

LESSON 7

LESSON OBJECTIVES

Word Study	Apply knowledge of the word roots duce/duct, tract, and ped/pod to read unfamiliar multisyllabic words in context and out of context. Use understanding of word roots as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the use of fact and opinion in a text. Make inferences from a text. Evaluate an author's argument. Explain how the author uses reasons and evidence to support a claim.
Vocabulary	Determine the meaning of content words used in text. Use a glossary to determine the meaning of content vocabulary words.

Word Study

18 minutes

Fluency

7 minutes

Comprehension

18 minutes

Vocabulary

7 minutes

Lesson Materials

- ☐ Lessons 7-9: Student Pages
- ☐ Glossary
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Root: The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. The roots used in this lesson are duce/duct (lead), tract (pull or draw), and ped/pod (foot).

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

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Comprehension

Fact: A statement that can be proven by observing, measuring, weighing, or doing research

Opinion: Assumptions and beliefs, on the part of the author, that cannot be proven. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

Argument or Claim: The main point that the author is trying to prove. The author should use facts (reasons and evidence) to support his or her claim.

Vocabulary

Content Words: Words from a text that are important to understanding the content of 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 that contain the roots duce/duct, tract, and ped/pod. We will also practice reading a passage quickly and easily. Then, we will identify an author's argument, as well as fact and opinion statements, in a passage. Finally, we will learn some new vocabulary words.

WORD STUDY

Introduction:

3 minutes

A) Access Prior Knowledge

Let's begin by studying parts of words. So far, we have learned about prefixes and suffixes. What are prefixes and suffixes? (A prefix is a word part that is added to the beginning of a word or root. A suffix is a word part that is added to the end of a word or root.)

Together, prefixes and suffixes are known as affixes. An affix is a word part that can be added to the beginning or end of a word or root. A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone.

B) Skill Introduction

Today we are going to look at the roots duce/duct, tract, and ped/pod. Can you think of any words that contain these roots? (Accept all reasonable responses.)

Direct Skill Instruction and Guided Practice

10 minutes

These are the roots we are focusing on today. Let's read each root and its meaning aloud.

NOTE: Write each root and meaning on the dry-erase board. Then, read them aloud.

ROOT	MEANING
duce/duct	lead
tract	pull or draw
ped/pod	foot

Let's work with these roots.

Write the root duct on your dry-erase board.

NOTE: Write duct on the dry-erase board.

The root duct means "lead." Now, add the prefix in-, which can mean "in," before the root duct.

NOTE: Write in- before duct on the dry-erase board.

What new word did you write? (induct)

When you induct someone into a group, what are you doing? (leading them into the group or admitting to a group)

The roots ped and pod mean "foot."

NOTE: Write ped and pod on the dry-erase board.

Let's add a prefix to the root pod to make a word that refers to a three-footed stand. Use a prefix that means "three."

NOTE: Give students a moment to write and share their responses. Write the answer on the dry-erase board: tripod.

Look at this word.

NOTE: Write retract on the dry-erase board.

What root is in this word? (tract)

Let's read the word together: retract. We know that the root tract means "pull or draw." The word retract means "to pull or draw back in."

I am going to write more words on the dry-erase board. We will read each word together. I want you to write the root from each word on your dry-erase board. Then, we will use what we know about the root to figure out the meaning of the word.

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

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WORD	CORRECT RESPONSE
attract	tract; to draw toward
produce	duce; to lead forward
pedometer	ped; an instrument that measures distance covered on foot

Independent Practice

5 minutes

Turn to the Lesson 7 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 write two sentences using any of the words from the page. Students may write the sentences at the bottom of the page. Have students read their sentences aloud to the group.

Differentiation ↓

Review the roots and meanings together. Then, read the first word together and model how to find the root and write a definition for the word. Encourage students to work independently to find the root in each remaining word. Then, have students work with partners to define the words. 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. Reading with fluency means that we read the words correctly, at the appropriate speed, and with the right amount of expression.

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 7 Fluency passage, "A Letter to the Mayor," in your workbook.

This passage has the format of a letter. It contains a greeting, a body, and a closing with a signature.

B) Modeling

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

NOTE: Orient students to the page and introduce the fluency passage. Read the first paragraph of the letter 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.

If you are not reading every word you see, you should set a goal for accuracy. If you are not reading at a good pace, you should set a goal for speed. If you are not changing the pitch or volume of your voice, you should set a goal for expression.

E) Word Study Application

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

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

COMPREHENSION

Introduction

3 minutes

Introduce Skill in Isolation

Now, we are going to focus on our comprehension skills. Sometimes, you will read a passage in which the author gives his or her views on a topic. The author will present an argument or claim, which is the main point that he or she is trying to prove. You can often find the author's claim at the beginning of the passage. The author uses reasons and evidence to support his or her claim.

The author's evidence includes facts and opinions. A fact is a statement that can be proven. It can be proven by observing, measuring, weighing, or doing research. An opinion is an assumption or belief, on the part of the author, that cannot be proven. An opinion can sound true, but it cannot be proven true for everyone. We don't always agree with an opinion.

You can use clues in the passage, as well as your own experience or background knowledge, to make decisions and assumptions that help understand the author's argument. This is called making inferences.

Direct Skill Instruction

10 minutes

I'm going to read some statements. If the statement is a fact, I want you to stand up. If the statement is an opinion, I want you to sit down. Then, I want you to tell me why the statement is a fact or an opinion.

This is a reading class. (fact: stand up; can be proven)

Blue is the best color. (opinion: sit down; not true for everyone)

Driving over bridges can be scary. (opinion: sit down; not true for everyone)

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Today we read a passage about a bridge that needs to be repaired. (fact: stand up; can be proven)

Now I want you to think of your own facts and opinions.

NOTE: Go around the group and give each student a chance to answer. As a student makes a statement, allow the rest of the group to decide whether it is fact or opinion by standing up or sitting down.

In our fluency passage, "A Letter to the Mayor," the author presents an argument, along with facts and some opinions.

I am going to read the passage aloud. I want you to think about the author's argument or claim. I also want you to think about statements that are facts and statements that are opinions. Listen carefully. You may use your dry-erase board to write some of your ideas.

NOTE: Read "A Letter to the Mayor" aloud.

What is the author's claim? (The Bay Street Bridge should be closed for repairs.)

Let's talk about how the author used reasons and evidence to support his claim.

What are some facts that support the author's argument? (Possible responses: The bridge's guardrails are almost completely rusted. There are wide cracks and deep potholes in the road. Drivers are swerving to go around potholes or to avoid pedestrians.)

What are some opinions in the passage? (Possible responses: The author believes that the Bay Street Bridge is dangerous for everyone in the town of Bayside. The author thinks that the guardrails look like they are about to crumble. The author believes that the guardrails are useless. The author believes that swerving will cause serious accidents.)

Let's make inferences about the author's possible solution to the problem that could be created by shutting down the bridge. What does he suggest? Why do you think he does this? (Possible response: He suggests an alternate route to use as a detour because it shows that he has given his argument a lot of thought. He probably wants to make it easier for the mayor.)

Now, I want you to evaluate the author's argument. Was it effective? Do you think the mayor will close the bridge for repairs? (Accept all reasonable responses.)

Guided Practice

5 minutes

Turn to the Lesson 7 Comprehension page in your workbook. We will refer to the passage "A Letter to the Mayor" as we work together to complete the chart.

Differentiation ↑

Guide students as they work on the page. Remind them to refer to the passage and to their notes on their dry-erase boards. When students finish the page, they can write their thoughts about how the mayor will respond to the letter. Students can share their ideas with the group.

Differentiation ↓

Model how to refer to the passage as you select a fact and an opinion to add to the chart. Guide students as they complete the chart. Before students add a statement to the chart, read the statement together and talk about whether it can be proven (fact) or tells what someone thinks or feels (opinion). Remind students to refer to the passage and to their notes on their dry-erase boards as they complete the page.

VOCABULARY

Introduction

7 minutes

A) Access Prior Knowledge

Now we are going to learn some new vocabulary words. They will help us understand the passage we will read during our next session. Our next passage is about mobile phones.

Some of these words may be familiar to you. When I read each word, raise your hand if you want to tell me how you think the word might relate to mobile phones.

NOTE: As you say each word, write it on the dry-erase board. Then, allow students to briefly share how the word relates to mobile phones.

hectic

interact

astonishes

isolated

benefits

navigate

B) Content Word Introduction

Let's talk about what these words mean.

NOTE: Say each word and its definition aloud.

hectic: full of activity

interact: to communicate with and react to others

astonishes: greatly surprises

isolated: having little contact with others

benefits: advantages

navigate: to find one's way

Turn to the Lesson 7 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.

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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.

WRAP-UP

Summary/Closure

5 minutes

We worked very hard today. I want you to tell me one fact about today's lesson and one opinion about our lesson. I will start. Fact: We learned about the roots duce/duct, tract, and ped/pod. Opinion: I think our new vocabulary words are very easy. (Accept all reasonable responses.)

NOTE: Encourage each student to respond.

Now you will complete your Learning Log for this lesson.

NOTE: Direct students to turn to the Lesson 7 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.

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



WORD STUDY | LESSON 7

Roots

Directions: Review the roots and their meanings in the chart. Then, underline the root in each word and write its definition on the line.

ROOT	MEANING
duce/duct	lead
tract	pull or draw
ped/pod	foot

1. pedal

a foot lever

2. introduce

to lead together

3. tractor

a machine that pulls

4. quadruped

a four-footed animal

5. podiatrist

a doctor who treats the feet

FLUENCY | LESSON 7



A Letter to the Mayor

Dear Mayor Hawkins,

When I was a little boy, I was in the car as my parents drove over the Bay Street Bridge many times. At that time, the bridge was safe. Now that I am an adult, the bridge has fallen into terrible disrepair. I believe that the Bay Street Bridge is dangerous for everyone in the town of Bayside.



The bridge's guardrails are almost completely rusted. They appear to be flimsy and look as if they are about to crumble. I believe that these useless barriers aren't strong enough to keep a car from breaking through. The sidewalks are too narrow. In some places, they are nonexistent. I have also noticed the terrible conditions of the roadway. There are wide cracks and deep potholes in the road. People risk severe damage to their cars if they drive across these spots.

These problems cause almost every car on the bridge to have to swerve in some way. Drivers are swerving to go around potholes or to avoid pedestrians. I believe that the constant swerving will cause serious accidents.

Since many people depend on the bridge to get to Sunridge, I propose a detour along Route 12. This road is not a busy one, and it is wide enough to handle extra traffic. Our safety is far more important than the fear of traffic jams.

My neighbors wouldn't mind a detour until the bridge is repaired. Some families already use it because they are afraid to go over the bridge. They would rather travel out of their way than risk their lives.

I know how much you care about the town of Bayside. So, I'm not sure why you haven't resolved this issue. Until the Bay Street Bridge is fixed, I refuse to drive over it. I am urging you to close the bridge for repairs.

Sincerely,
Doug Silver



COMPREHENSION | LESSON 7

Fact and Opinion

Directions: Refer to the passage "A Letter to the Mayor" and to your notes on your dry-erase board as you complete this page.

Facts	Opinions
1. The bridge's guardrails are almost completely rusted.	1. The author believes that the Bay Street Bridge is dangerous for everyone in the town of Bayside.
2. There are wide cracks and deep potholes in the road.	2. The author thinks that the guardrails are useless and look like they are about to crumble.
3. Drivers are swerving to go around potholes or to avoid pedestrians.	3. The author believes that swerving will cause serious accidents.

VOCABULARY | LESSON 7



Content Vocabulary

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

1. hectic

full of activity

2. interact

to communicate with and react to others

3. astonishes

greatly surprises

4. isolated

having little contact with others

5. benefits

advantages

6. navigate

to find one's way

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LESSON OBJECTIVES

Word Study	Apply knowledge of the word roots duce/duct, tract, and ped/pod to read unfamiliar multisyllabic words in context and out of context. Use understanding of word roots as clues to the meaning of a word.
Fluency	Read a passage with accuracy, appropriate rate, and expression.
Comprehension	Determine the use of fact and opinion in a text. Make inferences from a text. Evaluate an author's argument. Explain how the author uses reasons and evidence to support a claim.
Vocabulary	Determine the meaning of content words used in text. Use the relationship between synonyms and antonyms to better understand the meanings of words.

Word Study

18 minutes

Fluency

7 minutes

Comprehension

18 minutes

Vocabulary

7 minutes

Lesson Materials

- ☐ Lessons 7-9: Student Pages
- ☐ Passage: "Put Down That Phone"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils

SKILL DEFINITIONS

Word Study

Root: The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. The roots used in this lesson are duce/duct (lead), tract (pull or draw), and ped/pod (foot).

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

Fact: A statement that can be proven by observing, measuring, weighing, or doing research

Opinion: Assumptions and beliefs, on the part of the author, that cannot be proven. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

Argument or Claim: The main point that the author is trying to prove. The author should use facts (reasons and evidence) to support his or her claim.

Vocabulary

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

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite meanings

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 that contain the roots duce/duct, tract, and ped/pod. We will also continue reading our fluency passage. Then, we will identify an author's argument, as well as fact and opinion statements, in our new passage. Finally, we will continue working with our new vocabulary words.

WORD STUDY

Introduction:

3 minutes

C) Access Prior Knowledge

We have been talking about roots. What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone. You can add an affix, which is a prefix or a suffix, to a root.)

D) Skill Review

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

NOTE: Write the roots duce/duct, tract, and ped/pod on the dry-erase board. Point to each root and ask students for its definition: duce/duct (lead), tract (pull or draw), and ped/pod (foot).

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Direct Skill Instruction and Guided Practice

10 minutes

Think about some words that contain these roots. 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 that contain the roots. 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 root in each word, and talk about the meaning of each word.

Let's add some affixes to roots. Remember, an affix is a prefix or a suffix.

We will start with the root tract.

NOTE: Write the following on the dry-erase board: dis (away) + tract = ?

Look at the prefix and the root. Together, what new word is formed? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers. Write the word distract on the dry-erase board.

Did you write distract? Excellent! Based on what you know about the prefix and the root, what does distract mean? (to draw away)

Let's try another example with the root duce.

NOTE: Write the following on the dry-erase board: pro (forward) + duce = ?

Look at the prefix and the root. Together, what new word is formed? Write the word on your dry-erase board.

NOTE: Have the students hold up their dry-erase boards after writing their answers. Write the word produce on the dry-erase board.

You should have written produce. Based on what you know about the prefix and the root, what does produce mean? (to lead forward)

Let's do one more example with the root pod.

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

Let's read this word: podiatry.

Listen to this sentence: My aunt studied podiatry, so she sees patients who have problems with their feet.

What does the word podiatry mean? (the branch of medicine that treats the foot)

Independent Practice

5 minutes

Turn to the Lesson 8 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 definitions for at least two of the words. Students may write the definitions at the bottom of the page. Students can share their definitions with the group.

Differentiation ↓

Read each word with the students. Ask students to find and circle the roots in each word. Model how to complete the first sentence by using the context of the sentence and the meaning of each root. Then, encourage students to work independently to complete the rest of the page. Provide assistance, as needed.

FLUENCY

Review

7 minutes

F) 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.

Say each word that you see. Don't skip words, and don't say words that are not there. Self-correct! If you make a mistake, go back and try again.

Read at a good pace: not too fast and not too slow. Read as if you are talking to a friend. Pay attention to phrasing and punctuation so you can group words into meaningful phrases. Pause between phrases and pause for punctuation.

Change the pitch of your voice as you read, making it high or low. Adjust the volume of your voice, making it loud or quiet.

G) Reread Fluency Passage

Turn to the Lesson 8 Fluency passage, "A Letter to the Mayor," 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.

H) Fluency Follow-up

Take a moment to talk to your partner about fluency.

Tell your partner one thing he or she did well. For example, did your partner read words accurately? Did your partner stop at the end of each sentence? Did your partner use a lot of expression?

Next, tell your partner one thing he or she should continue working on. For example, does your partner need to make sure he or she doesn't skip any words? Should your partner work on pausing for all punctuation? Should your partner change the pitch of his or her voice when reading?

NOTE: Give partners a chance to discuss their fluency.

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

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. Today, we will read a passage in which the author gives her views on mobile phones.

Remember, when stating his or her view on a topic, the author will present an argument or claim. This is the main point that he or she is trying to prove. The author uses reasons and evidence to support his or her claim. The author's evidence includes facts and opinions.

A fact is a statement that can be proven. An opinion is an assumption or belief, on the part of the author, that cannot be proven.

You can use clues in the passage, as well as your own experience or background knowledge, to make decisions and assumptions that help understand the author's argument. This is called making inferences.

B) Introduce Text Selection (Anthology)

Before we read our new passage, I want you to think about your experiences with mobile phones. How do you feel about our use of these devices? (Allow students to briefly discuss their experiences and thoughts.)

Use the Table of Contents to find "Put Down That Phone" in your Anthology.

C) State Lesson Objective/Purpose Based on Skill

I want you to think about the author's claim, as well as the facts and opinions presented in this passage, as we read.

Strategies

10 minutes

Let's read "Put Down That Phone." Follow along as I read aloud the first three paragraphs.

NOTE: Read aloud the first three paragraphs. Then, ask the following questions:

What is the author's claim? (We need to put down our mobile phones and take time to interact with the people around us.)

What facts does the author include so far? (Possible responses: The author remembers the days when you talked on the phone in your own home. The phone cord was attached to the wall. You couldn't walk away from where the phone was connected. Today, people can take calls anywhere and anytime.)

Now, it's your turn to read. Remember to think about the author's argument, as well as the facts and opinions that are presented in the passage.

NOTE: Have students take turns reading aloud. Ask the following questions after students finish reading aloud.

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What are some of the most important facts that support the author's argument? (Possible responses: People talk on their phones in public places. Text messaging makes it easy to stay in touch. Phones distract people when they are driving and walking. Mobile phones cause injuries and death. You can play games, watch videos, and listen to music on mobile phones. You can use phones to take pictures, translate languages, and navigate unfamiliar towns. When the author was a child, she never could have imagined that we would one day have devices such as these.)

What are some opinions in the passage? (Possible responses: Life was better before mobile phones. Mobile phones make our lives more hectic and complicated. We should put our phones down. Children don't need their own smartphones. Children should be playing board games and running around outside. It is rude and impolite to use mobile phones in public places. Mobile phones are interrupting our lives. Texting has made us more isolated. We don't know how to talk to each other anymore. Mobile phones have taken over our society like a plague. People miss out on relationships with the world and each other because of their unhealthy relationships with their phones. You won't regret putting down your phone.)

Let's make inferences about the author's statement that she is someone who has seen both sides. What does she mean? Why do you think she says this?

(Possible response: The author means that she knows what life was like before mobile phones because she was alive during that time. She also understands what life is like now that we have these devices. She probably makes this statement because having this knowledge helps her better understand the effect these phones have had on society.)

Now, I want you to evaluate the author's argument. Was it effective? If you have a phone, did the author convince you to put down your phone and do other things? If you don't have a phone, do you think this would convince a person to put down his or her phone? (Accept all reasonable responses.)

Integrated Writing Activity

5 minutes

Turn to the Lesson 8 Comprehension page in your workbook. We will refer to the passage "Put Down That Phone" as we work together to complete the chart.

Differentiation ↑

Guide students as they work on the page. Remind them to refer to the passage. When students finish the page, they can add additional facts and opinions about mobile phones (based on statements in the passage) at the bottom of the page. Students can share their ideas with the group.

Differentiation ↓

Model how to refer to the passage as you select a fact and an opinion to add to the chart. Guide students as they complete the chart. Before students add a statement to the chart, read the statement together and talk about whether it can be proven (fact) or tells what someone thinks or feels (opinion). Remind students to refer to the passage as they complete the page.

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VOCABULARY

Review

7 minutes

C) Review Content Words

Turn to the Lesson 8 Vocabulary page in your workbook. Let's review our vocabulary words and their definitions.

NOTE: Have student volunteers read the words and their meanings aloud.

D) Guided Practice

Today, we are going to work with synonyms and antonyms.

What are synonyms? (words that have similar meanings)

What are antonyms? (words that have opposite meanings)

Having knowledge of synonyms and antonyms is important when you are reading. Authors often include them to provide clues to the meanings of more difficult words in the text.

Based on the definition, tell me a synonym for hectic. (Possible responses: busy, crazy, lively)

Based on the definition, tell me an antonym for hectic. (Possible responses: calm, peaceful, quiet)

Take a moment to think of other words that are synonyms and antonyms for our vocabulary words.

NOTE: Give students some time to think about synonyms and antonyms.

Let's share our ideas with the group.

NOTE: Allow time for students to briefly share their synonyms and antonyms.

E) Independent Practice

Now, go back to the Lesson 8 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 may repeat the activity, using synonyms for each missing word.

Differentiation ↓

Review the words and definitions with students. Read the paragraph together. Model how to select the first missing word. Then, encourage students to work independently to complete the page. Have them read each completed sentence quietly to be sure it makes sense. After they complete the page, students should work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Closure

5 minutes

We certainly learned a lot today! Think about the roots we are studying: duce/duct, tract, and ped/pod. Let's say some words with these roots. I'll start: deduct. (Possible responses include: produce, retract, pedestal, podium, 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 8 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.

LESSON 8

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



WORD STUDY | LESSON 8

Roots

Directions: Review the roots and their meanings in the chart. Underline the root in each word below.

ROOT	MEANING
duce/duct	lead
tract	pull or draw
ped/pod	foot

conduct pedestrians attract podium introduce

Directions: Read the following sentences. Use what you know about each root's meaning to choose the word that completes each sentence. Then, write the word on the line.

- The beautiful display of fruit is meant to attract customers.
- Our music teacher will conduct the orchestra tonight.
- I would like to introduce you to my new neighbor.
- We stopped our car for a large group of pedestrians who were crossing the street.
- The mayor stood at the podium as she prepared to give her speech.

FLUENCY | LESSON 8



A Letter to the Mayor

Dear Mayor Hawkins,

When I was a little boy, I was in the car as my parents drove over the Bay Street Bridge many times. At that time, the bridge was safe. Now that I am an adult, the bridge has fallen into terrible disrepair. I believe that the Bay Street Bridge is dangerous for everyone in the town of Bayside.



The bridge's guardrails are almost completely rusted. They appear to be flimsy and look as if they are about to crumble. I believe that these useless barriers aren't strong enough to keep a car from breaking through. The sidewalks are too narrow. In some places, they are nonexistent. I have also noticed the terrible conditions of the roadway. There are wide cracks and deep potholes in the road. People risk severe damage to their cars if they drive across these spots.

These problems cause almost every car on the bridge to have to swerve in some way. Drivers are swerving to go around potholes or to avoid pedestrians. I believe that the constant swerving will cause serious accidents.

Since many people depend on the bridge to get to Sunridge, I propose a detour along Route 12. This road is not a busy one, and it is wide enough to handle extra traffic. Our safety is far more important than the fear of traffic jams.

My neighbors wouldn't mind a detour until the bridge is repaired. Some families already use it because they are afraid to go over the bridge. They would rather travel out of their way than risk their lives.

I know how much you care about the town of Bayside. So, I'm not sure why you haven't resolved this issue. Until the Bay Street Bridge is fixed, I refuse to drive over it. I am urging you to close the bridge for repairs.

Sincerely,
Doug Silver



COMPREHENSION | LESSON 8

Fact and Opinion

Directions: Refer to the passage "Put Down That Phone" as you complete this page.

Facts	Opinions
1. <u>People can take calls anywhere and anytime.</u>	1. <u>Life was better before mobile phones.</u>
2. <u>People talk on their phones in public places, instead of in private.</u>	2. <u>It is rude and impolite to use mobile phones in public places.</u>
3. <u>Phones distract people when they are driving and walking.</u>	3. <u>Texting has made us more isolated, and we don't know how to talk to each other anymore.</u>
4. <u>Children have mobile phones.</u>	4. <u>Mobile phones have taken over our society like a plague.</u>

VOCABULARY | LESSON 8



Content Vocabulary

Directions: Review the words and their definitions. Then, use the chart to complete the paragraphs below.

WORD	DEFINITION
hectic	full of activity
interact	to communicate with and react to others
astonishes	greatly surprises
isolated	having little contact with others
benefits	advantages
navigate	to find one's way

"It just astonishes me when I think about how many children have mobile phones these days," my mother said during dinner, "I think they are just too young."

"I know," I replied, "but there are some benefits to having them. It makes it easier for parents and children to stay in touch."

My mom wasn't buying it. "I hate to see how isolated people have become because of these phones. They don't know how to interact with each other anymore. Children need to learn how to talk to their friends and family, face to face."

I had to add my thoughts. "That's true, but children need to learn how to navigate these devices. If they don't learn at a young age, they might be left behind."

It was clear that we had differing opinions on children and mobile phones. But we both could agree on one thing. Despite having hectic lives, parents and children should work together to find some balance when it comes to technology.

LESSON OBJECTIVES

Word Study	<p>Apply knowledge of the word roots <u>duce/duct</u>, <u>tract</u>, and <u>ped/pod</u> 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	Write an analysis of an author's argument.
Vocabulary	<p>Determine the meaning of content words used in text.</p> <p>Use the relationship between synonyms and antonyms to better understand the meanings of 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 7-9: Student Pages
- ☐ Passage: "Put Down That Phone"
- ☐ Dry-erase boards, dry-erase markers, erasers
- ☐ Pencils
- ☐ Index cards (for Word Study)
- ☐ Timer (for Fluency differentiation)

SKILL DEFINITIONS

Word Study

Root: The main part of a word. It can be a word that stands alone or a word part. Adding prefixes or suffixes to a root makes a new word. Learning to identify roots can help the reader decode an unknown word and find the meaning of an unknown word. The roots used in this lesson are duce/duct (lead), tract (pull or draw), and ped/pod (foot).

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 9

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

- Every syllable has one vowel sound.
- When dividing a word with affixes into syllables, first divide the word into the root word and affixes. Then, if possible, divide the parts into syllables.
- In a word with a prefix, divide the word after the prefix.
- In a word with a suffix, divide the word before the suffix.
- When two consonants are between two vowels, divide the word between the two consonants (VC/CV).
- The ending -ed makes a word past tense and does not add a syllable, unless the root ends with the letters d or t.
- When one consonant is between two vowels, and the first vowel sound is long, divide the word before the consonant.

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

Fact: A statement that can be proven by observing, measuring, weighing, or doing research

Opinion: Assumptions and beliefs, on the part of the author, that cannot be proven. An opinion can sound true, but it cannot be proven true for everyone. We do not always agree with an opinion. Clue words such as think, feel, and believe can indicate that a statement is an opinion.

Making Inferences: Using clues in the passage (words and illustrations), as well as your own experience or background knowledge, to make decisions and assumptions that help understand the meaning of text.

Argument or Claim: The main point that the author is trying to prove. The author should use facts (reasons and evidence) to support his or her claim.

Analysis: Examining and evaluating the parts of an author's writing. In this lesson, students will analyze the author's argument by identifying the important facts the author uses to support the argument and by determining the effectiveness of the author's argument.

Vocabulary

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

Synonyms: Words that have similar meanings

Antonyms: Words that have opposite meanings

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 that contain the roots duce/duct, tract, and ped/pod into syllables as we practice reading them. We will also continue reading our fluency passage. Then, we will reread "Put Down That Phone" and write an analysis of the author's argument. Finally, we will review our vocabulary words.

WORD STUDY

Review Word Study Skills

2 minutes

Let's review the roots we have been learning about. What is a root? (A root is the main part of a word. Roots can be words that stand alone, or they can be word parts that cannot stand alone. You can add an affix, which is a prefix or a suffix, to a root.)

NOTE: Write the roots duce/duct, tract, and ped/pod on the dry-erase board.

What do these roots mean? (duce/duct: lead; tract: pull or draw; ped/pod: foot)

Direct Skill Instruction and Guided Practice: Syllabication

11 minutes

We are going to divide words into syllables, or parts, today. We know that every syllable has one vowel sound. 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 words on the dry-erase board: introduction, distract, reduce.

Here are three words from "Put Down That Phone" that contain roots we studied.

Let's start with this word.

NOTE: Point to the word introduction.

What is the root in this word? (duct)

When dividing a word with affixes into syllables, we divide the word into the root word and affixes first. We also know to divide a word after a prefix and before a suffix. We need to check those word parts to see if we need to divide them further.

The root duct has one vowel sound, so it is one syllable in the word. But let's take a look at the suffix. The suffix is -tion. Since there are two consonants between two vowels, we will divide the root and suffix after the letter c and before the letter t.

NOTE: Write duc on one index card, and write tion on another index card.

Now, let's look at the beginning of the word. Remember, every syllable has one vowel sound. This part of the word contains two vowels, so there are probably

LESSON 9

two vowel sounds. We know that when two consonants are between two vowels, we should divide the word between the two consonants. But what do we do when there are three consonants? Since the letters tr form a consonant blend that makes one sound, we will divide this part of the word between the letters n and t.

NOTE: Write in on one index card, and write tro on another index card.

Let's read each part of the word together: in/tro/duc/tion.

NOTE: Hold up (or point to) each index card as you say each syllable.

Now, let's read the word: introduction. There are four syllables in the word introduction.

Let's try another word.

NOTE: Point to the word distract.

I'm going to add the inflectional ending -ed to this word.

NOTE: Add -ed to the word distract, to form the word distracted.

This word has a root that we know. What is the root? (tract)

We know how to read that part of the word. The root tract has one vowel sound, so it is the first syllable in the word.

NOTE: Write the root tract on an index card.

This word begins with the prefix dis-. This prefix has only one vowel sound, so it is the first syllable in the word.

NOTE: Write dis on an index card.

Let's take a look at the end of the word. We added the inflectional ending -ed, which made the word past tense. This ending does not add a syllable, unless the root ends with the letters d or t. Our root ends with the letter t, which means that the ending -ed is the last syllable in the word.

NOTE: Write ed on an index card.

Now, let's say the parts of the word together: dis/tract/ed.

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

Let's look at the last word.

NOTE: Point to the word reduce.

Think about the syllabication rules we have learned. I want you to write this word on your dry-erase board and divide the word into syllables. Then, we will share our answers.

NOTE: Have students write the word and divide it into syllables.

How did you divide this word? What did you think about as you divided this word? (You can divide the word this way: re/duce. This word has the root duce. The root is the last syllable in the word because it only has one vowel sound: duce. This word begins with the prefix re-. We know to divide a word after the prefix. This prefix has only one vowel sound, so we know that is the first syllable. We also know that when one consonant is between two vowels, and the first vowel sound is long, we should divide the word before the consonant: re.)

LESSON 9

NOTE: Divide the word into syllables on the dry-erase board, as students explain what to do.

Now, let's say the parts of the word together: re/duce.

NOTE: Point to each syllable on the dry-erase board as you read it. First, say it slowly. Then, read the word. The word is reduce. There are two syllables in this word.

By dividing a word into smaller parts, we were able to read the word. It helps to split a word into smaller parts!

Independent Practice

5 minutes

Turn to the Lesson 9 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. Provide assistance, as needed. For the second part of the page, allow students to work with partners to complete each sentence.

FLUENCY

Reading with Increased Accuracy, Rate, and Expression

7 minutes

I) Establish Reading Goal

We have been reading "A Letter to the Mayor" 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 9 Fluency passage, "A Letter to the Mayor," 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.

J) 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.

LESSON 9

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.

COMPREHENSION

Review

8 minutes

A) State Lesson Objective/Purpose Based on Skill

Today we are going to show that we understand the argument or claim presented by an author.

B) Review Skill

Tell me what you have learned about how an author presents an argument or claim in a passage. (When an author states his or her view on a topic, the author presents an argument or claim. This is the main point that he or she is trying to prove. The author uses reasons and evidence to support the claim. The author's evidence includes facts and opinions.)

C) Reread Text Selection (Anthology)

Please turn to "Put Down That Phone" 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 an analysis of the author's argument. When you analyze, you examine and evaluate the parts of an author's writing. You will analyze the author's argument in "Put Down That Phone" by identifying the claim and the important facts the author uses to support it. Then, you will decide whether or not you believe the author proved the claim and explain why.

If you believe the author supported his or her claim, you should state what made the argument strong. If you don't believe the author supported his or her claim, you may make suggestions that the author could include to make the argument stronger.

What do you think would make one argument stronger than another? (Possible responses: specific evidence; research; numbers)

Turn to the Lesson 8 Comprehension page and look at your chart. You listed facts and opinions from the passage on this chart. Should you focus on facts or opinions as you analyze the author's argument? Why? (Facts are the best support for an argument. Facts can be proven true. Opinions give details about what the author believes, but they cannot be proven.)

LESSON 9

I want you to list at least three important facts from this page on your dry-erase board. You will refer to this information as you write your paragraph. If needed, you may also refer to the passage.

NOTE: Students should list the important facts 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 8 Comprehension page while writing.

Activity: Your Turn to Write

5 minutes

Now it's time to write your analysis of the author's argument. Turn in your workbook to the Lesson 9 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 8 Comprehension page and the passage, if needed.

Differentiation ↑

Guide students as they complete the page. When they finish the page, students should share their paragraphs with partners. Students should look for the claim, facts that support the claim, and whether or not the author proved the claim in their partners' paragraphs.

Differentiation ↓

Guide students as they write their sentences. Have students complete the following sentences for their paragraphs: "The author's argument in "Put Down That Phone" is _____. The author supports this argument by explaining _____. I believe the author (proved/did not prove) the argument because _____." If time permits, have students share their paragraphs with partners. Students should look for the claim, facts that support the claim, and whether or not the author proved the claim in their partners' paragraphs.

VOCABULARY

Review/Extension Activity

7 minutes

F) Vocabulary Review

Today we will take one last look at our vocabulary words. We have been focusing on synonyms and antonyms. What are synonyms and antonyms?

(Synonyms are words that have similar meanings. Antonyms are words that have opposite meanings.)

I'm going to say two words. If the words are synonyms, I want you to stand up. If the words are antonyms, I want you to sit down.

NOTE: Say each pair of words. Students should stand up for synonyms or sit down for antonyms.

LESSON 9

WORDS	CORRECT RESPONSE
<i>isolated, lonely</i>	stand up (synonyms)
<i>hectic, calm</i>	sit down (antonyms)
<i>benefits, disadvantages</i>	sit down (antonyms)
<i>astonishes, surprises</i>	stand up (synonyms)

G) Independent Practice

Turn to the Lesson 9 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 may repeat the activity, using another vocabulary word.

Differentiation ↓

Model how to select a word, its synonym, and its antonym. Model how to write a sentence for the synonym and a sentence for the antonym. Assist students as they complete the page. After completing the page, students may work with partners to review the vocabulary words and their meanings.

WRAP-UP

Summary/Obsure

5 minutes

You worked very hard today! I want you to say a word that contains one of our roots and split it into syllables. I'll start: *pedicure, ped/i/cure*. (Answers will vary, but the student should say a word that contains one of the roots 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 9 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 9

Syllabication

Directions: Divide the following words into syllables. Then, read each word.

WORD	WORD DIVIDED INTO SYLLABLES
abducted	ab / duct / ed
produced	pro / duced
extract	
tripod	tri / pod

Directions: Complete each sentence with one of the words from above.

- Mom is good at keeping secrets, so it's hard to **extract** any information about my birthday present from her.
- We placed the telescope on a **tripod** in front of a large window.
- Our sneaky cat **abducted** my baby brother's stuffed animal in the middle of the night!
- The farm down the street **produced** many vegetables this year.

FLUENCY | LESSON 9



A Letter to the Mayor

Dear Mayor Hawkins,

When I was a little boy, I was in the car as my parents drove over the Bay Street Bridge many times. At that time, the bridge was safe. Now that I am an adult, the bridge has fallen into terrible disrepair. I believe that the Bay Street Bridge is dangerous for everyone in the town of Bayside.



The bridge's guardrails are almost completely rusted. They appear to be flimsy and look as if they are about to crumble. I believe that these useless barriers aren't strong enough to keep a car from breaking through. The sidewalks are too narrow. In some places, they are nonexistent. I have also noticed the terrible conditions of the roadway. There are wide cracks and deep potholes in the road. People risk severe damage to their cars if they drive across these spots.

These problems cause almost every car on the bridge to have to swerve in some way. Drivers are swerving to go around potholes or to avoid pedestrians. I believe that the constant swerving will cause serious accidents.

Since many people depend on the bridge to get to Sunridge, I propose a detour along Route 12. This road is not a busy one, and it is wide enough to handle extra traffic. Our safety is far more important than the fear of traffic jams.

My neighbors wouldn't mind a detour until the bridge is repaired. Some families already use it because they are afraid to go over the bridge. They would rather travel out of their way than risk their lives.

I know how much you care about the town of Bayside. So, I'm not sure why you haven't resolved this issue. Until the Bay Street Bridge is fixed, I refuse to drive over it. I am urging you to close the bridge for repairs.

Sincerely,
Doug Silver



COMPREHENSION | LESSON 9

Author's Argument: Your Turn to Write

Directions: Write a paragraph in which you analyze the author's argument in "Put Down That Phone." First, describe the author's argument or claim. Then, summarize the facts that best support the author's argument. Finally, give your opinion. Do you think the facts prove the argument? Explain your answer. 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.

The author's argument in "Put Down That Phone" is that we need to put down our mobile phones and take time to interact with the people around us. The author is a grandmother who has lived during the time when mobile phones did not exist and who now has her own mobile phone. She supports her argument by explaining that people can take calls anywhere and anytime. She says that people can talk on their phones in public places, instead of in private. The author also states that people send texts when they are driving and walking, which is distracting and dangerous. Plus, even children use mobile phones now. This is a tough argument. I don't believe that the author proved her argument because she did not provide any numbers, such as how many children now have their own phones or how many people use their phones in restaurants. I agree that we are missing out on things if we are always looking at our screens. However, I don't think that people will completely change their behaviors. Mobile phones are here to stay.

VOCABULARY | LESSON 9



Content Vocabulary Review

Directions: Review the vocabulary words and definitions. Choose a vocabulary word from the chart and write the word on the line below. Next, write a synonym for the word and an antonym for the word. Then, write one sentence for the word's synonym and one sentence for the word's antonym.

WORD	DEFINITION
hectic	full of activity
interact	to communicate with and react to others
astonishes	greatly surprises
isolated	having little contact with others
benefits	advantages
navigate	to find one's way

Vocabulary word: **Answers will vary.**

Synonym: **Answers will vary.**

Antonym: **Answers will vary.**

Synonym Sentence:

Answers will vary.

Antonym Sentence:

Answers will vary.