

	<i>CCD Foundational Skills</i>
Common Core Reading	2016
Lesson Schedule & Plans <i>Common Core Basics</i> <i>Common Core Exercise</i>	

2016 SOCIAL STUDIES CALENDAR

<i>J A N U A R Y</i>	<i>*Writing Emphasis - Apostrophes</i>	
	<i>Day One</i>	<i>Day Two</i>
<i>Week of 01.04 - 01.08</i>		
<i>Week of 01.11 - 01.15</i>		
<i>Week of 01.18 - 01.22</i>		
<i>Week of 01.25 - 01.29</i>		

COMMON CORE READING

Chapter 1: Functional Texts	1.2: HOW-TO AND INSTRUCTIONS 1.3: WEBSITES 1.4: WORKPLACE DOCUMENTS 1.5: GRAPHIC DOCUMENTS 1.6: REFERENCE TEXTS 1.7: COMPARING TEXTS IN DIFFERENT MEDIA CHAPTER 1: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 1: ESSAY WRITING PRACTICE
Chapter 2: Expository Text	2.1: TEXTBOOKS AND OTHER EDUCATIONAL MATERIALS 2.2: MAGAZINE AND NEWSPAPER ARTICLES 2.3: TECHNICAL TEXTS CHAPTER 2: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 2: ESSAY WRITING PRACTICE
Chapter 3: Persuasive Text	3.1: ADS 3.2: EDITORIALS 3.3: BLOGS 3.4: REVIEWS AND COMMENTARIES CHAPTER 3: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 3: ESSAY WRITING PRACTICE
Chapter 4: Literary Nonfiction	4.1: NONFICTION PROSE 4.2: BIOGRAPHY 4.3: AUTOBIOGRAPHY CHAPTER 4: REVIEW AND CHECK YOUR UNDERSTANDING CHAPTER 4: ESSAY WRITING PRACTICE

Chapter 5:
Fiction

[5.1: PLOT AND SETTING](#)

[5.2: CHARACTER](#)

[5.3: POINT OF VIEW](#)

[5.4: LITERAL AND FIGURATIVE LANGUAGE](#)

[5.5: THEME](#)

[5.6: TEXT STRUCTURE](#)

CHAPTER 5: REVIEW AND CHECK YOUR UNDERSTANDING

CHAPTER 5: ESSAY WRITING PRACTICE

Functional Texts**MLK***MATERIALS*

- o CCB Mathematics pages

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the form and characteristics of a biography

KEY CONCEPT

- o A biography is the true story of a person's life, written by another person.

*VOCABULARY (SYNONYMS)**Tier 2*

- o Authorized
- o Chronological
- o Emphasize
- o Unauthorized

Tier 3

- o Biography

Test Words

- o Examine

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Gather Information from Different Media
- o Restate Language
- o Compare Biographies

BEFORE LESSON

Ask students if they have read a biography, which is the true story of someone's life. If so, ask: Who was it about? What information did it contain? Show students a brief biography of a world leader, such as Mahatma Gandhi. Point out that the biography contains facts about the person's life. Then discuss the organization of the biography (for example, chronological order, and list of accomplishments).

*BACKGROUND**GUIDED PRACTICE*

- o Biography

*CORE SKILL***Summarize Supporting Details**

Point out to students that because nonfiction prose is based on real events and people, factual details are part of the content. Tell students to look for phrases such as "I think," "I feel," "in my opinion," and "should be." These phrases signal that an opinion is being stated, not a fact. When students summarize supporting details, they should focus only on the facts. Show students a paragraph from the biography they read in the Determine Student Readiness activity. Work with them to identify facts and opinions in the text.

Gather Information from Different Media

Show an example of each type of reference source and discuss its contents. Then draw a five-column chart on the board and label the columns Newspapers, Magazines, Encyclopedias, Almanacs, and Atlases. Have students copy the chart in their notebooks. After they have chosen a topic, have them fill in their charts with the information they could find in each reference source. Have students discuss their completed charts in small groups and adjust their charts as needed.

*EXTENSION***Restate Language**

	<p>To help students identify opinions, create a list of opinion words and phrases on the board (think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose). Read through some biographies to identify opinions, and list them on the board.</p> <p>Compare Biographies</p> <p>Have students work in small groups to compare two of the biographies to determine the organization and the details that are emphasized. Have them present their research to the class.</p> <p>LESSON REVIEW</p> <hr/> <p>Read Biographies</p> <p>Tell students an anecdote about someone you know, or about a famous person. Then provide them with a list of accomplishments for the same or a different person. Discuss how these methods introduce the subject. Have partners work in pairs to research examples of anecdotes and lists of accomplishments.</p>
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Functional Texts

MATERIALS

- o CCB Mathematics pages 14 - 21

CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the purpose and structure of consumer and business documents
- o Understand and use forms

KEY CONCEPT

- o Memos and forms are common documents employers use to share information with their employees

VOCABULARY (SYNONYMS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Category o Encounter o Optional
<i>Tier 3</i>	<ul style="list-style-type: none"> o Functional o Violation
<i>Test Words</i>	<ul style="list-style-type: none"> o Interpret

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Utilize Forms

1.1: Memos and Forms

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Informational Text

CORE SKILL

Draw Conclusions

Explain that informational text provides important facts and details. Tell students that a work memo can contain information about meetings, schedules, policies, or other work-related topics. Point out the parts of the memo on page 14. Ask students to tell who wrote the memo, whom it is for, and what the memo is about.

Utilize Forms

Reread the memo on page 14 with students. Have them answer the questions about the memo and read aloud the sentences that helped them draw conclusions about the answers.

EXTENSION

Practice Accuracy

For accuracy, have students practice difficult words from the memo on page 14 separately from the context of the passage.

Assess Memos

Have students construct their own business memo to a classmate. Encourage them to develop a topic using formal language. Have students exchange memos with a classmate and assess the memo for clarity and purpose.

LESSON REVIEW

- Practice Accuracy
- Assess Memos

Functional Texts

MATERIALS

- o CCB Mathematics pages 22 - 29

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Recognize the correct sequence of steps
- o Follow directions and instructions
- o Understand how directions and instructions are organized

KEY CONCEPT

- o How-To texts and instructions explain how to make something or how to do something.

VOCABULARY (WORD BENCH)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Diagram o Instructions o Resume
<i>Tier 3</i>	<ul style="list-style-type: none"> o Sequence
<i>Test Words</i>	<ul style="list-style-type: none"> o

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Sequence of Events
- o Signal Words

1.2: How-To and Instructions

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

How-To and Instructions

CORE SKILL

Sequence of Events

Read the instructions with students. Point out sequence words, such as first, then, now, and finally. After students make their numbered lists in their notebooks, have them compare their lists. Have students' trade papers and check to make sure that no steps were left out.

Understanding Diagrams

Read aloud the passage about clearing a paper jam and tell students to listen for the sequence words. Have them work with a partner to create the sequence diagram. Have partners show their diagrams to the class and explain the steps. Listeners should offer constructive feedback about the order of steps in the diagrams.

EXTENSION

Signal Words

Tell students that directions and steps in instructions are introduced by signal or linking words. Write the signal words then, next, before, and after on the board and give examples of their use.

Collect and Display

Have students draw diagrams to represent their how-to instructions. Tell them to identify which step in their process would be most useful if shown in diagram form.

LESSON REVIEW

Functional Texts

1.3: Websites

MATERIALS

- o CCB Mathematics pages 30 - 37

CCR STANDARDS

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Understand how to use websites to gain information
- o Evaluate the reliability of websites

KEY CONCEPT

- o A website is a collection of web pages that give information about a topic

VOCABULARY (CREATE A SENTENCE)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Reference Source o Reliability o Scanning
<i>Tier 3</i>	<ul style="list-style-type: none"> o Internet o Key Word o Margin
<i>Test Words</i>	<ul style="list-style-type: none"> o Synthesis

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Analyze Visual Information
- o Synthesis Ideas from Multiple Sources

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Websites**Reliability of Information**

CORE SKILL

Analyze Visual Information

Look at the website with students. Have them point to the different features as you name them. After students write in their notebooks, have them look up a museum website and list the features on the site and what content is represented by these features.

Synthesis Ideas from Multiple Sources

Explain that doing research usually involves taking ideas from many different sources and using them as support for your own idea. Have students brainstorm a list of questions about the website on page 33 and write their questions on the board. Work with students to go online and find the answers to the questions. Show students how to use key words from their questions to help them find the answers.

EXTENSION

Elaborate on Language

Discuss additional words associated with websites and the Internet that students might not be familiar with. Use the websites in this lesson to point to and then explain these words: toolbar, icon, URL, menu bars, links, search feature.

Distinguish Key Words

Ask students to think of a topic they would like to investigate on the Internet. Then have them each write a list of possible search words that they think will lead them to information about the topic. Have students do the searches and refine their search words. Have them continue to do this

o Distinguish Key Words

until they find three or four reliable sites.

LESSON REVIEW

Functional Texts

MATERIALS

- o CCB Mathematics pages 38 - 47

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o Recognize the purpose of common workplace documents
- o Explain and apply information from common workplace documents

KEY CONCEPT

- o Workplace documents are written papers (print or digital) used in offices, factories, and other places where people work. They include instructions or forms.

VOCABULARY (SYNONYMS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Alternative o Design o Documents o Identify o Structure
<i>Tier 3</i>	<ul style="list-style-type: none"> o Agenda o Employee Handbook
<i>Test Words</i>	<ul style="list-style-type: none"> o Summarize

INTERACTIVE STRATEGY

- o

*WRITING PRACTICE***1.4: Workplace Documents**

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Workplace Documents

CORE SKILL

Summarize Information

Explain to students that when they summarize a piece of writing, they look for the main points. Writing a summary is a way to understand the text. Refer to the job description for an administrative assistant on page 40. Guide students to see that the job description is a summary of a job's duties. Have students check each other's work. Remind them to write their summaries in their own words, except for any quotations they might include.

Determine Author's Purpose

Explain to students that an author's purpose for writing changes based on the information that is being conveyed. Tell students that to figure out the author's purpose in writing workplace documents, they should ask themselves questions such as these: Who wrote this? What information does it contain? What does the writer want me to do after I read this? Have pairs of students answer these questions as they look at the online form on page 41. Have students present their answers to the activity questions to the class.

EXTENSION

Use Text Structure

Have students look at the Conference Room Reservation Request on page 41. To help students identify how text structure is a clue to the purpose of the form, ask them to find the section called "Event Type" and to point out the names and checkable boxes of the different types of events. Tell them that the items on the form, like event type, give clues to the form's

- Summarize Information
- Determine Author's Purpose

purpose: gathering information about events.

Cite Evidence

Using a computer, access different types of workplace documents, such as a W-4 form, an online job application, the checkout section of an online store, a time sheet, and a benefits application. For each example, have students discuss the purpose and intended audience and cite evidence for their opinion.

LESSON REVIEW

Functional Texts

MATERIALS

- o CCB Mathematics pages 48 - 57

CCR STANDARDS

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify graphic documents and their functions
- o Interpret information from simple charts and graphs
- o Analyze information presented in a variety of graphic formats

KEY CONCEPT

- o Graphic documents use a variety of visual formats to present factual information

VOCABULARY (PREFIX CON-)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Concrete o Context o Graphic o Infer o Symbol
<i>Tier 3</i>	<ul style="list-style-type: none"> o Bar Graphs o Pie Charts
<i>Test Words</i>	<ul style="list-style-type: none"> o Analyze

INTERACTIVE STRATEGY

1.5: Graphic documents

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Graphic Documents**Analyze Visual Information**

CORE SKILL

Analyze Visual Information

Call on students to share what they have written in their notebooks about a graphic document they have seen, its meaning, and its strengths and weaknesses. Continue in a similar fashion with the next exercise, in which students determine the purpose of visual images presented on page 52.

Use Context Clues

To reinforce the importance of context clues, invite students to create artwork, such as a poster, in which the graphic message and the context clues are a mismatch. They may work with the images presented here or find others. An example might be a sign communicating "Danger: highly flammable material" positioned on a forest scene.

EXTENSION

Analyze Text Connections

Help students whose first language is not English to connect with the graphic documents by replacing the text in some of the documents with the same message in their first language. Post the translated signs for classmates to identify.

Interpret Visual Information

Direct students to notice advertisements that use very little, if any, text on their daily commute. Call on volunteers to describe the most effective ads that used the least amount of text. Explain what symbols conveyed the message most effectively, the role of context clues, and what the viewer is asked to infer from the ad's message.

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WRITING PRACTICE

- Use Context Clues
- Analyze Text Connections

LESSON REVIEW

Functional Texts

MATERIALS

- o CCB Mathematics pages 58 - 67

CCR STANDARDS

- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Consult reference materials, such as dictionaries and thesauruses
- o Gather information from different media
- o Determine author's purpose

KEY CONCEPT

- o A reference is a source of factual information. Reference texts include dictionaries, encyclopedias, thesauruses, atlases, dictionaries, and handbooks. These references may be print or digital.

VOCABULARY (MULTISYLLABIC)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Entry o Reference text o Specialized o Synonyms o Volumes
<i>Tier 3</i>	<ul style="list-style-type: none"> o Digital o Online
<i>Test Words</i>	<ul style="list-style-type: none"> o Evaluate

1.6: Reference Texts

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Reference Texts**Analyze Text Structure**

CORE SKILL

Analyze Text Structure

Have students scan the encyclopedia article and answer the questions about the First Continental Congress. Then ask them to write one sentence each about the article's text features (such as headings, subheadings, photos, maps, captions, or bullet points) that describes how they used the features to quickly find the information they needed.

Evaluate Content in Different Formats

After students have compared print and online dictionaries, ask them to explain a feature they found more useful in one format than in the other. How did students prefer learning about pronunciation, from the syllabification and pronunciation symbols in print and online or from the audio pronunciation available online?

EXTENSION

Paired Reading

Pair fluent English speakers with English language learners. Provide paired students with a copy of a brief (50-200 word) encyclopedia article to read aloud. If the less-proficient student misreads, the more proficient student points to the word and pronounces it; then the less-proficient student repeats that word. Continue in this fashion until the end of the passage.

Compare and Draw Conclusions

Ask pairs of students to investigate the usefulness of different formats of reference texts. Assign each pair a different state and ask them to look up information about their state's legislature and its capital. To do their

- Preview

INTERACTIVE STRATEGY

-

WRITING PRACTICE

- Analyze Text Structure
- Compare and Draw Conclusions
- 21st Century Skill: Information Literacy

research, one student from each team should use an online encyclopedia and one student should use a print encyclopedia. Have the pairs compare the time spent per format and how up-to-date each format was in order to draw a conclusion about which format is most efficient for this type of research.

LESSON REVIEW

21st Century Skill: Information Literacy

After students compile their lists of reliable reference websites, brainstorm a list of historical events that occurred within the past ten years. Have students choose an event and use websites from the list to find information about the event. Ask them to write two paragraphs about their event, using a thesaurus and a dictionary to broaden their word choices and check their spelling.

Functional Texts

MATERIALS

- o CCB Mathematics pages 68 - 77

CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Gather information from different media
- o Evaluate content in different media
- o Determine advantages and disadvantages of different media

KEY CONCEPT

- o Comparing how the same text is presented in different media can provide a deeper understanding of a text.

VOCABULARY (PREFIX INTER-)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Enhance o Interpret o Media o Presentation
<i>Tier 3</i>	<ul style="list-style-type: none"> o Animation o Italics o Multimedia

1.7: Comparing Texts in Different Media

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Texts in Different Media

CORE SKILL

Evaluate Content in Different Media

After students have listed the main ideas of the online and audio versions of the weather report, pair them with classmates and have them explain to each other the reasons they believe that changes were made in the content of the report from one medium to the other.

Draw Conclusions

After students discuss their conclusions with classmates, ask them to write a brief paragraph explaining what they have learned about on-the-job training and whether they would want to engage in such training.

EXTENSION

Visualizing Text

The subtitled video presentation about on-the-job training (see link on page 70) provides a meaningful context for word recognition and reading. The captions allow students to confirm what they have are hearing on the audio track. Ask students to watch the video two or three times in quick succession while concentrating on hearing and seeing the narrator's words simultaneously.

Following their repeat viewings, ask students to discuss in pairs what they learned from the video. Have one member of each pair relate their combined perception to the class.

Organize a Presentation

Ask students to apply what they learned about the effectiveness of different media types. Tell students to write a brief informative text and also construct an audio, video, or multimedia version of the same

Test Words | ○ Visualize

INTERACTIVE STRATEGY

○

WRITING PRACTICE

- Draw Conclusions
- Organize a Presentation
- 21st Century Skill: Media Literacy

message. Tell them to select their own topic or to use a topic from the lesson, such as a weather advisory or a recipe.

LESSON REVIEW

21st Century Skills: Media Literacy

When students complete their paragraphs comparing and contrasting the video and multimedia presentations they accessed, ask for volunteers to share their experiences and conclusions with the class.

Expository Texts

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the stated main idea
- o Gain information from textbooks and other educational material

KEY CONCEPT

- o Textbooks and other educational materials are instructional texts used in language arts, mathematics, science, social studies, and other fields of study.

VOCABULARY (STUDY CARDS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Details o Main Idea o Stated
<i>Tier 3</i>	<ul style="list-style-type: none"> o Survey o Topic Sentence
<i>Test Words</i>	<ul style="list-style-type: none"> o Classify

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o Summarize Text
- o Analyze Visual Information

2.1: Textbooks and Other Educational Materials

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Educational Materials

CORE SKILL

Summarize Text

Explain that summarizing requires understanding the main idea and the most important details of a piece of writing. Read the selection on page 88 with students. Have them point out the headings and the caption. Tell them to underline the topic sentence in each paragraph. After students write the main idea and summary in their notebooks, have them share their work in small groups and choose the work that best summarizes the selection.

Analyze Visual Information

Tell students that visual information is another way for writers to explain information. Point to the photo of hieroglyphics. Then ask students what its purpose is (showing an example of a writing system that the text describes). Read the table with students. Model reading across the rows and down the columns. After students have completed the assignment in their notebooks, have them explain to a partner what inventions and concepts are.

EXTENSION

Read a Chart

Tell students that charts and tables hold information in an organized way. Have students look again at the chart on page 89. Have pairs of students create their own tables about a favorite topic, such as movies they like and dislike, places they would like or not like to visit, and so on.

Critique Visuals

Have pairs of students choose a chapter from a textbook and critique the

- Critique Visuals
- 21st Century Skill: Global Awareness

visual elements. They should explain to the class why they think the sidebars, images, graphs, and so on are or are not effective. Have student pairs create their own visual element that they think would enhance the chapter.

LESSON REVIEW

21st Century Skill: Global Awareness

If some students have not used a search engine, show them how to do so. Then pair them with students who have previously used search engines to research for an Internet newspaper article. After students have completed the assignment in their notebooks, have them read their main ideas aloud to the class.

Expository Texts

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Explain text features and graphics and their purpose
- o Read magazine and newspaper articles to gain information

KEY CONCEPT

- o Magazine and newspaper articles provide current information about events and other topics.

VOCABULARY (LIFE EXPERIENCES)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Caption o Graph o Heading o Visual
<i>Tier 3</i>	<ul style="list-style-type: none"> o Byline o Legend
<i>Test Words</i>	<ul style="list-style-type: none"> o Summarize

INTERACTIVE STRATEGY

- o

2.2: Magazine and Newspaper Articles

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Magazine and Newspaper Articles

CORE SKILL

Analyze Text Structure

Tell students that looking at headings is one key to understanding an article or finding the information you want. Display an online or print article to the class. Go over the headings and have students tell what the article is generally about. Ask them which section they would read to find out a certain piece of information. Then read the article on page 96 with students. Have them point out the headings, picture, and caption. After they list the headings and write in their notebooks, have them share their notes with partners and refine them as necessary.

Evaluate Content in Different Formats

Discuss with students the different formats described in the text (circle graph, bar graph, line graph) and show an example of each one. Explain to students that charts and tables can also be used to compare information. Read the table on page 97 with students. Explain that they can use the heading and the information in the table to determine the main idea. After students write the main idea in their notebooks, discuss it as a class by emphasizing the title and the column and row headings.

EXTENSION

Describe Graphs

Show students a bar graph, a circle graph, and a line graph. Point to each and have students discuss what the graph might be about. Point to the legend and explain how it works. Have students find another graph and explain it to a partner.

Graph Data

WRITING PRACTICE

- Analyze Text Structure
- Evaluate Content in Different Formats
- Graph Data
- Write to Learn

Remind students that a graph shows how two or more things relate. Review the Core Skill sidebar on page 97 with students. Have students create a line graph to show the changes in the temperature for the past week in your town.

*LESSON REVIEW***WRITE TO LEARN**

Remind students that summarizing means retelling the main points in their own words. Have them jot down notes as they reread the article and use those notes to write their summaries. Then have students read their summaries to a partner. Listeners should check to make sure the speaker.

Expository Texts

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o Determine the author's purpose
- o Draw evidence from text

KEY CONCEPT

- o A technical text is a document that provides a particular group of people information about a specialized subject.

VOCABULARY

<i>Tier 2</i>	<ul style="list-style-type: none"> o Diagram o Process o Regulations
<i>Tier 3</i>	<ul style="list-style-type: none"> o Consumers
<i>Test Words</i>	<ul style="list-style-type: none"> o Technical

INTERACTIVE STRATEGY

- o

WRITING PRACTICE

- o Interpret Words and Phrases in Text
- o Draw Conclusions
- o Critique Instructions

2.3: Technical Texts

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Determine Author's Purpose in Technical Texts

CORE SKILL

Interpret Words and Phrases in Text

Have students circle any unfamiliar words in the installation instructions on page 103. Review how to use context clues to find the meaning of a word and recommend that students try this approach before they conduct an online search. Point out the different kinds of online support a person could find if necessary, such as online chats with customer service representatives. Check students' notebooks to verify that their definitions can help them understand the technical text.

Draw Conclusions

Show students a regulation such as [this](#).

Have students look carefully at the regulation and point out facts and details that indicate why the law was written. Point out that all of the capitalized words are referring to jobs or locations where workers could get injured. Explain that based on how the law is worded, one can conclude that it was written in order to protect 14- and 15-year olds from taking dangerous jobs. Have students complete the sidebar activity on their own and write their conclusion on the board. Work with the class to compare students' conclusions.

EXTENSION

Draw Conclusions

Have English language learners select one of the illustrated passages in the lesson and translate some of the technical words into their first language. To extend this activity, have them give the translated technical text to someone who is proficient in English. The proficient English

speaker should use the illustrations and his or her own knowledge to infer the meaning of the translated words.

Critique Instructions

Tell students that they will assume the role of a technical writer. Have them write instructions to tell how to do something with which they are familiar. Have students exchange instructions and critique whether they make sense and are simple to use.

LESSON REVIEW

Persuasive Texts

MATERIALS

- o CCB Mathematics pages 116 - 123

CCR STANDARDS

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

OBJECTIVES

- o Understand how to read and interpret ads
- o Evaluate the effectiveness of arguments
- o Identify an author's assumptions and beliefs

KEY CONCEPT

- o Ads are persuasive messages that try to convince people to buy or use something or to think or act in a certain way.

VOCABULARY (WORD MAP)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Argument o Fact o Opinion
<i>Tier 3</i>	<ul style="list-style-type: none"> o Advertisement o Logo o Slogan
<i>Test Words</i>	<ul style="list-style-type: none"> o Evaluate

INTERACTIVE STRATEGY

- o Analyze word choices

3.1: Ads

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Ads

CORE SKILL

Evaluate Arguments

Read the questions with students. Show the class an ad for a product, either a good or a service, and have them answer the questions together. Then have partners use the same process to evaluate another ad. After they have finished, discuss as a class how evaluating the arguments in the ads can make students more knowledgeable consumers.

Analyze Word Choices

Make a two-column chart on the board. Label one column Facts and the other column Opinions. Read the passage on page 120 with students and discuss the effectiveness of the photograph and the text elements. Ask what students think of the name of the product. Have students list the facts and opinions from the passage as you write their responses on the board. Discuss the author's purpose for writing the ad and whether or not students would call the builder.

EXTENSION

Persuasive Language

Find examples of persuasive language from the lesson, then have students work with a partner to write one sentence that uses persuasive language.

Critique Ads

In small groups, have students analyze real-world advertisements.

Answer the following questions:

1. What real information is included in the wording of the product?
2. What claims are backed up by facts?

WRITING TOPIC

- Evaluate Arguments
- Critique Ads

WRITING PRACTICE

- Write to Learn

3. What claims does the ad want you to accept on faith?

Have students create their own advertisement and share with the class. They should be able to justify their use of fact and opinion.

*LESSON REVIEW***Write to Learn**

Tell students that to write an effective ad, they should use descriptive words. Explain that in writing an ad, they should give a clear overall impression, include specific details, and organize sentences so it is easy to picture what is being described. Have partners check each other's completed ads to make sure they have included at least two facts and two opinions. Tell students to revise as necessary.

Persuasive Texts

MATERIALS

- o CCB Mathematics pages 124 - 131

CCR STANDARDS

- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- o 9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

OBJECTIVES

- o Understand the purpose and content of editorials
- o Evaluate the effectiveness of arguments in excerpts
- o Distinguish between conflicting viewpoints

KEY CONCEPT

- o Editorials express ideas and opinions from the writer's point of view

VOCABULARY (SENTENCES)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Assumption o Bias o Defend o Evidence
<i>Tier 3</i>	<ul style="list-style-type: none"> o Editorial o Point of View
<i>Test Words</i>	<ul style="list-style-type: none"> o Conclusion

INTERACTIVE STRATEGY

- o Compare Different Texts

3.2: Editorials

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Editorials

CORE SKILL

Evaluate Support for Conclusions

Explain that writers often draw conclusions based on facts. Read the passage on page 126 with students. Ask students to circle the author's conclusions and underline any facts or reasons given to support the conclusions. Write the conclusions and facts on the board and discuss whether there is enough evidence to support each conclusion. Have students write their paragraphs and read them aloud in small groups.

Compare Different Texts

Before students complete the activity, read aloud two editorials with different viewpoints about the same topic. Have a student write facts from each editorial on the board. Tell students to use the notes on the board to create their Venn diagrams. After they have finished, have students compare their Venn diagrams with others and make adjustments as needed.

EXTENSION

Distinguish Text Types

Display an editorial and a news story from a newspaper. Point out key words that identify one piece as an editorial (opinions, biases, arguments for and against) and the other as a news story (facts, information).

Assess an Editorial

Ask students to find an editorial in a local newspaper or an online news source, then find a news article about the editorial's topic. Explain that students should read both and identify the facts and opinions in each. Ask students to decide whether they think the writer of the editorial has given

- Distinguish Text Types

WRITING TOPIC

- Assess an Editorial

WRITING PRACTICE

- Evaluate Support for Conclusions
- Write to Learn

enough facts to support the opinion expressed. If they say no, ask them what additional facts the writer should have used.

LESSON REVIEW

Write to Learn

With students, brainstorm a list of issues that affect them. Have students choose one issue from the list to use for their editorial. After students complete their editorials in their notebooks, have them list the facts and opinions each used using a Venn Diagram.

Persuasive Texts

3.3: Blogs

MATERIALS

- o CCB Mathematics pages 132 - 139

CCR STANDARDS

- o 6 Assess how point of view or purpose shapes the content and style of a text.
- o 8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

OBJECTIVES

- o Understand how to read and evaluate blogs
- o Identify an author's assumptions and beliefs

KEY CONCEPT

- o Blogs, or web logs, are personal web pages that express an author's ideas or opinions

VOCABULARY (YES/NO?)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Endorse o Persuade o Qualifications
<i>Tier 3</i>	<ul style="list-style-type: none"> o Blog
<i>Test Words</i>	<ul style="list-style-type: none"> o Connote o Judgement

INTERACTIVE STRATEGY

- o Draw Evidence from Text
- o Determine the Authors Purpose
- o Echo Read

WRITING TOPIC

- o Critique a Blog

WRITING PRACTICE

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Blogs

CORE SKILL

Draw Evidence from Text

Explain that many blog writers use emotional words to appeal to or persuade their readers. Read aloud one of the blogs from earlier in the lesson. As you read, have students raise their hands when they hear an emotional word. Write these words on the board. As students complete the activity on page 134, circulate to ensure that they correctly understand positive and negative connotations.

Determine Author's Purpose

Tell students that bias is a prejudice for or against someone or something. Explain that many blog writers show their bias by using words with positive or negative connotations to sway their readers. Using one of the blogs students have already encountered, work with students to locate bias by marking words with positive or negative connotations and drawing a conclusion.

EXTENSION

Echo Read

Give students a copy of one of the blogs from the lesson. Read it aloud with proper phrasing and expression. Then have students read the blog aloud and ask them to imitate the way you read. Then have pairs practice reading aloud until they can do so fluently.

Critique a Blog

Have pairs of students work together to decide on a blog topic and write the text for a short blog. Have them trade blogs with another pair and critique that blog based on bias, strength of argument, and

- Write to Learn

persuasiveness.

LESSON REVIEW

Write to Learn

Remind students to structure their writing with a beginning, a middle, and an end.

- **Beginning:** Introduce the topic, get readers' attention, and state your judgment.
- **Middle:** Support your position and give reasons.
- **End:** Sum up your reasons.

Persuasive Texts

MATERIALS

- o CCB Mathematics pages 140 - 147

CCR STANDARDS

- o 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

OBJECTIVES

- o Determine the author's opinion in reviews and commentaries
- o Identify main ideas and essential details

KEY CONCEPT

- o A review is an evaluation, or judgement, about a product or service

VOCABULARY (WORD CLUES)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Analysis o Criticize o Implied
<i>Tier 3</i>	<ul style="list-style-type: none"> o Commentary o Review
<i>Test Words</i>	<ul style="list-style-type: none"> o Inference o Interpret

3.4: Reviews and Commentaries

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Reviews

CORE SKILL

Interpret Words and Phrases in Text

Explain that context clues help a reader understand how an author feels about something. Provide a restaurant review to students and ask them to identify the author's opinion. Ask: **Which words clued you in to the author's opinion?** Then reread the excerpt on page 142 with students. Have them answer the questions in the sidebar and tell which details they underlined.

Infer

Explain that students will practice making inferences. Read the review aloud with students. After each paragraph, have students share which words or information can help them make an inference. Write their responses on the board. After students have read the entire review, have them use the notes on the board to make an inference.

EXTENSION

Identify Cognates

Review vocabulary words with English language learners by pointing out those that have Spanish cognates: analysis/andlisis, commentary/comentario, criticize/criticar, implied! implicito, inference/inferencia, interpret/interpretar

Assess a Review

Have students bring in a review about a movie, TV program, or product. Tell them to identify the introduction, the summary, the analysis, and the conclusion. Have students analyze the review for a positive or a negative tone and assess the strength of the review.

INTERACTIVE STRATEGY

- Interpret Words and Phrases in Text
- Infer

WRITING TOPIC

-

WRITING PRACTICE

- Write to Learn

LESSON REVIEW

Write to Learn

Remind students of what they just read in the box on page 142. Read the question (How do these words persuade the reader?) and work with students to make a list on the board of the words and phrases this author used that the class has encountered in other reviews.

Literary Nonfiction

MATERIALS

- o CCB Mathematics pages 156 - 163

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 10 Read and comprehend complex literary and informational texts independently and proficiently.

OBJECTIVES

- o Examine various types of nonfiction prose
- o Explain how individuals, events, or ideas develop and interact throughout the text

KEY CONCEPT

- o Nonfiction prose is a form of writing about real people and real events or situations

VOCABULARY (WORD WALL)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Diary o Essay o Prose
<i>Tier 3</i>	<ul style="list-style-type: none"> o Genre o Memoir o Nonfiction
<i>Test Words</i>	<ul style="list-style-type: none"> o Develop o Interact

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

4.1: Nonfiction Prose

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Nonfiction Prose

CORE SKILL

Analyze Text Connections

Read the diary entry on page 156 with students and emphasize words that tell how the author describes feelings (beautiful, affectionately, blood boils, insolent air, clicks his shiny little boots, satiated, gorged, struts, snake, plays, comedy, anger, tragedy). Have them answer the questions about the diary entry and read aloud the sentences that helped them find the text connections. (Sample answers: The author is angry because the police officer is wearing a new coat and hat and looks like he has had enough to eat. The author says the police "are playing a comedy with their own tragedy." The police officer is causing the anger. The details about the sunny day, the officer's new clothes, and how well fed he looks help you understand the author's feelings.)

Identify Types of Nonfiction

Make a four-column chart on the board and label the columns Diaries, Letters, Essays, Memoirs. Have students copy the chart in their notebooks. Have students list the features of each type of nonfiction prose on their chart. At the end of the lesson, have them read their lists aloud and add their responses to the chart on the board. Tell students to revise or add to their charts, as necessary.

EXTENSION

Words Taken from Another Language

Tell students that genre and memoir are French words used in English. Use the glossary in the student book to teach the correct pronunciation of genre (ZHAN ruh) and memoir (MEM wah). Have students look through the

WRITING PRACTICE

o

lesson and other familiar texts and create a list of other foreign words they know that are used in English. Write the list on the board and have students define the words.

Observations about Nonfiction

Have students work in small groups to complete a chart with the names of nonfiction texts they have read recently in addition to those in the lesson. Have groups list the title, the genre, and the author's purpose for each. Next, have each group make observations about the types of nonfiction texts they find most informative and which they find the most enjoyable.

LESSON REVIEW**Write to Learn**

Literary Nonfiction

4.2: Biography

MATERIALS

- o CCB Mathematics pages 164 - 171

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

OBJECTIVES

- o Identify the form and characteristics of a biography
- o Understand how the characteristics of a genre affect an excerpt's meaning of purpose

KEY CONCEPT

- o A biography is the true story of a person's life, written by another person.

VOCABULARY (RELATE WORDS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Authorized o Chronological o Emphasize o Unauthorized
<i>Tier 3</i>	<ul style="list-style-type: none"> o Biography
<i>Test Words</i>	<ul style="list-style-type: none"> o Examine

INTERACTIVE STRATEGY

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WRITING TOPIC

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WRITING PRACTICE

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Biography

CORE SKILL

Summarize Supporting Details

Say a few phrases and have students identify them as facts or opinions. Read the passage on page 166 with students. Make a two-column chart on the board and label one column Facts and the other column Opinions. Have students tell you facts and opinions from the passage and write them on the chart. Tell students to use the information from the Facts column as well as other facts from the passage to write their summaries. Have students share their summaries in small groups. Remind them to avoid including opinions in their writing.

Gather Information from Different Media

Show an example of each type of reference source and discuss its contents. Then draw a five-column chart on the board and label the columns Newspapers, Magazines, Encyclopedias, Almanacs, and Atlases. Have students copy the chart in their notebooks. After they have chosen a topic, have them fill in their charts with the information they could find in each reference source. Have students discuss their completed charts in small groups and adjust their charts as needed.

EXTENSION

Language

To help students identify opinions, create a list of opinion words and phrases on the board (think, feel, believe, perceive, seem, view, personal, understand, claim, admit, imagine, suppose) . Read through some biographies to identify opinions, and list them on the board. Use sentence frames to have students summarize the opinions.

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Compare Biographies

Have students bring in biographies they have read, and supplement these with additional biographies. Have students work in small groups to compare two of the biographies to determine the organization and the details that are emphasized. Have them present their research to the class.

LESSON REVIEW**Write to Learn**

Explain to students that when they state an opinion, they need to support it with details. Give an example of an opinion, such as Cooking is a useful skill that everyone should learn. Have students discuss ways to justify this opinion with logical reasons. Have them apply this strategy to their writing.

Literary Nonfiction

4.3: Autobiography

MATERIALS

- o CCB Mathematics pages 172 - 179

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o Identify the form and characteristics of an autobiography
- o Explain how genre affects the meaning and purpose of a text

KEY CONCEPT

- o An autobiography is a factual account that a person writes about his or her own life.

VOCABULARY (WORD SORTS)

<i>Tier 2</i>	<ul style="list-style-type: none"> o Pattern o Subjective
<i>Tier 3</i>	<ul style="list-style-type: none"> o Autobiography o Characteristics o Perspective
<i>Test Words</i>	<ul style="list-style-type: none"> o Apply

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

Autobiography

CORE SKILL

Analyze Connections

Have students revisit the diagrams of personal connections that they made at the beginning of the lesson. Explain that students will now be able to trace these relationship connections in an autobiography. Have students write the questions from the sidebar on page 174 in their notebooks, one question per page. Read the first paragraph of the passage aloud. Pause after reading and discuss the questions. Have students write their responses in their notebooks. Repeat the procedure with the second paragraph. Have student volunteers use their notes to give an oral summary of the connections in the passage.

Identify Point of View

Tell students that autobiographies use the first-person point of view, which means the author includes his or her own thoughts and observations. Read the passages with students and pause periodically to have them underline details only the authors could have known. Ask students to read the details aloud and write them on the board. Discuss what the autobiographies might be like without those details.

EXTENSION

Summarize

Tell students they can reinforce comprehension of the lesson by summarizing passages. Remind them that a summary includes the main idea and facts, but not all of the details. Pair English language learners with fluent English speakers. Assign one passage to each pair of students. Have them work together to write a two-sentence summary of the passage.

Ask students read their summaries aloud.

Assess an Autobiography

Have students think about a time in their lives when they were nervous entering a new situation. Tell them to write an autobiographical paragraph and critically assess whether it would interest readers and how they could improve their writing. Have partners read their paragraphs to each other.

LESSON REVIEW**Write to Learn**

Explain that many autobiographies feature people who influenced the author to change or reach a goal. Tell students that when they are writing their paragraphs about a teacher or another person who had a strong influence on them, they should begin with an interesting sentence that gets the reader's attention. The details that follow should explain and support the sentence. The paragraph should end with a strong concluding sentence.

Fiction*MATERIALS*

- o CCB Mathematics pages

CCR STANDARDS

- o 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

<i>Tier 2</i>	o
<i>Tier 3</i>	o
<i>Test Words</i>	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

5.1: Plot and Setting

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Fiction	5.2: Character						
<p><i>MATERIALS</i></p> <ul style="list-style-type: none"> CCB Mathematics pages <p><i>CCR STANDARDS</i></p> <ul style="list-style-type: none"> 1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <p><i>OBJECTIVES</i></p> <ul style="list-style-type: none"> <p><i>KEY CONCEPT</i></p> <ul style="list-style-type: none"> <p><i>VOCABULARY</i></p> <table border="1" data-bbox="107 906 795 1063"> <tr> <td><i>Tier 2</i></td><td>o</td></tr> <tr> <td><i>Tier 3</i></td><td>o</td></tr> <tr> <td><i>Test Words</i></td><td>o</td></tr> </table> <p><i>INTERACTIVE STRATEGY</i></p> <ul style="list-style-type: none"> <p><i>WRITING TOPIC</i></p> <ul style="list-style-type: none"> <p><i>WRITING PRACTICE</i></p> <ul style="list-style-type: none"> 	<i>Tier 2</i>	o	<i>Tier 3</i>	o	<i>Test Words</i>	o	<p>BEFORE LESSON</p> <hr/> <p>BACKGROUND</p> <hr/> <p>GUIDED PRACTICE</p> <hr/> <p>CORE SKILL</p> <hr/> <p>EXTENSION</p> <hr/> <p>LESSON REVIEW</p> <hr/>
<i>Tier 2</i>	o						
<i>Tier 3</i>	o						
<i>Test Words</i>	o						

Fiction

5.3: Point of View

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- o 6 Assess how point of view or purpose shapes the content and style of a text.

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

<i>Tier 2</i>	o
<i>Tier 3</i>	o
<i>Test Words</i>	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Fiction

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2	o
Tier 3	o
Test Words	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

5.4: Literal and Figurative Language

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Fiction

5.5: Theme

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

<i>Tier 2</i>	o
<i>Tier 3</i>	o
<i>Test Words</i>	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW

Fiction

5.6: Text Structure

MATERIALS

- o CCB Mathematics pages

CCR STANDARDS

- o 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- o 5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

OBJECTIVES

- o

KEY CONCEPT

- o

VOCABULARY

Tier 2	o
Tier 3	o
Test Words	o

INTERACTIVE STRATEGY

- o

WRITING TOPIC

- o

WRITING PRACTICE

- o

BEFORE LESSON

BACKGROUND

GUIDED PRACTICE

CORE SKILL

EXTENSION

LESSON REVIEW