students to begin each sentence with a capital letter and to end each sentence with a punctuation mark.

Count and Record Tokens

3 minutes

NOTE: Direct students to count tokens and record the total in the Token Tracker.



WORD STUDY | LESSON 24

Syllabication

Directions: Place a line between the syllables in each word. Then, read each word.

1. **lone / some**
2. **sym / path / ize**
3. **ex / ist / ence**
4. **stif / fen**
5. **mod / ern / ize**
6. **wor / ri / some**
7. **com / pli / ance**
8. **tight / en**

FLUENCY | LESSON 24



Meet William Shakespeare

by Kathiann M. Kowalski



"All the world's a stage," William Shakespeare wrote. More than 400 years later, stages around the world still show Shakespeare's plays. But who was William Shakespeare?

ACT ONE: Young William Shakespeare

William Shakespeare was born in 1564 in a small town in England. When he was 18, Shakespeare married a woman named Anne Hathaway, and they had three children. But Shakespeare wanted more from life and longed to be in the theater.

ACT TWO: A Change of Scenery

Next, Shakespeare joined a traveling acting company that went from town to town performing plays. During that time, Shakespeare began writing his own plays and poems.

By 1594, Shakespeare owned part of a London acting company called Lord Chamberlain's Men. In Shakespeare's day, only men and boys acted. In 1599, Shakespeare's company opened the Globe Theatre. Although Shakespeare's theater looked like other theaters of his time, his plays were different. The characters in his plays behaved like real people, with good qualities and flaws.

Some of Shakespeare's plays were serious stories in which sad things happened, such as Romeo and Juliet. But Shakespeare's writing style allowed audiences to understand the characters' problems. He even made it a point to show why the villains acted the way they did. Shakespeare's plays made people laugh, too, through confusing situations or hilarious, snappy arguments.

The language in Shakespeare's plays sounds strange to us, but people spoke differently then. Shakespeare had a fondness for rhyme and rhythm, and he played with words. If existing words weren't right, Shakespeare made up new ones, such as leapfrog and moonbeam!

ACT THREE: The Last Act

Before his death in 1616, Shakespeare had written 37 plays and more than 100 poems. Audiences still love listening to Shakespeare's beautiful language, and they still identify with his characters' problems and their emotions. Want to learn more? Get thee to a theater to see a performance of a Shakespeare play!



COMPREHENSION | LESSON 24

Relationships in Text: Your Turn to Write

Directions: Write a paragraph to answer the following question about the passage "Susan B. Anthony: The Right to Vote." Make sure you begin each sentence with a capital letter and end each sentence with a punctuation mark. Check your spelling when you are finished writing.

What events and people in Susan B. Anthony's life helped influence her role as an activist?

Susan B. Anthony was an activist who helped women gain the right to vote. Certain people and events helped influence her in this role. When she was a child, Susan's parents gave her the same opportunities as boys. They taught her to speak out about things that weren't fair. Her entire family was also very active in the movement to abolish slavery. When Susan was 26, she became a teacher at a school for girls. There, she continued to fight for the rights of girls and boys to learn together, as well as for the rights of children of former slaves to learn in those same classrooms. At the age of 28, Susan B. Anthony heard women's rights activist Elizabeth Cady Stanton speak about giving women the right to vote. That's when Susan decided to join the fight. Susan worked with Elizabeth Cady Stanton on the suffrage movement, giving speeches, starting a newspaper, and even getting arrested for trying to vote in an election. Susan B. Anthony died in 1906, but her work helped get the 19th Amendment passed in 1920.

VOCABULARY | LESSON 24



Content Vocabulary Review

Directions: Write a definition for each vocabulary word.

1. documents **pieces of written matter that provide information**
2. abolish **to formally put an end to something; to do away with something**
3. casting **depositing or giving**

Directions: Use context clues to complete each sentence with one of the following vocabulary words.

citizen property suffrage

1. In the 1800s, women fought to have the same rights as men, such as having certain jobs or owning **property**.
2. Susan B. Anthony believed that as a **citizen** of this country, she should have the right to vote.
3. In 1920, **suffrage** was finally won for women in the United States.