

Unit
3

GRADE 3

Teacher's Edition

NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM





exploration

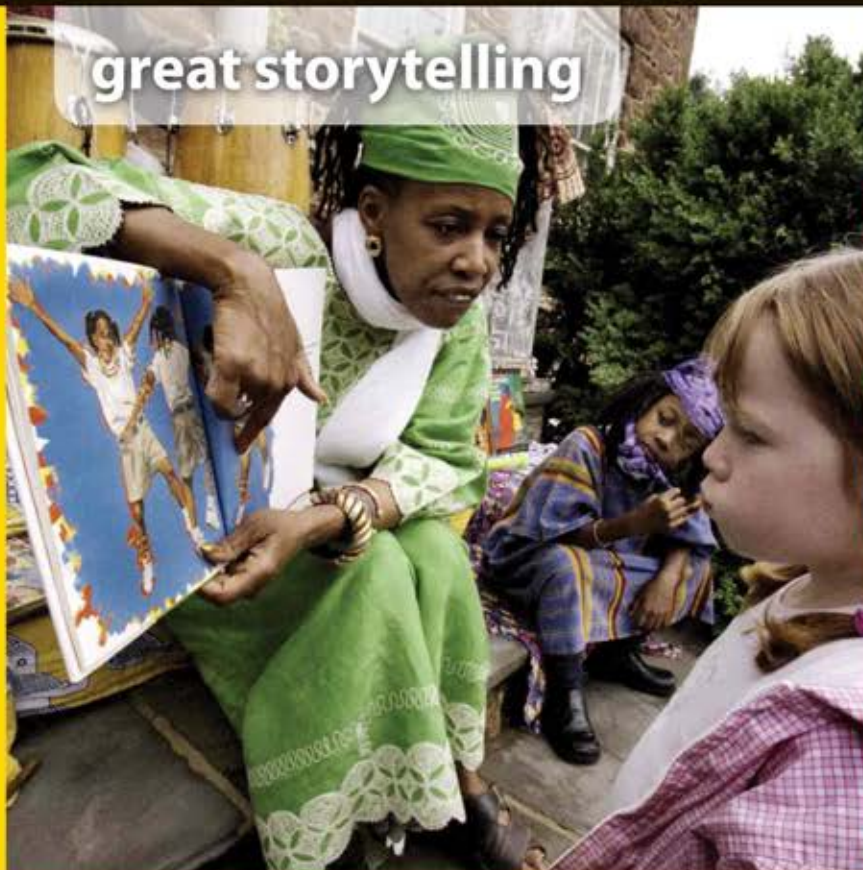


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

 NATIONAL GEOGRAPHIC
Reach
for **Reading**
COMMON CORE PROGRAM



Program Authors

Nancy Frey
Lada Kratky
Nonie K. Lesaux
Sylvia Linan-Thompson
Deborah J. Short
Jennifer D. Turner



Meet the Artist

Joel Sotelo grew up in Tijuana, Mexico and began coming to the United States with his mother as a young child. He now lives in San Diego where he works as an artist and designer. Sotelo loves to travel and integrates elements of many countries and cultures into his art.

Acknowledgments

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

Lexile®, Lexile Framework® and the Lexile® logo are trademarks of MetaMetrics, Inc., and are registered in the United States and abroad.

Cover Design and Art Direction: Visual Asylum

Cover Illustration: Joel Sotelo

Photographic Credits: IFC (tl) Design Pics Inc./Alamy, (cl) Blend Images/Alamy, (bl) Washington Post/Getty Images, (tr) ZSSD/Minden Pictures/National Geographic Stock, (cr) Glow Images/Getty Images, (br) Paul Nicklen/National Geographic Images Collection; T141h, T165h, T173p, T195f (bl) flab/Alamy; T141i (br) Corbis; T165d Robert Sisson/National Geographic Stock; T165i (br) yxowert/Shutterstock; T165r (bl) Corbis; T173l (bc) Mark Thiessen/National Geographic Stock; T195b (bc) Justin Black/Shutterstock; T195h (cl) Imagestate; T195o (tr) Getty Images; T195p (tr) Corbis; T196a (cr) TIM LAMAN/National Geographic Stock, (br) Mattias Klum/National Geographic Stock; PM3.13 Anthony-MastersonFoodPix/Getty Images; PM3.14 William Higgins/Alamy; PM3.28 (l) PhotoDisc/Getty Images, © BRUCE DAVIDSON/naturepl.com; A3.4 Steffen Foester Photography/Shutterstock; A3.15 Photo courtesy of www.bigpumpkins.com; A3.22 Ru Bai Le/Shutterstock; A3.27 chai kian shin/Shutterstock; A3.35 (bl) visual2/Shutterstock, (inset) anistidesign/Shutterstock; A3.42 (tl) Jacek Chabraszewski/Shutterstock, (tc) paulaphoto/Shutterstock, (tr) Andy Dean Photography/Shutterstock; RT3.9 Ed Moris/Getty Images.

Illustration Credits: All PM and RT illustrations by National Geographic Learning; A3.6, A3.10, A3.17 National Geographic Learning.

Acknowledgments and credits continued on page Ack1.

Copyright © 2013 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For permission to use material from this text or product, submit all requests online at www.cengage.com/permissions

Further permissions questions can be emailed to permissionrequest@cengage.com

Visit National Geographic Learning online at www.NGSP.com

Visit our corporate website at www.cengage.com

Printed in the USA.

RR Donnelley, Menasha, WI

ISBN: 978-07362-96540

12 13 14 15 16 17 18 19 20 21

10 9 8 7 6 5 4 3 2 1



Life in the Soil

BIG QUESTION

What is so amazing about plants?



READING SKILLS

Sequence Make Inferences	<p>Week 1 T141g</p> <p>Two Old Potatoes and Me Realistic Fiction T151 by John Coy; illustrated by Carolyn Fisher </p> <p>Writing Project: Realistic Fiction T165a </p>
Evaluate Sensory Details Make Inferences	<p>Week 2 T165g</p> <p>America’s Sproutings Haiku T167 by Pat Mora; illustrated by Rafael López</p> <p>Grandma’s Potato Salad Recipe T173a by Joseph Heinerich </p> <p>Maria’s Corn Chowder Recipe T173a by Maria Delgado </p> <p>Writing Project: Haiku T173i </p>
Main Idea and Details Make Inferences	<p>Week 3 T173o</p> <p>A Protected Place Science Article T181 by Elizabeth Sengel </p> <p> NATIONAL GEOGRAPHIC EXCLUSIVE</p> <p>Research Project: Protected Animal or Place T195a</p>
Use Text Features Make Inferences Main Idea	<p>Week 4 T195e</p> <p>Rosie’s Reports Blog T197 by Rosie Ruf</p> <p>Let’s Protect the Okapi Reserve Web Article T201a by Emeka Obadina </p> <p>Writing Project: Article T202</p>

RESOURCES

Practice Masters PM3.1–PM3.39
Small Group Reading SG1–SG68

Assessment Masters A3.1–A3.45
Reteaching Masters RT3.1–RT3.13

Classroom Management

Whole Group Time

TEACHER

- Introduce Anthology
- Conduct Reading Lessons
- Teach Daily Language Arts
 - Daily Spelling & Word Work
 - Daily Grammar
 - Daily Writing Skills
- Differentiate Instruction
- Guide Writing Projects
- Assess Progress

STUDENT

- Read and Respond to Fiction and Nonfiction
- Build Content Knowledge
- Develop Reading Skills
- Engage in Language Arts Activities
- Collaborate on Writing Projects
- Complete Assessments

Small Group Reading Time

TEACHER

- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENT

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Learning Station Time

TEACHER

- Suggest Books for Independent Reading
- Introduce Learning Stations
- Meet with Small Groups or Individuals for Intervention, Reteaching, or Acceleration
- Guide and Redirect as Needed

STUDENT

- Read Independently
- Complete Learning Station Activities
- Meet for Intervention, Reteaching, or Acceleration
- Work on Assigned Skills Practice

Life in the Soil



?
BIG
Question

What is so amazing about plants?

Plant Life

Week 1
Growing Plants

Week 2
Agriculture and Crops

Week 3
Plant Diversity

Week 4
Plant Products

Unit 3 Program Resources

WHOLE GROUP TIME



Student Technology

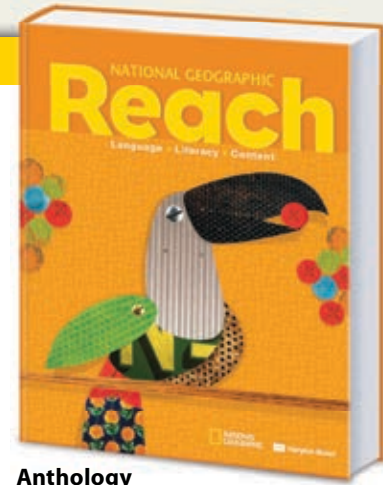
- Student eEdition
- Digital Library
- Build Background Video
- Other Student Resources



Student eEdition



Build Background Video



Anthology

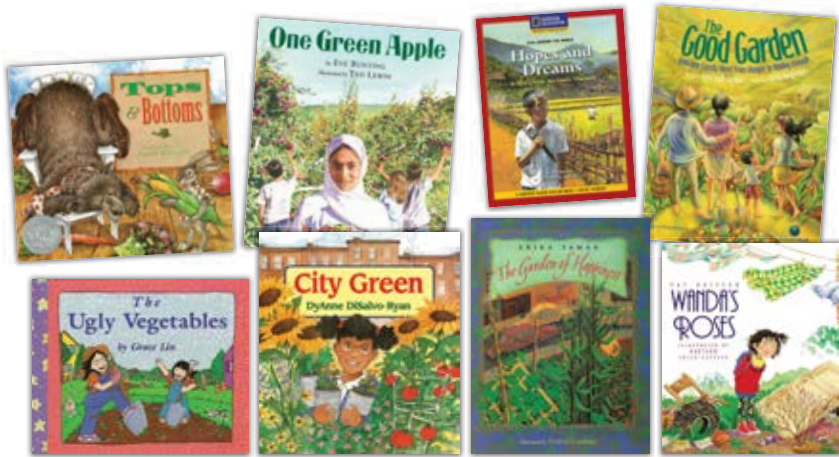


Interactive Whiteboard



Mark-Up Models 3.1, 3.2

SMALL GROUP READING TIME



Fiction Books



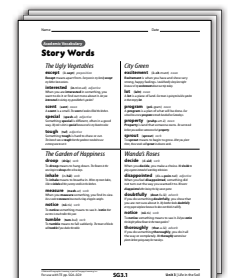
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters SG3.1–SG3.67

LEARNING STATION TIME



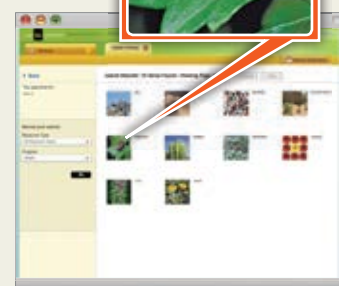
NGReach.com

Student Technology

- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



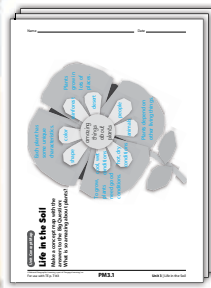
Digital Library



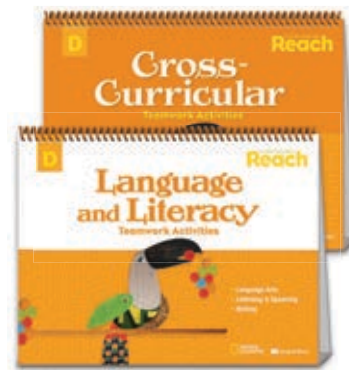
My Vocabulary Notebook



Practice Book
PM3.1–PM3.39



Practice Masters
PM3.1–PM3.39



Teamwork Activities

ESL Kit



Reach into Phonics Kit

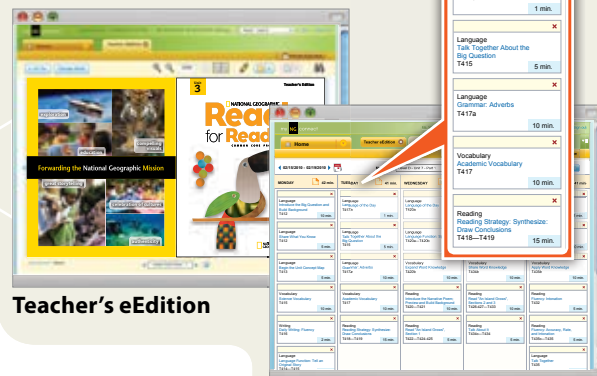
PLANNING RESOURCES



NGReach.com

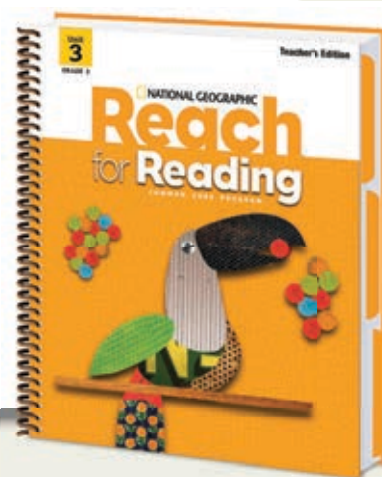
Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 3.1–3.35
- Family Newsletter 4 (in seven languages)
- Teamwork Activities Teacher's Guides
- Test-Taking Strategies Teacher's Guide
- Professional Development
- Other Teacher Resources



Teacher's eEdition

Online Lesson Planner



Teacher's Edition

- Whole Group Lessons
- Practice Masters
- Small Group Reading
- Assessment and Reteaching Masters

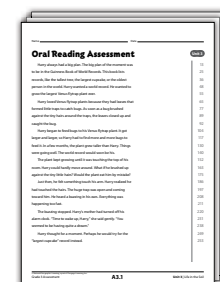
ASSESSMENT & RETEACHING



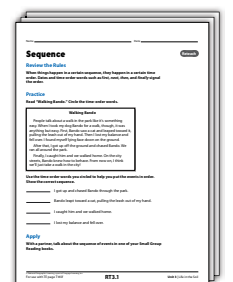
eAssessment™



ExamView®



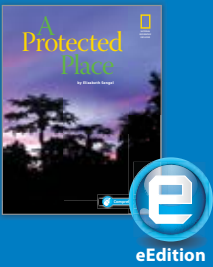
Assessment Masters
A3.1–A3.46






















































Reteaching Masters
RT3.1–RT3.13

Unit 3 Skills at a Glance

BL = BELOW LEVEL OL = ON LEVEL
 BL = BELOW LEVEL AL = ABOVE LEVEL ✓ = TESTED SKILL

Introduce Unit 3	BUILD BACKGROUND VIDEO ■ INTRODUCE THE BIG QUESTION		
	WHOLE GROUP TIME		
	Speaking and Listening	Language and Vocabulary	Reading
Week 1 	Give Information Ask and Answer Questions	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Long e, i, and o; and Commonly Misspelled Words ✓ Daily Grammar: Complex Sentences ✓ Science Vocabulary blossom cycle root seed soil sprout ✓ Academic Vocabulary characteristic conditions depend event growth inference order produce sequence 	Read and Comprehend Realistic Fiction <ul style="list-style-type: none"> ✓ Identify Sequence ✓ Learn to Make Inferences ✓ Fluency: Practice Expression, Accuracy, and Rate
Week 2 	Give Instructions Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Multisyllabic Words and Commonly Misspelled Words ✓ Daily Grammar: Count Nouns ✓ Multiple-Meaning Words 	Read and Comprehend a Haiku <ul style="list-style-type: none"> ✓ Learn to Make Inferences ✓ Evaluate Sensory Details Read and Comprehend Recipes ✓ Evaluate Sensory Details ✓ Determine Sequence ✓ Fluency: Practice Phrasing, Accuracy, and Rate
Week 3 	Define and Explain Explain Ideas	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Long and Short Vowels and Commonly Misspelled Words ✓ Daily Grammar: Count and Noncount Nouns ✓ Science Vocabulary city desert rainforest vine weed ✓ Academic Vocabulary diversity environment organism protect unique details main idea 	Read and Comprehend a Science Article <ul style="list-style-type: none"> ✓ Identify Main Idea and Details ✓ Learn to Make Inferences ✓ Fluency: Practice Phrasing, Accuracy, and Rate
Week 4 	Rate Text Features Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Plurals Formed with -s, -es; and Commonly Misspelled Words ✓ Daily Grammar: Plural Nouns 	Read and Comprehend a Blog <ul style="list-style-type: none"> ✓ Learn to Make Inferences ✓ Use Text Features Read and Comprehend an Online Article and Blog ✓ Use Text Features ✓ Determine Main Idea and Supporting Details ✓ Fluency: Practice Intonation, Accuracy, and Rate
Unit 3 Wrap-Up	ANSWER THE BIG QUESTION ■		UNIT PROJECTS

Question What is so amazing about plants?

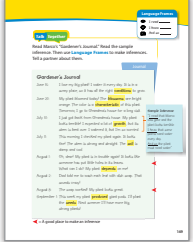
Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write a Sequence Paragraph Write About Inferences Write a Sequence Paragraph Writer's Craft Write About "Two Old Potatoes and Me"</p> <p>Daily Writing Skills: Order of Events Writing Project: Write Realistic Fiction</p>	<p> <i>Serious Survivors</i></p> <p> <i>The Ugly Vegetables</i></p> <p> <i>City Green</i></p> <p> <i>The Garden of Happiness</i></p> <p> <i>Wanda's Roses</i></p>	<p>Speaking and Listening Make a Garden; Express Feelings</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Indoors or Outdoors; Write a Description</p> <p>Cross-Curricular Watch the Sprouts; Mashed Potato Math</p> <p>Reading and Intervention Comprehension Coach; Research Potato Bugs; Phonics; ESL Instruction</p>	<ul style="list-style-type: none">  Make Inferences  Sequence  Fluency: Expression, Accuracy, and Rate  Science and Academic Vocabulary  Spelling: Long <i>e</i>, <i>i</i>, and <i>o</i> and Commonly Misspelled Words  Grammar: Complex Sentences  Writing: Order of Events  Writing Trait: Organization
<p>Power Writing Write with Sensory Language Write a Response Write to Reinforce Grammar Write Instructions Write About Sensory Language</p> <p>Daily Writing Skills: Sensory Words and Phrases Writing Project: Write a Haiku</p>	<p> <i>Sweet Harvest</i></p> <p> <i>Tops and Bottoms</i></p> <p> <i>One Green Apple</i></p> <p> <i>Hopes and Dreams: A Story from Northern Thailand</i></p> <p> <i>The Good Garden</i></p>	<p>Speaking and Listening Discuss Steps in a Recipe; Describe Plants</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Haiku; Create a Photo Essay</p> <p>Cross-Curricular Graph Plant Growth; Create a State Flower Guide</p> <p>Reading and Intervention Make Inferences; Discuss Native Plants; Phonics; ESL Instruction</p>	<ul style="list-style-type: none">  Make Inferences  Evaluate Sensory Details  Fluency: Phrasing, Accuracy, and Rate  Multiple-Meaning Words  Spelling: Multisyllabic Words and Commonly Misspelled Words  Grammar: Count Nouns  Writing: Sensory Words and Phrases  Writing Trait: Word Choice
<p>Power Writing Write a Main Idea and Details Paragraph Write About Making Inferences Write About Photographic Details Write About Main Ideas Write About "A Protected Place"</p> <p>Daily Writing Skills: Take and Organize Notes Research Project: Research a Protected Animal or Place</p>	<p> <i>Piggyback Plants</i></p> <p> <i>Cactuses</i></p> <p> <i>A World of Plants</i></p> <p> <i>Tropical Rain Forests: Plants in Their Habitats</i></p> <p> <i>Temperate Forests: Plants in Their Habitats</i></p>	<p>Speaking and Listening Indoors or Outdoors; A Chocolate Tree Grows in Ghana</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Learn About Africa; Write a Report</p> <p>Cross-Curricular Graph Temperature; African Elephants</p> <p>Reading and Intervention Comprehension Coach; African Rainforest Plants; Phonics; ESL Instruction</p>	<ul style="list-style-type: none">  Make Inferences  Main Idea and Details  Fluency: Phrasing, Accuracy, and Rate  Science and Academic Vocabulary  Spelling: Long and Short Vowels and Commonly Misspelled Words  Grammar: Count and Noncount Nouns  Writing: Take and Organize Notes
<p>Power Writing Write a Caption Write a Response Write to Reinforce Grammar Write About a Text Feature Write to Compare</p> <p>Daily Writing Skills: Elaborate with Visuals Writing Project: Write an Article</p>	<p> <i>The Fantastic Forest</i></p> <p> <i>Big Red Tomatoes</i></p> <p> <i>From Tree to Me</i></p> <p> <i>Rice</i></p> <p> <i>Plant Power</i></p>	<p>Speaking and Listening Break Down the Word; Discuss a Video</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write a Blog or E-mail; Respond to a Blog</p> <p>Cross-Curricular Write a Report; Respond to an Article</p> <p>Reading and Intervention Read About Rainforests; Read More About Rainforests; Phonics; ESL Instruction</p>	<ul style="list-style-type: none">  Make Inferences  Use Text Features  Fluency: Intonation, Accuracy, and Rate  Suffixes  Spelling: Plurals Formed with <i>-s</i> and <i>-es</i> and Commonly Misspelled Words  Grammar: Plural Nouns  Writing: Elaborate with Visuals  Writing Trait: Ideas



Week 1 Planner

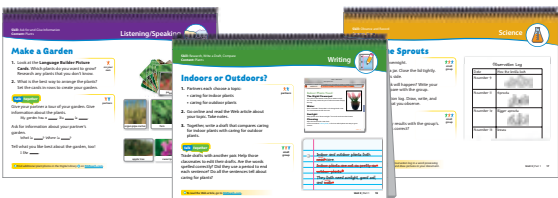
Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Anthology	Speaking and Listening 5–10 minutes	Science Background CC.3.SL.2 Introduce the Big Question; Preview Unit Projects T142–T143 Academic Talk CC.3.SL.1.c; CC.3.SL.3 Give Information T144	Academic Talk CC.3.SL.1.c; CC.3.SL.1.d; Ask and Answer Questions T146a CC.3.SL.3
	Language and Vocabulary 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2; ☑ Pretest: Words with Long e, i, and o and Commonly Misspelled Words T141m CC.3.L.2.f Daily Grammar CC.3.L.1.h; CC.3.L.1.i; ☑ Complex Sentences T141o CC.3.L.2 Science Vocabulary CC.3.L.6 ☑ Learn Key Words T144 blossom cycle root seed soil sprout event order sequence	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2; ☑ Practice T141m CC.3.L.2.f Daily Grammar CC.3.L.1.h; CC.3.L.1.i ☑ More Complex Sentences T141o Academic Vocabulary CC.3.L.6 ☑ Learn More Key Words T146a characteristic conditions depend growth produce inference
	Reading 20–40 minutes	Reading Read Aloud: Realistic Fiction T145a Comprehension CC.3.Rlit.10 ☑ Sequence T145a Fluency CC.3.Rfou.4 ☑ Model Expression T145a	Reading CC.3.Rlit.10 Read a Journal T148 Comprehension CC.3.Rlit.10 ☑ Learn to Make Inferences T148  Fluency CC.3.Rfou.4 ☑ Practice Expression T148
	Writing 15–45 minutes	Power Writing T144 CC.3.W.10 Daily Writing Skills CC.3.W.2.c; CC.3.W.3 ☑ Order of Events T141q Writing CC.3.W.10 Write a Sequence Paragraph T146 Writing Project: Realistic Fiction CC.3.W.3 Study a Model T165a	Power Writing T146a CC.3.W.10 Daily Writing Skills CC.3.W.2.c; CC.3.W.3 ☑ Order of Events T141q Writing CC.3.W.10 Write About Inferences T148 Writing Project: Realistic Fiction CC.3.W.3; CC.3.W.4; Prewrite T165b CC.3.W.5; CC.3.W.10

SMALL GROUP READING TIME		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.3.L.6 Learn Science Vocabulary SG5 Reading CC.3.Rinf.1; CC.3.Rinf.2 Identify Supporting Details SG4 CC.3.Rinf.10 Build Comprehension SG5 	Vocabulary CC.3.L.6 Learn Story Words SG6–SG7 Reading CC.3.Rlit.10 Introduce SG6–SG7 CC.3.Rlit.10 Read SG8–SG9 ☑ Make Inferences SG8–SG9 ☑ Sequence SG8–SG9 

LEARNING STATION TIME/DAILY PHONICS INTERVENTION		
20 minutes		Speaking and Listening T141i CC.3.Rlit.3; CC.3.Rfou.4.b; CC.3.SL.1; CC.3.SL.1.d Language and Vocabulary T141i CC.3.L.6 Writing T141i CC.3.W.2; CC.3.W.5; CC.3.W.8 Cross-Curricular T141j CC.W.2.a; CC.3.W.7; CC.3.W.8 Reading and Intervention CC.3.Rlit.10; CC.3.Rinf.10; T141j CC.3.Rfou.3; CC.3.Rfou.4.b Daily Phonics Intervention CC.3.Rfou.3.d; CC.3.L.2.e; T141k–141l CC.3.L.2.f

Big Question What is so amazing about plants?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
Academic Talk CC.3.SL.1 Preview and Predict T150	Academic Talk CC.3.Rlit.2; CC.3.Rlit.5 Summarize Reading T158	Academic Talk CC.3.SL.1.a Talk About “Two Old Potatoes and Me” T164
Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.f <input checked="" type="checkbox"/> Practice T141n	Daily Spelling and Word Work CC.3.L.2.e; CC.3.L.2.g <input checked="" type="checkbox"/> Practice T141n	Daily Grammar CC.3.L.1; CC.3.L.1.h; CC.3.L.1.i; <input checked="" type="checkbox"/> Review T141p CC.3.L.2
Daily Grammar CC.3.L.1.h; CC.3.L.1.i <input checked="" type="checkbox"/> Complex Sentences T141p	Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.h; <input checked="" type="checkbox"/> Grammar and Writing T141p CC.3.L.1.i; CC.3.L.2	
Vocabulary Practice CC.3.L.6 <input checked="" type="checkbox"/> Expand Word Knowledge T150	Vocabulary Practice CC.3.L.6 <input checked="" type="checkbox"/> Share Word Knowledge T158	Vocabulary Review CC.3.L.6 <input checked="" type="checkbox"/> Apply Word Knowledge T163b
Reading CC.3.Rlit.10 Read Realistic Fiction T151–T157	Reading CC.3.Rlit.10 Read Realistic Fiction T158–T163	Reading CC.3.Rlit.10 Reread Realistic Fiction T164a
Comprehension CC.3.Rlit.10 <input checked="" type="checkbox"/> Sequence T154–155, T156 <input checked="" type="checkbox"/> Make Inferences T152–153, T156	Comprehension CC.3.Rlit.10 <input checked="" type="checkbox"/> Sequence T159, T162 CC.3.Rlit.4 <input checked="" type="checkbox"/> Make Inferences T162 Identify Sensory Language T160–161	Comprehension CC.3.Rlit.10 <input checked="" type="checkbox"/> Sequence T164a
Fluency CC.3.Rfou.4 <input checked="" type="checkbox"/> Practice Expression T152–153	Fluency CC.3.Rfou.4.b <input checked="" type="checkbox"/> Practice Expression, Accuracy, and Rate T159	Fluency CC.3.Rfou.4.b <input checked="" type="checkbox"/> Check Expression, Accuracy, and Rate T164a
Power Writing T150 CC.3.W.10 Daily Writing Skills CC.3.W.2.c; CC.3.W.3 <input checked="" type="checkbox"/> Order of Events T141r	Power Writing T158 CC.3.W.10 Daily Writing Skills CC.3.W.2.c; CC.3.W.3 <input checked="" type="checkbox"/> Order of Events T141r	Power Writing T163b CC.3.W.10 Daily Writing Skills CC.3.W.2.c; CC.3.W.3 <input checked="" type="checkbox"/> Order of Events T141r
Writing CC.3.W.10 Write a Sequence Paragraph T157	Writing CC.3.W.10 <input checked="" type="checkbox"/> Writer’s Craft T163a	Writing CC.3.W.10 <input checked="" type="checkbox"/> Write About “Two Old Potatoes and Me” T164
Writing Project: Realistic Fiction CC.3.W.3; CC.3.W.4; Draft T165b CC.3.W.5; CC.3.W.10	Writing Project: Realistic Fiction CC.3.W.5; CC.3.W.10; Revise; Edit and Proofread CC.3.L.1; CC.3.L.1.i; T165c–T165d CC.3.L.2; CC.3.L.3	Writing Project: Realistic Fiction CC.3.W.6 Publish and Present T165d

Read Fiction Books	Read Fiction Books	Read Fiction Books
Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG6–SG9	Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG6–SG9	Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG8–SG9
Reading CC.3.Rlit.10; CC.3.Rlit.10 Read and Integrate Ideas SG8–SG9	Reading CC.3.Rlit.10; CC.3.Rlit.10 Read and Integrate Ideas SG8–SG9	Reading CC.3.Rlit.10 Connect Across Texts SG9
<input checked="" type="checkbox"/> Make Inferences SG8–SG9 <input checked="" type="checkbox"/> Sequence SG8–SG9	<input checked="" type="checkbox"/> Make Inferences SG8–SG9 <input checked="" type="checkbox"/> Sequence SG8–SG9	Writing CC.3.W.2 Choose a Writing Option xx SG8–SG9 xx

ASSESSMENT & RETEACHING		
Assessment and Reteaching T165e–T165f		
<input checked="" type="checkbox"/> Reading Comprehension Test A3.4–A3.5 <input checked="" type="checkbox"/> Reading Strategy Assessment SG57–SG58 <input checked="" type="checkbox"/> Oral Reading Assessment A3.1–A3.3 <input checked="" type="checkbox"/> Vocabulary Test A3.6–A3.7	CC.3.Rlit.10 CC.3.Rlit.10 CC.3.Rfou.4 CC.3.L.6	<input checked="" type="checkbox"/> Spelling Test: Words with Long e, i, and o and Commonly Misspelled Words T141m <input checked="" type="checkbox"/> Writing, Revising, and Editing Test A3.8–A3.9 Reteaching Masters RT3.1–RT3.3
		CC.3.Rfou.3; CC.3.L.1; CC.3.L.2; CC.3.L.2.f CC.3.W.10; CC.3.L.1.h; CC.3.L.1.i; CC.3.L.2



Week 1 Learning Stations

Speaking and Listening

Option 1: Make a Garden



Make a Garden

1. Look at the **Language Builder Picture Cards**. Which plants do you want to grow? Research any plants that you don't know.

2. What is the best way to arrange the plants? Set the cards in rows to create your garden.

Talk Together

Give your partner a tour of your garden. Give information about the plants.

My garden has _____ Its _____ is _____

Ask for information about your partner's garden.

What is _____? Where is _____?

Tell what you like best about the garden, too!

I like _____

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 18

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Digital Library Images: Language Builder Picture Cards D27–D37

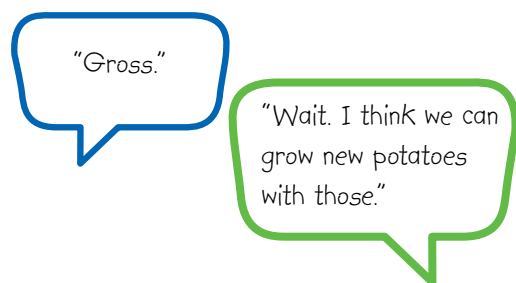
Digital Library: Images for "plants"

encyclopedia • books about plants

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly CC.3.SL.1

Explain Ideas and Understanding CC.3.SL.1.d

Option 2: Express Feelings



"Gross."

"Wait. I think we can grow new potatoes with those."

PROGRAM RESOURCES

Student eEdition, p. 152

Have students work in pairs to read with expression.

- Have students read the dialogue on page 152, matching characters' feelings with correct expression.
- Have students then discuss what the dialogue reveals about the characters' feelings.

Describe Characters CC.3.Rlit.3

Read Orally with Expression on Successive Readings CC.3.Rfou.4b

Language and Vocabulary

Key Words

blossom · characteristic · conditions · cycle · depend
event · growth · interference · order · produce
realistic · root · seed · sequence · soil · sprout

Option 1: Vocabulary Games



[NGReach.com](https://www.ncreach.com) Vocabulary Games

Acquire and Use Conversational, Academic and Domain-Specific Words CC.3.L.6

Option 2: My Vocabulary Notebook



[NGReach.com](https://www.ncreach.com) My Vocabulary Notebook

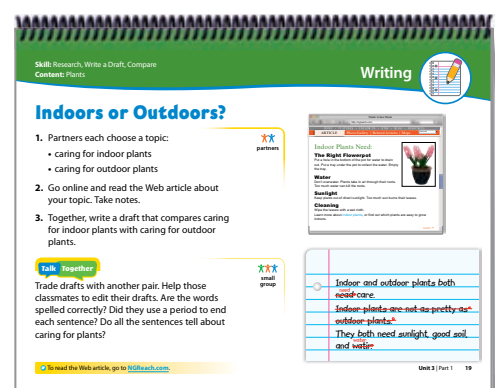
Have students expand word knowledge for the Key Words.

- Under Add More Information > Related Words, have students add the plural forms of all Key Words that are nouns.
- Under Add More Information > Use This Word > Restate the Definition, have students write definitions in their own words.

Acquire and Use Conversational, Academic, and Domain-Specific Words CC.3.L.6

Writing

Option 1: Indoors or Outdoors



Indoors or Outdoors?

1. Partners each choose a topic:

- caring for indoor plants
- caring for outdoor plants

2. Go online and read the Web article about your topic. Take notes.

3. Together, write a draft that compares caring for indoor plants with caring for outdoor plants.

Talk Together

Trade drafts with another pair. Help those classmates to edit their drafts. Are the words spelled correctly? Did they use a period to end each sentence? Do all the sentences tell about caring for plants?

Indoor and outdoor plants both need care.
Indoor plants are not as pretty as outdoor plants.
They both need sunlight, good soil and water.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 19

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Student Resources Directory

Online articles about plants

Edit Writing CC.3.W.5
Take Notes CC.3.W.8

Option 2: Write a Description



PROGRAM RESOURCES

Digital Library Images: Language Builder Picture Cards D24–D37

Display the images and have partners each choose a photo and write a short description of it.

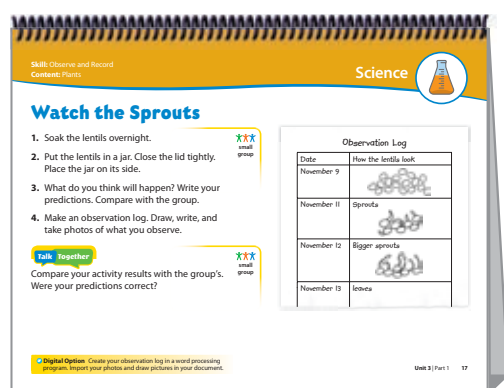
- Have students exchange descriptions and find the photo that matches the description.
- Then have students revise their descriptions by adding more details.

Write Informative/Explanatory Text to Convey Information CC.3.W.2

Revise Writing CC.3.W.5

Cross-Curricular

Option 1: Watch the Sprouts



PROGRAM RESOURCES & MATERIALS

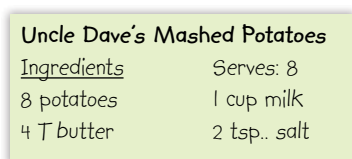
Cross-Curricular Teamwork Activities: Card 17

Teacher's Guide on [NGReach.com](https://www.ngreach.com)

glass jars with tight-fitting lids • dry lentils • markers • crayons • water • strainers to drain water

Include Illustrations CC.3.W.2.a
Recall Relevant Information and Gather Information CC.3.W.8

Option 2: Mashed Potato Math



MATERIALS

recipes from *Family Newsletter 3*

Have students figure out how to make different numbers of portions from the recipes they collected in **Family Newsletter 3**.

- First, have students double the number of people in their recipes.
- Then have students determine how many batches of their recipes could be made with 67 potatoes.

Conduct Research CC.3.W.7
Gather Information CC.3.W.8

Reading

Option 1: Comprehension Coach



Read and Comprehend Informational Text CC.3.Rlit.10
Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b

Option 2: Research Potato Bugs



To research potato bugs, have students go to Resources > Unit 3 > Learning Stations > Week 1 > Potato Bugs
Have students read the article about potato bugs and discuss the following questions:

- What do the potato bugs look like?
- What are some other names for potato bugs?
- Where do potato bugs live?
- What do they eat?

Read and Comprehend Informational Text CC.3.Rinf.10

Intervention

Phonics Games



Apply Phonics and Word Analysis Skills CC.4.Rfou.3
For Reteaching Masters, see pages RT3.1–RT3.3.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T142-T165

Week 1 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Growing Plants

Recognize High Frequency Words

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings /ō/o; /ē/e; /ī/i

Blend Sounds to Decode Words

Teach

Day 1



PROGRAM RESOURCES

High Frequency Words:

Teaching Master 9

Sound/Spelling Cards 32, 33, 34

Reach into Phonics

Lesson 31, page T54

Lesson 33, page T56

High Frequency Words

Follow Lesson 31 to present High Frequency Words:

city above by sometimes her

Long Vowels o, e, i

Follow Lesson 33, page T56. Use **Reading Routine 1** and **Sound/Spelling Cards 32, 33, and 34** to teach sounds and spellings /ō/o, /ē/e, and /ī/i.

For **Reading Routine 1**, see *Reach into Phonics*, page vi.



Teach

Day 2



PROGRAM RESOURCES

High Frequency Words:

Teaching Master 10

Word Builder: Transparency 31

Decodable Passage: *The Quest for Gold*

Practice Book, page 105

Reach into Phonics

Lesson 32, page T55

Lesson 33, page T57

High Frequency Words

Follow Lesson 32 to present High Frequency Words:

come animals people down under

Long Vowels o, e, i

Follow Lesson 33, page T57 to review short and long vowel sounds and to teach how to blend words with short and long vowel sounds. Guide students through **Transparency 31**. Use **Reading Routine 3** to guide students as they read Decodable text.

For **Reading Routine 3**, see *Reach into Phonics*, page ix.



NGReach.com Word Builder: Transparency 31



COMMON CORE STANDARDS

- Use Conventional Spelling CC.3.L.2.e
- Use Spelling Patterns and Generalizations CC.3.L.2.f
- Read Grade-Appropriate Irregularly Spelled Words CC.3.Rfou.3.d

Oh, No!

Day 3



Option 1

MATERIALS

index cards, 16 per pair of students • timer

Prepare

- Arrange two pairs of students in a group of four.
- Have each pair collaborate to write each word from the word bank below on a separate card and then write “Oh, no!” on the two remaining cards.

city	those	idea	her	people	down	under
come	above	by	between	note	delight	sometimes

Play a Game

- Have groups shuffle all the cards, including the *Oh, no!* cards, and place them face down in a pile.
- Set a timer for 10 minutes. Players take turns selecting a card and reading it aloud to the player on his or her right.
- If the player reads the word correctly, he or she keeps the card. If not, it goes back in the pile.
- If a student draws an “Oh, no!” card, all his or her cards go back.
- When time is called, the player with the most cards wins.

Long Vowel Word Sort

Day 3



Option 2

PROGRAM RESOURCES

Sound/Spelling Cards 32, 33, 34

MATERIALS

index cards, 15 per pair of students

Prepare

- Have partners work together to write each word from the word bank below on a separate card. On the remaining card, have them write a word they know with a long vowel *o*, *e*, or *i*.
- Have partners place the 15 word cards face down.
- Set out **Sound/Spelling Cards 32, 33, and 34**.

open	quiet	even	local	odor	equal	being
secret	cargo	title	prefix	item	silent	pilot

Play a Game

- Set a timer for five minutes. Have Partner 1 select a card and sort it by placing it with the **Sound/Spelling Card** that has the same sound. Continue until time is called.
- Have Partner 2 award one point for each word that is sorted correctly.
- Have partners switch roles and repeat. The player with the most points wins.

Missing Long Vowels

Day 4



MATERIALS

index cards, 16 per pair of students

Prepare

- Have partners collaborate to write 16 words with /ō/ spelled *o*, /ē/ spelled *e*, or /ī/ spelled *i*, each on a separate card. Tell students to underline the long vowel spelling.
- Have each partner write a short sentence containing the word on the back of 8 cards, leaving a blank in place of the long vowel: Display examples: *The door is _pen.;* *I have a s_cret password.;* *Please be qu_et in the library.*

Play a Game

- Partners exchange cards and add the missing vowels to complete the sentences.
- When both partners are finished, students take turns holding up cards and reading the sentences to each other.

Word Hunt

Day 5



PROGRAM RESOURCES

Sound/Spelling Cards 32, 33, 34

MATERIALS

timer

Prepare

- Display **Sound/Spelling Cards 32, 33, and 34**. Have students use them as a reference during their word hunt.

Play a Game

- Have groups go on a word hunt. Set a timer for 15 minutes. Have groups look in books and other classroom print materials for words with /ō/o, /ē/e, /ī/i.
- Have each group member list the words found. When time is called, have groups read their words. The group with the most words wins.

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Growing Plants

- ✔ Spell Words with Long e, i, and o
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with Long e, i, and o

1. armload	I had a full armload of apples, so I could not hold any more.
2. beaming	The beaming sun shone on the golden corn.
3. carefree	We finished our yard work, so now we feel carefree .
4. clover	The clover is a little flower with a sweet smell.
5. delight	The farmer smiled with delight at his healthy crops.
6. event	Visiting the farm was an event I didn't want to miss.
7. feature	One feature of an apple is its round shape.
8. fiber	We twisted strong fiber into rope to hold up the tall plants.
9. greenhouse	The greenhouse has glass on all sides to let light into the plants.
10. local	Food from local farmers is fresher than food shipped from farther away.
11. odor	Which garden plant has the strong odor I smell?
12. peanut	Do you know that a peanut is a seed in a shell?
13. potato	A potato is a vegetable that grows under the ground.
14. tidal	Tidal waves raised the water level so high we that could not cross the bridge.
15. zebra	A zebra is a horse-like animal with black and white stripes.

Watch-Out Words

16. heal	The cut on his foot will heal in time.
17. heel	The cut is right on the heel of his foot.
18. he'll	He'll need to be more careful when he is cutting down the cornstalks.

Sound Sort

Day 2



Option 1

MATERIALS

3 different-colored highlighters, per pair of students • light-colored sheet of construction paper, one per pair • scissors

Teach

Display and pronounce *armload* and *beaming*. Circle the two vowels that are together: *oa*, *ea*. Explain: *When two vowels are next to each other in a word, the first vowel is usually long and says its name. The second vowel is silent.* Repeat the words, drawing out the long vowel sound.

Prepare

- Have partners collaborate to write each of the eight spelling words that follow the two vowels together rule (including *heal* and *heel*) on a regular sheet of paper.
- Have students highlight each of these elements in the words in a different color: *ea*, *ee*, and *oa*. Have students cut out each word.
- On construction paper, have students make a three-column chart with these headings: *long e as in Sea*, *long e as in Bee*, *long o as in Toad*. Tell them to draw a picture above each heading to illustrate it.

Play a Game

Have students look at the highlighted letters to place each word in the correct column of the chart. Then have partners draw the same picture on each index card as they spell the word aloud chorally. For example, as they draw a bee on the card for *carefree*, they say: *I draw a bee next to the word carefree: c-a-r-e-f-r-e-e.*

Apply Phonics and Word Analysis Skills
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2.f

Missing Vowels

Day 2



Option 2

MATERIALS

index cards, 8 per pair of students

Play a Game

- Have partners collaborate to write each of the eight spelling words that follow the two vowels together rule (including *heal* and *heel*) on a separate card. Have them leave a blank for the “talking” vowel in each vowel pair. For example: *arml_ad*.
- Have partners exchange cards and add the missing vowels. When both partners are finished, have students take turns holding up cards, reading the words, and spelling them chorally.

Apply Phonics Skills
Demonstrate Command of Spelling
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2
CC.3.L.2.f



Open Syllables

Day 3



Option 1

MATERIALS

index cards, nine per pair of students

Teach

Display the word clover with a line between the syllables: clo / ver. Say the word, emphasizing the long o sound. Point to the first syllable and explain: When a syllable ends with a vowel, that vowel is usually long and says its name.

Prepare

- Display the nine open-syllable spelling words, with a line between the two syllables, for example: fi / ber.
• Have pairs of students collaborate to write each word on a separate card (showing syllable breaks) and stack them face down.

Play a Game

- One partner picks and displays a card. The viewer points to the first syllable, names the long vowel sound, pronounces the word, and spells it aloud.
• The first partner decides if the viewer has identified the vowel sound and pronounced and spelled the word correctly. If so, the viewer keeps the card. If not, the card goes back in the stack.
• Play ends after students have spelled all of the words correctly.

Apply Phonics and Word Analysis Skills CC.3.Rfou.3
Use Spelling Patterns and Generalizations CC.3.L.2.f

Sound Sort

Day 3



Option 2

MATERIALS

3 different-colored highlighters per student pair • light-colored construction paper • scissors

Prepare

- Have partners collaborate to write each of the nine spelling words that follow the open-syllable pattern on a regular sheet of paper.
• Have students draw a line to separate each word into syllables. Then have them highlight each vowel or vowels in the words in a different color: long e, long i, and long o. Have students cut out each word.
• On construction paper, have students make a four-column chart with these headings: long e as in Me, long o as in No, long i as in Hi.

Play a Game

Have students look at the highlighted letters to place each word in the correct column of the chart. Then have partners use sentences as they spell the word aloud. For example: There is no clover here: c-l-o-v-e-r.

Use Spelling Patterns and Generalizations CC.3.L.2.f

Trace Letter Shapes

Day 4



Option 1

MATERIALS

highlighters, one per student

Prepare

Have students neatly print five or more words that give them trouble on separate sheets of paper.

Play a Game

- Have students use a highlighter to outline each letter.
• Tell students to close their eyes and visualize the shape of the whole word. Then have students look at the paper again, turn it over, and write the word on the back.
• Students repeat the process until they can spell each word correctly each time.

Use Conventional Spelling CC.3.L.2.e

Use a Dictionary

Day 4



Option 2

MATERIALS

index cards, 18 per group of students • dictionary, one per group

Prepare

- Have small groups write each spelling word on a separate card.
• Have students look up each word in a dictionary and write its definition on the back of the word card.

Play a Game

- Place the cards on a table, definition up.
• Tell players to take turns picking a definition, stating the word that matches it, and then spelling the word.
• If a player states the wrong word or misspells the correct word, the card goes back on the table, definition up. If a player states the correct word and spells it correctly, he or she keeps the card.
• Play continues until all cards are taken.



Consult References CC.3.L.2.g

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Growing Plants

✔ Grammar: Use Complex Sentences

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Use Subordinating Conjunctions

CC.3.W.5

CC.3.L.1

CC.3.L.1.h

Day 1

PROGRAM RESOURCES

Complex Sentences: eVisual 3.2

Teach the Rules

Use the suggestion on page T146 to review dependent clauses. Then use eVisual 3.2 to teach complex sentences.

Complex Sentences

A complex sentence has an **independent clause** and one or more **dependent clauses**.

We watered our tomato plants **after** we planted them.

A **conjunction** joins the dependent clause to the independent clause.

Because plants need sunlight, we put them in a sunny place.

If the dependent clause comes first, put a **comma** after it.

Since pumpkins need room to grow, we planted them in a different place.

NGReach.com Complex Sentences: eVisual 3.2

Ask: *If I say, "When recess begins," does that make sense?* (no) Cover each independent clause in the eVisual and read the dependent clauses. For each, ask: *Does this make sense?* (no) *Why?* (It doesn't finish the thought.) Explain: *In a complex sentence, one half of the sentence cannot stand alone. It needs the other half of the sentence.*

Generate Sentences ✕

Have students write sentences about gardening.

- In one sentence, use a dependent clause in the first position.
- In another sentence, use an independent clause in the first position, and a dependent clause in the second position.

For **Writing Routine 3**, see page BP49.

Differentiate

EL English Learners

ISSUE Not all Spanish sentences include a subject, so students may have difficulty identifying clauses.

STRATEGY Provide sentence frames for them to use:

Subject predicate	conjunction subject predicate
---------------------	---------------------------------

Day 2

PROGRAM RESOURCES

More Complex Sentences:
eVisual 3.7

MATERIALS

index cards, 12 per pair of students

Teach the Rules

Use page T149 to review complex sentences. Then use eVisual 3.7 to introduce multiple dependent clauses.

More Complex Sentences

A **dependent clause** cannot stand alone. It does not express a complete thought.

I weed my garden every day **when** I come home from school **if** I have time.

A dependent clause may begin with a **conjunction**, such as **because, if, when, although, since**.

Although I can't do it every day, my plants grow well **because** I pull weeds.

NGReach.com More Complex Sentences: eVisual 3.7

Read aloud only the dependent clauses. For each one, ask: *Does this make you wonder what else I have to say?* (yes) Explain: *We need the rest of the sentence to understand what happens "when I come home from school" and "if I have time."* Identify the conjunctions in each clause. Reinforce that some sentences contain more than one dependent clause.

Play a Game ✕✕

Have partners print conjunctions on cards: *when, because, although, since, if, after*. Then have them print clauses on cards: *I water the garden / he digs holes in the dirt / we plant the seeds / she pulls the weeds / tomatoes grow / we pick tomatoes*. Explain:

- *Separate clause cards and conjunction cards into two piles. Player 1 chooses a clause card and Player 2 chooses a conjunction card.*
- *Players add a dependent or independent clause to form a complex sentence. The game ends when you have used all the cards.*

Differentiate

SN Special Needs

ISSUE Students have trouble focusing to create sentences.

STRATEGY Provide students with sentence starters:

I water the garden because _____. After we plant the seeds, _____.



Produce Complex Sentences
Demonstrate Command of Punctuation

CC.3.L.1.i
CC.3.L.2

Day 3

PROGRAM RESOURCES

Game: Practice Master PM3.3

Review the Rules

Use the suggestion on page T157 to begin a review of complex sentences. *A complex sentence has an independent clause and one or more dependent clauses. The dependent clause often begins with a conjunction, such as because, since, although, if, when, after.*

Remind students that a dependent clause cannot stand alone because it is not a complete sentence. Say: *A dependent clause always needs the other half of the sentence to make sense. A dependent clause on its own is a fragment, not a complete sentence.* Point out that a comma comes after a dependent clause when it is before the independent clause.

Play a Game

Distribute **Practice Master PM3.3** and have students follow the directions to play the game.

Name _____ Date _____

Grammar Game
Life Is Complex

Plural Nouns Complex Sentences

- A complex sentence has an **independent clause** and one or more **dependent clauses**.
The rain poured down until all of the plants were soaked.
- If the dependent clause comes first, put a comma after it.
When it quit raining, we ran outside so we could see our plants.

- Play with a partner.
- Spin the spinner.
- Add a dependent clause to an independent clause.
- Or add an independent clause to a dependent clause.
- The first player to create five correct sentences wins the game.

Make a Spinner

- Put a paper clip over the center of the spinner.
- Put the point of a pencil through the loop of the paper clip.
- Your partner holds the pencil while you spin for your turn.

PM3.3 Unit 3 | Life in the Soil

[NGReach.com](http://www.ngreach.com) Practice Master PM3.3

Differentiate

BL Below Level

ISSUE Students may have trouble identifying the dependent clauses.
STRATEGY Review the items in the game circle on **Practice Master PM3.3**. Work with students to identify each independent and dependent clause and conjunction. Pair students with those who can model the game effectively.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.4

Grammar and Writing

Distribute **Practice Master PM3.4**. Have students use editing and proofreading marks to correct errors with conjunctions and complex sentences.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of conjunctions and dependent clauses
- correct use of independent clauses
- correct use of punctuation

Editing and Proofreading Marks	
^	Add.
↗	Take out.
,	Add comma.
.	Add period.
~	Make lowercase.

"Last year, we didn't eat many of our own garden vegetables," because the pests ate most of them," said Maggie sadly. "Although we tried to keep them out, they were very clever."
Andy replied, "I liked seeing rabbits and deer. When they came to eat."
"I did too," Maggie said, "but gardening is a lot of work. Unless we can get more for our efforts, I may not want to plant this year."
"Before we plant seeds, we can build a fence," suggested Andy.
"Good idea, Andy," said Maggie. "We could also plant veggies outside the fence. Animals can eat those whenever they want too!"
"We won't have to weed the area outside the fence!" Andy was excited. "As soon as we can buy the supplies, we'll get started."

PM3.4 Unit 3 | Life in the Soil

[NGReach.com](http://www.ngreach.com) Practice Master PM3.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.8–3.9

Review and Assess

- Display the chart. Have groups of three or four students collaborate to write a definition for a complex sentence and to explain what the punctuation rule is.
- Then have them create two example sentences about gardens.
- Have two groups compare charts and vote on the better example sentences.

Complex sentence:	Example:
Punctuation rule:	Example:

Administer the **Writing, Revising, and Editing Test**.

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Growing Plants

✔ **Order of Events**

COMMON CORE STANDARDS

Link Ideas Using Words or Phrases
Write Narratives, Using Event Sequences

CC.3.W.2.c
CC.3.W.3

Introduce Order of Events

Day 1



PROGRAM RESOURCES

Order of Events: eVisual 3.3

Sequence Chain: eVisual 3.4

Teach the Skill

Display eVisual 3.3 and have a volunteer read it aloud.



Order of Events

On Sunday, I helped my grandmother plant squash in her garden. First, I used a spade to dig a small hole in the dirt. Then, I dropped three seeds into the hole. Next, I gently packed dirt over the seeds. Finally, I helped my grandmother use a hose to water the seeds.

NGReach.com

Order of Events: eVisual 3.3



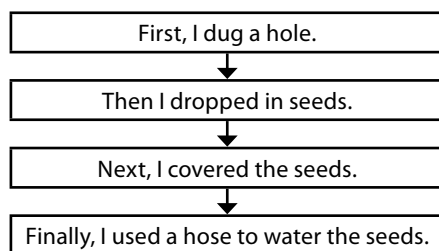
INTERACTIVE WHITEBOARD TIP: Underline the transition words: *first, then, next, finally.*

Explain: *There are many ways to organize your writing. One way is to show the order of events: the order in which things happen. Use time-order words such as first, and then to tell when each event occurred or will occur.*

Direct students' attention back to eVisual 3.3. Explain: *In this story, the writer uses the transition word first to tell us what happened first, and the word finally to tell us what happened last. Use eVisual 3.4 to explain how writers use graphic organizers to put events in order before writing.*



Sequence Chain



NGReach.com

Sequence Chain: eVisual 3.4



INTERACTIVE WHITEBOARD TIP: Underline each transition word as you read it.

Order of Events

Day 2



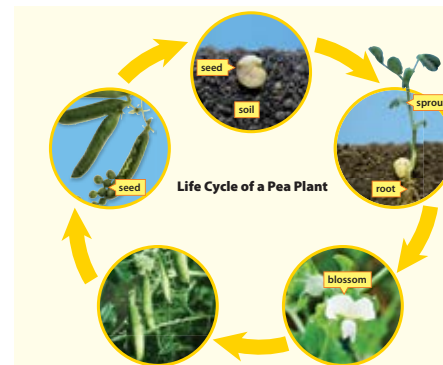
Option 1

Introduce

Have partners turn to "Life Cycle of a Pea Plant" on **Anthology** page 145.

Practice

Display these transition words: *first, second, next, then, finally.* Have partners write a sentence about each picture in the pea plant's life cycle. Tell students to use transition words at the start of each sentence to show the order of events.



Order of Events

Day 2



Option 2

PROGRAM RESOURCES

Sequence Chain: eVisual 3.4

Introduce

Create and display the following. Retain the chart for Day 3.

first	next	then	as soon as
finally	while	before	after that

Have each student think of the things they do when they come home from school.

Practice

Display **Sequence Chain: eVisual 3.4**. Then, have students use a sequence chain to list their after-school activities in order. Tell students to use transition words, including some from the chart, at the beginning of each sentence to show the order of events.

Have students retain their sequence chains for use on Day 3.

SUGGESTED PACING

DAY 1 Teach the Skill
 DAY 2–4 Daily Practice Options
 DAY 5 Review and Assess

Order of Events

Day 3



Option 1

Introduce

Display the time-order words and phrases chart from Day 2. Then copy and display these numbered sentences:

1. I spread jelly on the other slice of bread.
2. I put the two slices together.
3. I eat the sandwich.
4. I take out two slices of bread.
5. I spread peanut butter on one slice of bread.

Practice

Have partners renumber the steps into the correct sequence. (4, 5, 1, 2, 3) Then have each pair of students use the numbered sentences to write a paragraph, adding time-order words from the chart to clarify the sequence.

Have partners check the order of their sentences and use of time-order words.

First, I take out two slices of bread. Next, I spread peanut butter on one slice of bread. Then, I spread jelly on the other slice of bread. Then, I put the two slices together. Finally, I eat the sandwich.

Order of Events

Day 3



Option 2

Introduce

Display the time-order words and phrases chart from Day 2.

Practice

Have students use the sequence chains they created on Day 2 to write a paragraph about the things they do when they come home from school.

When they are finished writing, have students exchange paragraphs with a partner and have the partner circle the transition words in the paragraph.

Revising for Order of Events

Day 4

**Introduce**

Tell students that they will revise a piece from their Weekly Writing folders.

Practice

Have each student select a narrative piece from his or her Weekly Writing folder that contains an order of events, such as a piece of fiction or a personal narrative.

Tell students to review the piece, using carets (^) to add transition words and phrases where they will help clarify the order of events. Then, have students rewrite their narratives.

When students are finished writing final copies, have them share their edited narratives with a partner.

Review and Assess

Day 5

**PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A3.8–A3.9

MATERIALS

timer

Review the Skill

Have partners list as many time-order words and phrases as they can in one minute. Then have them work with a partner to write a paragraph using three transition words.

Remind students that their paragraph must show a clear order of events. The paragraph may be about gardens, or a topic of their own choosing. Allow fifteen minutes for students to write their paragraphs.

Administer the **Writing, Revising, and Editing Test**.

Day 1 Introduce Unit 3

OBJECTIVES

Thematic Connection: Growing Plants

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 3


Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Unit 3 Build Background Interactive Resource

MATERIALS

markers and colored pencils



WARM-UP

Point to the photo on pages 142–143. Explain: *This is a photograph of a plant growing in the soil.* Ask: *What do you know about plants? What do you wonder?*

Science Background

1 Big Question Anthology page 142

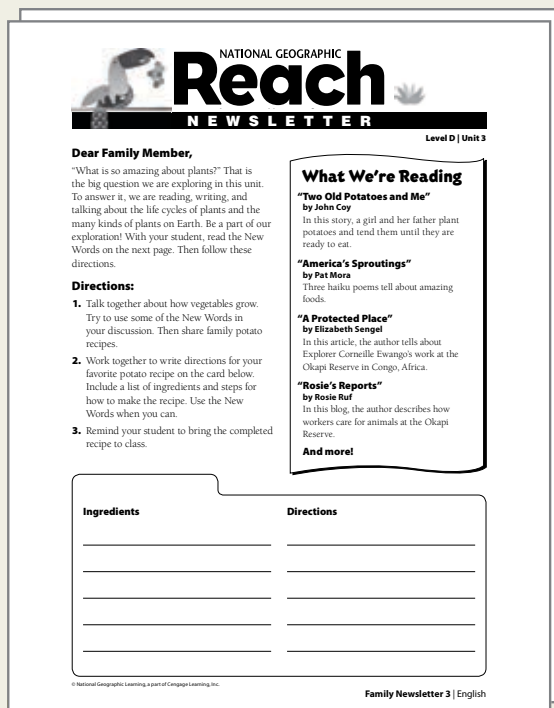
Have a volunteer read aloud the Big Question. Explain that this unit is about plants and their life cycles. Students will be reading about many different plants in order to answer the question. Distribute **Family Newsletter 3**.

2 Share What You Know Anthology page 143

Activate prior knowledge: *What are some amazing plants that you have seen or know about?* Display **Student eEdition** page 143, review the instructions, and distribute the materials. Collect and display students' drawings. Then have volunteers describe something amazing about the plant they drew.

3 Build Background Interactive Resource

Set a purpose: *Click and listen to learn how plants grow.* Encourage students to participate actively as they view the interactive. Then discuss what they learned: *What are some things a **seed** needs to grow? What is the life **cycle** of the plant?*



Dear Family Member,
"What is so amazing about plants?" That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the life cycles of plants and the many kinds of plants on Earth. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about how vegetables grow. Try to use some of the New Words in your discussion. Then share family potato recipes.
2. Work together to write directions for your favorite potato recipe on the card below. Include a list of ingredients and steps for how to make the recipe. Use the New Words when you can.
3. Remind your student to bring the completed recipe to class.

What We're Reading
"Two Old Potatoes and Me"
by John Coy
In this story, a girl and her father plant potatoes and tend them until they are ready to eat.

"America's Sproutings"
by Pat Mora
Three haiku poems tell about amazing foods.

"A Protected Place"
by Elizabeth Sengel
In this article, the author tells about Explorer Cornelle Ewango's work at the Okapi Reserve in Congo, Africa.

"Rosie's Reports"
by Rosie Ruf
In this blog, the author describes how workers care for animals at the Okapi Reserve.
And more!

Ingredients	Directions

© National Geographic Learning, a part of Cengage Learning, Inc.
Family Newsletter 3 | English

NGReach.com Family Newsletter 3

Mini Lesson

Analyze Interactive Features

Explain: *Interactive features present ideas in an active and interesting way.* Point out the interactive features, including the controls to move from screen to screen.

Think aloud: *As I click on different interactive features, I find interesting facts. For example, I can click on some pictures and words to see a video or animation. I can also change screens.*



NGReach.com Build Background Interactive

Play segments of the interactive, pausing to let partners describe its features. Ask students to explain how the visuals tell more about the subject.

Think aloud: *As I look at the pictures in the life cycle, I understand how the seed becomes a plant, blooms, produces seeds, and starts the cycle over again.*

COMMON CORE STANDARDS

Speaking and Listening

Determine the Main Ideas and Supporting Details of Information Presented Visually in Diverse Media
CC.3.SL.2

Life in the Soil

?
BIG
Question

What is so amazing about plants?

Unit at a Glance

- **Language:** Give Information, Define and Explain, Science Words
- **Literacy:** Make Inferences
- **Content:** Plants

Unit
3

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com



Share What You Know



My plant grows without much water.

- 1 **Think** of the most amazing plant you know. Draw it.
- 2 **Display** all the class drawings. Don't tell which is yours!
- 3 **Say** an amazing thing your plant does. Can your class guess which plant is yours?



Build Background: Use this interactive resource to learn about plants.
NGReach.com

142

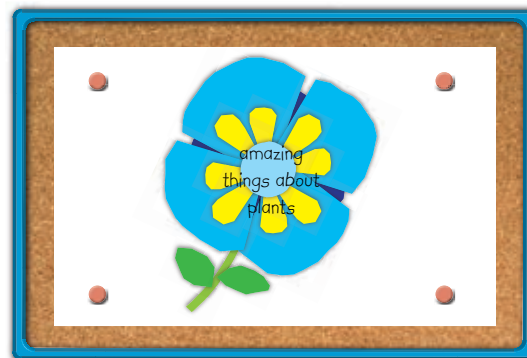
Anthology
pages 142–143

Unit Projects

4 Introduce the Unit Concept Map

Review the Big Question. Ask students to flip through the unit, and prompt them to predict: *What do you think you will learn about plants?* Responses should include specific examples from the unit. Have pairs compare pages that they find interesting.

Display the unit concept map using **Student eEdition** page 206, or provide a bulletin-board version of the concept map. Explain: *As you go through this unit, you will organize your answers to the Big Question on a concept map.* Distribute **Practice Master PM3.1** and model how to fill in a concept map. Ask: *What ideas can we add from the Build Background Interactive?* (Possible answer: Plants grow in lots of places.)



Concept Map

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 207. Have students read the project options so they can think about which one they will choose: make a cartoon, perform a skit, write a plant poem, or participate in a talk show.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T141q–T141r)
- ✓ Power Writing (T141r, T144, T146a, T150, T158)
- ✓ Writing (T146, T149, T157, T163a, T164)
- ✓ Writing Project (T165a–T165d)

Name _____ Date _____

Unit Concept Map
Life in the Soil
Make a concept map with the answers to the Big Question: What is so amazing about plants?

For use with TE P. T143

PM3.1 Unit 3 | Life in the Soil

NGReach.com Practice Master PM3.1

OBJECTIVES

Thematic Connection: Growing Plants

- ✔ Use Domain-Specific Words
- ✔ Explain Text Structure: Sequence

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 3
- Unit Concept Map: Practice Master PM3.1
- Sequence Chart: Practice Master PM3.2

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 3.1

MATERIALS

timer • photos of plants

Power Writing

Have students write as much as they can as well as they can in one minute about a favorite plant.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading	
Determine Meaning of Words and Phrases	CC.3.Rlit.4
Read and Comprehend Literature	CC.3.Rlit.10
Determine Meaning of Domain-Specific Words	CC.3.Rinf.4
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Writing	
Write Over Shorter Time for Specific Purposes	CC.3.W.10
Speaking and Listening	
Stay on Topic	CC.3.SL.1.c
Elaborate	CC.3.SL.3
Language and Vocabulary	
Acquire and Use General Academic, and Domain-Specific Words	CC.3.L.6

Academic Talk

1 Give Information Anthology page 144

Read aloud the instructions and play the **Sing with Me Language Song**: “My Big, Strong Plant.” Explain: *When you give information, you name a topic and tell about it. It’s important to stay on topic instead of talking about many things at once. You can do this by making sure to elaborate, or tell more, about only the topic you introduced.*

Model giving information about the song:

- *First, I will name the topic: This is Marco’s big strong plant.*
- *Next, I will give details to elaborate about the plant: Its stem is thick and wide.*

Ask: *What are more details you can add to elaborate about Marco’s plant?* (Its leaves are nearly two feet long. It has flowers in the summer. It has seed pods in the fall.)

Select photos of plants from the **Digital Library**, and assign a different photo to each pair of students. Have one partner name the plant and give one detail about it. The other partner should elaborate by giving more details about the plant. Then have partners share their photo with the class and give information about the plant. Remind students to stay on topic and elaborate with details about the plant.

Science Vocabulary

2 Key Words ✔ Anthology page 145

Explain and model using **Vocabulary Routine 1** and the diagram on **Student eEdition** page 145 to learn the Key Words.

- **Pronounce the word** and point to the image: **blossom**.
- **Rate the word**. Hold up your fingers to show how well you know the word. (1=very well; 2=a little; 3=not at all) Tell what you know about this word.
- **Define the word**: A **blossom** is the flower part of a plant.
- **Elaborate**: Relate words to knowledge and experience: A **blossom** on an apple tree may turn into an apple.

For **Vocabulary Routine 1**, see page BP47.

For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 145. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

blossom · cycle · root
seed · soil · sprout



Give Information

Listen to Marco's song. Then use **Language Frames** to give information about a plant you know.

- Its _____ is _____.
- Its _____ are _____.
- It has _____.

Song ((MP3))

My Big, Strong Plant

A big, strong plant lives in my yard.
Its stem is thick and wide.
Its leaves are nearly two feet long.
I'm glad it lives outside!

Chorus:

My big, strong plant!
It grows against my wall.
It has flowers in the summer
And seed pods in the fall.

Tune: "Oh! Susanna"

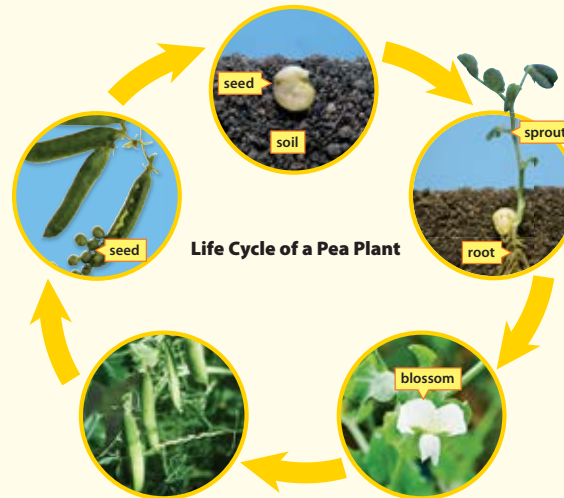


144

- blossom
- cycle
- root
- seed
- soil
- sprout

Key Words

Look at this diagram. Use **Key Words** and other words to talk about the life **cycle** of a pea plant.



Talk Together

What is amazing about a pea plant's life cycle? Use **Language Frames** from page 144 and **Key Words** to give information to a partner.

145

STUDENT TECHNOLOGY



Sing with Me MP3s



NGReach.com

Anthology
pages 144–145

3 Talk Together Anthology page 145

Point out the diagram of a pea plant's life cycle. Explain that students can start at any point in the diagram and follow the arrows to show how the pea plant changes during its life cycle.

Have partners give information about the pea plant using the diagram. Remind them to elaborate and stay on topic. Provide an example, such as: *A pea plant has an amazing life **cycle**. It starts as a **seed** in the **soil**, grows into a **sprout**, and eventually makes **seeds** to start again.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students give information, listen for correct usage of the Key Words. If students use words incorrectly, provide sentence frames for them to complete orally, such as:

- *The flower part of a plant is the _____.* (**blossom**)
- *A set of events that happen over and over is a _____.* (**cycle**)
- *A new, young plant is called a _____.* (**sprout**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3** for translations in seven languages. Use cognates for Spanish speakers:

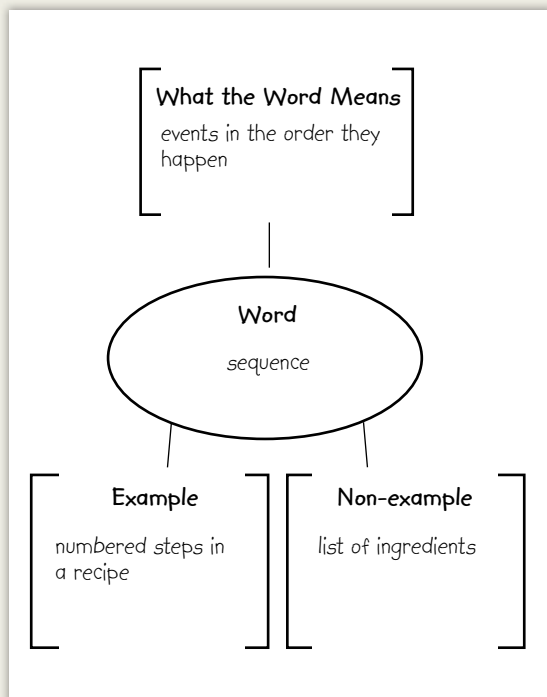
blossom/flor	cycle/ciclo
root/raíz	seed/sedilla
soil/suelo	sprout/retoño

AL Above Level

ISSUE Students have already mastered understanding of words in the lesson.

STRATEGY Have students add definitions for the verb form of *sprout*, *blossom*, and *root* in **My Vocabulary Notebook**. They can use the Key Words in sentences to demonstrate understanding of the words as both nouns and verbs.

Word Map



Comprehension

4 Sequence Anthology page 146

Read aloud the first paragraph on page 146. Use a Word Map to teach the how the terms **sequence**, **event**, and **order** relate. Then display **eVisual 3.1** and read aloud “Marco’s Seeds.” As you read, have students think about the order that events happen.



Read Aloud

Realistic Fiction

Marco’s Seeds

One spring, Marco discovered a few **seeds**. He had no idea what kind of **seeds** they were, or if they would even grow. Marco picked a sunny spot and carefully planted the little **seeds** in the **soil**. He watered them and waited to see what would happen.

After two long weeks of waiting, Marco spotted a tiny green **sprout**. Each day it seemed to grow bigger and stronger. Soon, the **sprout** had become a wide, thick stem. Its **roots** must have grown deep, as the plant seemed strong in the **soil**.

Then, after a few more weeks, huge green leaves appeared. Marco measured the leaves, and they were almost two feet long! Marco’s plant provided the best surprise of the summer: bright, orange **blossoms**. Marco enjoyed the **blossoms** all summer long.

Finally, in the fall, the flowers faded, but new **seed** pods formed. When Marco saw them, he remembered the little **seeds** that he had planted. He picked up a few of the **seeds**, hoping to plant some in the spring and start the **cycle** all over again.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 3.1



INTERACTIVE WHITEBOARD TIP: Circle the details students would add to their sequence chain.

5 Map and Talk Anthology page 146

After students read how to make a sequence chain, ask: *What does Marco do first to grow a plant?* (He plants **seeds** in the **soil**.) Discuss how the sequence chain shows events in the order they happen. Then ask: *What do you think Marco will do next?* (He will plant **seeds** next spring.) Model adding this new entry to the sequence chain.

6 Talk Together Anthology page 146

Have students use **Practice Master PM3.2** to make a sequence chain about a plant life cycle they know. Encourage them to use the life cycle diagram on page 145 for ideas.

Fluency

Model Expression Explain the concept: *Fluent readers read with expression. They change their voices to add emotion and feeling, such as excitement or boredom.* Model expression with sentences from “Marco’s **Seeds**.” Have students practice expression by reading aloud the song lyrics on **Anthology** page 144 with different expressions.

Check & Reteach

OBJECTIVE: Explain Text Structure: Sequence

Say: *In Marco’s story, what happens after the **blossoms** fade?* (New pods form.)

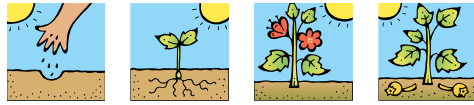
If students have difficulty identifying the sequence of events in the story, have them look for time-order words like *Soon*, *Then*, and *Finally*.

Sequence

When things happen in a certain order, they are in **sequence**.
When you talk about sequence, you can use:

- time-order words: *first, next, then, finally*
- names of days, months, seasons: *Monday, May, summer*

Look at the pictures of a growing plant.

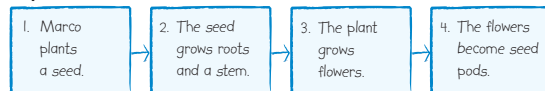


Map and Talk

You can use a sequence chain to show when events happen.
Here's how you make one.

Each event goes in a box in the sequence chain. The first event goes in the first box. The second event goes in the second box, and so on.

Sequence Chain



Talk Together

Tell your partner the steps of a plant's life **cycle**. Your partner makes a sequence chain.

146

Anthology page 146

Writing

7 Write a Sequence Paragraph

Introduce: *Now you will write a paragraph that describes the **sequence** of the plant cycle you discussed with your partner. Model the process with "Marco's Seeds."*

Think Aloud

I will begin by writing the first event.

*Then I write the next event in the **sequence**.*

Write

First, Marco plants some **seeds** in the **soil**.

Next, a **seed** grows **roots** and a stem.

For **Writing Routine 2**, see page BP48.

Have students use their **Talk Together** sequence chains as they write. Explain: *Start your description of the first event with a time-order word like First. As you write the next steps, use more sequence words like Then, Next, and Finally.* Have partners share their paragraphs and add them to their Weekly Writing folders.

WRAP-UP

Remind students that they have read about the life cycle of a pea plant. Have partners compare the life cycles of other plants they know to that of the pea plant. Students can add ideas to their concept maps.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T141m

Daily Grammar ✓

Reread the second sentence of the **Read Aloud**. Point out that "if they would even grow" is a clause because it has a subject and a predicate. However, it cannot stand alone as a complete sentence, so it is a dependent clause. Then use page T141o to teach complex sentences.

Daily Writing Skills ✓

Point out one or two of the transition words in the **Read Aloud**. Then use page T141q to teach ordering events and transition words.

Name _____ Date _____

Sequence Chain
Steps in a Plant's Life
Make a sequence chain of a plant's life.

1. Possible Response: First, a seed is planted in the soil.
2. Next, the seed grows roots and pushes a sprout up through the soil.
3. Then, the plant grows a flower.
4. Finally, the flowers become seed pods.

© Houghton Mifflin Harcourt Publishing Company
For use with TE p. T145a

PM3.2

Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Gardens

- Use Academic Words
- Make Inferences to Comprehend Text

PROGRAM RESOURCES


TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook
- Family Newsletter 3

Power Writing

Have students write as much as they can as well as they can in one minute about the word *seed*.

For **Writing Routine 1**, see page BP47.



WARM-UP

Ask: *What are some plants you can grow in a garden? Make a list.* Invite volunteers to share their lists. Then ask: *What do the plants have in common?* (Possible responses: they need sun, water, and **soil**; you can eat them.)

Academic Talk

1 Ask and Answer Questions

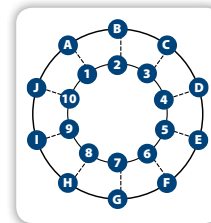
Say: *You can learn more about a topic by asking and answering questions.* Display **Student eEdition** page 144 and model the skill using the song: *Question: What is Marco's plant like? Answer: The plant is big and strong.*

Model asking another question to elaborate on the information: *Is the plant big because it is tall?* (It's big because it has a thick, wide stem.) Have students explain their answers, including where they found the information.

Arrange an **Inside-Outside Circle** for students to ask and answer questions about the life-cycle diagram on page 145:

- Students on the outside ask a question about the plant's life cycle.
- Students on the inside answer the question, explaining where they found the information. Then they ask their partner another question to elaborate on the information.
- Have students rotate to create new partnerships.

For **Inside-Outside Circle**, see page BP45.



Inside-Outside Circle

Academic Vocabulary

2 More Key Words Anthology page 147

Say: *Let's learn some more words to help us communicate effectively.* Explain and model using **Vocabulary Routine 1** and the images in the **Student eEdition** to learn the Key Words.

- **Pronounce the word** and point to the image: **characteristic**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** A **characteristic** is how something looks or acts.
- **Elaborate.** Relate the words to your experience: A red **blossom** is a **characteristic** of a red rose plant.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

Key Words

characteristic · conditions
depend · growth
produce

COMMON CORE STANDARDS

Reading

- | | |
|--|--------------|
| Read and Comprehend Literature | CC.3.Rlit.10 |
| Determine Meaning of Academic Words | CC.3.Rinf.4 |
| Read with Fluency to Support Comprehension | CC.3.Rfou.4 |

Writing

- | | |
|--|-----------|
| Write Over Shorter Time for Specific Tasks | CC.3.W.10 |
|--|-----------|

Speaking and Listening

- | | |
|--|--------------------------|
| Ask Questions to Check Understanding and Stay on Topic | CC.3.SL.1c |
| Explain Ideas and Understanding Elaborate | CC.3.SL.1.d
CC.3.SL.3 |

Language and Vocabulary

- | | |
|--|----------|
| Determine Meaning of Words and Phrases | CC.3.L.4 |
| Acquire and Use General Academic Words | CC.3.L.6 |

More Key Words

Use these words to talk about "Two Old Potatoes and Me" and "America's Sproutings."

characteristic
(kair-ik-tu-ris-tik) *noun*



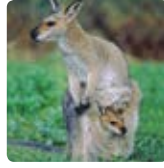
A **characteristic** is how something looks or what something does. A **characteristic** of this plant is white flowers.

conditions
(kun-di-shunz) *noun*



When **conditions** are right, good things happen. Clear skies and wind are good **conditions** for sailing.

depend
(di-pend) *verb*



To **depend** means to need something or someone for support. A baby **depends** on its mother.

growth
(grōth) *noun*



The **growth** of something is how much bigger it gets.

produce
(pru-dūs) *verb*



To **produce** means to make something. This factory **produces** cars.

Talk Together

Use a **Key Word** to ask a question. A partner uses a **Key Word** to answer.

What is a **characteristic** of some plants?

Some plants **produce** fruit.

Add words to My Vocabulary Notebook.
NGReach.com

147

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 147

Have partners take turns repeating the routine for each Key Word using page 147. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 147

Have partners take turns asking and answering questions using Key Words. Ask volunteers to share one question and answer with the class.



Best Practices

Group Strategically Assess students' strengths and needs periodically and rearrange groupings so that students may grow at their own rates and find themselves continually challenged.

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3** for translations in seven languages. Use cognates for Spanish speakers:

characteristic/característica

conditions/condiciones

growth/crecimiento

depend/dependier

produce/producir

SN Special Needs

ISSUE Students do not find personal meaning in learning new vocabulary.

STRATEGY Have students each choose a Key Word and review its definition. Then ask students to explain to a partner how the word relates to something they like.

Check & Reteach

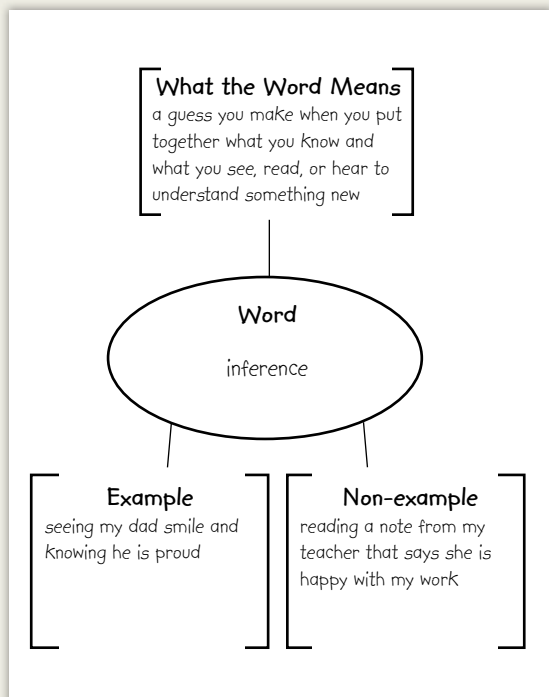
OBJECTIVE: Use Academic Words ✓

As partners ask and answer questions, listen for correct usage of the Key Words.

If students use words incorrectly, ask questions about the words. For example:

- Which word means "to make something"? (produce)
- Which word describes how something gets bigger? (growth)
- Which word means "to need something for support"? (depend)

Word Map



Fluency

Practice Expression As partners read aloud Marco's journal, circulate and listen for expression.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T141m

Daily Grammar ✓

Point to the illustration on **Anthology** page 148 and say: *After the flower grew, Marco gave it to his mother.* Then use page T141o to teach conjunctions in complex sentences.

Daily Writing Skills ✓

On **Anthology** page 149, point out the dates in the journal that show order of events. Then use page T141q to practice skills for showing order of events with transition words.

Comprehension

4 Learn to Make Inferences ✓ Anthology pages 148–149

Use a Word Map to teach the term **inference**. Then project **Student eEdition** page 148 and read aloud the introduction. Explain: *When you figure out something that is not stated, you make an inference.* Ask students to think about how Marco feels in the picture as you model making inferences:

- *I see that Marco is smiling and holding a flower.*
- *I know that people smile when they are happy.*
- *And so, I know that Marco feels happy about giving someone a flower.*

5 Talk Together Anthology page 149

Read aloud the instructions on page 149. Have partners chorally read the first three entries of the journal and the sample inference. Have them identify details from the journal that support the sample inference.

Ask: *How does making inferences help you understand Marco's experiences?* (Possible response: I can understand what is not written in the journal by combining my knowledge of plants and the information in the text.)

Have partners read the rest of "Gardener's Journal" and pause to make inferences.

Check & Reteach

OBJECTIVE: Make Inferences to Comprehend Text ✓

Ask: *How does Marco feel on August 1? What information helps you make this inference?*

If students have difficulty making an inference, have them reread the entry. Ask: *What is the problem with Marco's plant?* (It has little holes in its leaves.) *What do you know that puts little holes in leaves?* (bugs) *What guess can you make about what made the holes?* (Possible response: Bugs have made holes in the leaves of Marco's plant.)

Writing

6 Write About Inferences

Introduce: *We are going to write a paragraph about how we made an inference.* Model the process with the picture on page 148.

Think Aloud

First, I will write an inference about the picture.

Then I will write about how I made the inference.

Write

I think Marco gave the flower to his mom because he loves her.

I can see Marco happily giving a flower to his mom. I know people give flowers to show someone love. And so, Marco gives a flower to show love for his mom.

For **Writing Routine 2**, see page BP48.

Learn to Make Inferences

Look at the cartoon. The text does not say how Marco and his mom feel. Look at their expressions to figure out, or **make an inference** about, their feelings.



When you read, you have to **make inferences**, too.

How to Make Inferences

1. Look for details in the text. I read _____.
2. Think about what you already know about the details and the topic. I know _____.
3. Put your ideas together. What else can you figure out about the details? And so _____.

Language Frames

- I read _____.
- I know _____.
- And so _____.

Talk Together

Read Marco's "Gardener's Journal." Read the sample inference. Then use **Language Frames** to make inferences. Tell a partner about them.

Journal

Gardener's Journal

- June 15: I love my big plant! I water it every day. It is in a sunny place, so it has all the right **conditions** to grow.
- June 20: My plant bloomed today! The **blossoms** are bright orange. The color is a **characteristic** of this plant. Tomorrow, I go to Grandma's house for a long visit.
- July 10: I just got back from Grandma's house. My plant looks terrible! I expected a lot of **growth**, but its stem is bent over. I watered it, but I'm so worried.
- July 11: This morning I checked my plant again. It looks fine! The stem is strong and straight. The **soil** is damp and cool.
- August 1: Oh, dear! My plant is in trouble again! It looks like someone has put little holes in its leaves. What can I do? My plant **depends** on me!
- August 2: Dad told me to wash each leaf with dish soap. That sounds crazy!
- August 8: The soap worked! My plant looks great.
- September 1: This week my plant **produced** giant pods. I'll plant the **seeds**. Next summer I'll have more big, strong plants!

Sample Inference
"I read that Marco was gone and the plant looks terrible. I know that some plants need water every day. And so the plant must need water."

← = A good place to make an inference

Anthology
pages 148–149

Have students reread the song on **Anthology** page 144. Then have them write a paragraph describing an inference they made about the song. Remind students to combine what they read with what they already know about the subject in order to make their inference. Students should also include how they made their inference. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty writing about their inferences.

STRATEGY Provide students with sentence frames they can use as they write about their inferences:
I read _____. Because I know _____, I can make the inference that _____.

WRAP-UP Have pairs look at the photo illustrating the Key Word *conditions* on **Anthology** page 147 and make inferences based on what they see. Students can share their inferences with the class.

OBJECTIVES

Thematic Connection: Growing Plants

- ✓ Explain Text Structure: Sequence
- ✓ Make Inferences to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD1
Track 14

Time-Order Words: eVisual 3.8

MATERIALS

timer • markers

Completed potato recipes from *Family Newsletter 3*

Power Writing

Have students write as much as they can as well as they can in one minute about the word *growth*.

For *Writing Routine 1*, see page BP47.

COMMON CORE STANDARDS

Reading

Recount Stories	CC.3.Rlit.2
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Describe How Successive Parts Build	CC.3.Rlit.5
Distinguish Points of View	CC.3.Rlit.6
Read and Comprehend Literature	CC.3.Rlit.10
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Audiences	CC.3.W.10
--	-----------

Speaking and Listening

Discuss Texts, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
---	-----------

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6
--	----------



WARM-UP

Have students share their family potato recipes from **Family Newsletter 3**. Explain that today students will be reading a realistic fiction story about potatoes.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating 4-Corner Posters. Use **Vocabulary Routine 2** to model how to make an organizer for the word **growth**.

- Write the word.
- Add a picture.
- Add a definition.
- Add a context sentence.

For *Vocabulary Routine 2*, see page BP35.

Key Words

blossom · characteristic · conditions
 cycle · depend · event
 growth · inference · order
 produce · root · seed
 sequence · soil · sprout

Assign a Key Word to each set of partners. After students complete their organizers, have them add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

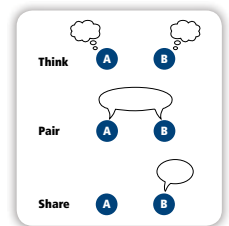
2 Preview and Predict

REVIEW Remind students: *One way to preview a text is to look at the illustrations and predict what the story will be about.*

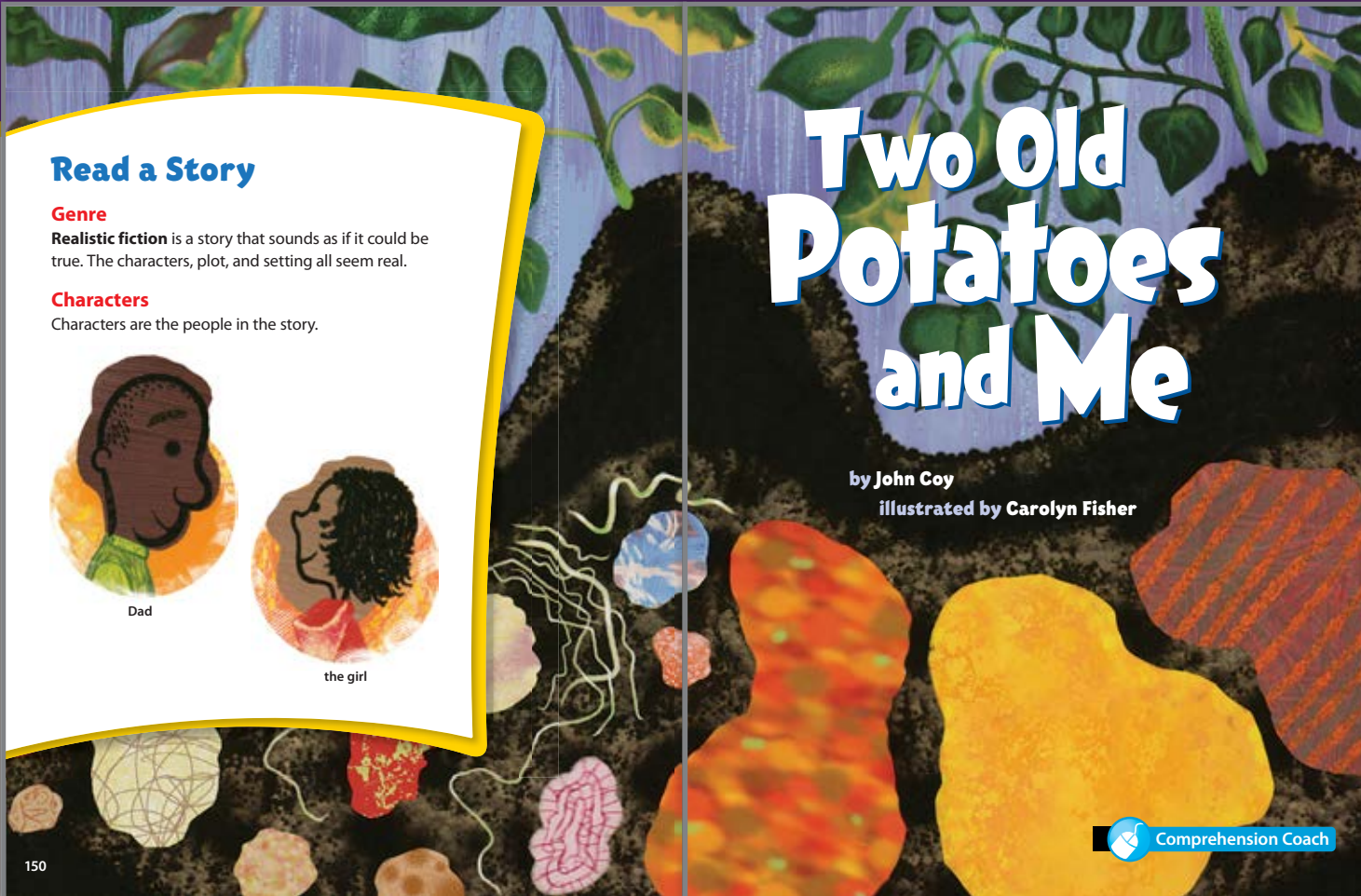
Display these Key Words: *blossom, growth, produce, root, and soil*. Have students use **Think, Pair, Share** as they make predictions about "Two Old Potatoes and Me."

- Students preview the illustrations on **Anthology** pages 150–162 independently.
- Students form pairs and discuss their predictions together. Encourage students to use Key Words and to convey ideas precisely.
- Individuals share their ideas with a person from another pair.

For *Think, Pair, Share*, see page BP46.



Think, Pair, Share



STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com

Comprehension Coach

Read a Story

Genre
Realistic fiction is a story that sounds as if it could be true. The characters, plot, and setting all seem real.

Characters
Characters are the people in the story.



Dad



the girl

Anthology
pages 150–151

Reading

3 Read a Story Anthology pages 150–157

GENRE Have a volunteer read aloud the definition of realistic fiction. Elaborate:
This story is not about real people and events, but they seem like they could be real.

CHARACTERS Ask a volunteer to read about characters. Reinforce the concept:
The characters in this story are a girl and her father. She calls her father “Dad.” As we read the story, think about what makes the characters seem real.

SCIENCE BACKGROUND Share information to build background:

- Potatoes are vegetables that grow underground in the **soil**.
- Potato plants require full sunlight to grow. Once the plants start to wither and dry, it is time to dig up the potatoes that are growing underground.

Have students read pages 150–157. See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview and discuss the illustrations. Then read the story aloud and use the questions to build comprehension.

OL On Level

READ TOGETHER Have students read the selection with partners. Use the questions to build comprehension.

AL Above Level

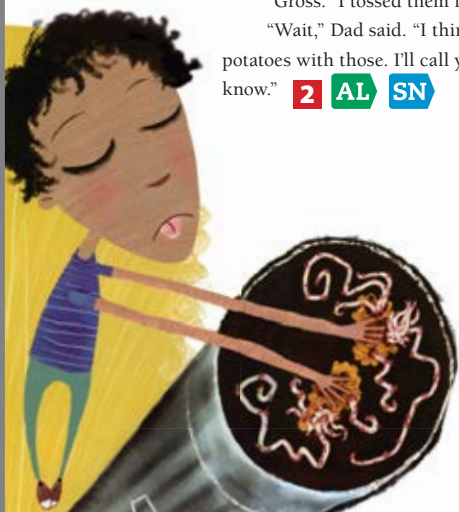
READ INDEPENDENTLY As students read silently, have them take notes in order to make inferences and use the questions to build comprehension.

1 **Set a Purpose**
A girl finds two potatoes.
Find out what she does with them.

Last spring at my dad's house, I found two old potatoes in the back of the cupboard. They were so old, **sprouts** were growing from **their eyes**. **3**

"Gross." I tossed them in the trash.

"Wait," Dad said. "I think we can grow new potatoes with those. I'll call your grandpa. He'll know." **2** **AL** **SN**



In Other Words
◀ **potatoes** vegetables that grow below the ground
their eyes spots on their skins



152

Dad and I talked with Grandpa. Then we took the potatoes to the sunniest spot in the garden. We dug. We picked out rocks. We raked the **soil** smooth.

Dad **carefully** cut the potatoes into nine **pieces**. I made sure each piece had one yellow sprout. Dad dug nine small holes. I put a piece of potato, with the eye facing up, in each hole. Then I covered them with dirt to make little hills.

Dad got the hose and I watered **gently**.



In Other Words
carefully slowly
pieces parts
gently with care

Before You Move On

- 1. Sequence** What do the girl and her dad do with the potatoes? Explain each step.
- 2. Make Inferences** Why do the characters put the potato **sprouts** facing up?

2

153

Anthology
pages 152–153

Fluency

Practice Expression As students read, monitor their expression, accuracy, and rate.

Answers Before You Move On

- 1. Sequence** ✓ First, they take the potatoes to the yard and rake the soil smooth. Next, Dad cuts the potatoes into pieces. Then he digs holes. After that, the girl puts a piece of potato in each hole and covers them with dirt. Finally, they water the potatoes.
- 2. Make Inferences** ✓ I read that the characters planted the potatoes in the ground with their **sprouts** facing up. I know that a **sprouts** grows above the soil. And so I think the characters put them this way so that they will grow correctly.

Read and Build Comprehension **Anthology** pages 152–155

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what could happen in this realistic story.
- 2. Identify Cause and Effect** *Why does the girl want to throw the potatoes in the trash?* (They are too old to eat.)
- 3. Make Inferences** ✓ *Why do the girl and her father take the potatoes to the sunniest spot in the garden?* (Possible response: I read that they talk with Grandpa before going to the garden. I know that sometimes I need to ask people for advice. And so I think the girl's grandpa told them to plant the potatoes in bright sunlight.)

Differentiate

BL Below Level

ISSUE Students have difficulty identifying details that will help them make inferences.

STRATEGY Point out words that show the characters' actions, such as "Dad got the hose and I watered gently." Ask leading questions, such as: *Why does the girl need to water the plants? What do you know about how plants grow?* Help students connect what they read in the text with what they already know to make the inference.

AL Above Level

ISSUE Students make lots of inferences, but not all of them are supported by the text.

STRATEGY Have students identify specific evidence in the text on which they base each inference. They may also refer to prior knowledge that they use for support.

4 Predict

What will happen to the plants?

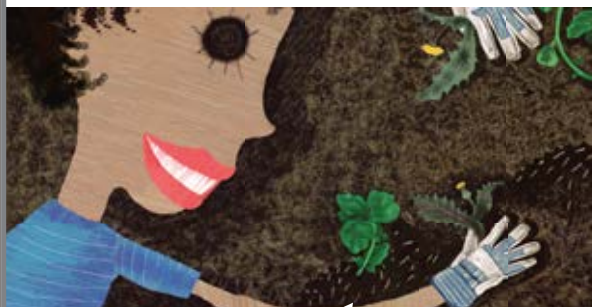
In May, green plants poked up like caterpillars unfolding. We got down on our knees and picked weeds. We **shoveled compost onto** each hill.

“Won’t that **smother** the plants?”

“No. They’ll grow through it.”

“Are we really going to get new potatoes from old potatoes?”

“I think so,” said Dad.



In Other Words
shoveled compost onto put a special kind of **soil** on
smother keep air from

154



In June, the plants grew bigger. Violet flowers **blossomed**, and we added more compost. When we watered, **I accidentally sprayed my dad** with the hose. He laughed and sprayed me back. **5 6**

EL BL

blossoms

In Other Words
I accidentally sprayed my dad I made a mistake and got my dad wet

155

Anthology
 pages 154–155

- 4 Predict** Read aloud the predict question. Then ask: *What can you predict from the illustrations?* (Possible response: I can see from the illustration on page 154 that the girl has fun working in the garden.)
- 5 Determine Sequence** ✓ *What happens in May and June? Use Key Words and sequence words to describe what happens in order.* (Possible response: In May, the **sprouts** poke up through the **soil**. Then the girl and her dad pick weeds. Next, they put compost on each hill. In June, **blossoms** appear.)
- 6 Analyze Character’s Feelings** *Do the girl and her dad enjoy working together? Give evidence from the text to support your ideas.* (Possible response: Yes. They talk happily and play together as they work.)

Differentiate

SN Special Needs

ISSUE Students have trouble following the sequence of the story.

STRATEGY Have partners attach self-stick notes next to five key events in the story. When they are done, have them number the steps in order.

EL English Learners

ISSUE Students struggle to understand the phrase “I accidentally sprayed my dad.”

STRATEGY Direct students’ to **In Other Words** and restate the phrase with the words *I made a mistake and got my dad wet*, pointing to the illustration on page 155. Remind students that they can refer to **In Other Words** if they need help with unfamiliar words.

Best Practices

Link to Experience As students answer questions, prompt them to discover their own connections to characters. For example: *The girl and her dad are laughing while they work in the garden. When do you have fun with your family?*

In July, when the plants were as tall as my waist, we picked potato beetles off the leaves. I dropped them into a pail of soapy water. **1**

“Gross.”

“We have to do this,” Dad said. “**Otherwise**, the bugs will eat the leaves and the potatoes won’t grow.”



In Other Words
Otherwise If we don't

156

Anthology
pages 156–157



In August, some of the plants **turned brown and withered**.

“Are they dead?”

“No,” said Dad. “The potatoes are growing **underground**.” **2**

“Are you sure?”

“I hope so. That’s what your grandpa said.”

We weeded.

We watered.

We waited.

withered plant

In Other Words
turned brown and withered became brown and dry
underground below the surface of the earth or **soil**

► **Before You Move On**

- 1. Confirm Prediction** Was your prediction correct? Tell what happens during this part of the plant’s life **cycle**.
- 2. Character** Do the girl and her dad get along well? How do you know?

157

Read and Build Comprehension

- 1 Determine Sequence** ✓ *What happens after the girl picks potato beetles off the leaves?* (She drops them into a pail of soapy water.)
- 2 Make Inferences** ✓ *Why does the girl think the plants are dead?* (I read that the potato plants “turned brown and withered.” I know that dead plants often look dark and dry. And so, the girl must think the potato plants are like other plants that die when they are brown and withered.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Sequence ✓

After students read page 157, have them tell what happens in July and August.

If students can’t recall or identify the events, prompt analysis by asking:

What does the girl do to help the plants in July? (She picks off potato beetles.) *What happens later in August?* (The plants turn brown.)

OBJECTIVE: Make Inferences to Comprehend Literature ✓

As students answer all of the comprehension questions about making inferences, ensure they refer to evidence in the text as well as information they know to make inferences.

If students have difficulty making an inference, say: *The text doesn’t tell how the girl feels about potato bugs. How do you think she feels about them?* (She doesn’t like them.) Draw out details: *What in the text tells you this?* (She says, “Gross” when she picks off the bugs.) *Why do people call things “gross”?* (Because they don’t like something.)

Answers Before You Move On

- 1. Confirm Prediction** Answers about predictions will vary. In May, green plants poke up. In June, the plants grow bigger and blossom. In July, potato beetles attack the leaves. In August, some of the plants turn brown and wither, but potatoes grow underground.
- 2. Character** The girl and her dad get along well. They work in the garden together, he teaches her things, and he laughs when she sprays him with water.

Writing

4 Write a Sequence Paragraph

REVIEW Ask: *What is a **sequence** of a story?* (the order that story events happen)
Explain: *You will write a **sequence** paragraph that tells about events in the order that they happened. As you write, be sure to include time-order words that help to make the **sequence** of your story clear.*

Display **eVisual 3.8**. Introduce common time-order words that are used to write events in a clear sequence.



Time-Order Words

Beginning	Middle	End
First	Next	Finally
At the beginning	Then	In the end
It all started when	After that	At last

[NGReach.com](https://www.ngreach.com) Time-Order Words: eVisual 3.8



INTERACTIVE WHITEBOARD TIP: Have students add more sequence words they know.

Model writing a sequence paragraph using time-order words and phrases.

Think Aloud

I introduce the first event.

*Then I write the next events in **sequence**.*

Write

One day, the girl and her father decide to plant two old potatoes.

Next, they prepare the soil for planting. After that, the dad cuts the potatoes.

For **Writing Routine 2**, see page BP48.

Have students write sequence paragraphs about a time they did something special with their family. Remind students to use time-order words and phrases in their writing. Have students add the sentences to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T141n

Daily Grammar ✓

Point out the first sentence on **Anthology** page 156, and explain that it is a complex sentence. Then use pages T141q–T141r to review complex sentences.

Daily Writing Skills ✓

Point out the sentences beginning “In July” on **Anthology** page 156 and “In August” on page 157. Then use pages T141q–T141r to practice skills for showing order of events and using signal words.

Differentiate

EL English Learners

ISSUE Students lack the language skills to write sequence sentences.

STRATEGY Have students draw the events on cartoon strips or storyboards in order and write captions below. Provide time-order words to begin each caption: *First, Next, Then, Finally*.

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to add details and use Key Words in their sentences.

WRAP-UP

Have students compare “Two Old Potatoes and Me” with their Small Group Reading books. Ask: *What sort of gardens are described in the readings? What are the characters’ feelings about plants and gardens?*

OBJECTIVES

Thematic Connection: Growing Plants

- ✓ Explain Text Structure: Sequence
- ✓ Make Inferences to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook

Family Newsletter 3

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *blossom*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Recount Stories	CC.3.Rlit.2
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Determine Meaning of Words and Phrases	CC.3.Rlit.4
Describe How Successive Parts Build	CC.3.Rlit.5
Distinguish Points of View	CC.3.Rlit.6
Read and Comprehend Literature	CC.3.Rlit.10
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Tell a Story	CC.3.SL.4
--------------	-----------

Language and Vocabulary

Acquire and Use General Academic and Domain-Specific Words	CC.3.L.6
--	----------

WARM-UP

Display the Key Words in Vocabulary Practice. Then set a timer for two minutes and have students use Key Words to write sentences about "Two Old Potatoes and Me." Have pairs share their favorite sentences with the class.

Vocabulary Practice

1 Share Word Knowledge ✓

REVIEW Have students use the 4-Corner Posters they made on Day 3. Review what the organizers show.

Group each student with a partner who studied a different Key Word. Have partners follow

Vocabulary Routine 3.

- Have partners take turns reading their organizers.
- Encourage them to talk about how the pictures show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Have each student add the sentences to **My Vocabulary Notebook**.

For **Vocabulary Routine 3**, see page BP36.

Key Words

blossom · characteristic · conditions
 cycle · depend · event
 growth · inference · order
 produce · root · seed
 sequence · soil · sprout

Academic Talk

2 Summarize Reading

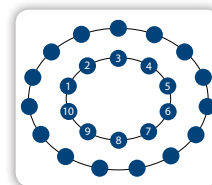
REVIEW Remind students: *When you retell events of the story, it is important to state the main events in **sequence**.* Explain that students will use Key Words to summarize what they have read of "Two Old Potatoes and Me."

Write these Key Words: *conditions, growth, root, soil, sprout.*

Use a **Fishbowl** to help students summarize:

- Students on the inside summarize pages 152–154. They should tell the main events in order, describing how successive parts of the story build on earlier events.
- Students on the outside listen for Key Words and the most important events told in the correct sequence.
- Groups change positions. The new inside group summarizes pages 155–157.

For **Fishbowl**, see page BP45.



Fishbowl

1 Predict

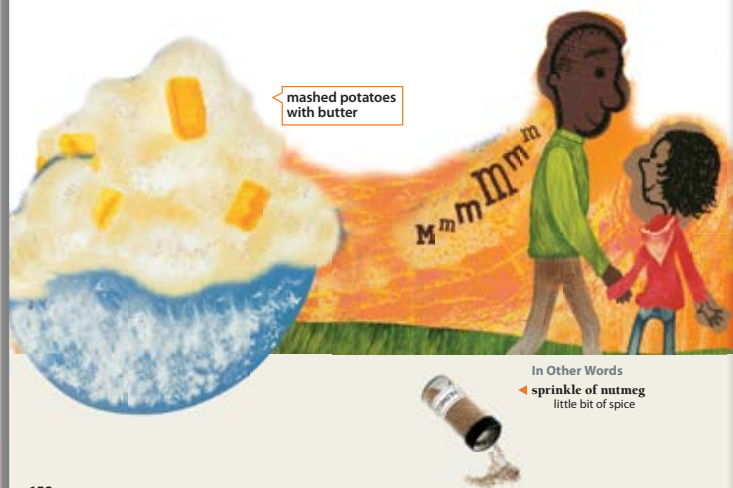
How many new potatoes will the old potatoes **produce**?

Now, on a cool September day, Dad and I sit on the bench in the yard. Soon we get up and walk to the garden.

“What’s your favorite way to eat potatoes?” Dad asks.

“Mashed, with lots of butter and a **sprinkle of nutmeg** for good luck.”

“Mmmmmm, that’s my favorite, too. Let’s see what’s under these hills.”



158



Dad gets the garden fork from the **shed** and I carry the big bucket. Dad digs at the first hill. Nothing but dirt. He digs again. More dirt.

“After all that work,” I say.

Dad **hands** me the fork. “You try.” **EL**

I dig deep. I lift the fork and see seven golden shapes.

“Potatoes!” I shout.

“Look at those **spuds**,” Dad says. **2 BL**

In Other Words

shed little building where we store things ▶

hands gives

spuds potatoes



159

STUDENT TECHNOLOGY

Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

Anthology
pages 158–159

Reading

3 Read and Build Comprehension Anthology pages 158–159

1 Predict Read aloud the predict question. Have students focus on the illustrations and what they have already read to support their predictions. (Possible response: I predict the old potatoes will produce 72 potatoes. I see 8 potatoes in the illustration on page 159 for one plant. Since the dad cut the original potatoes into 9 pieces, I multiplied 9 times 8 to get 72.)

2 Determine Sequence *What happens the first time Dad digs for potatoes?* (He gets nothing but dirt.) *What happens after that?* (He still gets dirt.) *You know that the potatoes have been growing, so what will probably happen next?* (They will find potatoes.)

Differentiate

EL English Learners

ISSUE Students do not understand the term *hands* as a verb.

STRATEGY Provide a restatement and demonstration. Explain that the father *gives* the garden fork to the girl. Pantomime how to *hand* someone a pencil.

BL Below Level

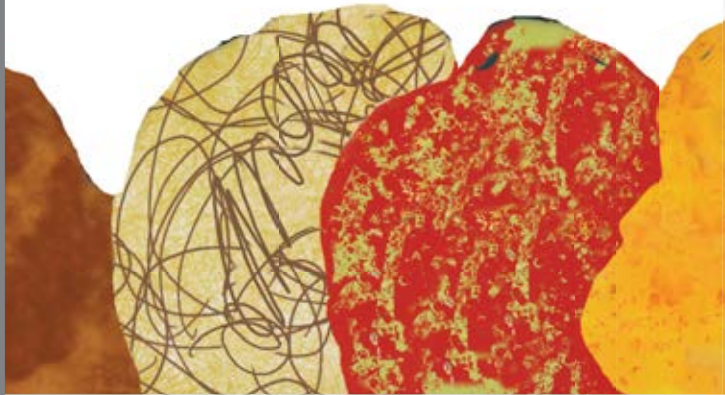
ISSUE Students have difficulty sequencing events in the story.

STRATEGY Write the sequence of events on sentence strips and have students put them in the correct order as they read the story.

Fluency

Practice Expression, Accuracy, Rate As students read, monitor their expression, accuracy, and rate.

I bend down and pick up a potato. I rub the dirt off its skin and set it in the bucket.
 One potato, two potatoes, three potatoes, four.
 Five potatoes, six potatoes, seven potatoes, more.
 Each hill has lots of potatoes. Some are small. Some are big. Some have funny faces.



160

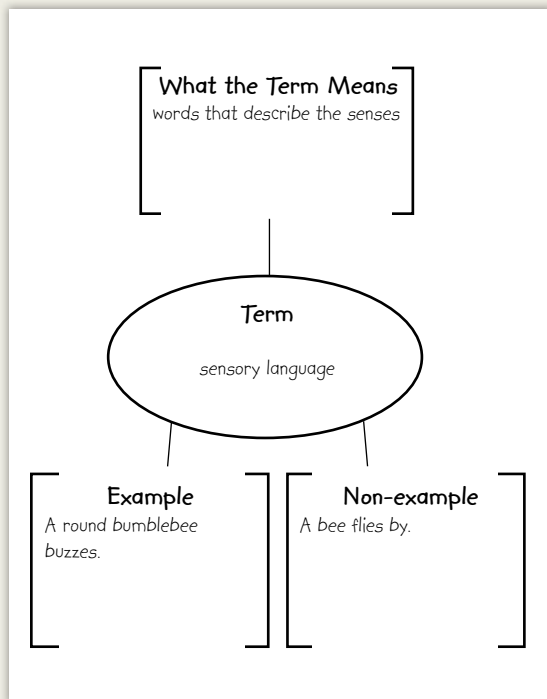
51 potatoes, 52 potatoes, 53 potatoes, 54.
 55 potatoes, 56 potatoes, 57 potatoes, more.
 I count sixty-seven, and our bucket is overflowing.



161

Anthology
 pages 160–161

Word Map



Mini Lesson

Identify Sensory Language

Use a Word Map to teach the term *sensory language*. Elaborate: *Authors use sensory language to help the reader imagine the story more clearly. They do this by including words that describe how things smell, taste, feel, sound, and look.*

Use **Student eEdition** page 160 to display the text “Some are small. Some are big. Some have funny faces.” Model identifying sensory language: *As I read this, I can picture all sizes and shapes of potatoes.* Explain that the sensory descriptions help readers imagine how the potatoes look.

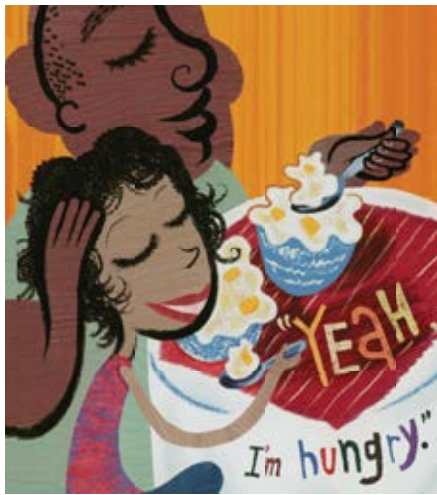
Read aloud the following phrases:

- *on a clear, cool September day*
- *in September*

Then ask: *Which phrase contains sensory language?* (on a clear, cool September day) *What senses does it describe?* (sight and touch)

To check understanding, have students explain “seven golden shapes” on page 159. (Possible response: seven yellow potatoes.) Have students find other examples of text that help them see and feel what is happening, such as:

- *sprouts were growing from their eyes*, page 152
- *like caterpillars unfolding*, page 154
- *as tall as my waist*, page 156



- 1** “All this from two old potatoes.”
 “Yes.” Dad rubs my head.
 “Ready to **dig into** the potatoes you grew?”
 “Yeah, I’m hungry.” ❖ **2**

In Other Words
 dig into eat

► **Before You Move On**

1. **Confirm Prediction** How many potatoes did you think the plants would **produce**? Did the number surprise you?
2. **Point of View** Who tells the story? How do you know?

162

Anthology page 162

Read and Build Comprehension Anthology pages 160–162

- 1 Make Inferences** ✓ *Is the girl surprised by the **growth** of the potatoes? How do you know?* (Possible response: I read that she started out with only two old potatoes. I know that sixty-seven potatoes is a lot more than two. And so, she must be surprised by how many potatoes she grew.)
- 2 Determine Sequence** ✓ *What is the last thing the characters do in the story?* (The girl and her dad eat the potatoes from their garden.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Sequence ✓

Check for accurate responses to all the questions about sequence.

If students have difficulty, have them work in small groups to page through the story and retell the events in order. Have students monitor each other to confirm that the sequence is correct.

OBJECTIVE: Make Inferences to Comprehend Literature ✓

Listen for references to text and personal knowledge as students respond to comprehension questions about making inferences.

If students have difficulty making inferences, reread page 162. Ask: *Is the girl happy at the end of the story? Make an **inference**, or guess, based on what you read and what you know.* (Possible response: She is smiling; it reminds me of how satisfied I feel when I enjoy something I worked hard for.)

Answers Before You Move On

1. **Confirm Prediction** Possible response: My prediction was a little high, but I was not too surprised by the number of potatoes because I saw the illustration of potatoes with the word “overflowing.”
2. **Point of View** The girl is telling the story. I know because she uses the words *my* and *I’m* to tell what happens to her.


Meet the Author


John Coy

When John Coy was eight he wrote a poem about an ice chunk! But now he writes about many different subjects.


Once, when Mr. Coy shared a big crop of his potatoes, a friend suggested he write about them. "Normally, when people suggest a topic I should write about, nothing comes of it," says Mr. Coy. "But the next day, I set my other work aside and started writing about potatoes."

How does he eat potatoes? He loves to mash them up with butter and a lot of milk, of course!





Carolyn Fisher drew John Coy using the same style as her drawings in the book. ▶

Writer's Craft 

Find places in the story where John Coy helps you see and feel what is happening. Then write your own sentences. Describe the way your favorite plant looks and feels.

163

Anthology page 163

Best Practices

Encourage Elaboration As students answer questions, use general prompts:

- *What do you mean by that?*
- *Can you give some details to explain what you mean?*
- *Can you make a connection to what someone else said?*

4 Meet the Author

Have students silently read the biography. Explain that John Coy writes about a variety of topics, such as basketball and riding in car.

After students read the biography, build comprehension:

- **Synthesize** *How does this information help you understand the story better?* (Possible response: I read that Mr. Coy wrote about potatoes the day after a neighbor suggested it. I also read the story "Two Old Potatoes" by Mr. Coy. I connect the ideas and conclude that "Two Old Potatoes" is the story he wrote about potatoes.)
- **Paraphrase Text** *What usually happens when friends suggest a topic to Mr. Coy? Use your own words to paraphrase what happens.* (Possible response: Mr. Coy does not write about the topics his friends suggest.)
- **Make Inferences** *Why do you think John Coy shares potatoes with his friend? Support your answers with information from the text and your own knowledge.* (Possible response: I read that Mr. Coy shared a big crop of potatoes. I know that people often share when they have too much of something. And so, he must have shared because he had too many potatoes to eat by himself.)
- **Ask Questions** *What questions could you ask John Coy about how he wrote the story?* (Possible responses: Did he have to do research to write about potatoes? How long did it take him to write the story?)

Writing

5 **Writer's Craft** *Anthology* page 163

Read aloud the instructions in the Writer's Craft feature on page 163. Clarify that each student will write several sentences that use sensory language to describe how a favorite plant looks and feels.

Review: *Authors use sensory language to help readers see, hear, smell, taste, and feel what they describe.* Model writing sentences that include descriptive, sensory language.

Think Aloud	Write
<i>First, I write about a favorite plant.</i>	The sunflower in the garden is my favorite plant.
<i>Then I add sensory language to tell how it looks and feels.</i>	The sunflower's face shines like a warm light over the cool garden. Its stalk feels thin and strong. The sunflower stands like a tower above other plants.

For **Writing Routine 2**, see page BP48.

Have partners brainstorm words and phrases that describe their favorite plant. Then have them work independently to write sentences with sensory language. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T141n

Daily Grammar ✓

Have a volunteer find a complex sentence on **Anthology** page 163. Then use pages T141o–T141p to practice conjunctions and complex sentences.

Daily Writing Skills ✓

Point out *when* and *now* in the first paragraph of **Anthology** page 163. Then use page T141r to have students practice revising for order of events.

Differentiate

SN Special Needs

ISSUE Students have difficulty writing coherent sentences.

STRATEGY Invite students to write their descriptions in phrases first, focusing on one sense at a time. Then have students revise the descriptions to create complete sentences.

AL Above Level

ISSUE Students have too many ideas for descriptions.

STRATEGY Encourage students to try out multiple versions of the same description using different sensory details. Students can then ask partners to recommend the most effective versions to use.

WRAP-UP

Remind students that the girl in "Two Old Potatoes and Me" is surprised to find so many new potatoes coming from two old potatoes. Ask: *In your reading today, were you surprised by anything about plants? How did the author help you understand what plants can produce?* Students can add their ideas to their unit concept maps.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Growing Plants

- ✓ Explain Text Structure: Sequence
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice Master PM3.5
- Sequence Chain: Practice Master PM3.6
- Fluency Practice: Practice Master PM3.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD Track 14

MATERIALS

timer • chart paper • markers

Power Writing

Have students write as much as they can as well as they can in one minute about the potato plants.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- | | |
|--|--------------|
| Recount Stories | CC.3.Rlit.2 |
| Refer to Parts of Stories | CC.3.Rlit.5 |
| Read and Comprehend Literature | CC.3.Rlit.10 |
| Read Orally with Expression on Successive Readings | CC.3.Rfou.4b |

Writing

- | | |
|--|-----------|
| Write Over Shorter Time for Specific Tasks | CC.3.W.10 |
|--|-----------|

Speaking and Listening

- | | |
|---|-------------|
| Come to Discussions Prepared and Draw on Information to Explore Ideas | CC.3.SL.1.a |
|---|-------------|

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.3.L.6 |
|--|----------|

WARM-UP

Remind students that “Two Old Potatoes and Me” is realistic fiction. Ask students what parts of the story are like things in real life, and what parts are fictional.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: *sequence, event, order, inference*. Point out the other Key Words on **Student eEdition** page 164. Then have students apply their knowledge of the Key Words to play a game called Picture It. Explain:

- *You will work in teams to choose a Key Word and decide how to show the word’s meaning in a drawing.*
- *Your group will choose one member of the group to draw. The other groups will take turns guessing the word.*
- *When a group guesses the Key Word correctly, it will receive 1 point. First group to collect 3 points wins!*

Key Words

blossom · characteristic · conditions
cycle · depend · event · growth
inference · order · produce · root
seed · sequence · soil · sprout

Arrange students in small groups, each with chart paper and a marker. Then have students play the game:

- Have teams plan. Then call on one of the groups to draw.
- Have other groups talk quietly. When they agree on the Key Word, they designate one member to raise his or her hand and give their answer.
- When a group guesses the Key Word correctly, award 1 point and have that group’s artist take the next turn. Continue until one group has collected 3 points.

For **More Vocabulary Routines**, see pages BP41–BP43.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.



Key Words

blossom	produce
characteristic	root
conditions	seed
cycle	soil
depend	sprout
growth	

Talk About It

1. What seems **realistic** about the story? Give two examples.

The story is realistic because _____.

2. Imagine you are the dad. **Give information** to the girl about the life **cycle** of a potato plant.

First, the plant has _____. Next, _____. Then, _____.

3. Potatoes grow underground. Name a food that grows above the ground. How is that food different?

A _____ plant is different from a potato plant. It grows _____. It has _____.

Learn test-taking strategies.
NGReach.com

Write About It

The girl worked with her dad to grow potatoes. What do you think the girl learned about the **growth** of a potato plant? Write two sentences. Use **Key Words** to explain your thinking.

I think the girl learned that _____.

164

Anthology page 164

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test Page T141m

Daily Grammar ✓

Remind students that complex sentences contain independent and dependent clauses. Then use page T141p to review and assess complex sentences.

Daily Writing Skills ✓

Help students find the examples of transition words on **Anthology** page 164. Then use page T141r to review and assess students' understanding of order of events and use of transition words.

Answers Talk About It

- 1. Realistic Fiction** The story is realistic because people can really grow potatoes in their gardens and the life **cycle** of the potato plant is true.
- 2. Give Information** First, the plant has **sprouts**. Next, the plant grows bigger and **produces blossoms**. Then the plants wither, but the potatoes are growing underground. Finally, the potatoes are ready to be dug up and eaten.
- 3. Compare and Contrast** Possible response: A tomato plant is different from a potato plant. It grows red tomatoes above the ground.

Academic Talk

2 Talk About It Anthology page 164

Have partners use the Key Words as they discuss the questions. Remind students to stay on topic when they provide details and elaborate on their answers, particularly for question 3.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM3.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 164

Read aloud the directions on page 164. Remind students to use the sentence frame to begin their sentences.

Model using Key Words as you write sentences:

- I think the girl learned that you can plant sprouting potatoes in **soil**.
- I think the girl learned that potato plants can **produce** many new potatoes.

Have students add their sentences to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "Two Old Potatoes and Me." Choose the best answer.

Sample

- What happens before the girl and her dad plant the potatoes?
 - A The potato plant turns brown.
 - B The girl finds two old potatoes.
 - C The girl digs up some potatoes.
 - D The potato plant grows violet blossoms.

- Why will the island be a good place for families to live?
 - A sunshine
 - B shade
 - C rocks
 - D insects

- Why does the girl carry a big bucket to the garden?
 - A There are so many potatoes.
 - B So she can give it to Grandpa.
 - C She has lots of tools to carry.
 - D They want to plant more potatoes.

Tell a partner how you used the strategy to answer the questions.

© Houghton Mifflin Harcourt Publishing Company
For use with TE p. T164 **PM3.5** Unit 3 | Life in the Soil

Differentiate

SN Special Needs

ISSUE Students seem overwhelmed by the number of steps they need to complete in the graphic organizer.

STRATEGY Help students focus on only one event at a time by having them write each event on a separate self-stick note. When they are done, they can confirm that the events are in the right order and use them to create the sequence chain.

EL English Learners

ISSUE Students lack the language skills to explain the sequence.

STRATEGY Have students draw cartoon strips that show the events in sequence. Below each cartoon, have students write brief captions to tell about the event.

AL Above Level

ISSUE Students have included more events than their sequence chain can show.

STRATEGY Have students review their events to see if any can be combined. Ask: *What happens after they water the sprouts?* (They pick weeds. They put compost on each hill. The plants grow bigger. The flowers blossom.) *That's right. They take care of the plants and the plants grow and blossom.*

Name _____ Date _____

Sequence Chain

"Two Old Potatoes and Me"

Make a sequence chain of "Two Old Potatoes and Me."

Use your sequence chain to retell the story to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T164a **PM3.6** Unit 3 | Life in the Soil

Comprehension

4 Sequence Anthology page 165

REVIEW Display **Student eEdition** page 165. Read aloud the instructions and the sample sequence chain. Explain that the entries in the circles tell the events of the story in the order they happened.

Remind students that when events happen in sequence, one event might happen because of the event before it. Read through the example events in the sequence chain. Explain: *The girl and her dad decide to plant potatoes because of the first **event** when the girl finds two potatoes with **sprouts**.*

Have partners work together to complete **Practice Master PM3.6**. Circulate and use the questions below to guide students in discussing how each event influences another event.

See **Differentiate**

Guiding Question	Next Event
<i>What do the father and daughter do after they plant the potatoes in the soil?</i>	3. They water the sprouts.
<i>What does the girl notice in May?</i>	4. In May, plants poke up
<i>What are the next events in the plant's life cycle?</i>	5. The plants grow blossoms. 6. Some plants turn brown. 7. The potatoes keep growing underground.

Check & Reteach

OBJECTIVE: Explain Text Structure: Sequence

Have students use their sequence chains to retell the story with a partner.

If students have difficulty, help them focus on the numbered events in the chart.

Ask: *What time-order words can you use to emphasize the order of events?* (first, next, then, in May, in June, in August, in September, Finally) Say: *Begin retelling each event using a time order word. For example: First, a girl finds two potatoes with **sprouts**.*

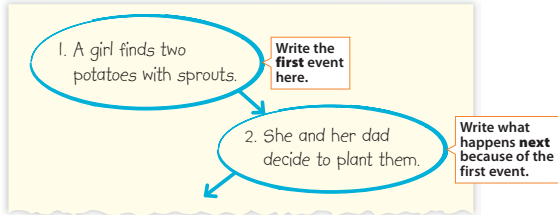
5 Fluency Anthology page 165

Have students read aloud the passage on **Practice Master PM3.7** or use the **Comprehension Coach** to practice fluency.

Sequence

Make a sequence chain to show what happens in "Two Old Potatoes and Me." Notice that some of the events in the sequence influence future events.

Sequence Chain



Now use your sequence chain as you retell the story to a partner. Use time-order words and **Key Words**. Record your retelling.

First, _____
Next, _____
Then, _____

Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with expression. Rate your reading.

Talk Together

What is amazing about how a potato plant grows? Draw a picture. Use **Key Words** as labels. Share your picture with the class.



NGReach.com Comprehension Coach

Check & Reteach


OBJECTIVE: Read with Fluency 

Monitor students' oral reading.

If students need additional fluency practice, have them read along with the **Fluency Models**.

6 Talk Together Anthology page 165

Have small groups discuss the question. Point out the Key Words on page 164 and remind students to refer to them as they write labels for their pictures. Invite volunteers to share their pictures with the class.



WRAP-UP

Remind students that they have been reading about the life cycle of potato plants. Have small groups share life cycles of other plants they have read about in their Small Group Reading books. Encourage students to use sequence words in their discussions.

Name _____ Date _____

Fluency: Practice Expression

"Two Old Potatoes and Me"

Use this passage to practice reading with proper expression.

"Gross." I tossed them in the trash. 7
"Wait," Dad said. "I think we can grow new potatoes with those. 19
I'll call your grandpa. He'll know." 25
Dad and I talked with Grandpa. Then we took the potatoes to the 38
sunniest spot in the garden. 43

From "Two Old Potatoes and Me," pages 152-153

Expression

- Does not read with feeling. Reads with appropriate feeling for some content.
 Reads with feeling, but does not match content. Reads with appropriate feeling for all content.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \frac{\text{words correct per minute (wcpm)}}{\text{words correct per minute (wcpm)}}$$

OBJECTIVES

Thematic Connection: Growing Plants

✔ Write Realistic Fiction: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.40

TECHNOLOGY ONLY

Sample Account: eVisual 3.5

Writing Trait: Organization: eVisual 3.6

Magazine Maker

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Write Narratives Using Descriptive Details	CC.3.W.3
Use Appropriate Development and Organization	CC.3.W.4
Plan, Revise, and Edit Writing	CC.3.W.5
Use Technology	CC.3.W.6
Write Over Extended Time Frames for Specific Tasks	CC.3.W.10
Language and Vocabulary	
Demonstrate Command of Grammar	CC.3.L.1
Produce Complex Sentences	CC.3.L.1.i
Demonstrate Command of Punctuation	CC.3.L.2
Use Knowledge of Conventions	CC.3.L.3

Write Realistic Fiction

Display and read aloud the prompt.

You are a fiction writer with a special love for gardens. Write a realistic short story that is about gardening or takes place in a garden.

Study a Model

Read Realistic Fiction

Explain: *Let's read one student's story.* Display and read aloud **eVisual 3.5**.



Sample Account

The Gloves

One morning, Jill ran into the backyard to help her mother in the garden. "Put on your gloves," her mother said. "I need you to pick some vegetables." Jill reached into the basket to grab her gloves. The basket was empty. Jill ran around the garden looking for her gloves. First, she searched inside the shed. Next, she searched the ground near a row of beans. To Jill's delight, the tomatoes were ripe. **She smiled and pulled a tomato off the vine.** Then she searched under the blueberry bush. She couldn't find the gloves anywhere! Suddenly, Jill heard a bark from the greenhouse. When she opened the door, she saw her dog, Buttons. He was using her gloves as a pillow!

[NGReach.com](#) Sample Account: eVisual 3.5



INTERACTIVE WHITEBOARD TIP: Underline the time-order words as you read them.

Review the Trait: Organization

Review the concept: *When a story is organized, the reader can easily follow the events in the order they happen. Time-order words help the reader understand the order of events.*

Display and read aloud **eVisual 3.6**.



Writing Trait: Organization

Writing that is organized

- tells the order in which things happen
- uses words such as *first*, *next*, and *then* to show the order of story events

[NGReach.com](#) Trait: Organization: eVisual 3.6



INTERACTIVE WHITEBOARD TIP: Circle each time-order word as you read it.

Display **eVisual 3.5** again. Ask: *What happened first?* (Jill ran into the backyard to help her mother.) *What happened next?* (She searched the garden for her gloves.) *What happened at the end?* (She found them in the greenhouse. Her dog had taken them.)



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (writer for a gardening magazine). Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

Role: Writer for a gardening magazine

Audience: Editor, magazine readers

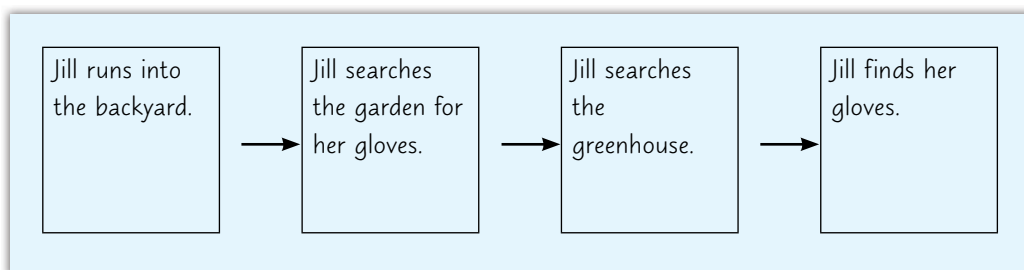
Form: Realistic fiction

Then have partners look at **Magazine Maker** photos of different types of plants and landscapes to help them get ideas for their stories. Encourage them to choose several photos that inspire ideas. Have students individually complete the RAFT by choosing a photo and a story topic that goes with it.



Get Organized

Review the sample: *In "The Gloves," the events are told in the order in which they happen. Presenting events in the way they happen is a good way to tell a story.* Display a sequence chain and review: *A sequence chain shows when events happen.* Model using the events from "The Gloves" to complete the sequence chain.



Sequence Chain

Have students use sequence chains to plan their stories. Remind them that a story has a beginning, middle, and end and that the events flow smoothly from one to the next.

Draft

Write Ideas

Have students begin their drafts by inserting the photographs they chose using **Magazine Maker**. Then have students draft their stories. Explain that they can be as creative as they like with their page layout by wrapping text around the photograph and using different fonts and colors for their writing. Remind students to focus on organization, especially the sequence of events, as they draft their stories.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty understanding sequence.

STRATEGY Discuss the steps students follow before leaving for school. Work with students by putting the steps into the sequence chain. Then have students describe what they do first, what they do next, and what they do last.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice Pages T141m–141n

Daily Grammar ✓

Point out the complex sentence in the last paragraph of the student sample. Then use pages T141o–T141p to have students practice using complex sentences.

Daily Writing Skills ✓

Point out the time-order words used throughout the student sample. Then use pages T141q–T141r to have students practice using order of events and transition words.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the stories using their own words and offer ideas to improve the organization. Use language frames.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • At the beginning of the story, _____. • Next, _____. • At the end, _____. 	<ul style="list-style-type: none"> • I am not sure what happened first: _____ or _____. <p>Can you add time-order words to make the order of events clearer?</p>

Make Changes

Have students revise their realistic fiction stories. Remind students to make sure their stories flow clearly from one event to the next. Point out that using time-order words such as *first*, *next*, and *then* can help readers follow the story.

Demonstrate how to insert transition words in **Magazine Maker**: Place the cursor on the text where you want to insert a word, and then type in the word.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Students use the same transition words over and over.

STRATEGY Challenge students to use additional transition words in their realistic fiction. They can use an online or print thesaurus to find different and more interesting synonyms for these signal words.

Student Sample: Revise

One morning, Jill ran into the backyard to help her mother in the garden.

Jill reached into the basket to grab her gloves. The basket was empty. The gloves were gone!

Put on your gloves," her mother said. "I need you to pick some vegetables."

Jill ran around the garden looking for her gloves. She searched inside the shed. She searched the ground near a row of beans. To Jill's delight, the tomatoes were ripe. She pulled a tomato off the vine. She searched under the blueberry bush. She couldn't find the gloves!

Jill heard a bark from the grenhouse. She opened the door. She saw her dog, Buttons. He was using her gloves as a pillow!

Sample Analysis

Some of these events are out of order. I need to fix that.

Once I put the events of the story in the right order, I can add time-order words to help the reader follow the flow of the story.



Edit and Proofread

Check the Realistic Fiction

Have students check their grammar and spelling, focusing on the Week 1 spelling words and complex sentences.

Student Sample: Edit and Proofread

One morning, Jill ran into the backyard to help her mother in the garden.

“Put on your gloves,” her mother said. “I need you to pick some vegetables.”

Jill reached into the basket to grab her gloves. The gloves were gone!

Jill ran around the garden looking for her gloves. First, she searched inside the shed. Next, she searched the ground near a row of beans. To Jill’s delight, the tomatoes were ripe. She smiled. She pulled a tomato off the vine. Then she searched under the blueberry bush. She couldn’t find the gloves!

Suddenly, Jill heard a bark from the greenhouse. When she opened the door, she saw her dog, Buttons. He was using her gloves as a pillow!

Sample Analysis

I’ll combine these two sentences into a complex sentence. This will make my writing more interesting. [place bracket around “She smiled. She pulled a tomato off the vine.”

I misspelled greenhouse. I’ll fix that.

Publish and Present

Make a Final Copy

Students can adjust the size of images, using **Magazine Maker**, by clicking on Photos and moving the Scale Image bar.

Share with Others

Invite volunteers to read their realistic fiction aloud. Say: *When you read aloud, it’s important to speak clearly and at an understandable pace.* Display the model story and read it aloud. Then have students publish a fiction magazine.

Have students add their stories to the Weekly Writing folders. Use the **Writing Rubric** to assess each story.

Student Sample: Publish

The Gloves

One morning, Jill ran into the backyard to help her mother in the garden. Put on your gloves,” her mother said. “I need you to pick some vegetables.” Jill reached into the basket to grab her gloves. The gloves were gone!

Jill ran around the garden looking for her gloves. First, she searched inside the shed. Next, she searched the ground near a row of beans. To Jill’s delight, the tomatoes were ripe. She smiled. She pulled a tomato off the vine. Then she searched under the blueberry bush. She couldn’t find the gloves!

Suddenly, Jill heard a bark inside the greenhouse. When she opened the door, she saw her dog, Buttons. He was using her gloves as a pillow!



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and purpose. -Details are accurate and relevant. -The writer is showing in-depth knowledge of the topic.	-Most of the writing has a clear structure and purpose. -The writing is smoothly and logically organized. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has a strong voice and style. -The writer’s tone is consistent and appropriate for the purpose and audience. -The writing is mostly in first person and uses a variety of sentence structures.	-Appropriate words were chosen to convey the writer’s message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer’s message. -Most language is used to convey the writer’s message. -The writer’s word choice is mostly accurate and appropriate for the purpose and audience.	-The writing is well organized and easy to follow. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has few errors in punctuation, grammar, capitalization, and spelling. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The best is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.
3	-Most of the writing has a clear focus and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-Most of the writing has a clear structure and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has a strong voice and style. -The writer’s tone is consistent and appropriate for the purpose and audience. -The writing is mostly in first person and uses a variety of sentence structures.	-Appropriate words were chosen to convey the writer’s message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer’s message. -Most language is used to convey the writer’s message. -The writer’s word choice is mostly accurate and appropriate for the purpose and audience.	-The writing is well organized and easy to follow. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has few errors in punctuation, grammar, capitalization, and spelling. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The best is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.
2	-The writing has a clear focus and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-Most of the writing has a clear structure and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has a strong voice and style. -The writer’s tone is consistent and appropriate for the purpose and audience. -The writing is mostly in first person and uses a variety of sentence structures.	-Appropriate words were chosen to convey the writer’s message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer’s message. -Most language is used to convey the writer’s message. -The writer’s word choice is mostly accurate and appropriate for the purpose and audience.	-The writing is well organized and easy to follow. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has few errors in punctuation, grammar, capitalization, and spelling. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The best is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.
1	-The writing does not have a clear focus and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-Most of the writing has a clear structure and purpose. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has a strong voice and style. -The writer’s tone is consistent and appropriate for the purpose and audience. -The writing is mostly in first person and uses a variety of sentence structures.	-Appropriate words were chosen to convey the writer’s message. -Language used is appropriate for the purpose and audience. -Many appropriate words were used to convey the writer’s message. -Most language is used to convey the writer’s message. -The writer’s word choice is mostly accurate and appropriate for the purpose and audience.	-The writing is well organized and easy to follow. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The writing has few errors in punctuation, grammar, capitalization, and spelling. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.	-The best is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand. -The writing is mostly in first person and uses a variety of sentence structures. -Most of the writing is presented in an orderly way, making it easy to follow. -The writing is easy to read and understand.

Week 1 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

✓ Explain Text Structure:
Sequence

✓ Make Inferences to
Comprehend Details

ASSESSMENTS

Reading Comprehension Test Unit 3, Week 1
Directions: Read the story. Then answer the questions about the story.
Caring for Okapis
All has moved to the Democratic Republic of the Congo with his father. They live right next to an okapi reserve, and All's father works there. All's father gives her some books to read about the okapis. She learns that an okapi has stripes on its back and like a zebra. The okapis eat leaves and berries.
All's father looks after the okapis with new babies. They are kept in a special area and the babies grow strong enough to join the herd. One day All meets a young man named Eya. He helps her father. "My friends and I go into the forest to get leaves," Eya tells All. "Then we feed the leaves to the animals."
All looks at her father with a question in her eyes. He knows All wants to join Eya's father and take her to the forest. The group walks a long way into the forest. They use sharp knives to cut lots of branches. It's hard work!
Later, All watches the okapis eat the leaves. She knows she wants to work with animals when she grows up.
A3.4 Unit 3, Life in the Wild

Reading Comprehension Test Unit 3, Week 1
1 What happens in the story right after All moves to the Democratic Republic of the Congo?
Ⓐ She reads about okapis.
Ⓑ She meets a man named Eya.
Ⓒ She joins a group to feed okapis.
Ⓓ She decides to help animals when she grows up.
2 What happens right after All joins the group to gather leaves?
Ⓐ She walks a long way into the forest.
Ⓑ She learns that an okapi has stripes like a zebra.
Ⓒ She moves to the Democratic Republic of the Congo.
3 What inference can you make from the story?
Ⓐ All has a pet okapi.
Ⓑ All has her own home.
Ⓒ All has lived in many countries.
Ⓓ All takes care of the baby okapis.
4 What is another inference you can make from the story?
Ⓐ Eya has cared for other kinds of animals.
Ⓑ Eya has learned about okapis from reading books.
Ⓒ Eya has taught All's father about the animals.
Ⓓ Eya cares about the okapis.
A3.5 Unit 3, Life in the Wild

Reading Strategy Assessment Unit 3
Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.
Ask: **What do you do with your own strategy?**
How does your strategy help you understand the text?
How did you use it?
Reading Strategy Rubric

Part Used	4	3	2	1	0
1. Read and think	4	3	2	1	0
2. Read and think	4	3	2	1	0
3. Read and think	4	3	2	1	0
4. Read and think	4	3	2	1	0

A3.30 Unit 3, Life in the Wild

Reading Comprehension Test
A3.4–A3.5
Reading Strategy Assessment
SG3.30–SG3.31

Fluency

✓ Expression
✓ Accuracy and Rate

Oral Reading Assessment Unit 3
Henry always had a big bag. The big bag of the moment was to be in the Guinness Book of World Records. This book has records, like the tallest tree, the largest cupcake, or the oldest person in the world. Henry wanted a world record. He wanted to grow the biggest Venus flytrap ever.
Henry loved Venus flytrap plants because they had leaves that formed little traps to catch bugs. As soon as a bug touched against the fly-trap, the trap would close up and catch the bug.
Henry began to research to see how to grow Venus flytrap plants. He got books and began to read books to find out how to grow them. He read in a few months, the plant grew taller than Henry. Things were going well. The world record would soon be his.
The plant kept growing and it was touching the top of his room. Henry could hardly move around. What the trouble was against the sky this time? "What the plant see him by mistake!"
Just then, he felt something touch his arm. Henry realized he had touched the plant. The trap snapped shut and started toward him. He heard a buzzing in his ear. Everything was happening too fast.
The buzzing stopped. Henry looked down at the fly on the plant. "I see you!" he said gently. "You seemed to be having quite a dinner."
Henry thought for a moment. Perhaps he would try for the "largest captured" record instead.
A3.1 Unit 3, Life in the Wild

Oral Reading Assessment Unit 3

Fluency	4	3	2	1	0
1. Read and think	4	3	2	1	0
2. Read and think	4	3	2	1	0
3. Read and think	4	3	2	1	0
4. Read and think	4	3	2	1	0

A3.2 Unit 3, Life in the Wild

Oral Reading Assessment Unit 3
Reading Rubric

Code	4	3	2	1
A	4	3	2	1
B	4	3	2	1
C	4	3	2	1
D	4	3	2	1

A3.3 Unit 3, Life in the Wild

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

✓ Use Domain-Specific Words
✓ Use Academic Words
✓ Spell Words with Long e, i, o
✓ Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 3, Week 1
Directions: Choose the answer that completes the sentence correctly.
1 This is a _____.
Ⓐ cycle
Ⓑ river
Ⓒ volubility
Ⓓ neighborhood
2 This is a _____.
Ⓐ gift
Ⓑ seed
Ⓒ solution
Ⓓ drought
3 This is a _____.
Ⓐ behavior
Ⓑ problem
Ⓒ supply
Ⓓ root
4 This is a _____.
Ⓐ kindness
Ⓑ food chain
Ⓒ difference
5 She digs in the _____.
Ⓐ balance
Ⓑ dust
Ⓒ salt
6 This is a _____.
Ⓐ river
Ⓑ duty
Ⓒ blossom
Ⓓ resource
A3.6 Unit 3, Life in the Wild

Vocabulary Test Unit 3, Week 1
7 _____ is how something looks like something else.
Ⓐ balance
Ⓑ benefit
Ⓒ drought
Ⓓ characteristic
8 When you _____ on something, you need it for support.
Ⓐ receive
Ⓑ decrease
Ⓒ understand
9 _____ of something is how much bigger a gets.
Ⓐ river
Ⓑ duty
Ⓒ action
Ⓓ growth
Ⓕ ecosystem
10 When weather _____, it is good. It will be a nice day.
Ⓐ conditions
Ⓑ problems
Ⓒ impacts
Ⓓ levels
Ⓕ decrease
A3.7 Unit 3, Life in the Wild

Spelling Words
Use these words and sentences for the weekly Spelling Pretest and Spelling Test.
Words with Long e, i, and o

1. armload	I had a full armload of apples, so I could not hold any more.
2. beaming	We finished our yard work, so now we feel carefree.
3. carefree	The beaming sun shone on the golden corn.
4. clover	The farmer smiled with delight at his healthy crops.
5. delight	Visiting the farm was an event I didn't want to miss.
6. event	One feature of an apple is its round shape.
7. feature	We twisted strong fiber into rope to hold up the tall plants.
8. fiber	The greenhouse has glass on all sides to let light into the plants.
9. greenhouse	Food from local farmers is fresher than food shipped from farther away.
10. local	Which garden plant has the strong odor I smell?
11. odor	Do you know that a greenhead is a weed in a field?
12. peanut	A parrot is a vegetable that grows under the ground.
13. potato	Tidal waves raised the water level so high we that could not cross the bridge.
14. tidal	A zebra is a horse-like animal with black and white stripes.
15. zebra	The cut on his foot will heal in time.
16. heal	The cut is right on the heel of his foot.
17. heel	He'll need to be more careful when he is cutting down the cornstalks.
18. he'll	

A3.40 Unit 3, Life in the Wild

Vocabulary Test
A3.6–A3.7
Spelling Pretest/
Spelling Test
T141m

Grammar and Writing

✓ Use Complex Sentences
✓ Order of Events

Writing, Revising, and Editing Test Unit 3, Week 1
Directions: Read the paragraph. Then answer the questions.
(I) I didn't know what to do when I first started growing a garden.
(2) There was so much to learn! (3) The plants didn't grow like the pictures in the gardening books. (4) I kept trying, though. (5) I really wanted to see plants grow. (6) I took a lot of time and a lot of work. (7) Then I was excited. (8) When the first green sprouts started to poke through! (9) What a wonderful sight! (10) I got some more seeds I can't wait!
1 What is the correct way to write sentence 1?
Ⓐ I first started growing a garden, I didn't know what to do.
Ⓑ When I first started growing a garden, I didn't know what to do.
Ⓒ When I first started growing a garden, I didn't know what to do.
Ⓓ I didn't know what to do. I first started growing a garden.
2 What is the correct way to write sentence 4 and 5?
Ⓐ I kept trying, though, I really wanted to see plants grow.
Ⓑ I kept trying, though. Because I really wanted to see plants grow.
Ⓒ I kept trying, though, because I really wanted to see plants grow.
Ⓓ I kept trying, although I really wanted to see plants grow.
A3.8 Unit 3, Life in the Wild

Writing, Revising, and Editing Test Unit 3, Week 1
3 What is the correct way to write sentence 10?
Ⓐ I can't wait! I got some more seeds.
Ⓑ I can't wait! I got some more seeds. I can't wait!
Ⓒ I can't wait! I got some more seeds. I can't wait!
Ⓓ I can't wait! I got some more seeds! I can't wait!
4 Write a paragraph to describe a chore you do at home or at school. Describe the steps you do in order. Underline the time-order words in your paragraph.
A3.9 Unit 3, Life in the Wild

Writing Rubric

Part Used	4	3	2	1	0
1. Read and think	4	3	2	1	0
2. Read and think	4	3	2	1	0
3. Read and think	4	3	2	1	0
4. Read and think	4	3	2	1	0

A3.40 Unit 3, Life in the Wild

Writing, Revising, and Editing Test
A3.8–A3.9
Writing Rubric
A3.40

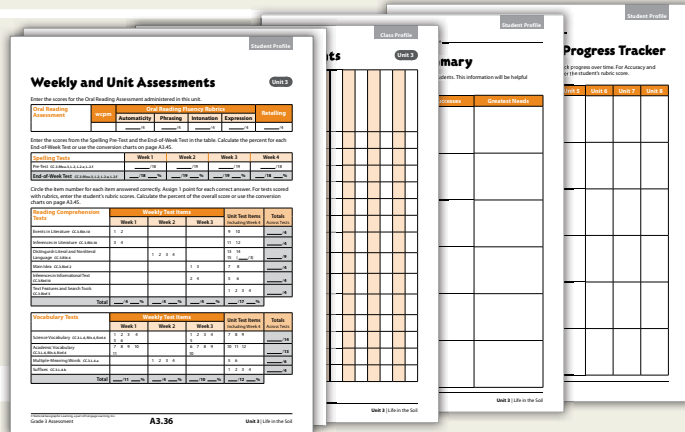


ExamView®



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A3.36–A3.37
- Class Profile: Weekly and Unit Assessments** A3.38
- Student Profile: Strengths and Needs Summary** A3.39
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

Sequence: Reteaching Master RT3.1

Make Inferences: Reteaching Master RT3.2

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

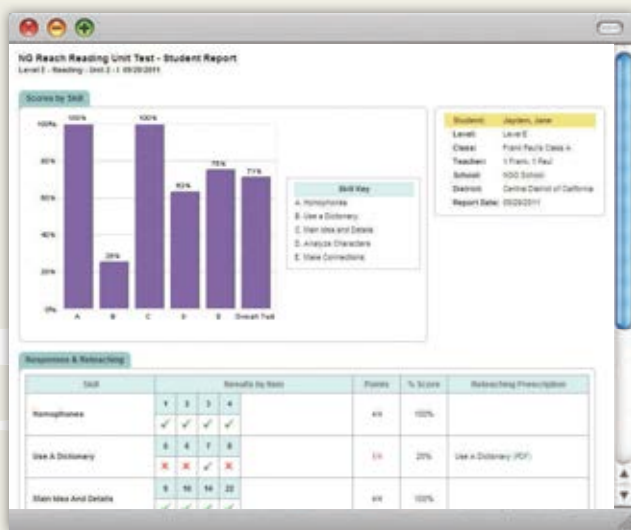
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



eAssessment™

ONLINE ONLY Automated Reports

- Student Profile: Weekly and Unit Tests**
- Class Profile: Weekly and Unit Tests**
- Standards Summary Report**

Vocabulary and Spelling

RETEACH

Vocabulary Routine 6, page BP40

Spelling and Word Work Routine, page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com

Daily Spelling Practice, pages T141m–T141n

Grammar and Writing

RETEACH

Complex Sentences: Anthology Handbook, page 582

Writing: Reteaching Writing Routine, page BP51

Writing: Organization: Reteaching Master RT3.3

ADDITIONAL PRACTICE

More Grammar Practice PM3.8

Daily Writing Skills Practice, pages T141q–T141r

Week 2 Planner

Online Lesson Planner
NGReach.com



✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 5–10 minutes	Listen and Comprehend Academic Talk CC.3.SL.1.c; CC.3.L.6 Discuss the Big Question T165s	Read and Comprehend Academic Talk CC.3.SL.1 Preview and Predict T166c
	Language and Vocabulary 15–25 minutes	Daily Spelling and Word Work CC.3.L.2 ✓ Pretest: Multisyllabic Words and Commonly Misspelled Words T165m Daily Grammar CC.3.L.1.b; CC.3.L.2 ✓ Count Nouns T165o Vocabulary Strategy CC.3.L.4; CC.3.L.4.a ✓ Multiple-Meaning Words T165s	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.f ✓ Practice T165m Daily Grammar CC.3.L.1.b; CC.3.L.2 ✓ More Count Nouns T165o Vocabulary Strategy CC.3.L.4; CC.3.L.4.a ✓ More Multiple-Meaning Words T166c
	Reading 20–40 minutes	Reading CC.3.Rlit.10 Read Aloud: Poem T166a Comprehension CC.3.Rlit.4; CC.3.Rlit.5 ✓ Evaluate Sensory Details T166a Fluency CC.3.Rfou.4 ✓ Model Phrasing T166a	Reading CC.3.Rlit.10 Read a Poem T167–T169 Comprehension CC.3.Rlit.4; CC.3.Rlit.5 ✓ Explain Sensory Details T167, T168–169 CC.3.Rlit.10 ✓ Make Inferences T168–169 
	Writing 15–45 minutes	Power Writing T165s CC.3.W.10 Daily Writing Skills CC.3.L.3.a ✓ Sensory Details T165q Writing CC.3.L.5; CC.3.W.10 Write with Sensory Language T166b Writing Project: Haiku CC.3.W.10 Study a Model T173i	Power Writing T166c CC.3.W.10 Daily Writing Skills CC.3.L.3.a ✓ Sensory Details T165q Writing CC.3.W.10 Write a Response T170–171 Writing Project: Haiku CC.3.W.3.d; CC.3.W.5; CC.3.W.10 Prewrite T173j
SMALL GROUP READING TIME		Read Science Articles	Read Fiction Books
Fiction & Nonfiction	20 minutes	Vocabulary CC.3.L.6 ✓ Learn Science Vocabulary SG11 Reading CC.3.Rinf.3; CC.3.Rinf.10 Explain the Relationship Between Events in a Text SG10 Build Comprehension SG11 	Vocabulary CC.3.L.6 Learn Story Words SG12–SG13 Reading CC.3.Rlit.10 Introduce SG12–SG13 Read SG14–SG15 Make Inferences SG14–SG15 ✓ Sensory Details SG14–SG15 
		LEARNING STATION TIME/DAILY PHONICS INTERVENTION	
20 minutes		Speaking and Listening T165i CC.3.SL.1; CC.3.SL.1.a; CC.3.SL.1.d; CC.3.L.6 Language and Vocabulary T165i CC.3.L.6 Writing T165i CC.3.Rinf.5; CC.3.W.8; CC.3.W.10 Cross-Curricular T165j CC.3.W.2; CC.3.W.2.a; CC.3.W.8 Reading and Intervention T165j CC.3.Rinf.10; CC.3.Rfou.3; CC.3.SL.1 Daily Phonics Intervention T165k–T165l CC.3.Rfou.3.c; CC.3.Rfou.3.d; CC.3.L.2.e; CC.3.L.2.f	

BIG Question What is so amazing about plants?

Day 3

Read and Comprehend


Academic Talk CC.3.SL.1
Talk Together T172

Daily Spelling and Word Work CC.3.L.2.e; CC.3.L.2.g
 Practice T165n
Daily Grammar CC.3.L.1; CC.3.L.1.b; CC.3.L.2
 Plural Nouns T165p, T173

Vocabulary Review CC.3.L.6
Review Science and Academic Vocabulary T171a

Reading CC.3.Rlit.10
Reread a Poem T171a

Comprehension CC.3.Rlit.5
 Compare Genres T171a



Fluency CC.3.Rfou.4
 Practice Phrasing T172

Power Writing T171a CC.3.W.10
Daily Writing Skills CC.3.L.3.a
 Sensory Details T165r

Writing CC.3.L.1; CC.3.L.3
Write to Reinforce Grammar T173

Writing Project: Haiku CC.3.W.3.d; CC.3.W.5; CC.3.W.10
Draft T173j

Day 4

Read and Comprehend

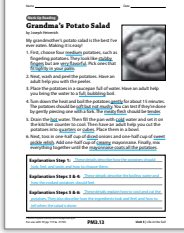
Academic Talk CC.3.SL.4
Give Instructions T173d

Daily Spelling and Word Work CC.3.L.2
 Practice T165n
Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.2
 Grammar and Writing T165p

Vocabulary Practice CC.3.L.4; CC.3.L.4.a
 More Multiple-Meaning Words T173c

Reading CC.3.Rinf.10
Read Recipes T173a

Comprehension CC.3.Rinf.3
 Evaluate Sensory Details T173a



Fluency CC.3.Rfou.4.b
 Model and Practice Phrasing T173b

Power Writing T173c CC.3.W.10
Daily Writing Skills CC.3.L.3.a
 Sensory Details T165r

Writing CC.3.W.10
Write Instructions T173d

Writing Project: Haiku CC.3.W.5; CC.3.W.10; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.b; CC.3.L.2; CC.3.L.3
Revise; Edit and Proofread T173k–T173l

Day 5

Review and Apply

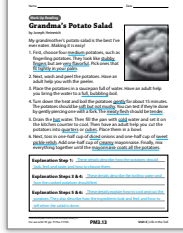
Academic Talk CC.3.SL.4
Relate Readings to the Big Question T173h

Daily Grammar CC.3.L.1; CC.3.L.2
 Review T165p

Vocabulary Practice CC.3.L.4; CC.3.L.4.a
 Multiple-Meaning Words T173e

Reading CC.3.Rinf.10
Reread Recipes T173g–T173h

Comprehension CC.3.Rinf.3; CC.3.Rinf.9
 Determine Sequence T173f
 Compare Sequence T173g



Power Writing T173e CC.3.W.10
Daily Writing Skills CC.3.L.3.a
 Sensory Details T165r


Writing CC.3.W.10
Write About Sensory Language T173g

Writing Project: Haiku CC.3.W.10
Publish and Present T173l

Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG12–SG15


Reading CC.3.Rlit.10; CC.3.Rlit.4; CC.3.L.5
Introduce SG14–SG15
Read and Integrate Ideas SG14–SG15
Make Inferences SG14–SG15
 Sensory Details SG14–SG15



Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG14–SG15

Reading CC.3.Rlit.10; CC.3.Rlit.4; CC.3.L.5
Introduce SG14–SG15
Read and Integrate Ideas SG14–SG15
Make Inferences SG14–SG15
 Sensory Details SG14–SG15


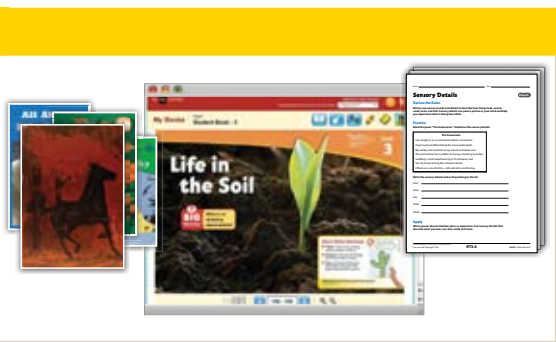


Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG12–SG15

Reading CC.3.Rlit.10
Connect Across Texts SG15

Writing CC.3.W.2
Choose a Writing Option SG14–SG15

ASSESSMENT & RETEACHING

Assessment and Reteaching T173m–T173n

- Reading Comprehension Test A3.10–A3.11 CC.3.Rlit.4
- Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10
- Oral Reading Assessment A3.1–A3.3 CC.3.Rfou.4
- Vocabulary Test A3.12 CC.3.L.4; CC.3.L.4.a

- Spelling Test: Multisyllabic Words and Commonly Misspelled Words T165m CC.3.L.2
- Writing, Revising, and Editing Test A3.13–A3.14 CC.3.W.5; CC.3.L.1; CC.3.L.1.b; CC.3.L.2

Reteaching Masters RT3.4–RT3.6

Week 2 Learning Stations

Speaking and Listening

Option 1: Describe Steps in a Recipe

Then, you add the sugar...

PROGRAM RESOURCES Family Newsletter 3

Have students describe the steps in a recipe.

- Gather the recipes shared in the Family Newsletter. Have students choose one.
- Have students take turns describing, in sequence, the steps in their chosen recipes.
- Encourage students to respond to one another's choices.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Explain Ideas and Understanding	CC.3.SL.1.d
Use Words that Signal Spatial and Temporal Relationships	CC.3.L.6

Option 2: Describe Plants



Have students watch the video "Plants" and discuss sequences in plant life cycles.

- Have students go to Resources > Unit 3 > Learning Stations > Week 2 > Plants.
- Allow partners to choose a sequence to describe to another pair: photosynthesis, the food chain, or plant reproduction.

Draw on Information to Explore Ideas	CC.3.SL.1.a
Use Words that Signal Spatial and Temporal Relationships	CC.3.L.6

Language and Vocabulary

Key Words

blossom · characteristic · conditions · cycle · depend
event · growth · interference · order · produce
realistic · root · seed · sequence · soil · sprout

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Acquire and Use Conversational, Academic, and Domain-Specific Words CC.4.L.6

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

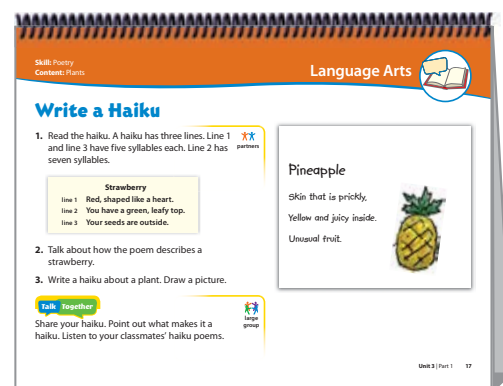
Have students expand word knowledge:

- Under Add Definition, have students add new definitions for each Key Word.
- Under Add More Information > Related Words, have students add the plural form of each noun.

Acquire and Use Conversational, Academic, and Domain-Specific Words CC.3.L.6

Writing

Option 1: Write a Haiku



PROGRAM RESOURCES & MATERIALS

Language and Literacy Activities: Card 17
Teacher's Guide on NGReach.com

Write Over Shorter Time for Specific Tasks CC.3.W.10

Option 2: Create a Photo Essay



PROGRAM RESOURCES

Digital Library: Images for "plants"

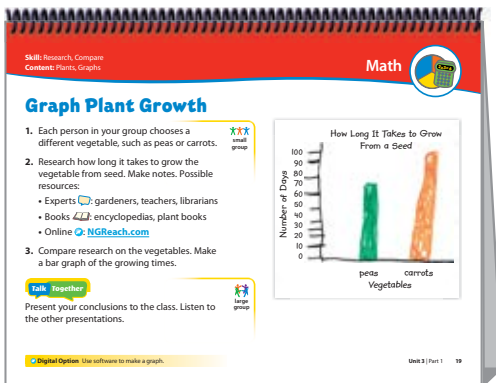
Have students create a short photo-essay.

- Tell students to choose two or three photos of plants from the Digital Library and write captions for the photos.
- Have them write a title for their photo-essays.
- Students can share their completed photo-essays with the class.

Use Search Tools CC.3.Rinf.5
Gather Information CC.3.W.8

Cross-Curricular

Option 1: Graph Plant Growth



Graph Plant Growth

- Each person in your group chooses a different vegetable, such as peas or carrots.
- Research how long it takes to grow the vegetable from seed. Make notes. Possible resources:
 - Experts: gardeners, teachers, librarians
 - Books: encyclopedias, plant books
 - Online: NGReach.com
- Compare research on the vegetables. Make a bar graph of the growing times.

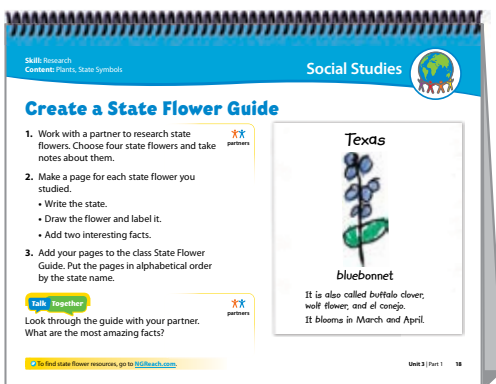
How Long It Takes to Grow From a Seed

Vegetable	Number of Days
peas	20
carrots	70

PROGRAM RESOURCES
Cross-Curricular Teamwork Activities: Card 19
Teacher's Guide on NGReach.com
Student Resources Directory

Include Illustrations CC.3.W.2.a
 Gather Information and Take Notes CC.3.W.8


Option 2: Create a State Flower Guide



Create a State Flower Guide

- Work with a partner to research state flowers. Choose four state flowers and take notes about them.
- Make a page for each state flower you studied.
 - Write the state.
 - Draw the flower and label it.
 - Add two interesting facts.
- Add your pages to the class State Flower Guide. Put the pages in alphabetical order by the state name.

Texas



bluebonnet

It is also called buffalo clover, wolf flower, and el conejo. It blooms in March and April.

PROGRAM RESOURCES
Cross-Curricular Teamwork Activities: Card 18
Teacher's Guide on NGReach.com
Student Resources Directory

Write Informative/Explanatory Text to Convey Information CC.3.W.2
 Include Illustrations CC.3.W.2.a
 Gather Information CC.3.W.8

Reading

Option 1: Make Inferences



NGReach.com Student Resources

Have students read an online article about meat-eating plants and make inferences.

- Have students go to Resources > Unit 3 > Learning Stations > Week 2 > Chomp! Meat-Eating Plants and read the article.
- Instruct small groups to discuss the question: *Why do you think Lisa Van Cleef wants people to be passionate about plants?*

Read and Comprehend Informational Text CC.3.Rinf.10

Option 2: Discuss Native Plants



NGReach.com Student Resources

Have students compare an online article about native plants to "America's Sproutings."

- Go to Resources > Unit 3 > Learning Stations > Week 2 > Green Invaders.
- Have partners discuss why native plants are better to plant than plants from another environment.

Read and Comprehend Informational Text CC.3.Rinf.10
 Discuss Topics, Expressing Ideas Clearly CC.3.SL.1

Intervention

Phonics Games

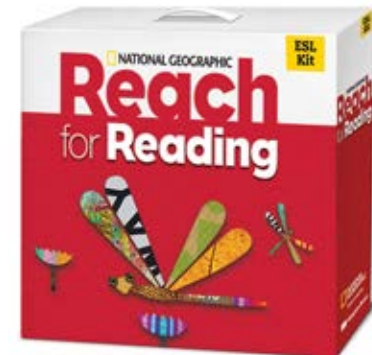


NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3
 For Reteaching Masters, see pages RT3.4–RT3.6.

Additional Resources

ESL Instruction



ESL Teacher's Edition pages T166a–T174h

Week 2 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Agriculture and Crops

Develop Phonological Awareness

Use Word Patterns to Decode Words

Divide Words into Syllables

Decode Multisyllabic Words

Build Reading Fluency

Concepts of Print

Teach

Day 1



PROGRAM RESOURCES

Word Builder: Transparency 32

Reach into Phonics

Lesson 34, pages T58–T59

Word Patterns; Multisyllabic Words

Follow Lesson 34 to teach word patterns and how to use word patterns to decode multisyllabic words. Guide students through **Transparency 32**.



NGReach.com Word Builder: Transparency 32

Practice

Day 2



PROGRAM RESOURCES

Word Builder: Transparency 33

Word Builder: Transparency 34

Decodable Reader: *A City Food*

Festival Practice Book, page 147

Reach into Phonics

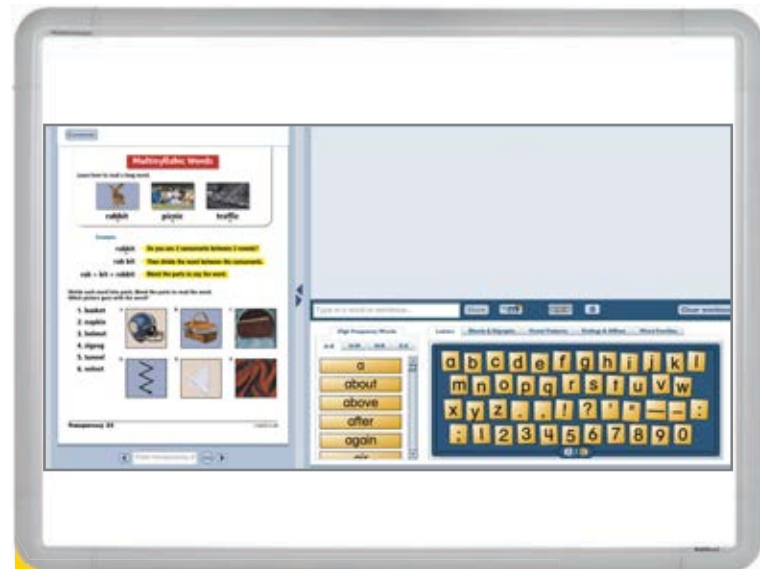
Lesson 35, pages T60–T61

Lesson 36, pages T62–T64

Multisyllabic Words

Follow Lesson 35 to review and practice how to decode multisyllabic words using word patterns. Guide students through **Transparency 33** and **Transparency 34**. Use **Reading Routine 3** to guide students as they read Decodable text.

For **Reading Routine 3**, see *Reach into Phonics* page ix.



NGReach.com Word Builder: Transparency 33

Build Reading Fluency

Provide students with the **Decodable Reader**, *A City Food Festival*. Then follow Lesson 36.





COMMON CORE STANDARDS

- Use Conventional Spelling CC.3.L.2.e
- Use Spelling Patterns and Generalizations CC.3.L.2.f
- Decode Multisyllabic Words CC.3.Rfou.3.c

Read Grade-Appropriate Irregularly Spelled Words CC.3.Rfou.3.d

Mystery Word

Day 3



Option 1

MATERIALS

index cards, 8 per student

Prepare

- Display the words in the word bank below. Have partners collaborate to write each word on an index card.
- Next, have partners collaborate to write a short phrase containing the word on the back of each of two cards, leaving a blank in place for the middle consonants. Display examples:
a pi ___ ic lunch; eat with cho ___ icks.
- Then have each partner complete the remaining cards individually, with each partner completing 7 cards.

picnic	rabbit	helmet	happen	muffin	napkin
basket	hammer	address	mattress	zigzag	mitten
pencil	bookshelf	scatter	chopsticks		

Play a Game

- Partners trade cards and add the missing consonants in the VCCV or VCCCV word patterns without looking at the spelling of the word on the other side. Then have students mark where the syllable divides.
- When both partners are finished, students take turns holding up cards and reading phrases to each other.

Bingo!

Day 3



Option 2

MATERIALS

32 squares of colored paper, each about 2 inches square

Prepare

- Have students play in groups of three with one student as the game host. The other students each make a bingo card by folding a sheet of paper in half twice horizontally and vertically to create 16 squares.
- Have the game host read aloud the words from the word bank below, one at a time. As the host reads each word, players print the word in an empty square on the bingo card in random order.

enough	find	first	love	more	move
all	want	next	new	devise	
powder	second	there	something	people	

Play a Game

- Tell the game host to read each word in a different order than before.
- The first player to find the word on his or her card reads the word aloud. Each player who says the word correctly places a colored square over the word.

Word Scramble

Day 4



MATERIALS

scissors • timer • index cards, 5–7 per student • dictionary

Prepare

- Display the VCCV and VCCCV syllabicated words from the word bank below.

prob/lem	sub/ject	hap/pens	pat/tern
tum/ble	hun/dred	rest/less	con/flict

- Assign 5–7 words with word patterns to each student in the group. Have students print the words on index cards.
- Have students cut the words into syllables. Have students use their knowledge of consonant blends and word patterns to determine where to cut, then check the dictionary.

Play a Game

- Have students mix up their syllables and give them to a teammate.
- Say, *In five minutes, unscramble and form as many words as possible.*

Review

Day 5



PROGRAM RESOURCES

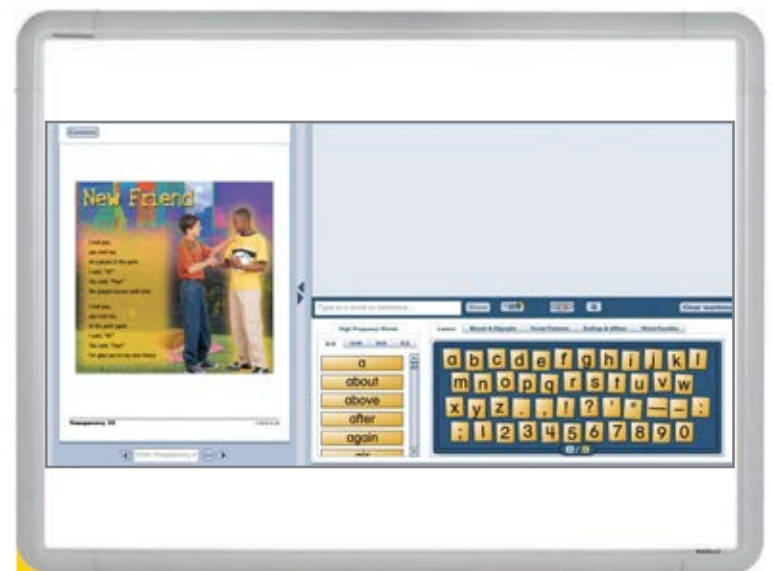
Word Builder: Transparency 35

Reach into Phonics

Lesson 37, pages T65

Review

Follow Lesson 37 to review words with long *e*, *i*, *o*, and how to use word patterns to decode multisyllabic words. Use **Transparency 35**.



NGReach.com Word Builder: Transparency 35

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Agriculture and Crops

- ✔ Spell Multisyllabic Words
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Multisyllabic Words

1. autumn	Autumn is the time of year between summer and winter.
2. bamboo	Those tall plants with woody stems are bamboo plants.
3. couple	A couple of apple trees are the only two trees left.
4. entrance	They opened the gate at the entrance to let us in.
5. familiar	Corn is a familiar plant that most of us know and like.
6. greenery	We bought plants to add greenery to our home.
7. hobby	As a hobby , we enjoy spending time gardening.
8. magnify	We'll magnify the seed to a bigger size to see its features better.
9. ordinary	On an ordinary day, a farmer does the usual chores.
10. poison	Some farmers spray poison to kill insects.
11. powder	The seeds were ground to fine bits like a powder .
12. properly	We learned the correct way to spray plants, so we could do it properly .
13. recognize	I recognize these beans because I have seen them before.
14. scatter	A strong wind can scatter seeds everywhere.
15. separate	We separate pea and corn plants into rows to keep them apart.

Watch-Out Words

16. berry	He ate the juicy purple berry , but kept the seeds.
17. bury	He wants to bury the seeds in the dirt.
18. beet	I added thick, round slices of beet root to the soup.
19. beat	Then I beat two eggs until they were mixed together.

Sound Out Syllables

Day 2



Option 1

MATERIALS

four different colors of paper, scissors, and dictionary, one each per pair of students

Teach

Display and pronounce the words *bamboo* and *magnify*. Clap as you say each syllable. Explain: *Bamboo has two word parts, or syllables. Listen for the vowel sound in each syllable: bam boo.* Draw a line between syllables.

Prepare

Have partners cut rectangles of four different colors of paper about 1-1/2 x 2 inches each in size.

Play a Game

- Tell Partner A to print the first spelling word in evenly spaced big block letters (about 1/2 inch tall each) and draw boxes around the syllables, consulting a dictionary as needed.
- Have partners read the word aloud quietly and place a different color rectangle over each syllable.
- Have partners write the covered word from memory, take off the squares to check their spellings, and spell the word aloud again.
- Partner B writes the second spelling word, and partners repeat the process for each of the first 15 words.

Apply Phonics and Word Analysis Skills
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2.f

Power Up!

Day 2



Option 2

Visualize

Have each student write six of his or her most challenging spelling words and then visualize the words. Explain:

- *Say the word as you look at it.*
- *Close your eyes and visualize the letters in the word.*
- *Open your eyes and write the word from memory.*
- *Check your spelling and write the word again.*
- *Write a sentence that includes the spelling word.*

Use Conventional Spelling

CC.3.L.2.e



Oh, No!

Day 3



Option 1

MATERIALS

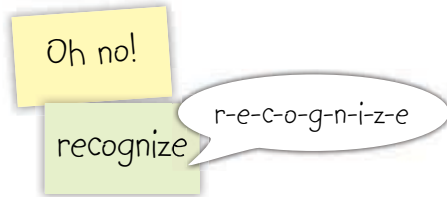
index cards, 19 per student • timer

Prepare

Arrange two pairs of students in a group of four. Have each pair collaborate to write each spelling word on a separate card so that the group ends up with two cards for each spelling word. Then have the group write "Oh, no!" on the two remaining cards.

Play a Game

- Have groups shuffle all the cards, including the "Oh no!" cards, place them face down. Set the timer for 10 minutes.
- Have players take turns selecting a card and reading it aloud to the player on his or her right.
- That player spells the word. If it is correct, the speller keeps the card. If not, it goes back in the stack.
- If a student draws an "Oh no!" card, all of his or her cards go back.
- When time is called, the player with the most cards wins.



Use Conventional Spelling

CC.3.L.2.e

Use a Dictionary

Day 3



Option 2

MATERIALS

index cards, 9 or 10 per team • dictionary, one per team

Prepare

- Form two teams and give each team 9 to 10 of the spelling words. Have each team write each of its spelling words on a separate card.
- Have team members look up each word in a dictionary and write its definition on the back of the card.

Play a Game

- Join the teams back together and place all 19 cards on a table with the definitions visible.
- Have the teams take turns picking up a card, reading the definition, and stating and spelling aloud the word that goes with it.
- Have team members check one another's spelling. If a student names and spells a word correctly, his or her team keeps the card. If a student does not, the card goes back.
- Play continues until all words have been spelled correctly.

Use Conventional Spelling
Consult References

CC.3.L.2.e
CC.3.L.2.g

Fill in the Blank

Day 4



Option 1

MATERIALS

index cards, 19 per pair of students • vinyl sleeve and eraser, one per pair

Prepare

- Arrange students in pairs and have each partner write a sentence for nine or ten spelling words, leaving a blank for the word. Tell each partner to choose different words and write each sentence on a separate card.
- Have partners shuffle the cards and put them in a stack.
- Tell partners to put one sentence at a time in the sleeve.

Play a Game

- Have partners take turns writing a missing word in a sentence and checking the spellings for accuracy.
- If the word is spelled correctly, the student gets a point. If not, the card goes back into the stack.
- Have students play until all the sentences have been correctly completed with words correctly spelled. The partner with more points is the winner.

Demonstrate Command of Spelling

CC.3.L.2

Story Time

Day 4



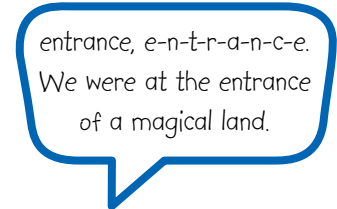
Option 2

Prepare

Tell students to collaborate to write and cut apart a list of the spelling words. Have them put each word slip in a container and take turns pulling out a word until all words are taken.

Tell a Story

- Students decide who goes first, and the first person uses one of his or her spelling words to begin a story. Have the student first pronounce the word, spell it, and then use the word in a story-starter sentence.
- The next student chooses one of his or her word slips, pronounces the word, and spells it. Then he or she uses the word to add a sentence to the story.
- Allow student to skip a turn or trade words. Have them continue the story until all words are used.



Demonstrate Command of Spelling

CC.3.L.2

Week 2 Daily Grammar

OBJECTIVES

Thematic Connection: Agriculture and Crops

Use Count Nouns

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Form and Use Plural Nouns

CC.3.W.5

CC.3.L.1

CC.3.L.1.b

Day 1

PROGRAM RESOURCES

Count Nouns: eVisual 3.10

Game: Practice Master PM3.9

MATERIALS

coin for game, one per pair of students

• eraser, paper clip or other small object,

one per student

Teach the Rules

Use the suggestion on page T166b to introduce count nouns.

Say: *Most nouns name things that can be counted,*

Count Nouns

A **singular noun** names one person, place, or thing. A **plural noun** names more than one.

Add **-s** to most nouns to show more than one.

sprout → sprouts
hand → hands

Add **-es** to nouns that end in **ch, sh, ss, x, z**, and sometimes **o**.

lunch → lunches
wish → wishes
mess → messes
box → boxes
buzz → buzzes
potato → potatoes

NGReach.com Count Nouns: eVisual 3.10

Play a Game

Distribute **Practice Master PM3.9** and have pairs of students follow the directions to play the game.

Name _____ Date _____

Grammar Game
How Many?

Directions:

1. Play with a partner.
2. Use an eraser, paper clip, or other small object as a game piece.
3. Flip a coin to move:
Heads = 1 space forward Tails = 2 spaces forward
4. Read the noun aloud. Say the plural form and then spell it. If your partner agrees that you are correct, stay on your new space. If you don't, go back one space.
5. Take turns. The first player to reach the END wins!

basket	waltz	wish	stream	miss	END
fox					
coach					
glass	field	sash	building	class	garden
					potato
					bench
BEGIN	farmer	bush	mountain	fox	plant

NGReach.com Practice Master PM3.9

Differentiate

EL English Learners

ISSUE Spanish plurals are formed by adding **-s** to nouns ending in a vowel and **-es** to nouns ending in a consonant.

STRATEGY Have students first identify the consonant or vowel at the end of each word. Display **eVisual 3.10** to refer to as they play.

Day 2

PROGRAM RESOURCES

More Count Nouns: eVisual 3.15

Game: Practice Master PM3.10

MATERIALS

markers for tossing game

Teach the Rules

Use the suggestion on page T170 to review plural count nouns.

Then use **eVisual 3.15** to teach the rules for forming plurals with nouns that end in **y**.

More Count Nouns

For count nouns that end in a **consonant** plus **y**, change the **y** to **i** and add **-es**

baby → babies
cherry → cherries

For count nouns that end in a **vowel** plus **y**, just add **-s**.

cowboy → cowboys
day → days

NGReach.com More Count Nouns: eVisual 3.15

Play a Game

Distribute **Practice Master PM3.10** and have pairs of students play the game.

Name _____ Date _____

Grammar Game
Toss and Spell

Directions:

1. Play with a partner. Take turns tossing a game marker into one of the word squares.
2. Write the plural form of the noun on another paper. Check the spelling. If it is correct, write your initials in the square.
3. Each partner takes six turns. Then you each count all of the squares with your initials. Who has more?

berry	Friday	story
chimney	penny	family
cherry	valley	monkey
activity	turkey	dictionary

NGReach.com Practice Master PM3.10

Differentiate

SN Special Needs

ISSUE Students are confused by the rules that involve changing a base word so they cannot play successfully.

STRATEGY Provide slips of paper for students to use to manually form the spelling changes. For example, have students make a slip for each of these: *famil / y / i / es*. Help students form the word *family* with *famil* and *y*. Have them remove the *y*, replace it with *i*, and add *es*.



Demonstrate Command of Spelling

CC.3.L.2

Day 3

Review the Rules

Use **Anthology** page 173 to review plural nouns. Then, copy and display the chart to extend the concept.

Singular	Plural	Singular	Plural
Luong	Luongs	Bush	Bushes
Chou	Chous	Jones	Joneses
Murphy	Murphys	Maddox	Maddoxes
Russo	Russos	Sanchez	Sanchezes

Review: *Many plural nouns are formed by adding -s or -es. For nouns ending in consonant -y, change i to y and add -es. Explain that proper nouns form plurals too, but we don't change the y to i when adding -es. Explain: We never change the base spelling of a proper name. We just add -s or -es, depending on the final consonant. If the last name ends in ch, sh, ss, x, z, or s /z/, we add -es.*

Play a Game

Have small groups play a game to plan a neighborhood block party. Have them list all of the families who will come and all the foods they will bring to share. Tell them that all the names and all of the foods on their lists have to be in plural form.

Families	Food
Thimmeses	Pastas
Chiangs	Strawberries
Sotas	mangoes
O'Briens	juices

Have small groups compare their lists, checking each other's spellings. The group with the most correct spellings wins.

Differentiate

BL Below Level

ISSUE Students may over-generalize plural rules for common nouns and attempt to apply them to proper nouns.

STRATEGY Have students create note cards that state the rules they have learned this week and use them as they work. Have students refer to their cards as they play the game.

Day 4

PROGRAM RESOURCES Grammar and Writing: Practice Master PM3.15

Grammar and Writing

Distribute **Practice Master PM3.15**. Have students use editing and proofreading marks to correct errors with count nouns.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of singular and plural count nouns
- correct use of punctuation

Editing and Proofreading Marks	
^	Add.
↵	Take out.
^	Add comma.
^	Add period.

Joni and Wes Smith moved here from two valleys east to start a new farm. Ralph and Rita Lopez stopped by to welcome them. When they did, the Lopez were surprised by what they saw. Ralph asked, "How do you plow your fields with donkeys instead of tractors?" Wes explained, "We just like having animals instead of machines." The two families sat on benches in the garden. Rita saw baskets of fruits. "What are these berries?" she asked. "Those are actually tiny tomatoes," said Joni. Then Ralph saw some bushes filled with bright orange peppers. "What kind of peppers are those?" he asked. "Very hot ones!" said Wes. Everyone laughed. When Ralph and Rita left, the Smiths handed them two boxes of the strange new foods.

For use with TEa, T165p. PM3.15 Unit 3 | Life in the Soil

NGReach.com Practice Master PM3.15

Day 5

PROGRAM RESOURCES Writing, Revising, and Editing Test: Assessment Masters A3.13–3.14

Review and Assess

Display the chart below. Challenge individuals to write as many plural nouns as they can for each column in two minutes. Have partners compare lists. Then have each student choose a word from each category and write sentences with the words.

-s	-es	consonant-y y to i and add -es	vowel-y just add -s

Administer the **Writing, Revising, and Editing Test**.

Week 2 Daily Writing Skills

OBJECTIVE

Thematic Connection: Agriculture and Crops

✔ Use Sensory Words and Phrases

COMMON CORE STANDARDS

Write Narratives Using Descriptive Details
Choose Words for Effect

CC.3.W.3
CC.3.L.3.a

Introduce Sensory Details

Day 1



PROGRAM RESOURCES

Sensory Details: eVisual 3.11

Teach the Skill

Display eVisual 3.11.



Sensory Details

In the morning, I walked along the beach. The soft sand squished between my toes. The cool wind blew through my soft hair. It carried the smell of coconut suntan lotion. I stopped to watch the waves pound and crash against the rocky shore. As I turned to walk home, I could still taste the salt of the ocean water on my tongue.

NGReach.com

Sensory Details: eVisual 3.11



INTERACTIVE WHITEBOARD TIP: Underline the sensory details as you read them.

Chorally read the passage. Then, explain: *Sensory details tell how things look, smell, sound, taste, and feel. Sensory details help the reader visualize the writer's ideas.*

Read the second sentence of the passage. Explain: *This line helps me feel the soft sand as it squishes between my toes.*

Continue rereading the passage. After each sentence, ask students to identify the sensory details and tell the sense they associate the detail with: sight, smell, hearing, taste, or touch.

Ask students if the author used the best word choices. Guide the discussion by suggesting words and phrases that are less interesting and have students tell why the one the writer chose was the best word choice. For example, ask why the writer didn't say:

- "smell of sunblock" instead of "coconut suntan lotion"
- "roll against the shore" instead of "pound and crash against the rocky shore"

Sensory Sentences

Day 2



Option 1

Introduce

Copy and display the following chart and explain that each word represents one of our five senses.

Sensory Chart	
Sight	
Smell	
Hearing	
Taste	
Touch	

Have partners turn to the photograph of the family picnicking on **Anthology** page 170–171.

Prompt

Have partners talk about all the things they would see, smell, hear, taste, and feel if they were in the picture.

Tell partners to copy the chart and fill in as many sensory words and phrases as they can about the picnic. Then have partners choose one sense and write two sentences using the sensory words and phrases they included in their chart.

Tell partners to keep their charts for use on Day 3.

Sensory Sentences

Day 2



Option 2

Introduce

Display the chart shown in Option 1, above.

Practice

Arrange students in pairs and have partners imagine they are in a huge vegetable garden or on a farm with rows of many different kinds of crops.

Have partners collaborate to fill in the chart with as many sensory words and phrases as they can.

Then have each partner choose two senses and individually write three or four sentences about the topic using the sensory details they listed.

Tell students to retain their charts for use on Day 3.

SUGGESTED PACING

DAY 1 Teach the Skill
 DAY 2–4 Daily Practice Options
 DAY 5 Write on Demand


Sensory PassagesDay 3  **Option 1****Introduce**

Tell partners that they will write a narrative passage using the sensory chart they created on Day 2.

Prompt

Have partners pull out the sensory chart they created on Day 2. Tell students to write a narrative passage pretending that they are there as a part of the meal. Remind them that a narrative passage tells about events, so besides describing the scene, they need to tell what they did.

Tell students to use as many sensory words and phrases as they can as they tell about their imaginary picnic.

Sensory PassagesDay 3  **Option 2****Introduce**

Tell students that they will individually write a narrative passage using the sensory chart they created with a partner on Day 2.

Prompt

Have partners pull out the sensory chart they created on Day 2. Tell students to each write a narrative passage pretending that they are in a vegetable garden or farm. Remind students to use as many sensory details as they can.



After students have written their passages, have them read and compare them with the partner with whom they worked on Day 2.

Revise for Sensory DetailsDay 4 **Introduce**

Tell students that they will revise a piece of narrative writing from their Weekly Writing folders.

Prompt

Have students select a narrative piece from their Weekly Writing folder. Tell them to review the piece, adding sensory details to describe what they see, smell, hear, taste, and feel. Encourage them to provide details that will help the reader visualize the scene.

Then have students write a new, final copy of the narrative.

Review and AssessDay 5 **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A3.13–A3.14

Review the Skill

Copy and display the following chart.

	Setting:	Setting:	Setting:
Look			
Sound			
Smell			
Feel			
Taste			

Arrange students in small groups and have each group create its own chart based on the chart above.

Tell groups to choose three very different settings (e.g. the attic or basement of an old house, a city street, and a community vegetable garden or farm). Have students record the setting at the top of the column.

Then have groups see how many sensory words and phrases they can brainstorm for each setting.

Challenge groups by having them compete with each other. The winners are the groups that fill in at least one word or phrase in each block of the chart.

 Administer the **Writing, Revising, and Editing Test**.

OBJECTIVES

Thematic Connection: Agriculture and Crops

- ✓ Determine Meaning of Multiple-Meaning Words
- ✓ Explain the Meaning of Sensory Details

PROGRAM RESOURCES

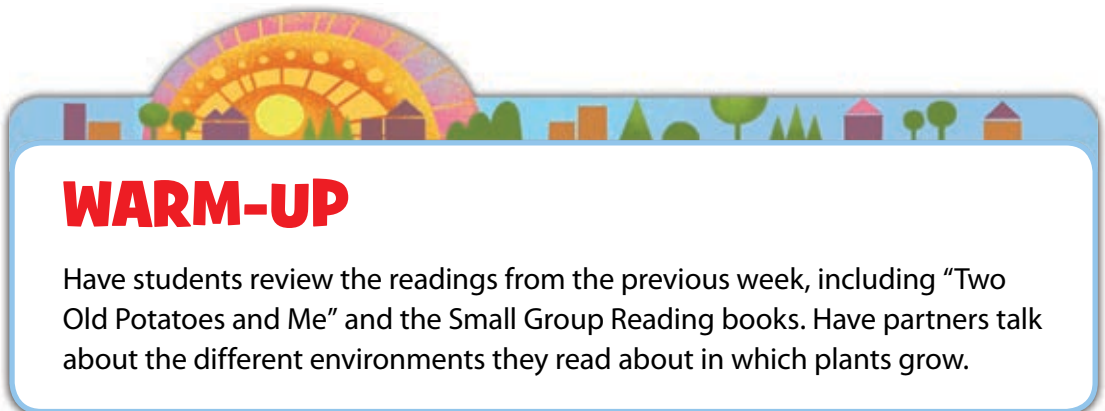
TECHNOLOGY ONLY

Read Aloud: eVisual 3.9

Power Writing

Have students write as much as they can as well as they can in one minute about vegetable gardens.

For **Writing Routine 1**, see page BP47.



Academic Talk

1 Discuss the Big Question

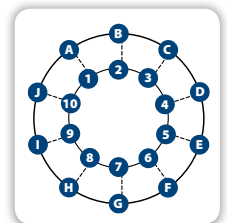
Remind students of the Big Question, and ask: *What are some other words that have the same meaning as amazing?* (surprising, unbelievable, incredible) Explain that students will discuss the Big Question: What is so amazing about plants?

Remind students to link their ideas to those of others during the discussion. Encourage students to consider the foods described during the Warm-Up discussion: *Think of one food you heard someone else describe. What did they say about it? What do you think is amazing about that food?*

Use a **Roundtable** to have students discuss the Big Question in relation to the readings for Week 1.

- Seat students around tables in groups of four.
- Ask each group member to give an example of one thing that is amazing about plants.
- Have groups share examples with the class.

For **Roundtable**, see page BP00.



Roundtable

Vocabulary Strategy

2 Multiple-Meaning Words ✓ Anthology page 166

Project **Student eEdition** page 166 and read aloud the introduction. Explain: *The word **soil** can mean “dirt.” For example, I like to dig in the **soil** in my garden. **Soil** has another meaning: “to make dirty.” Don’t **soil** your clean shirt before the party. The words clean shirt are a clue that soil means “to make dirty.”*

Model using context to figure out each meaning of roots in the sentences on page 166. Read the sample sentences below the first picture aloud and say: *The words plant has are a clue that the word **roots** refers to part of a plant. The picture is also a clue.* Have a volunteer read aloud the meaning and explain how it corresponds to the context clues.

Repeat this process for the sample sentences below the second picture. Begin: *The words crowd and team are clues that the word **roots** has something to do with people cheering for a team. The picture is also a clue.*

COMMON CORE STANDARDS

Reading

Determine Meaning of Words and Phrases	CC.3.Rlit.4
Refer to Parts of Poems	CC.3.Rlit.5
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
---	-----------

Speaking and Listening

Link to Others’ Remarks	CC.3.SL.1.c
-------------------------	-------------

Language and Vocabulary

Determine Meaning of Multiple-Meaning Words	CC.3.L.4
Use Context Clues	CC.3.L.4.a
Understand Nuances	CC.3.L.5
Acquire and Use Conversational Words	CC.3.L.6

Multiple-Meaning Words

Some words have more than one meaning. You can use context, or the words near the word, to figure out the correct meaning.

Roots is a **multiple-meaning word**. Compare these examples.



The plant has long **roots**.
Meaning: the plant part that grows underground



The crowd **roots** for its favorite team.
Meaning: cheers for

Try It Together

Read the sentences. Then answer the questions.

We live in the country. New homes sprout up every year. We sell carrots, bean sprouts, and other vegetables to our new neighbors.

- | | |
|--|---|
| <p>1. What does sprout mean in the second sentence?</p> <p>A a new young plant
B to appear suddenly
C to grow shoots or buds
D a plant part you can eat</p> | <p>2. Which word helps you understand the meaning of sprouts in the third sentence?</p> <p>A year
B homes
C neighbors
D vegetables</p> |
|--|---|

166

STUDENT
TECHNOLOGY



Student
eEdition

NGReach.com

Anthology page 166

3 Try It Together Anthology page 166

Read the directions aloud and have partners work together to answer the questions. (question 1: B; question 2: D)

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Meaning of Multiple-Meaning Words ✓

As students answer the questions, determine whether they are able to use context to understand which meaning of a multiple-meaning word is being used.

If students cannot correctly identify the correct meaning of the word:

- Write the first two sentences, circling the words in each sentence that give context clues: *country, new homes, every year.*
- Ask questions, such as:
 - *What topic is the sentence about? (homes in the country)*
 - *What happens in the country every year? (There are new homes.)*
 - *What might **sprout** mean in this context? (New homes are built.)*
 - *Which answer means almost the same as “New homes are built?” (B)*

Weekly Writing

Gather students’ writing throughout the week:

- ✓ Daily Writing Skills Practice (T165q–T165r)
- ✓ Power Writing (T165s, T166c, T171a, T173a, T173e)
- ✓ Writing (T166b, T170–T171, T173, T173d, T173g)
- ✓ Writing Project (T173i–T173l)

Differentiate

BL Below Level

ISSUE Students have trouble determining which meaning of the word fits in the context of the sentence.

STRATEGY Model restating the sentence by inserting each reworded answer choice in place of the word. For example: *New homes are a new plant every year.* Guide students to try out each meaning of the word in this way.

AL Above Level

ISSUE Students have already mastered understanding of the words in the lesson.

STRATEGY Have students list other things that might “sprout up.” If necessary to start the thinking, prompt with examples: storm clouds, ideas, homework. Encourage students to suggest humorous examples.

Fluency

Model Phrasing As you read the **Read Aloud**, model how to read text with accuracy and the appropriate rate by using phrasing. Explain: *When you read poetry, it is important to pay attention to how the lines are arranged. Paying attention to this will help you read the poem well.*

Comprehension

4 Evaluate Sensory Details ✓

Remind students that poets use many strategies to express their feelings. One of those strategies is how they arrange lines and stanzas of poems. Display **eVisual 3.9** and read and explain the title. Then point out line breaks and stanzas as you read aloud the poem.



Read Aloud

Poem

from *The Voice of Spring* by Mary Howitt

I am coming, I am coming!	Look around you, look around!
Hark! the honey bee is humming;	Flowers in all the fields abound,
See, the lark is soaring high	Every running stream is bright,
In the blue and sunny sky,	All the orchard trees are white,
And the gnats are on the wing	And each small and waving shoot
Wheeling round in airy ring.	Promises sweet autumn fruit.

Listen! New-born lambs are bleating,
And the cawing rooks are meeting
In the elms--a noisy crowd.
All the birds are singing loud,
And the first white butterfly
In the sunshine dances by.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 3.9



INTERACTIVE WHITEBOARD TIP: Label examples of poetic word choices.

Elaborate: *Poets also use special words to express their ideas.* Define *lark*, *wheeling*, *airy ring*, *bleating*, *rooks*, *elms*, *abound*, and *shoot*. Then discuss how specific word choices affect the feeling the poem gives: *The poet uses wheeling instead of flying because it gives a feeling of flying in circles. The word dances gives a feeling of lightness to the flight of the butterfly.*

Remind students that they have learned about sensory language. Elaborate: *Poets use sensory language to give readers clear pictures of feelings, places, people, or ideas.* Read aloud the first stanza again, pausing to point out the sensory language: *the honey bee is humming*. Explain: *When I read about the honey bee humming, I can picture the bee and almost hear what it sounds like.* Have students chorally read the poem aloud looking for other examples sensory language.

Explain: *Poets also use specific details to help create pictures in their readers' minds. In this poem, the poet names all the plants and animals that remind her that it is spring.* Reread the poem aloud and have students raise their hands every time they hear the poet name a plant or animal. (bee, lark, gnats, lambs, rooks, elms, birds, butterfly, flowers, trees, fruit)

Have partners answer the following questions about the third stanza.

- *How many lines are in this stanza?* (six)
- *What feelings do the words waving shoot give you?* (gentle movements)
- *What examples of sensory language does the stanza contain?* (bright, white, small, waving, sweet)
- *What details show that the poem is about spring?* (flowers, stream, shoot, fruit)

Have partners share their answers with the class.

See **Differentiate**

Check & Reteach

OBJECTIVE: Explain Sensory Details ✓

As partners discuss the poem, note if they can identify and explain sensory language.

If students do not identify and explain sensory language, identify and explain examples in the first and second stanzas.

Writing


5 Write with Sensory Language

Tell students they will use sensory language and details in paragraphs about foods they like. Model writing with poetic language that inspires specific feelings.

Think Aloud	Write
<i>I will use words that show how my mother's peach pie looks and smells.</i>	Mom's peach pie is pinky-orange and shiny. It smells like warm spices.
<i>Now I will use the word flood to show how the taste of Mom's pie makes me feel.</i>	Mom's pie floods my tongue with sweet, warm sunshine.

For **Writing Routine 2**, see page BP48.

Have partners brainstorm word choices that communicate specific feelings about foods. Then have students compose and add their paragraphs to their Weekly Writing folders.



WRAP-UP Have pairs think about the plants in *Nature's Candy*, and write two or three sentences with sensory language about their favorite plants from the book.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T165m

Daily Grammar ✓

In the **Read Aloud**, point to the plural noun *gnats* in the fifth line of the first stanza. Then use page T165o to teach count nouns.

Daily Writing Skills ✓

Point to the words *waving shoot* and *sweet autumn fruit* in the last stanza of the **Read Aloud**. Use T165q to teach the use of sensory words in writing.

Differentiate

EL English Learners

ISSUE Students lack language proficiency to identify sensory language.

STRATEGY Prompt with questions, such as:

- *What word tells how something looks/smell/sounds/feels/tastes?*
- *How does ____ look/smell/sound/feel/taste?*

SN Special Needs

ISSUE Students are overwhelmed with the number of examples of sensory language, and have trouble distinguishing them from other details.

STRATEGY Prompt thinking with questions such as:

- *What word begins the stanza in the poem?*
- *What word tells how the lamb sounds?*
- *How does the running stream look?*

OBJECTIVES

Thematic Connection: Agriculture and Crops

- ✓ Determine Meaning of Multiple-Meaning Words
- ✓ Make Inferences to Comprehend Literature
- ✓ Explain the Meaning of Sensory Details


PROGRAM RESOURCES

TECHNOLOGY ONLY

Multiple-Meaning Words: eVisual 3.14

MATERIALS

timer



WARM-UP

Display the sentences: *I left the party in the afternoon. I write with my left hand.*
Have small groups determine the meaning of the word *left* in each sentence.

Power Writing

Have students write as much as they can as well as they can for one minute about the word *taste*.

For **Writing Routine 1**, see page BP47.

Vocabulary Strategy

1 More Multiple-Meaning Words ✓

Review: *You can use context clues to figure out which meaning of the multiple-meaning word is being used in a specific sentence.* Elaborate: *Knowing the word's part of speech can also help you determine its meaning.* Display **eVisual 3.14**.



Multiple-Meaning Words

Multiple-Meaning Words

1. I pile my books beside my desk before I begin my homework.
2. The pile of books is taller than my chair!
3. He has good taste. I like the shoes he wears to school.
4. I taste the candy. It's sour.

pile *noun* 1. a stack of things *verb* 2. to place things on top of each other

taste *noun* 1. a person's style, or likes and dislikes *verb* 2. to experience flavor

NGReach.com

Multiple Meaning: eVisual 3.14



INTERACTIVE WHITEBOARD TIP: Underline context clues to the meaning of each word.

Model: *I know that pile is a verb in the first sentence because it tells what I do. When I look at the dictionary entries, pile as a verb tells me that, in this sentence, pile means "to place things on top of each other."* Discuss the second sentence. Have partners determine the meanings of *taste* in sentences 3 and 4.

ON CORE STANDARDS

Reading

Determine Meaning of Words and Phrases	CC.3.Rlit.4
Refer to Parts of Poems	CC.3.Rlit.5
Read and Comprehend Literature	CC.3.Rlit.10
Apply Word Analysis Skills	CC.3.Rfou.3
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Discuss Texts, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
---	-----------

Language and Vocabulary

Determine Meaning of Multiple-Meaning Words	CC.3.L.4
---	----------

Check & Reteach

OBJECTIVE: Determine Meanings of Multiple-Meaning Words ✓

Listen as partners determine word meaning in specific sentences.

If students have difficulty, prompt with questions, such as: *Does the underlined word tell what a person does or name a person, place, or thing? Is the word a noun or a verb?*

Academic Talk

2 Preview and Predict

Remind students: *Before you begin reading, study titles and pictures and predict what the text will be about.* Project **Student eEdition** pages 167–171. Have students preview the poems. Then have partners discuss their predictions.



Anthology page 167

Fluency

Practice Phrasing As students read, monitor their phrasing, accuracy, and rate.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice Page T165m

Daily Grammar ✓

Write the word *berry*. Point out that the plural form of this word is *berries*. Then use page T165o to teach about count nouns that end with *-y*.

Daily Writing Skills ✓

On **Anthology** page 170, point to the sensory term *silk-snug*. Then use page T165q to have students practice writing with sensory words.

Answers Before You Move On

- 1. Make Inferences** I see the words *leafy*, *jungle* and *tropics*. I know that jungles and tropics are places that are hot and have many trees and plants. So I can figure out that papayas grow in hot, tropical climates where many other trees and plants grow.
- 2. Describe** Possible answers: Papayas are juicy and delicious.

Reading

3 Read Haiku

CONNECT ACROSS TEXTS Project **Student eEdition** page 167. Ask students to recall what they learned about potatoes in “Two Old Potatoes and Me.” Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Remind students that a syllable is a part of a word that has one vowel sound. Read aloud the title as you count the syllables on your fingers. Then Project **Student eEdition** pages 168 and 170. Read aloud the titles “Potato” and “Corn” and count out the syllables on your fingers.

SOCIAL STUDIES BACKGROUND Explain that this form of poetry started a long time ago in Japan. Originally, a haiku was the separate, beginning part of a longer poem called a *renga*. The haiku established the setting, including the season, for the rest of the longer *renga*. Basho is the most famous haiku poet. He lived in the 17th century.

Read and Build Comprehension

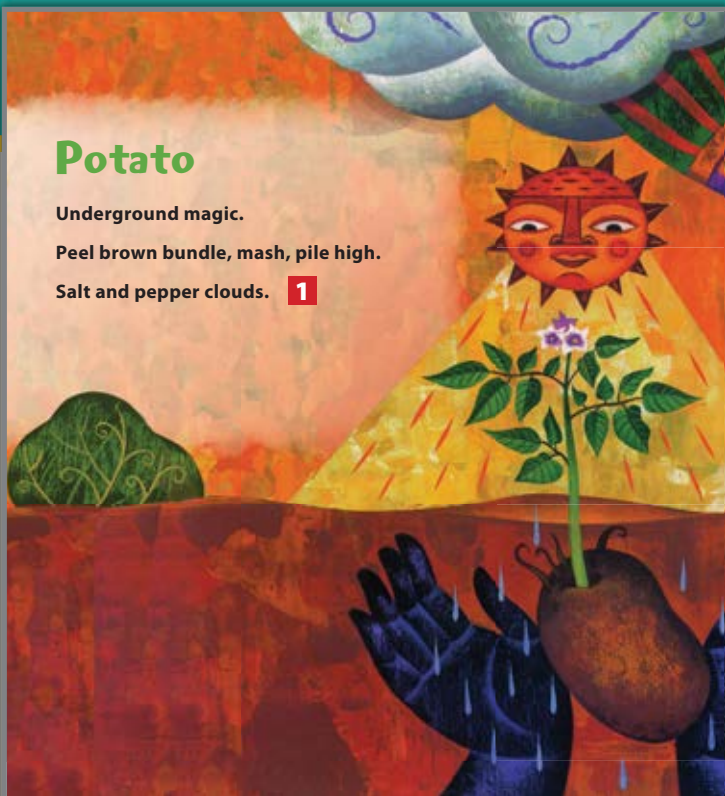
- 1 Explain Sensory Details ✓** *What words in the poem give details about how things smell, taste, and look?* (smell: *perfume*; taste: *perfume*, *yum*, *juicy*; look: *leafy jungle*, *tropics*)
- 2 Use Text Features** *How do the illustrations help you understand where papayas grow?* (The leafy trees, the snake, and the colors all look like a jungle. I can also see a tree with papayas growing on it.)

Potato

Underground magic.

Peel brown bundle, mash, pile high.

Salt and pepper clouds. **1**



In Other Words
Peel brown bundle Take off the skin

168



2

More About Potatoes

- Potatoes are native to the Andes Mountains of South America.
- Potatoes are the world's sixth largest crop, after sugar cane, corn, rice, wheat, and cow's milk.
- In 1995, potatoes became the first vegetable grown in outer space.



3

In Other Words
are native to grow naturally in

Before You Move On

- 1. Make Inferences** Why are potatoes "underground magic"?
- 2. Make Comparisons** How are potatoes like clouds?

169

Anthology
pages 168–169

Answers Before You Move On

- 1. Make Inferences** ✓ I know that potatoes can grow from other old potatoes that have **sprouts** on them. I know that they grow underground. I can figure out that it seems like magic that if you put an old potato underground, it can grow into a new potato plant and make more potatoes.
- 2. Make Comparisons** When you mash potatoes, they are white and fluffy, just like clouds.

Read and Build Comprehension

- 1 Explain Sensory Details** ✓ *Which words create pictures in your mind?*
Explain. (brown bundle, pile high, clouds; I can picture the brown skin of the potatoes. I can see piles of mashed potatoes that look like clouds.)
- 2 Use Text Features** *Where are the Andes Mountains?* (in Ecuador, Peru, and Bolivia) *What text feature gives this information?* (the map of South America)
- 3 Make Inferences** ✓ *Why do you think the writer wants someone to pass the butter?* (Possible response: I read that the writer can smell three hot foods. I know that butter makes hot foods taste better. The writer thinks it would taste good to add butter to the foods.)

Check & Reteach

OBJECTIVE: Make Inferences to Comprehend Literature ✓

Listen to students' responses to the comprehension question about making inferences. If they have difficulties, prompt with questions such as: *What do you already know about butter and hot foods? How do you think the writer feels about butter and hot foods?*

OBJECTIVE: Explain Sensory Details ✓

Listen to students' responses to the comprehension questions about sensory details. If students cannot explain sensory images, prompt with questions, such as: *What do the words salt and pepper clouds help you see and taste? What pictures do the words silk-snug help you see in your mind?*

Answers Before You Move On

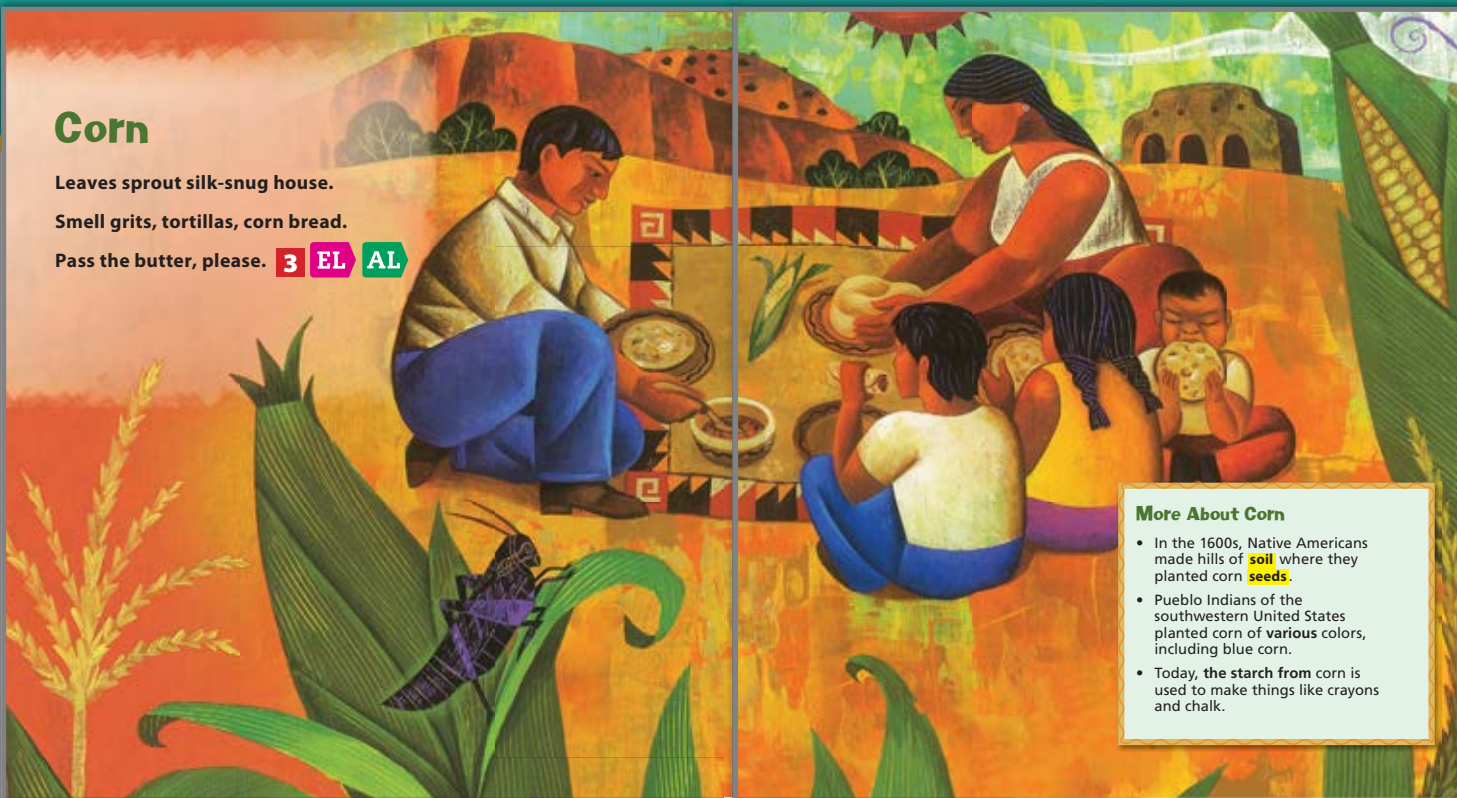
- 1. Imagery** See: *Leaves sprout*; Feel: *silk-snug*; Smell: *smell grits, tortillas, corn bread*
- 2. Details** grits, tortillas, corn bread

Corn

Leaves sprout silk-snug house.

Smell grits, tortillas, corn bread.

Pass the butter, please. **3 EL AL**



In Other Words
silk-snug house a soft place for the corn to grow
grits cereal made of corn
tortillas thin, round pieces of bread made of corn

In Other Words
various many different
the starch from one part of the

More About Corn

- In the 1600s, Native Americans made hills of **soil** where they planted corn **seeds**.
- Pueblo Indians of the southwestern United States planted corn of **various** colors, including blue corn.
- Today, **the starch from** corn is used to make things like crayons and chalk.

Before You Move On

1. **Imagery** What words help you see, smell, and feel things in the poem?
2. **Details** Name three foods that are **produced** from corn.

170

171

Anthology
pages 170–171

Writing

4 Write a Response

Remind students that one way to respond to something they have read is to tell how the sensory language and details made them feel, or what the language made them think about. Model a response to the poem: *When I read “Potato,” I thought about my mother’s mashed potatoes. They look just like fluffy clouds. When I read the haiku, I imagined eating mashed potatoes and remembered how they taste.*

Have individuals write their feelings and thoughts about one of the haiku. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Remind students that the haiku in “America’s Sproutings” contain many sensory details. Have partners share their favorite details from the haiku, and talk about which food sounds the most appealing.

Differentiate

EL English Learners

ISSUE Students lack language proficiency to express responses.

STRATEGY Provide frames: *When I read the haiku, I felt _____. When I read _____, I thought about _____.*

AL Above Level

ISSUE Students express detailed thoughts and opinions about the haiku, but do not connect their ideas to sensory language.

STRATEGY Have students incorporate the words *see, feel, taste, and smell* in their writing.

OBJECTIVES

Thematic Connection: Agriculture and Crops

Compare Genres

✔ Grammar: Use Plural Nouns

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Genres: Practice Master PM3.11


Plural Nouns: Practice Master PM3.12

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.16

MATERIALS

timer, large paper, markers



WARM-UP

Have students review “Two Old Potatoes and Me” and “America’s Sproutings.” Then have small groups discuss which plant is the most amazing: potato plants, papayas, or corn.

Power Writing

Have students write as much as they can as well as they can in one minute about poetry.

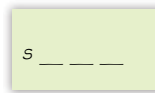
For **Writing Routine 1**, see page BP47.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 172 and point out the Key Words. Also display *event*, *order*, *sequence*, and *inference*. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Assign students to small groups. Have one student in each group choose a word but not tell anyone. Have the student draw lines to represent the number of spaces in the word. Have the student fill in one letter of the word and let the other students in the group guess the word. If no one can guess, the student fills in another letter. The group continues this way until someone guesses the word, and then gives a definition or uses it in a sentence. Students take turns choosing words.



Review and Integrate Ideas

2 Compare Genres Anthology page 172

Read aloud the introduction on **Student eEdition** page 172. Elaborate: *You have read both stories and poems. In what ways are poems and stories different and how are they alike?* Have partners reread the haiku aloud and review the story, focusing on these elements:

- lengths of the texts
- paragraphs, stanzas, and line breaks
- sensory language and text features

Have students record examples of each element on **Practice Master PM3.11** and explain each example.

Check & Reteach

OBJECTIVE: Compare Genres

As partners discuss the selections, monitor their understanding of how to compare genres. If students have difficulty, ask: *How does “America’s Sproutings” describe potatoes?* (Possible response: *brown bundle*) *How does “Two Old Potatoes and Me” describe potatoes?* (Possible response: *seven golden shapes*) *How are both descriptions alike?* (Both use sensory language).

COMMON CORE STANDARDS

Reading

Refer to Parts of Stories and Poems CC.3.Rlit.5

Read with Fluency to Support Comprehension CC.3.Rfou.4

Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b

Speaking and listening

Discuss Topics and Texts, Building on Others’ Ideas and Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

Demonstrate Command of Grammar CC.3.L.1

Form and Use Plural Nouns CC.3.L.1.b

Demonstrate Command of Spelling CC.3.L.2

Use Knowledge of Conventions CC.3.L.3

Acquire and Use Academic and Domain Specific Words CC.3.L.6

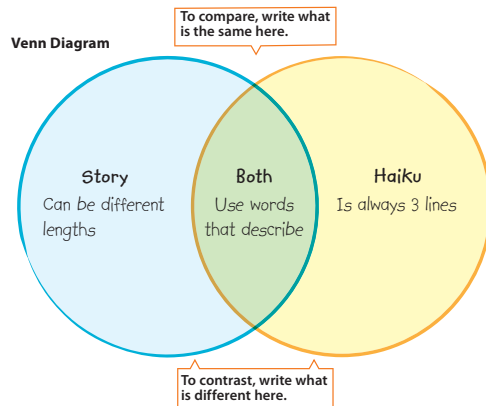
Key Words

blossom	produce
characteristic	root
conditions	seed
cycle	soil
depend	sprout
growth	

Compare Genres

A story and a haiku are different forms of writing, or genres. What about the two genres is the same? What about them is different? Work with a partner to complete the Venn diagram.

Venn Diagram



Talk Together

What is amazing about how a plant grows? Think about the story, the haiku, and the facts about plants. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition

NGReach.com

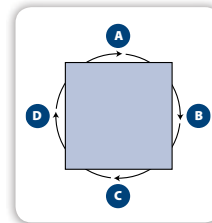
Academic Talk

3 Talk Together Anthology page 172

Review how plants grow in “Two Old Potatoes and Me” and “America’s Sproutings.” Use **Team Word Webbing** to have students discuss what is amazing about how plants grow.

- Form small groups.
- Give each group a large piece of paper and each student in the group a different colored marker.
- Have groups write the topic “What is amazing about how plants grow?” in the middle of their word webs.
- Have individual students write their ideas on their parts of the group word webs.
- At a signal, have students rotate the papers so that each can add ideas to the next part of the group word webs. Repeat rotations until every student has added to each part.
- Have groups share their ideas with the class.

For **Team Word Webbing**, see page BP46.



Team Word Webbing

Fluency

Practice Phrasing As partners reread the haiku aloud, circulate and listen for accuracy and correct phrasing.

Name _____ Date _____

Compare Genres
Compare a story and a haiku.

Story
can be different lengths
has paragraphs
has characters, plot, setting
has dialogue

Both
use words written to entertain and express
tell a writer's thoughts
use language that paints pictures
can be illustrated with pictures

Haiku
always 3 lines
has a certain number of syllables in each line
does not have to have characters, plot, or setting
does not always have complete sentences

Take turns with a partner. Ask each other questions about a story or haiku.

© Houghton Mifflin Harcourt Learning, a part of Cengage Learning, Inc.
For use with TE p. T171a

PM3.11 Unit 3 | Life in the Soil

Differentiate

EL English Learners

ISSUE In Chinese, Hmong, and Vietnamese languages, nouns have no plural forms. Students may say: *I see two potato.*

STRATEGY Have students write the singular and plural noun forms, and underline the plural endings. Then have them point to the correct form as they say it in the sentence.

AL Above Level


ISSUE Students identify plural nouns quickly, but have difficulty identifying and explaining the rule that applies to each one.

STRATEGY Have students write each plural noun and underline the plural endings. Then have them refer to the chart on page 173 and identify the singular form of each noun.

Name _____ Date _____

Grammar: Practice

Strange Garden Plants



Grammar Rules Plural Nouns

- To make many nouns plural, add -s to the end.
sprout → sprouts
- For nouns that end in x, ch, sh, s, z and sometimes o, add -es.
branch → branches fox → foxes
- For nouns that end in a consonant plus y, change the y to i and add -es. For nouns that end with a vowel plus y, just add -s.
cherry → cherries boy → boys

Write the plural nouns.

My grandmother has a strange garden. She has boxes full of sprouts all over her deck. She has bunches of daisies growing in old boots, and lilies in coffee cans. Colored glasses make pretty vases. They line her windowsills. Vines curl around her garden swings and benches. She also made strange metal flowers. She stuck them in the ground between the bushes. Yes, her garden is odd. I love the days I spend there.

Pick two plural nouns from above and write new sentences. Read them to a partner.

© National Geographic Learning, a division of Cengage Learning, Inc. For use with TE p. T172a

PM3.12 **Unit 3 | Life in the Soil**

Grammar Focus

4 Plural Nouns Anthology page 173

Project **Student eEdition** page 173. Read aloud and explain each rule. Then display **eVisual 3.16** and read aloud the passage, pausing to identify the first plural noun (families) and explain the spelling rule that applies. Have students identify the remaining plural nouns in the passage and explain the spelling rule for each.



Grammar Passage

Many families grow their own food. I love baked potatoes, so I decided to grow potatoes and basil. First, I planted some potatoes in the backyard. Dad showed me how to cover them in dirt to make little hills. Then he helped me plant three bunches of basil in small pots. The basil leaves smell like fresh cut grasses. In a few days, we will dig up the potatoes. I can't wait to have baked potatoes with sour cream and basil!

 **Grammar Passage: eVisual 3.16**



INTERACTIVE WHITEBOARD TIP: Circle each plural noun ending.

5 Read Plural Nouns Anthology page 173


Read aloud the directions and the passage. After students find the plural nouns in the passage, have them look through “America’s Sproutings” to find more plural nouns and identify the rule that applies to each.

See **Differentiate**

6 Write Plural Nouns Anthology page 173

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM3.12**.

Check & Reteach

OBJECTIVE: Demonstrate Understanding of Plural Nouns 









As students write plural nouns, check for understanding of the spelling rules.

If students have trouble using the rules for forming plural nouns, have them underline each ending of each plural noun they used and compare it to the examples in the chart on page 173 to determine which rule applies.

Plural Nouns

A noun names a person, place, thing, or idea. A **singular noun** shows "one." A **plural noun** shows "more than one."

Grammar Rules Plural Nouns

	singular noun	plural noun
• Add -s to most nouns to show more than one.	cycle  flower 	cycles  flowers 
• Add -es to nouns that end in x, ch, sh, ss, z, and sometimes o .	bush tomato	bushes tomatoes
• For most nouns that end in y , change the y to i and then add -es . For nouns that end with a vowel and y , just add -s .	berry  family  boy day	berries  families  boys days

Read Plural Nouns

Read this passage. What plural nouns can you find?

I found two old potatoes in the back of the cupboard.
They were so old, sprouts were growing from their eyes.

Write Plural Nouns

What do you see on pages 168–169? Tell your partner what you see. Then write a sentence for your partner. Use a plural noun.

173

Anthology page 173

Daily Language Arts

Daily Spelling and Word Work

Practice page T165n

Daily Grammar

Point out that proper nouns, such as family names, can have plural forms. Use pages T165o–T165p to reinforce understanding of how to form plural nouns.

Daily Writing Skills

Point out the *They smell like fresh cut grasses* in the Grammar Passage. Then use page T165r for practice using sensory words.

Writing

7 Write to Reinforce Grammar

Have students look at the list of Key Words on page 172 and use the Picture Dictionary on pages 605–627 to determine which Key Words are nouns. Explain that students will use the plural form of each word to write sentences about the most interesting things they have learned about plants. Model writing a sentence with *blossom*: *The blossoms on the potato vine are purple.*

After students write their sentences, have them circle each plural noun and use the grammar rules on page 173 to check its spelling. Then have students add their paragraphs to their Weekly Writing folders.

WRAP-UP Have students think about what they like about stories and poems. Then have partners discuss the elements of the genres that appeal to them, including:

- lengths of the texts
- paragraphs, stanzas, and line breaks
- sensory language
- text features.

OBJECTIVES

Thematic Connection: Agriculture and Crops

- ✓ Explain the Meaning of Sensory Details
- ✓ Determine Meanings of Multiple-Meaning Words

PROGRAM RESOURCES

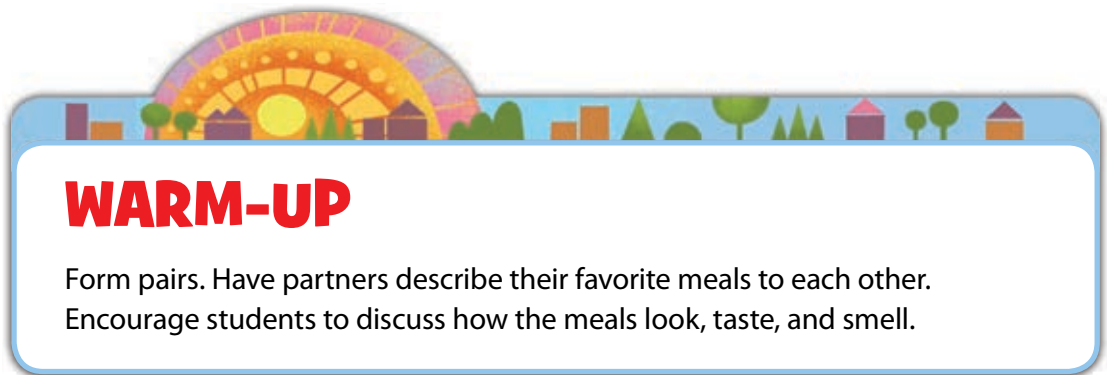
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.13–PM3.14

TECHNOLOGY ONLY

Mark-Up Model 3.1 or Model 3.1 PDF

Vocabulary Strategy Practice: eVisual 3.17



WARM-UP

Form pairs. Have partners describe their favorite meals to each other. Encourage students to discuss how the meals look, taste, and smell.

Comprehension

1 Evaluate Sensory Details ✓

Explain that students will read a recipe to learn how to identify and evaluate the author's use of sensory details.

SCREEN 1

- 1 Read aloud the first part of the recipe. Have students follow along using **Practice Master PM3.13** as you model the thinking. Read aloud the definition of *sensory details* and give an example: *The creamy mashed potatoes were topped with golden melted butter and fragrant, spicy pepper.* Ask: *What senses are used here?* (sight, smell, taste, and touch)
- 2 Ask volunteers to underline sensory details that describe the potatoes and click the Sensory Details button to confirm. Have students mark up **Practice Master PM3.13** accordingly. Explain: *These words tell me that the potatoes look like stubby fingers and that their taste is very flavorful. They also tell me what size potatoes to use: ones that are medium-size and fit tightly in my palm.*
- 3 Model evaluating sensory details: *Sensory details can also help to explain how to perform the steps in the recipe. The details in step 1 help me complete the step by showing how to choose the right size and kind of potatoes for this potato salad.* Have a volunteer erase the Explanation box for step 1 to confirm. Have students mark up **Practice Master PM3.13** to write their explanation of what the details in step 1 tell about the potatoes and why those details appear in the recipe. Click on the arrow to go to the next screen.

SCREEN 2


- 4 Display and read aloud the second part of the recipe on **Mark-Up Model 3.1**. Ask volunteers to underline sensory details and click the Sensory Details button to confirm. Remind students to mark up **Practice Master PM3.13** accordingly.
- 5 Ask: *In step 3, what do these words describe about boiling water?* (how it looks and sounds) *How does this help you complete step 3?* (It helps me know when the water is at full boil.) *What do the sensory details in step 4 tell you about the potatoes?* (how to boil the potatoes and how to tell when they are cooked) Have volunteers erase the Explanation box to confirm.

Name _____ Date _____

Mark-Up Reading

Grandma's Potato Salad

by Joseph Heinerich



My grandmother's potato salad is the best I've ever eaten. Making it is easy!

1. First, choose four medium potatoes, such as fingerling potatoes. They look like stubby fingers but are very flavorful. Pick ones that fit tightly in your palm.
2. Next, wash and peel the potatoes. Have an adult help you with the peeler.
3. Place the potatoes in a saucepan full of water. Have an adult help you bring the water to a full, bubbling boil.
4. Turn down the heat and boil the potatoes gently for about 15 minutes. The potatoes should be soft but not mushy. You can test if they're done by gently piercing one with a fork. The meaty flesh should be tender.
5. Drain the hot water. Then fill the pan with cold water and set it on the kitchen counter to cool. Then have an adult help you cut the potatoes into quarters or cubes. Place them in a bowl.
6. Next, toss in one-half cup of diced onions and one-half cup of sweet pickle relish. Add one-half cup of creamy mayonnaise. Finally, mix everything together until the mayonnaise coats all the potatoes.

Explanation Step 1: These details describe how the potatoes should look, feel, and taste, and how to choose them.

Explanation Steps 3 & 4: These details describe the boiling water and how the cooked potatoes should feel.

Explanation Steps 5 & 6: These details explain how to cool and cut the potatoes. They also describe how the ingredients look and feel, and how to tell when the salad is done.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T173a–T173h. **PM3.13** Unit 3 | Life in the Soil

NGReach.com Practice Master PM3.13–PM3.14

COMMON CORE STANDARDS

Reading

Determine Meanings of Words and Phrases	CC.3.Rlit.4
Relate Ideas	CC.3.Rinf.3
Describe Text Structure	CC.3.Rinf.8
Read with Fluency to Support Comprehension	CC.3.Rfou.4
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Audiences	CC.3.W.10
--	-----------

Speaking and Listening

Report on a Topic	CC.3.SL.4
-------------------	-----------

Language and Vocabulary

Determine Meaning of Multiple-Meaning Words	CC.3.L.4
Use Context Clues	CC.3.L.4.a



SCREEN 1

Grandma's Potato Salad
by Joseph Heinerich

1 Sensory details are words that describe how things smell, taste, feel, sound, and look.


My grandmother's potato salad is the best I've ever eaten. Making it is easy!

1. First, choose four medium potatoes, such as fingerling potatoes. They look like stubby fingers but are very flavorful. Pick ones that fit tightly in your palm.

2. Next, wash and peel the potatoes. Have an adult help you with the peeler.

2 Underline the sensory details that describe the potatoes.

3 Explanation Sensory details in step one tell how to choose the potatoes.



NGReach.com Mark-Up Model 3.1

SCREEN 2


Grandma's Potato Salad (continued)

3. Place the potatoes in a saucepan full of water. Have an adult help you bring the water to a full, bubbling boil.

4. Turn down the heat and boil the potatoes gently for about 15 minutes. The potatoes should be soft but not mushy. You can test if they're done by gently piercing one with a fork. The meaty flesh should be tender.

4 Underline sensory details that describe the boiling water and the potatoes.

5 Explanation Sensory details in step three tell when the water is at a full boil. Sensory details in step four tell when the potatoes are cooked.



NGReach.com Mark-Up Model 3.1

Have students finish marking up **Practice Master PM3.13** and have them write their explanations of steps 5 and 6. Then have students mark up **Practice Master PM3.14** in the same way as **Practice Master PM3.13**, by underlining sensory details and explaining what they show on the lines below the passage. Have partners share and compare their mark-ups of **Practice Masters PM3.13–PM3.14**.

Check & Reteach

OBJECTIVE: Explain the Meaning of Sensory Details ✓

Look at students' marked-up **Practice Masters PM3.13–PM3.14** to check if they correctly explain sensory details.

If students have difficulty explaining sensory details, reteach by asking:

- *What does the word flavorful describe?* (It describes what the potatoes taste like.)
- *Why is the phrase fit tightly in your palm an example of sensory language?* (It describes the look and feel of the potatoes.)
- *How do these sensory details help you understand the text?* (They explain how to choose the right potatoes to use in the recipe.)

Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers recognize chunks, or parts, of a sentence that go together. These chunks consist of several words that should be read together, without long pauses between words.* Model phrasing by reading the first two paragraphs from **Practice Master PM3.13**. Point out phrases such as *like stubby fingers* and *tightly in your palm*. Have students mark up copies of the selection, putting brackets around phrases as they identify them and practice using the brackets to phrase as they read aloud.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T165m

Daily Grammar ✓

Have students find the plural nouns *potatoes* and *fingers* in the first step on **Practice Master PM3.13**. Then use pages T165o–T165p to review count nouns and plural nouns.

Daily Writing Skills ✓

Point out how the author describes choosing corn in order to help the reader understand the process on

Practice Master PM3.14. Then use pages T165q–T165r to review how to use sensory words and phrases.

Power Writing

Have students write as much as they can as well as they can in one minute about their senses.

For **Writing Routine 1**, see page BP47.

Vocabulary Practice**2 More Multiple-Meaning Words** ✓

Remind students that they have learned how to determine the meaning of a multiple-meaning word using context clues. Then display **eVisual 3.17**.

**Vocabulary Strategy Practice**

1. "Pick ones that fit tightly in your palm."
2. "Bring the water to a full, bubbling boil."
3. "Then fill the pan with cold water and set it on the kitchen counter to cool."
4. "Then have an adult help you cut the potatoes into quarters or cubes."
5. "Toss in one-half cup of diced onions and one-half cup of sweet pickle relish."
6. "Finally, mix everything together until the mayonnaise coats all the potatoes."

Definitions

1. **A** inside of the hand; **B** type of tree growing in warm climates
2. **A** to heat a liquid until it bubbles; **B** a sore on the skin
3. **A** a flat work surface; **B** a piece used in a game
4. **A** 25-cent coins; **B** four parts that make up a whole
5. **A** to enjoy greatly; **B** something that adds flavor to food
6. **A** to cover; **B** a kind of outer clothing

NGReach.com

Vocabulary Strategy: eVisual 3.17



INTERACTIVE WHITEBOARD TIP: Have students highlight the context clues in each sentence.

Model the process with *palm*: *Palm is the multiple-meaning word in the first sentence. The words fit tightly in are clues that show that palm refers to your hand and not to a tree, so definition A is correct.*

Have one partner write the multiple-meaning word in the first sentence and identify the context clue to its meaning. Have the other partner use the context clue to write the letter of the correct definition. Then have partners switch tasks.

Check & Reteach**OBJECTIVE: Determine Meanings of Multiple-Meaning Words** ✓

Monitor partners' lists to check if they can use context to determine the intended meaning of a multiple-meaning word.

If students have difficulty determining the meaning of multiple-meaning words, reteach the process by focusing on how to identify and use a context clue:

- *In sentence 4, what happens when you cut something?* (You divide it into smaller parts.)
- *Which definition for quarters fits this clue?* (four parts that make up a whole) Go through each sentence to identify words that give clues to the meaning of the target word.

Academic Talk

3 Give Instructions

Explain: *You will discuss the steps for a hands-on process that you know well. Be sure to discuss how sensory details can show how to complete a step in the process.* Give students some suggestions of hands-on processes, such as planting a seed or pumping up a bike tire. Model: *When planting a seed, I have to add water, but not too much or too little. The way the soil feels—damp but not soupy, drippy, or runny—tells me whether I used the right amount of water.*

Have students form small groups and brainstorm processes to discuss. Remind students that the goal in brainstorming is to generate a number of possible ideas. Have groups share their processes and how they used sensory details in the steps.

Writing

4 Write Instructions

Model writing a paragraph using sensory details to give instructions for a process.

Think Aloud	Write
<i>We discussed how to plant seeds in a pot. I'll begin with the first step and add a sensory detail that shows when the step is done.</i>	To plant seeds in a small pot, fill it with potting soil and then add water. Add enough water so the soil feels damp but not soupy.
<i>Then I'll write the next step.</i>	Use a pencil to make several small holes in the soil, each about ½ inch deep.
<i>Finally, I'll write the last step. I'll use a sensory detail to show when the step is complete.</i>	Put a seed in each hole and cover with more soil. Add a bit more water. The surface of the soil should be smooth and damp.

Have students write a paragraph giving instructions for the process they discussed in their groups. Remind them to include sensory details that will help them complete the process.

For **Writing Routine 2**, see page BP48.

See **Differentiate**

Differentiate

EL English Learners


ISSUE Students lack the vocabulary to write instructions for their chosen task.

STRATEGY Encourage students to draw a comic strip detailing the steps in the process. Encourage them to work with a classmate to discover the terms they need to complete the assignment.

BL Below Level

ISSUE Students have difficulty writing an introduction for their instructions and have trouble getting started.

STRATEGY Explain that sometimes it is helpful to write all the instructions down first. Then, as part of a revision step, add the introductory sentence to the beginning of the text.



WRAP-UP Have students think about the last time a family member cooked a favorite meal. Challenge students to describe this process using all five senses.

OBJECTIVES

Thematic Connection: Agriculture and Crops

✓ **Determine Meaning of Multiple-Meaning Words**

Explain Text Structure: Sequence

PROGRAM RESOURCES

PRINT & TECHNOLOGY


Unit Concept Map: Practice Master PM3.1

Mark-Up Reading: Practice Masters PM3.13–PM3.14

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 3.18

Comparison Chart: eVisual 3.19



WARM-UP

Have students recall multiple-meaning words from the week. Challenge them to come up with sentences using both meanings of the words: *Before making pie, I have to peel the apples to remove the peel.*

Power Writing

Have students write as much as they can as well as they can in one minute about the word *harvest*.

For **Writing Routine 1**, see page BP47.

Vocabulary Practice

1 Multiple-Meaning Words ✓

Remind students that they have learned to use context to determine the meaning of a multiple-meaning word. Review the lessons on T166 and T166c. Then display **eVisual 3.18**.



Vocabulary Strategy Practice

1. Early in spring the ice melted. Then we cleared our spring, so the water flowed freely.
2. I went into the shed where we kept our tools. Inside, I shed the muddy boots I was wearing.
3. Potatoes are the only root vegetable in our garden. When we harvest them, I always root for my mother to cook potato pancakes.
4. The bug eats the leaves on a plant. Then it leaves, moving on to the next plant.
5. We sell fresh, sweet strawberries at our stand. Each weekend, people stand in line to buy them.

NGReach.com

Vocabulary Strategy: eVisual 3.18



INTERACTIVE WHITEBOARD TIP: Have students highlight the multiple-meaning words.

Model: *In the first sentence, I know that spring is a time of year because the sentence states, “the ice melted.” In the second sentence, the context clue “so the water flowed freely” tells me that a spring is running water. Another meaning for spring is a stream of water flowing out of the ground.* Have one partner identify and write the multiple-meaning word in the first sentence, give its meaning, and explain the context clue. Then have the other partner do the same for the second sentence.

COMMON CORE STANDARDS

Reading

Relate Ideas CC.3.Rinf.3

Compare Two Texts CC.3.Rinf.9

Writing

Write Over Shorter Time for Specific Purposes CC.3.W.10

Speaking and Listening

Determine the Main Ideas and Supporting Details of

Information Presented Visually and Orally in Diverse Media

Language and Vocabulary

Determine Meaning of Multiple-Meaning Words CC.3.L.4

Use Context Clues CC.3.L.4.a

Check & Reteach

OBJECTIVE: Determine Meaning of Multiple-Meaning Words ✓

Review partners' lists to check if they can use context to determine the meaning of a multiple-meaning word. If students have difficulty, reteach by focusing on context clues:


How is where we kept our tools a context clue for one meaning of shed? (It is describing a place where you would keep your tools.)

Name _____ Date _____

Mark-Up Reading

Grandma's Potato Salad

by Joseph Heinerich



My grandmother's potato salad is the best I've ever eaten. Making it is easy!

1. First, choose four **medium** potatoes, such as **fingering** potatoes. They look like **stubby fingers** but are **very flavorful**. Pick ones that **fit tightly in your palm**.
2. Next, wash and peel the potatoes. Have an adult help you with the peeler.
3. Place the potatoes in a saucepan full of water. Have an adult help you bring the water to a full, **bubbling** boil.
4. Turn down the heat and boil the potatoes **gently** for about 15 minutes. The potatoes should be **soft but not mushy**. You can test if they're done by gently piercing one with a fork. The **meaty flesh** should be **tender**.
5. Drain the hot water. Then fill the pan with cold water and set it on the kitchen counter to cool. Then have an adult help you cut the potatoes into quarters or cubes. Place them in a bowl.
6. Next, toss in one-half cup of **diced** onions and one-half cup of **sweet pickle** relish. Add one-half cup of **creamy** mayonnaise. Finally, mix everything together until the **mayonnaise coats all the potatoes**.

Explanation Step 1: These details describe how the potatoes should look, feel, and taste, and how to choose them.

Explanation Steps 3 & 4: These details describe the boiling water and how the cooked potatoes should feel.

Explanation Steps 5 & 6: These details explain how to cool and cut the potatoes. They also describe how the ingredients look and feel, and how to tell when the salad is done.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T173a–T173h **PM3.13** Unit 3 | Life in the Soil

Name _____ Date _____


Mark-Up Reading

Maria's Corn Chowder

by Maria Delgado

Fresh corn chowder is a snap to make. Here are the steps:

1. First, choose four ears of corn. When choosing corn, pull back the husk. The ears should feel **firm and solid**, and should have **plump kernels packed closely together**. This means that the kernels have a **soft, sweet** center.
2. Then melt two tablespoons of butter in a saucepan and **blend** in one tablespoon of olive oil.
3. Next, add one diced onion, two **crushed** garlic cloves, and two tablespoons of **fresh** thyme. Cook for about eight minutes until the vegetables become **soft and fragrant**. Dust these with one-fourth cup of flour and stir so the **flour coats them**.
4. Then pour in six cans of vegetable stock and two cups of **heavy** cream. Also add two **peeled, diced** baking potatoes.
5. Bring everything to a boil for about seven minutes. While the soup is boiling, have an adult help you cut the corn kernels off the cobs. Then check your boiling soup. The potatoes should be **mushy**. The broth should be **thick and creamy**.
6. Now toss in the kernels. Simmer for ten minutes until the corn is **spongy**. Serve and enjoy.



Explanation Steps 1 & 2: These details describe how the corn and butter should look and feel, and how to choose the best corn.

Explanation Steps 3 & 4: These details describe how the ingredients should look, feel, and smell, and tell when to add the flour and stock.

Explanation Steps 5 & 6: These details describe how the potatoes and broth look and feel, when to add the corn, and when the chowder is done.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T173a–T173h **PM3.14** Unit 3 | Life in the Soil

Review and Integrate Ideas

2 Determine Sequence

Remind students that they already determined the sequence of events in “Two Old Potatoes and Me.” Explain that they will now determine the sequence of events for **Practice Masters PM3.13–PM3.14**. Model using **Practice Master PM3.13**: *The first action presented is choosing the potatoes. The next actions are washing, peeling, and cutting the potatoes. How are the events organized?* (The steps are numbered in the order they need to be done.) Ask: *Which words signal sequence?* (the words *first* and *next*)

Have partners work together to complete sequence chains for **Practice Masters PM3.13–3.14**. Then have them discuss how the sequence of events is organized in each of the recipes.

Check & Reteach

OBJECTIVE: Explain Text Structure: Sequence

Review students’ sequence chains to check if they determined the sequence of events correctly. If students have difficulty, ask these questions using **Practice Master PM3.14**:

- *Which action is presented first?* (choosing the ears of corn)
- *Which action is presented next?* (melting the butter and adding the olive oil)
- *What text structure is used?* (sequence)
- *Which clues are used to signal the sequence?* (numbered steps and words such as *first*, *then*, *next*, *while*, and *now*)

Daily Language Arts

Daily Spelling and Word Work

Test page T165m

Daily Grammar

Have students find the plural noun *kernels* in the last step on **Practice Master PM3.14**. Then use pages T165o–T165p to review count nouns and plural nouns.

Daily Writing Skills

Explain how the sensory language in **Practice Masters PM3.13–PM3.14** helps the reader understand how to make the food. Then use pages T165q–T165r to review how to use sensory words and phrases.

3 Compare Sequence

Have students review “Two Old Potatoes and Me” on **Anthology** pages 150–162 and recall how the text was organized. (Possible response: in paragraphs; in sequence) Then ask them to explain how events in the story were sequenced. (Possible response: Events were organized by time, starting in the spring and going until the fall.)

Display **eVisual 3.19**. Ask partners to compare the sequential text structure in “Two Old Potatoes and Me” with the sequence in “Grandma’s Potato Salad” and “Maria’s Corn Chowder.” Students will recreate and complete the chart to make their comparisons.



Comparison Chart

Text Structure	“Two Old Potatoes and Me”	“Grandma’s Potato Salad”	“Maria’s Corn Chowder”
How text is organized	paragraphs	<i>step-by-step order</i>	<i>step-by-step order</i>
How events are sequenced	time order	<i>numbered steps</i>	<i>numbered steps</i>
Clues that signal sequence	<ul style="list-style-type: none"> <i>names of months</i> <i>time order words then, now</i> 	<ul style="list-style-type: none"> <i>numbers</i> <i>time order words first, next, then</i> 	<ul style="list-style-type: none"> <i>numbers</i> <i>time order words first, next, then, now</i>

NGReach.com Comparison Chart: eVisual 3.19



INTERACTIVE WHITEBOARD TIP: Have students complete the chart.

Differentiate

BL Below Level

ISSUE Students have difficulty comparing texts to choose the best one.

STRATEGY Have students point to examples of sensory language in the texts. Have them choose the two best examples in each text and use the examples to guide their choice.

AL Above Level

ISSUE Students do not use newly acquired vocabulary in their writing.

STRATEGY Prompt students to use content and academic vocabulary in their comparisons with questions, such as:

- *How can you say that using some of the Key Words?*
- *What Key Word can you use in a single statement about which text was more effective?*

Writing

4 Write About Sensory Language

Remind students that they learned how sensory details can help to explain a process more clearly. Introduce the activity: *Now write a paragraph to explain which selection you think was most effective in using sensory details to help the reader understand the process.*

As students write, encourage them to provide examples from the text to support their choice. Ask volunteers to share their opinions and then add them to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

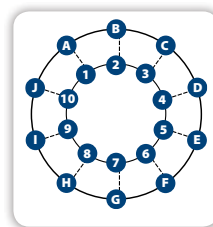
Have students recall the unit’s Big Question: What is so amazing about plants? *Think about “Two Old Potatoes and Me,” “America’s Sproutings,” Practice Masters PM3.13–PM3.14, and a Small Group Reading book you have read. How did these texts show what is amazing about plants?*

Model a response to the question for the story “Two Old Potatoes and Me”: *The narrator first thought the old potatoes were useless. But from two old potatoes, the narrator and her father grew more than 60 potatoes!*

Use an **Inside-Outside Circle** to have students discuss how the readings relate to the Big Question.

- Have students stand in concentric circles facing each other.
- Direct students in the outside circle to ask questions. Those inside answer. Offer possible questions to get students started:
 - *How are plants planted and gathered?*
 - *What do people use plants for?*
 - *What things are made from plants?*
- On a signal, students rotate to create new partnerships.
- On another signal, students trade inside/outside roles.

For **Inside-Outside Circle**, see page BP45.



Inside-Outside Circle

Best Practices

Link to Experience As students talk, link selection topics to students’ family histories and cultural heritage. For example:

- *Which plant foods does your family like to eat?*
- *Do any of your family members grow a vegetable garden?*

WRAP-UP

Ask: *Which would you rather do, grow food or prepare food for a meal?* Have students think about both processes. Once students decide, ask them to give their reasons and include sensory details. For example, they might like how the rich soil feels as they dig in it.

OBJECTIVES

Thematic Connection: Agriculture and Crops

✔ Write a Haiku: Word Choice

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.40

TECHNOLOGY ONLY

Sample Haiku: eVisual 3.12

Writing Trait: Word Choice: eVisual 3.13

Magazine Maker

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite
DAY 3	Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

COMMON CORE STANDARDS

Writing

Use Sensory Details	CC.3.W.3.d
Use Appropriate Development and Organization	CC.3.W.4
Plan, Revise, and Edit Writing	CC.3.W.5
Use Technology	CC.3.W.6
Write Over Extended Time Frames for Specific Tasks	CC.3.W.10

Language and Vocabulary

Demonstrate Command of Grammar	CC.3.L.1
Demonstrate Command of Spelling	CC.3.L.2
Use Knowledge of Conventions	CC.3.L.3
Explain the Function of Nouns	CC.3.L.1.a
Explain the Function of Pronouns	CC.3.L.1.b

Write a Haiku

Display and read aloud the prompt.

Write a haiku about your favorite plant. You will read your poem aloud at a class poetry reading.

Study a Model

Read a Haiku

Explain: *Let's read one student's haiku.* Display and read aloud **eVisual 3.12**.



Sample Haiku

Sunflowers

Golden sunflowers
Relaxing in the warm sun
As autumn leaves crunch

[NGReach.com](#) Sample Haiku: eVisual 3.12



INTERACTIVE WHITEBOARD TIP: Underline the sensory details as you read them.

Review the Trait: Word Choice

Review the importance of word choice: *Poets need to choose their words carefully because every one counts, especially in a haiku! Haiku poets pick words that paint a picture for the reader. Poets also use sensory words and phrases to help their readers see, hear, smell, taste, or feel the things they describe.* Display and read aloud **eVisual 3.13**.



Writing Trait: Word Choice

Poets focus carefully on word choice so that their writing

- clearly expresses the writer's message
- grabs the readers' attention by painting a picture in their minds

[NGReach.com](#) Trait: Word Choice: eVisual 3.13



INTERACTIVE WHITEBOARD TIP: Place a check next to each point as you explain it.

Read aloud the following sentence and ask students to think of ways to improve it:

The garden was full of plants and vegetables. Explain: *This sentence describes something, but it does not paint a clear picture in the reader's mind. What other words can the writer use to describe the scene?* Have students brainstorm words that better describe the plants and vegetables in the garden. Encourage students to use words that involve the five senses: sight, hearing, touch, smell, and taste. You might provide a color image of a garden to spark ideas.



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (yourself) Continue with the remainder of the prompt in order to determine the Role, Audience, and Form for the RAFT.

Role: Yourself

Audience: Students at a class
poetry reading

Form: Haiku

Then have partners look at **Magazine Maker** photos of different types of plants and landscapes to help them get ideas for their stories. Encourage them to think of sensory details that best describe how the plants look, smell, or feel like.



Get Organized

Review the sample: *In "Sunflowers," the writer chose sensory words and phrases to describe the sunflowers. These details helped paint a picture in the reader's mind.* Display a T-chart and explain: *Use a T-chart to list the senses and the sensory details.* Model completing the T-chart with words and phrases from "Sunflowers."

Senses	Sensory Words and Phrases
See	golden
Hear	crunch
Touch	warm
Smell	
Taste	

T-Chart

Have students choose words that appeal to the five senses as they describe their plant. Then have students use a T-chart to plan their haiku.

Draft

Write Ideas

Help students create a layout in **Magazine Maker** with a title, text box, and the photograph they chose. Then have students draft their haiku using the sensory details they generated using their T-charts. Explain that they can be as creative as they like with their page layout by using different fonts and colors for their writing. Remind students to focus on word choice as they draft their haiku.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack the vocabulary to brainstorm sensory words and phrases.

STRATEGY Display one of the photos from **Magazine Maker**, or use a photo from a print magazine. As a class, describe the photo, focusing on each of the senses. Write student responses on the board. If students have difficulty generating sensory words and phrases, model descriptive words for each sense. Have students repeat each word and then add the word or phrase to the other student responses.



Daily Language Arts

Daily Spelling and Word Work ✓
Practice Pages T165m–T165n

Daily Grammar ✓
Point out the words *Sunflowers*, *sun*, and *leaves* in “Sunflowers.” Then use pages T165o–T165p to have students practice using singular and plural nouns.

Daily Writing Skills ✓
Point out the words *Golden*, *warm*, and *crunch* in “Sunflowers.” Then use pages T165q–T165r to have students practice writing with sensory words.

Revise

Read, Retell, Respond

Have students read aloud their haiku to partners. Have listeners rephrase what they think the haiku is about, using their own words, and offer ideas to improve the word choice. Display language frames to guide the discussion.

Language Frames	
Retell <ul style="list-style-type: none"> • The haiku is about _____. • I see _____. • I hear _____. • I touch _____. • I smell _____. • I taste _____. 	Make Suggestions <ul style="list-style-type: none"> • _____ and _____ are good word choices. • Can you use another word to describe _____, to help me see it in my mind?

Make Changes

Have students revise their haiku. Remind students to focus on appropriate word choice and to use sensory details to describe how their plant looks, sounds, feels, smells, and tastes. In addition, remind students check to make sure their haiku still has the correct number of syllables for each line after their revisions: five syllables in the first line, seven syllables in the second line, and five syllables in the last line.

Students may need assistance changing the font size of their text. Demonstrate how to change the font size in **Magazine Maker** by highlighting the text and opening the Font tab at the top of the screen to choose a different font size.

Differentiate

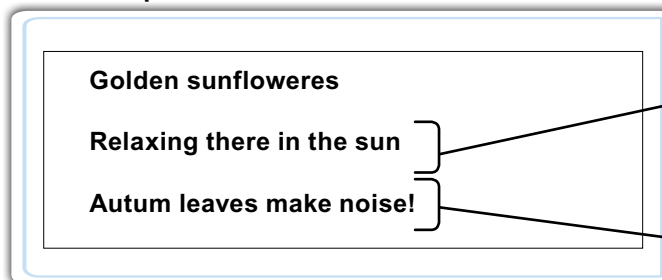
BL Below Level

ISSUE Students have difficulty following the rules of a haiku as well as writing a poem about a plant.

STRATEGY Work with students to brainstorm a list of plants. Then have them choose a plant to write about. Allow students to write a free form poem about the plant they chose.

See Differentiate

Student Sample: Revise



Sample Analysis

I could use a sensory detail to describe the sun.

“Make noise” is not very specific. I should use a better description to paint a picture in the reader’s mind.

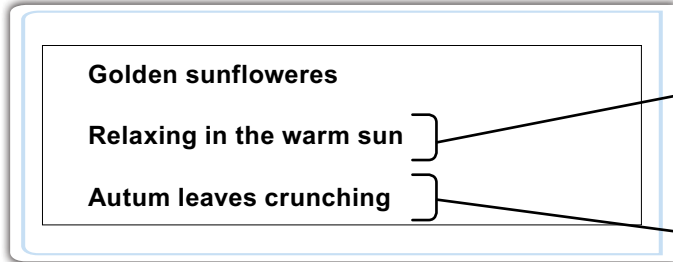


Edit and Proofread

Check the Haiku

Have students check their grammar and spelling, focusing on the Week 2 spelling words and the proper use of nouns.

Student Sample: Edit and Proofread



Sample Analysis

I didn't write this plural noun correctly. I need to fix my mistake.

I misspelled *autumn*. I'll fix that.

Publish and Present

Make a Final Copy

As they create a final copy of their haiku, students can resize photos in **Magazine Maker**. To do this, they click on the photo box and use the Scale Image slider to make their photos bigger or smaller. Once they are satisfied, they should print their poems.

Share with Others

Invite volunteers to read their haiku aloud to the class. Model a response to the sample haiku: *This haiku describes sunflowers. The sensory details help me visualize the sunflowers in my mind.* Once all the students have shared their haiku, they can bind them into a book to share with another class.

Have students make additional copies of their haiku and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's haiku.

Student Sample: Publish



Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	-The writing has a clear focus and the writer's ideas are well-developed. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing shows a clear understanding of the topic and purpose. -Most of the writing is organized and logical.	-The writing has a clear structure and the writer's ideas are well-developed. -All content is relevant and logical. -Most of the writing is organized and logical.	-The writing has a strong voice and the writer's tone is consistent. -The writer's language is varied and expressive, using a variety of words and phrases. -Most of the writing is appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the audience and purpose. -Many appropriate words were used to convey the writer's message. -Most language is appropriate for the audience and purpose.	-The writing has a strong voice and the writer's tone is consistent. -The writer's language is varied and expressive, using a variety of words and phrases. -Most of the writing is appropriate for the audience.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -When read aloud, the writing sounds like a complete sentence. -Most of the writing is appropriate for the audience and purpose.	-The best presented in a readable way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, making it easy to read and understand the message. -Some visuals are appropriate and enhance the meaning.
3	-Most of the writing shows a clear understanding of the topic and purpose. -Most of the writing is organized and logical.	-The writing has a clear structure and the writer's ideas are well-developed. -All content is relevant and logical.	-The writing has a strong voice and the writer's tone is consistent. -The writer's language is varied and expressive, using a variety of words and phrases. -Most of the writing is appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the audience and purpose. -Many appropriate words were used to convey the writer's message. -Most language is appropriate for the audience and purpose.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -When read aloud, the writing sounds like a complete sentence. -Most of the writing is appropriate for the audience and purpose.	-The best presented in a readable way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, making it easy to read and understand the message. -Some visuals are appropriate and enhance the meaning.	
2	-The writing has a clear focus and the writer's ideas are well-developed. -Details are accurate and relevant, showing in-depth knowledge of the topic. -Most of the writing shows a clear understanding of the topic and purpose. -Most of the writing is organized and logical.	-The writing has a clear structure and the writer's ideas are well-developed. -All content is relevant and logical.	-The writing has a strong voice and the writer's tone is consistent. -The writer's language is varied and expressive, using a variety of words and phrases. -Most of the writing is appropriate for the audience.	-Appropriate words were chosen to convey the writer's message. -Language used is appropriate for the audience and purpose. -Many appropriate words were used to convey the writer's message. -Most language is appropriate for the audience and purpose.	-The writing has only a few minor errors in punctuation, grammar, capitalization, and spelling. -When read aloud, the writing sounds like a complete sentence. -Most of the writing is appropriate for the audience and purpose.	-The best presented in a readable way, conveying the message. -Visuals are appropriate and enhance the meaning. -Most of the text is presented in an organized way, making it easy to read and understand the message. -Some visuals are appropriate and enhance the meaning.	
1	-The writing does not have a clear focus and the writer's ideas are not well-developed. -The content is not relevant and logical. -Most of the writing is not organized and logical.	-The writing does not have a clear structure and the writer's ideas are not well-developed. -The content is not relevant and logical.	-The writing does not have a strong voice and the writer's tone is not consistent. -The writer's language is not varied and expressive, using a variety of words and phrases. -Most of the writing is not appropriate for the audience.	-Appropriate words were not chosen to convey the writer's message. -Language used is not appropriate for the audience and purpose. -Few appropriate words were used to convey the writer's message. -Most language is not appropriate for the audience and purpose.	-The writing has many errors in punctuation, grammar, capitalization, and spelling. -When read aloud, the writing does not sound like a complete sentence. -Most of the writing is not appropriate for the audience and purpose.	-The best is not presented in a readable way, making it difficult to read and understand the message. -Visuals are not appropriate and do not support the meaning.	

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Explain the Meaning of Sensory Details
- Make Inferences to Comprehend Literature

ASSESSMENTS

Reading Comprehension Test Unit 3, Week 2

Directions: Read the poem. Then answer the questions about the poem.

The Apple Tree

In spring you put on pinkish white,
Your flowers so bright that they tease
The bees to share in their delight.

In summer you shade yourself in green,
Black leaves that I have never seen
Hide you in between.

In fall, you dirt yourself with red,
I reach for your leafy spread
And pick the fruit above my head.

In winter you stand bare and gray,
As snowflakes start to fall you say,
I am wearing white today.

A3.10 Unit 3, Life in the Fall

Reading Comprehension Test Unit 3, Week 2

1. In the first stanza, the words "flowers so bright" describe how the flowers —

- feel.
- look.
- smell.
- sound.

2. The poet uses the word "tease" in the first stanza because it makes the flowers seem —

- lovely.
- jealous.
- steadily.
- colorful.

3. In the third stanza, the poet uses the word "dirt" to show that the tree —

- has only one apple.
- is starting to drop apples.
- is completely red with apples.
- has apples on it here and there.

4. In the last stanza, what words does the poet use to tell the reader how the tree looks?

- In winter.
- I dirt to fall.
- wearing white.
- As snowflakes.

A3.11 Unit 3, Life in the Fall

Reading Strategy Assessment Unit 3, Week 2

Check the reading strategy the student used and ask the questions that follow about how students used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.

Ask: What do you do when you were reading? How many parts of the text did you read? How did you read? What do you do to understand better? How did you do it?

Reading Strategy	Reading Strategy Rubric			
	4	3	2	1
1. Read and reread	Reads and rereads to understand and find meaning.	Reads and rereads to understand and find meaning.	Reads and rereads to understand and find meaning.	Reads and rereads to understand and find meaning.
2. Ask questions	Asks questions to understand and find meaning.	Asks questions to understand and find meaning.	Asks questions to understand and find meaning.	Asks questions to understand and find meaning.
3. Make connections	Makes connections to understand and find meaning.	Makes connections to understand and find meaning.	Makes connections to understand and find meaning.	Makes connections to understand and find meaning.
4. Monitor understanding	Monitors understanding to understand and find meaning.	Monitors understanding to understand and find meaning.	Monitors understanding to understand and find meaning.	Monitors understanding to understand and find meaning.

SG3.30 Unit 3, Life in the Fall

Reading Comprehension Test
A3.10–A3.11

Reading Strategy Assessment
SG3.30–SG3.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 3, Week 2

Henry always had a big bag. The bag full of the moment was to be in the Garden Book of Old Records. This book has records, like the tallest tree, the largest cupcake, or the oldest person in the world. Henry wanted a world record. He wanted to grow the largest Venus flytrap ever.

Henry loved Venus flytraps because they had leaves that formed little traps to catch bugs. As soon as a bug brushed against the flytraps around the traps, the leaves closed up and caught the bug.

Henry began to breed bugs to his Venus flytrap plants. He got larger and larger. As Henry had to take care and make bugs to feed it. In a few months, the plant grew taller than Henry. Things were going well. The world record would soon be his.

The plant kept growing until it was touching the top of his room. Henry could hardly move around. What the trouble up against the sky like him? "Should the plant be him by mistake?" Just then, he felt something touch his arm. Henry realized he had touched the plant. The trap moved open and started toward him. He heard a buzzing in his ear. Everything was happening too fast.

The buzzing stopped. Henry's mouth had turned off his alarm clock. "Time to wake up, Henry," she said gently. "You seemed to be having quite a dinner."

Henry thought for a moment. Perhaps he would try for the "largest cupcake" record instead.

A3.1 Unit 3, Life in the Fall

Oral Reading Assessment Unit 3, Week 2

Accuracy	Oral Reading Assessment Rubric			
	4	3	2	1
1. Accuracy	Reads accurately.	Reads accurately.	Reads accurately.	Reads accurately.
2. Phrasing	Reads with appropriate phrasing.	Reads with appropriate phrasing.	Reads with appropriate phrasing.	Reads with appropriate phrasing.
3. Rate	Reads at an appropriate rate.	Reads at an appropriate rate.	Reads at an appropriate rate.	Reads at an appropriate rate.
4. Fluency	Reads fluently.	Reads fluently.	Reads fluently.	Reads fluently.

A3.2 Unit 3, Life in the Fall

Oral Reading Assessment Unit 3, Week 2

Code	Reading Rubric			
	4	3	2	1
1	Reads accurately.	Reads accurately.	Reads accurately.	Reads accurately.
2	Reads with appropriate phrasing.	Reads with appropriate phrasing.	Reads with appropriate phrasing.	Reads with appropriate phrasing.
3	Reads at an appropriate rate.	Reads at an appropriate rate.	Reads at an appropriate rate.	Reads at an appropriate rate.
4	Reads fluently.	Reads fluently.	Reads fluently.	Reads fluently.

Observations and Notes:

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel about reading this passage?
- How did you understand the passage?
- How did you understand the passage?

Show the positive things you noticed about the student's reading. For example:

- You read with a lot of expression.
- Your reading sounded like you were really enjoying it.

Make suggestions about what improvements are needed. For example:

- Try to read more smoothly and clearly.

If you asked the student to read the story, make notes about what the student needs to improve. e.g., underline the main idea from details, or present words in the proper sequence.

A3.3 Unit 3, Life in the Fall

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

- Determine Meanings of Multiple-Meaning Words
- Spell Multisyllabic Words
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 3, Week 2

Directions: Read the question. Choose the correct answer.

1. What does the word **tease** mean in this sentence?

In the fall, we play in the leaves.

- go down in price
- a time of the year
- drop to the ground

2. What does the word **tease** mean in this sentence?

We try to take to visit our grandparents every year.

- a small bug
- go by airplane
- put something into the air

3. What does the word **tease** mean in this sentence?

Corn and apples are produce.

- make something
- provide money for
- vegetables and fruits

4. What does the word **tease** mean in this sentence?

Sara held the ball tightly as she waited for the pitcher to throw the ball.

- a stick or club
- hit something away
- a mammal with wings

A3.12 Unit 3, Life in the Fall

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Multisyllabic Words

- autumn Autumn is the time of year between summer and winter.
- bamboo These tall plants with woody stems are bamboo plants.
- couple A couple of apple trees are the only two trees left.
- entrance They opened the gate at the entrance to the lake.
- familiar Corn is a familiar plant that most of us know and like.
- greenerly We bought plants to add greenerly to our home.
- hobby As a hobby, we enjoy spending time gardening.
- magnify We'll magnify the seed to a bigger size to see its features better.
- ordinary On an ordinary day, a farmer does the usual chores.
- poison Some farmers spray poison to kill insects.
- powder The seeds were ground to fine bits like a powder.
- properly We learned the correct way to spray plants, so we could do it properly.
- recognize I recognize these beans because I have seen them before.
- scatter A strong wind can scatter seeds everywhere.
- separate We separate pea and corn plants into rows to keep them apart.

Watch-Out Words

- berry He ate the juicy purple berry, but kept the seeds.
- bury He wants to bury the seeds in the dirt.
- beet I added thick, round slices of beet root to the soup.
- beet Then I beat two eggs until they were mixed together.

Vocabulary Test
A3.12

Spelling Pretest/Spelling Test
T165m

Grammar and Writing

- Grammar: Use Count Nouns
- Use Sensory Words and Phrases

Writing, Revising, and Editing Test Unit 3, Week 2

Directions: Read the paragraph. Then answer the questions.

We have three _____, it's a certain named Mr. Lopez and for three children, two _____ and a girl. The _____ are from behind the moves unloaded lots of furniture and about a million _____ several _____ from the neighborhood are helping them work. The girls _____ and her name is Rose. She wears _____ but she me, and she likes to read and to play sports. We have a lot in common. I hope we can become good friends.

1. Choose the answer that goes in Blank 1.

- neighbors
- neighbor's
- neighbors
- neighbors

2. Choose the answer that goes in Blank 2.

- boys
- boy's
- boys
- boys

3. Choose the answer that goes in Blank 3.

- Learys
- Leary's
- Learys
- Learys

4. Choose the answer that goes in Blank 4.

- box
- box's
- boxes
- boxes

A3.13 Unit 3, Life in the Fall

Writing, Revising, and Editing Test Unit 3, Week 2

1. Choose the answer that goes in Blank 5.

- famlies
- famlies
- famlies
- famlies

2. Choose the answer that goes in Blank 6.

- eyeglass
- eyeglass's
- eyeglasses
- eyeglasses

3. Imagine what it would be like to go to a farm, or think of a time you visited one. Think about what you see, smell, hear, taste, and feel at the farm. Write a paragraph to describe the visit. Underline the sensory words or phrases in your description.

A3.14 Unit 3, Life in the Fall

Writing Rubric

Writing Strategy	Writing Rubric			
	4	3	2	1
1. Focus	Writes with a clear focus.	Writes with a clear focus.	Writes with a clear focus.	Writes with a clear focus.
2. Organization	Organizes ideas clearly.	Organizes ideas clearly.	Organizes ideas clearly.	Organizes ideas clearly.
3. Style	Writes with a clear style.	Writes with a clear style.	Writes with a clear style.	Writes with a clear style.
4. Mechanics	Writes with correct mechanics.	Writes with correct mechanics.	Writes with correct mechanics.	Writes with correct mechanics.

A3.40 Unit 3, Life in the Fall

Writing, Revising, and Editing Test
A3.13–A3.14

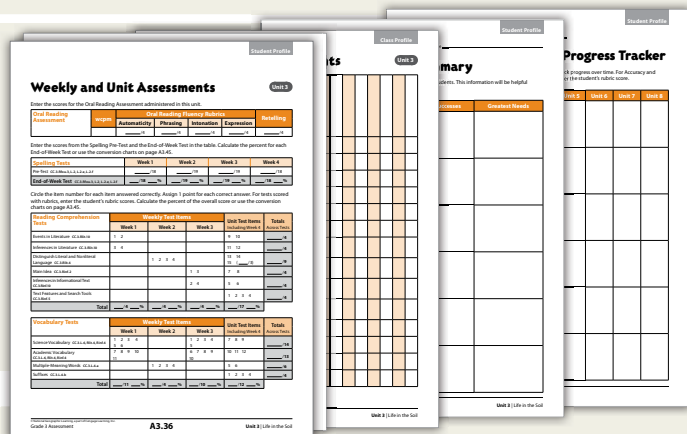
Writing Rubric
A3.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A3.36–A3.37
- Class Profile:** Weekly and Unit Assessments A3.38
- Student Profile:** Strengths and Needs Summary A3.39
- Student Profile:** Oral Reading Assessment A1.3
- Progress Tracker**

RESOURCES AND ROUTINES

Reading

RETEACH

- Sensory Details:** Reteaching Master RT3.4
- Make Inferences:** Reteaching Master RT3.5

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

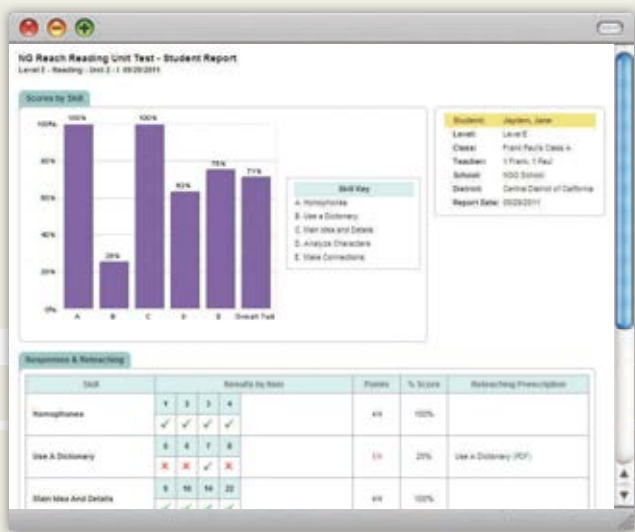
Fluency

RETEACH

Fluency Routines, page BP53

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

- Student Profile:** Weekly and Unit Tests
- Class Profile:** Weekly and Unit Tests
- Standards Summary Report**

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T165m–T165n

Grammar and Writing

RETEACH

- Count Nouns:** Anthology Handbook, page 584
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Word Choice:** Reteaching Master RT3.6

ADDITIONAL PRACTICE

More Grammar Practice PM3.6
Daily Writing Skills Practice, pages T165q–T165r



Week 3 Planner

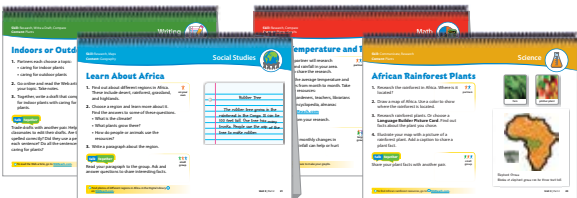
Online Lesson Planner
NGReach.com



✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.3.SL.3 Define and Explain T174	Academic Talk CC.3.SL.1.d Explain Ideas T176a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ✓ Pretest: VCe and Long and Short Vowels CC.3.L.2.f and Commonly Misspelled Words T173u Daily Grammar CC.3.L.1; CC.3.L.1.b; ✓ Count Nouns with Special Forms T173w CC.3.L.2 Science Vocabulary CC.3.L.6 ✓ Learn Key Words T174 city desert rainforest vine weed main idea details	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.1; ✓ Practice T173u CC.3.L.2; CC.3.L.2.f Daily Grammar CC.3.L.1; CC.3.L.1.b; CC.3.L.2 ✓ More Special Forms T173w Academic Vocabulary CC.3.L.6 ✓ Learn More Key Words T176a diversity environment organism protect unique
	Reading ⌚ 20–40 minutes	Reading Read Aloud: Nonfiction T175a Comprehension CC.3.Rinf.2 Determine Main Idea and Details T175a Fluency CC.3.Rfou.4 ✓ Model Phrasing T175a	Reading CC.3.Rinf.10 Read a Report T178 Comprehension CC.3.Rinf.10 ✓ Learn to Make Inferences T178 Fluency CC.3.Rfou.4 ✓ Practice Phrasing T178
	Writing ⌚ 15–45 minutes	Power Writing T174 CC.3.W.10 Daily Writing Skills CC.3.W.7; CC.3.W.8 ✓ Take and Organize Notes T173y Writing CC.3.W.10 Write a Main Idea and Details Paragraph T176 Research Project: Protected Animal or Place CC.3.W.7; Plan T195a CC.3.W.8	Power Writing T176a CC.3.W.10 Daily Writing Skills CC.3.W.7; CC.3.W.8 ✓ Take and Organize Notes T173y Writing CC.3.W.10 Write About Making Inferences T178 Research Project: Protected Animal or Place CC.3.W.6; Research T195a CC.3.W.7; CC.3.W.8

SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Nonfiction	⌚ 20 minutes	Vocabulary CC.3.L.6 Learn Science Vocabulary SG16–SG17 Reading CC.3.Rinf.8 Explain Text Structure: CC.3.Rinf.10 Comparison SG16 Build Comprehension SG17 	Vocabulary CC.3.L.6 Learn Story Words SG18–SG19 Reading CC.3.Rinf.10; Introduce SG18–SG19 CC.3.Rinf.2 Read SG18–SG19 ✓ Make Inferences SG20–SG21 ✓ Main Idea and Details SG20–SG21 

LEARNING STATION TIME/DAILY PHONICS INTERVENTION			
Learning Station	⌚ 20 minutes		
		Speaking and Listening T173q CC.3.SL.1; CC.3.SL.1.a; CC.3.SL.1.d Language and Vocabulary T173q CC.3.L.6 Writing T173q CC.3.W.2; CC.3.W.7; CC.3.W.8 Cross-Curricular T173r CC.3.Rinf.10; CC.3.W.2; CC.3.W.2.a; CC.3.W.8; CC.3.SL.1 Reading and Intervention CC.3.Rlit.10; CC.3.Rinf.10; T173r; SG68 CC.3.Rfou.4.b; CC.3.W.2.a; CC.3.W.8 Daily Phonics Intervention CC.3.Rfou.3; CC.3.L.2.e;; T173s–T173t CC.3.L.2.f	

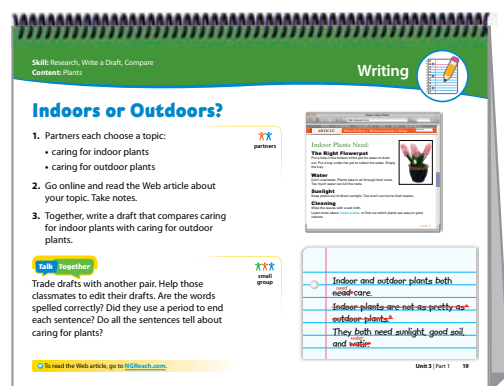
BIG Question What is so amazing about plants?

Day 3	Day 4	Day 5
Read and Comprehend	Read and Comprehend	Review and Apply
<p>Academic Talk CC.3.SL.1 Preview and Predict T180</p> <p>Daily Spelling and Word Work CC.3.L.2; CC.3.L.2.e; CC.3.L.2.g ✓ Practice T173v</p> <p>Daily Grammar CC.3.L.1; CC.3.L.1.b; CC.3.L.2 ✓ Noncount Nouns T173x</p> <p>Vocabulary Practice CC.3.L.6 ✓ Expand Word Knowledge T180</p>	<p>Academic Talk CC.3.Rinf.2 Summarize Reading T188</p> <p>Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.e; CC.3.L.2.f; CC.3.L.2.g ✓ Practice T173v</p> <p>Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.b; CC.3.L.2 ✓ Grammar and Writing T173x</p> <p>Vocabulary Practice CC.3.L.6 ✓ Share Word Knowledge T188</p>	<p>Academic Talk CC.3.SL.1 Talk About "A Protected Place" T194</p> <p>Daily Grammar CC.3.L.1; CC.3.L.1.b; CC.3.L.2 ✓ Review T173x</p> <p>Vocabulary Review CC.3.L.6 ✓ Apply Word Knowledge T193a</p>
<p>Reading CC.3.Rinf.10 Read a Science Article T181–T186</p> <p>Comprehension CC.3.Rinf.2; CC.3.Rinf.10 ✓ Determine Main Idea and Details T184–185, T186</p> <p>✓ Make Inferences T182–183, T184–185</p>  <p>Fluency CC.3.Rfou.4 ✓ Practice Phrasing, Accuracy, and Rate T182–183</p>	<p>Reading CC.3.Rinf.10 Read a Science Article T189–T192</p> <p>Comprehension CC.3.Rinf.2; CC.3.Rinf.10; CC.3.Rinf.3; CC.3.Rinf.8 ✓ Determine Main Idea and Details T189, T191, T192</p> <p>✓ Make Inferences T189, T191, T192 Sequence T190</p>  <p>Fluency CC.3.Rfou.4 ✓ Practice Phrasing, Accuracy, and Rate T189</p>	<p>Reading CC.3.Rinf.10 Reread a Science Article T194a</p> <p>Comprehension CC.3.Rinf.2 ✓ Determine Main Idea and Details T194a</p> <p>Fluency CC.3.Rfou.4 ✓ Check Expression, Accuracy, and Rate T195</p>
<p>Power Writing T180 CC.3.W.10</p> <p>Daily Writing Skills CC.3.W.7; CC.3.W.8 ✓ Take and Organize Notes T173z</p> <p>Writing CC.3.W.10 Write About Photographic Details T187</p> <p>Research Project: Protected Animal or Place CC.3.W.6; CC.3.W.7; CC.3.W.8 Research T195a</p>	<p>Power Writing T188 CC.3.W.10</p> <p>Daily Writing Skills CC.3.W.7; CC.3.W.8 ✓ Take and Organize Notes T173z</p> <p>Writing CC.3.W.10 ✓ Write About Main Ideas T193</p> <p>Research Project: Protected Animal or Place CC.3.W.6; CC.3.W.7; CC.3.W.8 Organize T195b</p>	<p>Power Writing T193a CC.3.W.10</p> <p>Daily Writing Skills CC.3.W.7; CC.3.W.8 ✓ Take and Organize Notes T173z</p> <p>Writing CC.3.W.10 ✓ Write About It T194</p> <p>Research Project: Protected Animal or Place CC.3.W.6; CC.3.SL.1; CC.3.SL.4; CC.3.SL.5 Present T195b</p>
Read Nonfiction Books	Read Nonfiction Books	Read Nonfiction Books
<p>Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG18–SG21</p> <p>Reading CC.3.Rinf.2 Read and Integrate Ideas SG20–SG21</p> <p>✓ Make Inferences SG20–SG21</p> <p>✓ Main Idea and Details SG20–SG21</p> 	<p>Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG18–SG21</p> <p>Reading CC.3.Rinf.2 Read and Integrate Ideas SG20–SG21</p> <p>✓ Make Inferences SG20–SG21</p> <p>✓ Main Idea and Details SG20–SG21</p> 	<p>Vocabulary CC.3.L.6 Expand Vocabulary Through Wide Reading SG20–SG21</p> <p>Reading CC.3.Rinf.10 Connect Across Texts SG21</p> <p>Writing CC.3.W.2 Choose a Writing Option SG20–SG21</p> 
ASSESSMENT & RETEACHING		
<p>Assessment and Reteaching T195c–T195d</p> <p>✓ Reading Comprehension Test A3.15–A3.16 CC.3.Rinf.2</p> <p>✓ Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10</p> <p>✓ Oral Reading Assessment A3.1–A3.3 CC.3.Rfou.4</p> <p>✓ Vocabulary Test A3.17–A3.18 CC.3.L.6</p> <p>✓ Spelling Test: VCe and Long and Short Vowels Commonly Misspelled Words T173u CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f</p> <p>✓ Writing, Revising, and Editing Test A3.19–A3.21 CC.3.W.10; CC.3.L.1; CC.3.L.1.b; CC.3.L.2</p> <p>Reteaching Masters RT3.7–RT3.8</p>		
		

Week 3 Learning Stations

Speaking and Listening

Option 1: Indoors or Outdoors



Indoors or Outdoors?

- Partners each choose a topic:
 - caring for indoor plants
 - caring for outdoor plants
- Go online and read the Web article about your topic. Take notes.
- Together, write a draft that compares caring for indoor plants with caring for outdoor plants.

Talk Together
Trade drafts with another pair. Help those classmates to edit their drafts. Are the words spelled correctly? Did they use a period to end each sentence? Do all the sentences tell about caring for plants?

Indoor and outdoor plants both need care.
~~Indoor plants are not as pretty as outdoor plants.~~
They both need sunlight, good soil and water.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 21

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Student Resources Directory

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Draw on Preparation and Information to Explore Ideas	CC.3.SL.1.a

Option 2: A Chocolate Tree Grows in Ghana



Resources

- Choose your topic
- Choose a research topic
- Choose a resource
- Choose a resource

[NGReach.com](https://www.ncreach.com) Student Resources

Have pairs read an online article about rainforests in Ghana: go to Resources > Unit 3 > Learning Stations > Week 3 > A Chocolate Tree Grows in Ghana. Then ask students to read the article in pairs and discuss what they learned.

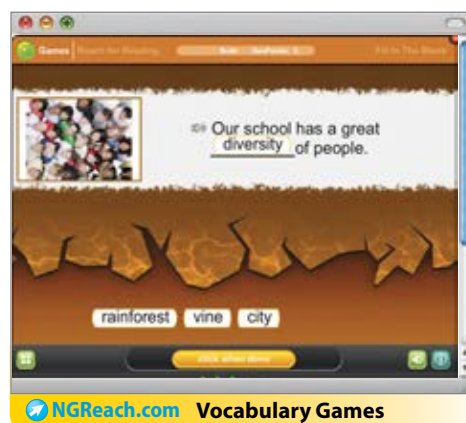
Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Explain Ideas and Understanding	CC.3.SL.1.d

Language and Vocabulary

Key Words

city · desert · details · diversity · environment
main idea · organism · protect · rainforest
unique · vine · weed

Option 1: Vocabulary Games



Our school has a great diversity of people.

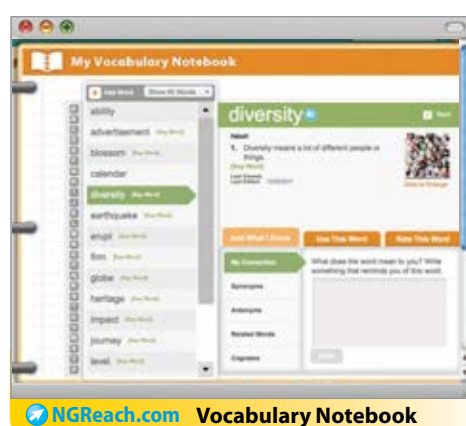
rainforest vine city

[NGReach.com](https://www.ncreach.com) Vocabulary Games

Acquire and Use Conversational, Academic, and Domain-Specific Words

CC.3.L.6

Option 2: My Vocabulary Notebook



My Vocabulary Notebook

diversity

Meaning: Diversity means a lot of different people or things.

Write something that reminds you of the word.

[NGReach.com](https://www.ncreach.com) Vocabulary Notebook

Have students expand their word knowledge.

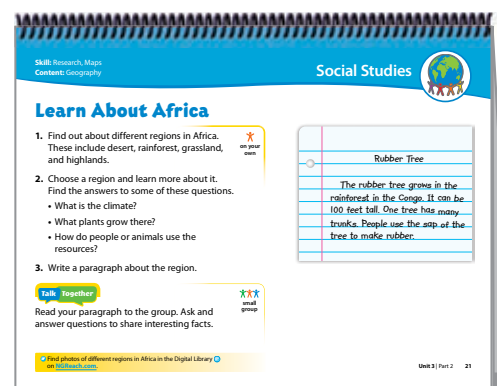
- Under Add More Information > My Connection, have students add the plural forms of all Key Words that are nouns.
- Under Add More Information > Cognates, have students add any cognates they know.

Acquire and Use Conversational, Academic, and Domain-Specific Words

CC.3.L.6

Writing

Option 1: Learn About Africa



Learn About Africa

- Find out about different regions in Africa. These include desert, rainforest, grassland, and highlands.
- Choose a region and learn more about it. Find the answers to some of these questions:
 - What is the climate?
 - What plants grow there?
 - How do people or animals use the resources?
- Write a paragraph about the region.

Talk Together
Read your paragraph to the group. Ask and answer questions to share interesting facts.

Rubber Tree

The rubber tree grows in the rainforest in the Congo. It can be 100 feet tall. One tree has many trunks. People use the sap of the tree to make rubber.

[NGReach.com](https://www.ncreach.com)

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 21

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Student Resources Directory

encyclopedia · atlases and maps · books about Africa

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Gather Information	CC.3.W.8

Option 2: Write a Report



Resources

- Choose your topic
- Choose a resource topic
- Choose a resource
- Choose a resource

[NGReach.com](https://www.ncreach.com) Student Resources

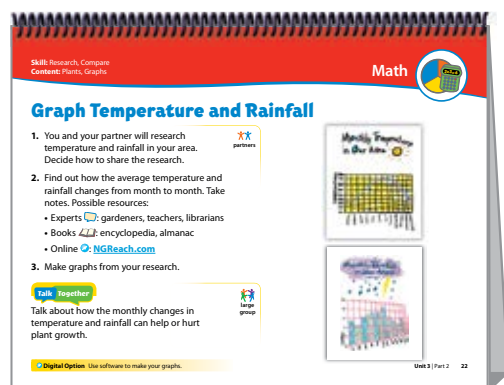
Have students read an online article about elephants in zoos: go to Resources > Unit 3 > Learning Stations > Week 3 > Elephants

Ask students to write a short report about what they learned and encourage them to use Key Words in their reports.

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Conduct Research	CC.3.W.7

Cross-Curricular

Option 1: Graph Temperature and Rainfall



Graph Temperature and Rainfall

- You and your partner will research temperature and rainfall in your area. Decide how to share the research.
- Find out how the average temperature and rainfall changes from month to month. Take notes. Possible resources:
 - Experts: gardeners, teachers, librarians
 - Books: encyclopedias, almanac
 - Online: NGReach.com
- Make graphs from your research.

Talk Together
Talk about how the monthly changes in temperature and rainfall can help or hurt plant growth.

Digital Option Use software to make your graphs.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 22

Student Resources Directory

Teacher's Guide on NGReach.com

weather section from a local newspaper • almanacs or climate guides • colored markers • crayons

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Include Illustrations	CC.3.W.2.a
Gather Information and Take Notes	CC.3.W.8

Option 2: African Elephants



NGReach.com Student Resources

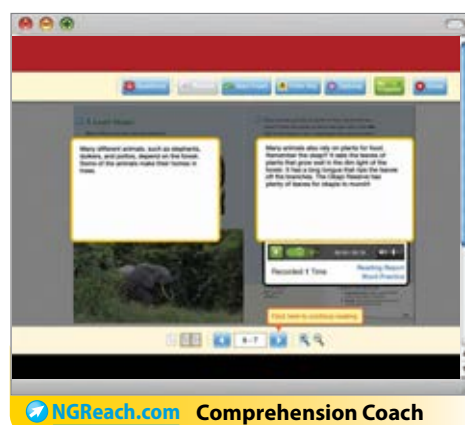
Have groups research African elephants: go to Resources > Unit 3 > Learning Stations > Week 3 > African Elephants

- Assign each group a topic, such as: elephant habitats, elephant food, or elephant behavior.
- Have groups take notes on their topic and orally report their research to the class.

Read and Comprehend Informational Text	CC.3.Rinf.10
Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1

Reading

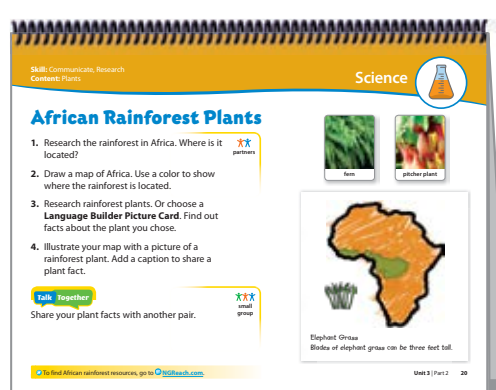
Option 1: Comprehension Coach



NGReach.com Comprehension Coach

Read and Comprehend Literature	CC.3.Rlit.10
Read Orally with Accuracy and Appropriate Rate on Successive Readings	CC.3.Rfou.4.b

Option 2: African Rainforest Plants



African Rainforest Plants

- Research the rainforest in Africa. Where is it located?
- Draw a map of Africa. Use a color to show where the rainforest is located.
- Research rainforest plants. Or choose a **Language Builder Picture Card**. Find out facts about the plant you chose.
- Illustrate your map with a picture of a rainforest plant. Add a caption to share a plant fact.

Talk Together
Share your plant facts with another pair.

Digital Option To find African rainforest resources, go to NGReach.com.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 20

Digital Library: Language Builder Picture Cards D25 and D29

Teacher's Guide on NGReach.com

Student Resources Directory

traceable map of Africa • colored markers • crayons

Read and Comprehend Informational Text	CC.3.Rinf.10
Include Illustrations	CC.3.W.2.a
Gather Information and Take Notes	CC.3.W.8

Intervention

Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills	CC.3.Rfou.3
--	-------------

For Reteaching Masters, see pages RT3.7–RT3.8.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T174–T195

Week 3 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Plant Diversity

Recognize High Frequency Words

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings: /ā/a_e; /ō/o_e; /ī/i_e; /ū/u_e

Blend Sounds to Decode Words

Teach

Day 1



PROGRAM RESOURCES

High Frequency Words: Teaching Master 11

Sound/Spelling Cards 32 and 35

Word Builder: Transparency 36

Decodable Passage: *Jane Doesn't Help*

Practice Book, page 106

Reach into Phonics

Lesson 38, page T66

Lesson 40, pages T68–T69

High Frequency Words

Follow Lesson 38 to present High Frequency Words:

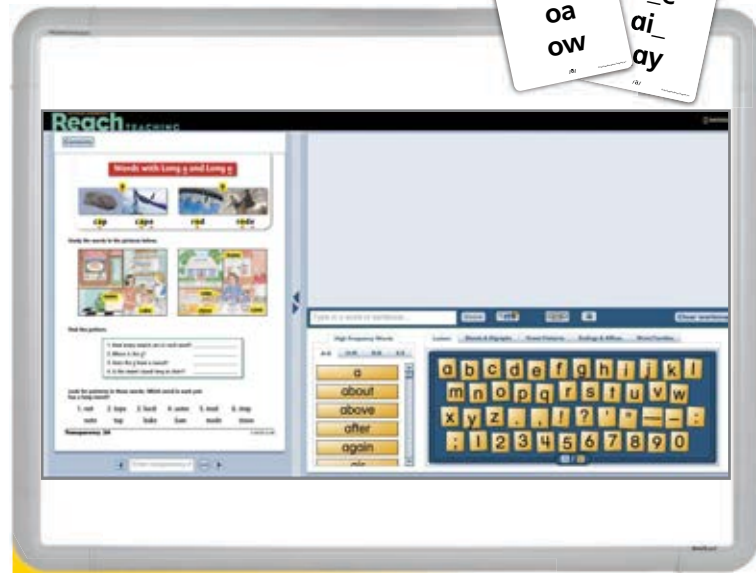
family together other really father

Long Vowels /ā/a_e; /ō/o_e

Follow Lesson 40. Use **Reading Routine 1** and **Sound/Spelling Cards 32** and **35** to teach sounds and spellings /ā/a_e and /ō/o_e. Guide students through **Transparency 36**. Use **Reading Routine 3** to guide students as they read Decodable text.

For **Reading Routine 1**, see *Reach into Phonics* page vi.

For **Reading Routine 3**, see *Reach into Phonics* page ix.



NGReach.com Word Builder: Transparency 36

Teach

Day 2



PROGRAM RESOURCES

High Frequency Words: Teaching Master 12

Sound/Spelling Cards 34 and 36

Word Builder: Transparency 37

Decodable Passage: *Five Things a Fine Home Has*

Practice Book, page 107

Reach into Phonics

Lesson 39, page T67

Lesson 41, pages T70–T71

High Frequency Words

Follow Lesson 39 to present High Frequency Words:

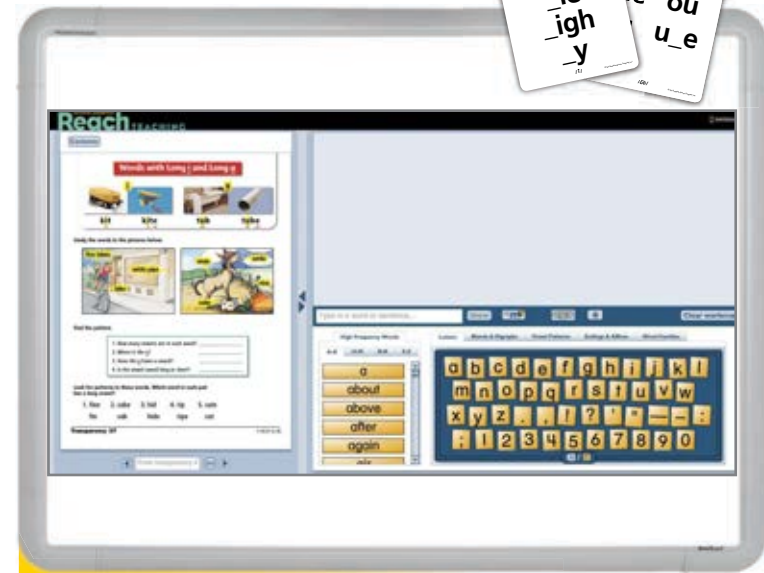
mother our watch eyes head

Long Vowels /ī/i_e; /ū/u_e

Follow Lesson 41. Use **Reading Routine 1** and **Sound/Spelling Cards 34** and **36** to teach sounds and spellings /ī/i_e and /ū/u_e. Guide students through **Transparency 37**. Use **Reading Routine 3** to guide students as they read Decodable text.

For **Reading Routine 1**, see *Reach into Phonics* page vi.

For **Reading Routine 3**, see *Reach into Phonics* page ix.



NGReach.com Word Builder: Transparency 37



COMMON CORE STANDARDS

- Use Conventional Spelling CC.3.L.2.e
- Use Spelling Patterns and Generalizations CC.3.L.2.f
- Read Grade-Appropriate Irregularly Spelled Words CC.3.Rfou.3.d

Match Words and Pictures Day 3



Option 1

MATERIALS

Index cards, 20 per pair of students

Prepare

- Have partners collaborate to write each word from the word bank on a separate card. Ask partners to check each other's spelling.

stone	kite	prune	rake	rope
gate	smile	cave	globe	cube

- Then have partners collaborate on drawing simple illustrations for the words on separate cards.
- Have partners combine the 20 cards and place them face down in four rows of five cards each.

Play a Game

- Have Partner 1 turn over two cards and read the word and identify the picture. If the word and picture match, Partner 1 identifies the long or short vowel sound, uses the word in an oral sentence, and keeps the cards. If no match is made, Partner 1 returns the cards face down to the table, and Partner 2 plays.
- Play continues until all matches are made. The winner is the player who has more cards.

Hop and Read

Day 3



Option 2

MATERIALS

masking tape • large index cards, 10 per pair of students • markers

Prepare

- Have partners work together to write each High Frequency Word from the word bank below on separate cards.
- Have partners use tape to make a hopscotch grid on the classroom floor. Tell students to tape a word card in each box of the hopscotch grid.

family	together	other	really	father
mother	our	watch	eyes	head

Play a Game

- Have Player 1 toss a marker inside the first box and then hop through the boxes reading each word, skipping the box the marker is on. Player 1 turns around, hops back, and picks up the marker. Have Player 2 repeat the process.
- The first player to complete the hopscotch grid with the marker on each box wins the game.

Long Vowels

Day 4



MATERIALS

index cards, 14 per pair of students

Prepare

- Have partners collaborate to write each word from the word bank on separate cards.
- Have students spread the cards face up on a table.

cane	paste	like	slime	hope	tube	glue
zone	flake	broke	bike	rule	made	spike

Play a Game

- Have Partner 1 say the long *a*, *i*, *o*, or *u* sound.
- Have Partner 2 choose one of the cards based on the sound: for example, *slime* for the long *i* sound. Partner 2 reads the word, identifies the letter that stands for the long vowel sound, and uses the word in an oral sentence.
- Once a word is matched to the correct vowel sound, have students remove the card.
- Have partners switch roles and continue until all the cards have been read.

Identify the VCe Spelling

Day 5



MATERIALS

index cards, 16 per pair of students

Prepare

- Have partners collaborate to write 3 words with *a_e* spelling, 3 words with *i_e* spelling, 3 words with *o_e* spelling, and 3 words with *u_e* spelling, each on a separate card.
- Then have them write each of these vowel spellings on a separate card: *a_e*, *i_e*, *o_e*, *u_e*.

Play a Game

- Have one partner take the four vowel spelling cards and the other partner take the word cards.
- The partner with the word cards holds up one card at a time. The other partner holds up the appropriate vowel spelling card, says the spelling, and reads the word.
- Have partners switch roles and repeat the activity.

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Plant Diversity

- ✔ Spell Words with Long and Short Vowels
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with VCe and Words with Long and Short Vowels

1. alive	The frost nearly killed our plants, but they're still alive .
2. awaken	After sleeping all night, I awaken when the sun shines.
3. decorate	We decorate with beautiful, colorful plants.
4. entire	The entire room has greenery from wall to wall.
5. grape	The grape is a juicy small, round berry.
6. hike	Our hike was a long walk through a local park.
7. lonely	He was lonely and unhappy in his new home until he made a new friend.
8. mole	A mole is a small furry animal that lives underground.
9. prune	A prune is a plum that has been dried.
10. quite	These large signs with big letters make it quite clear that we must stay on the paths.
11. roses	Roses are beautiful flowers, but watch out for thorns!
12. spruce	A spruce is a type of tree that stays green all year long.
13. stake	We pushed the long wooden stake into the ground to hold up the little tree.
14. twice	We tried twice to grow cactus, but they died both times.
15. volume	The forest is so crowded because the trees take up a lot of volume .

Watch-Out Words

16. rose	The park's redwood trees rose 5,000 feet above us.
17. rows	Two rows of cars lined up side by side in the parking lot.
18. die	She thought she would die if she had to toss out the faded baby blanket.
19. dye	At last she found a safe dye made from plants for coloring the blanket.

VCe Pattern

Day 2



Option 1

Teach

Display and pronounce *quit* and *quite*. Ask: *In which word does a vowel say its own name?* (*quite*, /ī/) Underline *i* and *e* in *quite* and draw an arrow from *e* to *i*. Explain: *In the vowel-consonant-e pattern, e tells the vowel before the consonant to make a long sound, but the e makes no sound of its own.*

Prepare

Have students fold a paper along the length and width to create four sections. Then have them write a heading in each section: *a-consonant-e, i-consonant-e, o-consonant-e, and u-consonant-e.*

Word Sort

- Have partners first quietly read aloud a spelling word, listening for the long vowel sound.
- Tell them to print each word under the right heading, pronounce the word again as they write it, and underline the letters in the pattern.
- Have students add additional words from readings or other materials to the patterns throughout the week.

Apply Phonics and Word Analysis Skills
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2.f

Comic Strips

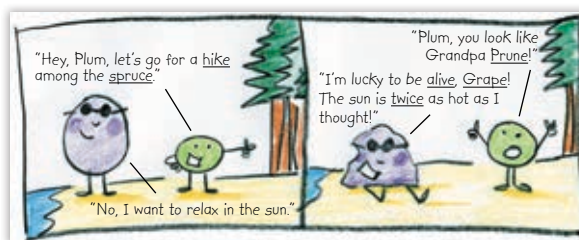
Day 2



Option 2

Make a Drawing

Have students collaborate to create comic strips that use as many spelling words as possible. Display the comic strips.



Demonstrate Command of Spelling

CC.3.L.2

Homophone Hints

Day 2



Option 3

Picture Images

Have students draw images to help them remember the Watch-Out Words and fill the images with the words. Examples of images: skyscrapers for *rose* and crops for *rows*. Tell students to write the Watch-Out Word multiple times inside each image.

Demonstrate Command of Usage

CC.3.L.1



Alphabetize

Day 3



Option 1

MATERIALS

index cards, 19 per student • dictionary, one per group

Prepare

Arrange students in small groups and have each student write each spelling word on a card.

Play a Game

- Have students place cards face down and mix them up.
- At a signal, students turn over their cards and quickly arrange them in alphabetical order.
- At another signal, have students stop and work together to determine correct alphabetical order. Encourage them to use a dictionary. Ask why *rose* is alphabetized before *roses*.
- Assign a point for each correctly alphabetized word.
- Have students remix the cards for another round.
- After several rounds, the winner is the student with the most points.



Use Conventional Spelling

CC.3.L.2.e

Q&A

Day 3



Option 2

MATERIALS

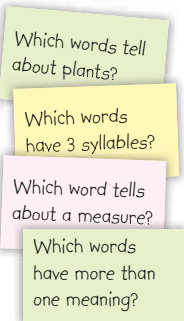
index cards, 10 per student • dictionary, 1 per pair of students

Prepare

Arrange students in pairs and have each partner write ten questions, each on a separate index card. Tell students that the answer to each question must be one or more of the spelling words.

Play a Game

- Have students take turns choosing a card from each other's stacks and answering the question aloud.
- Tell students to answer the question aloud and write the answer(s). If they answer it correctly, they keep the card. If they answer it incorrectly, the card goes back in the other player's stack.
- Students continue until all questions have been answered.
- Tell students to check a dictionary to confirm answers.
- The student with the most cards at the end wins.



Demonstrate Command of Spelling
Consult References

CC.3.L.2
CC.3.L.2.g

Pick It Up!

Day 4



Option 1

MATERIALS

index cards, 22 per group • one poster board per group

Prepare

- Arrange students in groups of three to six. Have students collaborate to print every consonant of the alphabet separately on index cards, adding one additional *l* consonant so that there are two.
- Tell two students to cut nine, 6-inch by 6-inch squares from poster board. Then have them write on the cards the vowels *a, e, i, o, u*.
- Students line up the vowel cards on the floor. Have them arrange the consonant cards on a desk in a grid from *b* to *z*.

Play a Game

- A Caller calls out a spelling word.
- A Speller picks up the initial consonant, or consonants for blends, and stands beside the card representing the first vowel in the word. If the word begins with a vowel, the Speller stands beside the vowel first.
- The Speller continues picking up consonants and standing beside vowels to spell the word, saying each letter as he or she picks up or stands beside the letter.
- Group members listen to and watch the Speller. If a student notices an error, he or she takes the Speller's place, spelling the rest of the word.
- Students take turns until all words are spelled correctly.

Use Conventional Spelling

CC.3.L.2.e

Rhyming Couplets

Day 4



Option 2

MATERIALS

dictionary, 1 per pair of students

Two-Line Rhyming Poems

- Have partners create two-line rhyming poems using spelling words. Tell them poems can be funny.
- Encourage students to use a spelling word as one of the rhyming words and to use as many other spelling words as they can per poem.
- Tell students that both lines should have the same number of syllables.
- Encourage students to check a dictionary for numbers of syllables in words.

Birds gathered red berries to decorate
Then sat among spruces to celebrate.

Apply Word Analysis Skills
Use Spelling Patterns and Generalizations
Consult References

CC.3.Rfou.3
CC.3.L.2.f
CC.3.L.2.g

OBJECTIVES

Thematic Connection: Plant Diversity

✔ Use Count and Noncount Nouns

COMMON CORE STANDARDS

Edit Writing

CC.3.W.5

Demonstrate Command of Grammar

CC.3.L.1

Form and Use Plural Nouns

CC.3.L.1.b

Day 1

PROGRAM RESOURCES

Irregular Plurals: eVisual 3.21

Game: Practice Master PM3.18

MATERIALS

scissors, one per pair of students • dictionary

Teach the Rules

Use the suggestion on page T176 to introduce irregular plurals. Then use **eVisual 3.21** to teach rules for irregular plurals.

Irregular Plurals

Some nouns show the plural in different ways.

Singular	Plural	Singular	Plural
child	children	woman	women
man	men	foot	feet
mouse	mice	person	people
goose	geese	tooth	teeth

NGReach.com Irregular Plurals: eVisual 3.21

Play a Game

Distribute **Practice Master 3.18** and have partners follow the directions to play the game.

Name _____ Date _____

Grammar Game
It's Special!

Directions:

1. Play with a partner. Cut apart the cards below. Place the cards face down and mix them up. Take turns turning over a card.
2. Write the plural form of the noun and use it in a sentence. Some have special forms, and some change spellings.
3. If your partner agrees, keep the card. If your partner disagrees, check the word in a dictionary. Keep the card if you were right. Put it back face down if not.
4. Play until all cards are taken. The player with more cards wins.

berry	Friday	story
chimney	penny	family
cherry	valley	monkey
activity	turkey	dictionary

© 2013 Pearson Education, Inc. All rights reserved. For use with TE in T173w. PM3.18 Unit 3 (Use in the Set)

NGReach.com Practice Master PM3.18

Differentiate

EL English Learners

ISSUE There is no plural form in Chinese, Hmong, or Vietnamese. Korean uses plurals only with “people” nouns.

STRATEGY Have students preview the special noun forms, read each word softly, cover the word and visualize it with an image or images, and then say the word again.
child → children

Day 2

PROGRAM RESOURCES

More Irregular Plurals: eVisual 3.24

MATERIALS

paper, two pieces per pair of students • scissors, one per pair of students

Teach the Rules

Use the suggestion on page T178 to review irregular plurals. Then use **eVisual 3.24** to expand rules for irregular plurals.

More Irregular Plurals

A few nouns use the same form for singular and plural.

Singular	Plural	Singular	Plural
deer	deer	sheep	sheep
fish	fish	trout	trout
salmon	salmon	moose	moose

NGReach.com More Irregular Plurals: eVisual 3.24

Play a Game

Have partners collaborate to make cards for “Match Maker!” Explain how to play:

- Fold two pieces of paper lengthwise and then into thirds to make a grid for six cards on each sheet. Print each animal name twice so that you fill all 12 sections. Cut apart the cards and put them face down on the table.
- Take turns choosing two cards. If you choose two that match, use the word in a sentence as a singular noun and then in a sentence as a plural noun.
- If your partner agrees the sentences are correct, keep the cards. If not, put them back face down. Play until all cards are taken. Who has more cards?

Differentiate

SN Special Needs

ISSUE Students may have difficulty remembering that the same form of the word represents singular and plural.

STRATEGY Have students draw one image of each animal on one set of cards and two or more images of the animal on the other set of cards.



Demonstrate Command of Spelling

CC.3.L.2

Day 3

PROGRAM RESOURCES

Noncount Nouns: eVisual 3.25

MATERIALS

index cards, 8 per pair of students

Teach the Rules

Use the suggestion on page T187 to introduce noncount nouns.

Explain: *Some things cannot be counted. You can count glasses and ounces of milk, but you can't count the milk itself. You say Milk is but never Milk are.*

Use eVisual 3.25 to teach and provide examples.

Noncount Nouns

Some nouns cannot be counted. They have only one form for singular and plural.

Singular	Plural	Singular	Plural
wood	wood	corn	corn
snow	snow	sunshine	sunshine
heat	heat	fun	fun
equipment	equipment	mail	mail

NGReach.com Noncount Nouns: eVisual 3.25

Generate Sentences ✖✖

Have each student write two sentences about plants using the noncount noun *sunshine*. Explain:

- *In one sentence, use the word sunshine in the first position.*
- *In another sentence, use the word sunshine in the fourth position.*

Then ask students to share their sentences with a partner.

Differentiate

AL Above Level

ISSUE Students need a challenge to enjoy the activity.

STRATEGY Have students write two sentences for each noun, expressing different quantities. For example:

I drink a glass of milk with every meal.

Milk from our dairy fills many gallons.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.19

Grammar and Writing ✖

Distribute Practice

Master PM3.19. Have

students use editing and

proofreading marks to

correct errors with noncount

nouns and with special forms

of count nouns.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of count nouns with special forms
- use of noncount nouns

Editing and Proofreading Marks	
^	Add.
↘	Take out.

Mr. and Mrs. Snow own a farm. They are looking at Web sites for vacation ideas. "I want a break from the cold weather," said Mr. Snow. "It is a chore to chop wood[^] for the fireplace!"

"Plenty of sunshines[^] are important for our vacation," agreed Mrs. Snow. "Let's go where heat[^] from the sun are[^] strong."

"There's a rainforest preserve in Puerto Rico," said one of their children[^] reading from the computer. "It's about 73 degrees all the time, and the forest has 240 kinds of trees. Look, it has an endangered parrot." She thought for a moment. "Oh no, my pet mice[^] mouse[^] will be endangered if I leave!"

"All of our sheep[^] have to be taken care of and farm equipment[^] need[^] to be put away for the winter," Mrs. Snow said. "Two man[^] are doing those chores for us. I think they'll feed your pets."

For use with TE, T172x. PM3.19 Unit 3 | Life in the Soil

NGReach.com Practice Master PM3.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.19–A3.21

MATERIALS

timer

Review and Assess ✖✖

Copy and display the words below and challenge partners to sort them into categories in two minutes. Then have them write a name for each of the categories.

Have partners explain the categories to another pair of students. Then have partners choose four of the plurals they like best and collaborate to write a sentence for each of them.

man – men	deer	sunshine	mouse – mice
fun	equipment	sheep	foot – feet

✓ Administer the **Writing, Revising, and Editing Test**.

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Plant Diversity

✔ Take and Organize Notes

COMMON CORE STANDARDS

Conduct Research
Gather Information, Take Notes, and Categorize Evidence

CC.3.W.7
CC.3.W.8

Introduce

Day 1



PROGRAM RESOURCES

Creating a Note Card: eVisual 3.22

Relevant Details: eVisual 3.23

Teach the Skill

Display **eVisual 3.22**. Explain: *Once you choose a topic and start your research, you will need to gather information and organize it.*



Creating a Note Card

Unicorn Plants

There are nine types of unicorn plants. Most of them have purple or white flowers.

Plant Life by Nigel St. John, 48

✔ NGReach.com Creating a Note Card: eVisual 3.22



INTERACTIVE WHITEBOARD TIP: Circle the heading, fact, source, and page number.

Point out the key elements of the note card. Tell students that note cards need to include a research question or topic at the top, relevant details, then a source and page number at the bottom.

Explain to students that a note card should only include information that is directly connected to the question or topic. Information that does not help answer the question or tell facts and details about the topic should be left out.

Display **eVisual 3.23**. Discuss why the information in the second column does not belong.



Relevant Details

What are unicorn plants like?	
Belongs	Does not belong
Most unicorn plants have purple or white flowers.	Unicorn beetles are also named after an imaginary animal.

✔ NGReach.com Relevant Details: eVisual 3.23



INTERACTIVE WHITEBOARD TIP: Cross out the fact in the second column.

Use Proper Form

Day 2



Option 1

PROGRAM RESOURCES

Creating a Note Card: eVisual 3.22

MATERIALS

index cards, 2 per pair of students

Introduce

Display **eVisual 3.22**. Remind students that the top line of a note card may name the topic or it may name a research question.

Practice

Have partners study the format of a note card. Encourage them to identify the topic at the top, the notes, and the source and page number at the bottom.

Ask partners to write the first research question at the top of one card and the second question at the top of another card:

- Where can plants grow?
- What are some different kinds of plants?

Then have partners read "So Many Plants!" on **Anthology** page 179 and take notes on the cards. If necessary, remind them to list the source and page number at the bottom.

Use Proper Form

Day 2



Option 2

PROGRAM RESOURCES

Creating a Note Card: eVisual 3.22

Unit 3 Small Group Reading book *Cactuses*

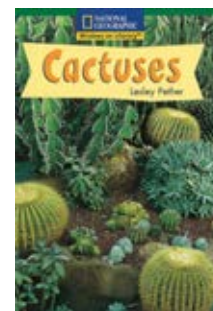
MATERIALS

index cards, 4 per pair of students

Practice

Display **eVisual 3.22** and have partners quickly review the format of a note card, including a research question or topic at the top, relevant details, and a source and page number at the bottom.

Then have partners read the **Small Group Reading** book *Cactuses* and collaborate to create four note cards from the information in the book.





SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

Keep It Relevant

Day 3 Option 1

MATERIALS

index cards, 3 per pair of students

Introduce

Remind students that a note card should only include information that connects to the research question or topic. Information that is not relevant should be left out.

Practice

Have students read **Anthology** pages 182-187 of “A Protected Place” and use the correct format to create three note cards on the topic: The Plants of the Okapi.

After taking notes, have partners share and compare their note cards with those of another pair of students and cross out any details that do not belong.

Tell students to keep their note cards for use on Day 4.

Do More Research

Day 3 Option 2

MATERIALS

computers with Internet access, one per student • index cards, 2-4 per student

Introduce

Remind students that a note card should only include relevant information. Have students remove any information not connected to the question or topic.

Practice

Have partners reread the note cards they created on Day 2. Then ask each partner to choose one idea about cactuses that he or she would like to learn more about. For example: cactus diversity, life cycle of a cactus, or animals that make their homes in cactuses.

Have each student use an Internet search engine to look for facts and details about his or her chosen topic. Tell students to create 2 to 4 more note cards for the new sources of information.

Tell students to write the date when they found the information after the source. Ask them to hold onto their note cards for use on Day 4.

Organize Your Notes

Day 4

Practice

Have students reread their note cards from Days 2 and 3 and choose a topic for a paragraph based on the cards. Tell students they do not need to use all of their cards.

Ask students to choose the note cards containing details about their topic and stack the cards in an order that makes sense. Then have them write a short paragraph based on the note cards.

Suggest that students go back to the source and make an additional note card if they want to add another interesting detail.

Caution students against using the same words found in the source. Encourage them to rephrase ideas and say things in their own words.

Review and Assess

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.19–A3.21

MATERIALS

index cards, one per group

Review the Skill

Copy and display the following chart without the Definition column completed. Arrange students in small groups and have them write a definition for each term. Encourage students to use their own words.

Term	Definition
note card	(sample response) a stiff 3"x5" piece of paper for making notes as you do research
source	(sample response) where you find your information
relevant detail	(sample response) important facts and details that answer your research question or tell important things about your topic

Then have students create and label a sample note card for a made-up source. Remind them to include each part of a good note card.

Administer the **Writing, Revising, and Editing Test**.

OBJECTIVES

Thematic Connection: Plant Diversity

- Use Domain-Specific Words
- Determine Main Idea and Supporting Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY


- Family Newsletter 3
- Main Idea and Details: Practice Master PM3.17

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 3.20

MATERIALS

timer



WARM-UP

Ask: *What plants do you see around you at home, school, or your neighborhood? Make a list.* (Possible responses: trees, cactuses, flowers) Invite volunteers to share their lists and tell where they see the plants and describe how they look.

Power Writing

Have students write as much as they can as well as they can in one minute about the word *desert*.

For **Writing Routine 1**, see page BP47.

Academic Talk

1 Define and Explain Anthology page 174

Read aloud the introduction and play the **Sing with Me Language Song**: “The Desert.” Explain that Nico defines and explains the meaning of the word *desert* to Lily. Point out that he elaborates on the meaning by adding **details** about plants that grow in the desert.

Clarify: *Nico defines the word by telling what it means. Then he elaborates, or explains more about the word, by giving examples and details.* Have students identify examples from the song.

Say: *Plants can grow in a garden.* Model how to define the word *garden*. Then elaborate on the definition by giving examples of different types of gardens and plants that grow there. Ask students to elaborate by sharing more information.

Ask: *What plant would you like to grow?* Pair students and have them take turns defining and explaining important terms and concepts. Remind them to stay on topic and to elaborate by giving specific examples and details.

Science Vocabulary

2 Key Words Anthology page 175

Explain and model using **Vocabulary Routine 1** and the photographs on **Student eEdition** page 175 to learn the Key Words.

- **Pronounce the word** and point to the image: **city**.
- **Rate the word.** Hold up your fingers to show how well you know the word. (1=very well; 2=a little; 3=not at all) Tell what you know about this word.
- **Define the word:** A **city** is a large town.
- **Elaborate:** Relate words to knowledge and experience: Many people live and work in large **cities**.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

Key Words

city · desert · rainforest
vine · weed

COMMON CORE STANDARDS

Reading

- | | |
|---|-------------|
| Determine Meaning of Words and Phrases | CC.3.Rlit.4 |
| Determine the Main Idea of Text and Explain How Details Support the Main Idea | CC.3.Rinf.2 |
| Determine Meaning of Domain-Specific Words | CC.3.Rinf.4 |
| Read with Fluency to Support Comprehension | CC.3.Rfou.4 |

Writing

- | | |
|--|-----------|
| Write Over Shorter Time for Specific Tasks | CC.3.W.10 |
|--|-----------|

Speaking and Listening

- | | |
|-----------|-----------|
| Elaborate | CC.3.SL.3 |
|-----------|-----------|

Language and Vocabulary


- | | |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words | CC.3.L.6 |
|--|----------|


- _____ means _____.
- For example, _____.

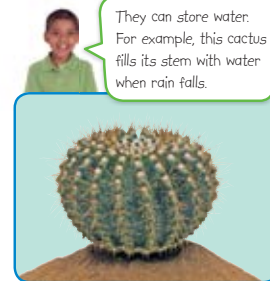
Define and Explain


Listen to Lily and Nico's dialogue. Then use **Language Frames** to define and explain. Talk about places where plants live.

Dialogue ((MP3))

- 

What does desert mean?
- 

Desert means a place where there is very little rain. Plants in the desert are unusual.
- 

They can store water. For example, this cactus fills its stem with water when rain falls.
- 

They can change to survive. For example, this plant drops its leaves when it is dry.

174

- city
- desert
- rainforest
- vine
- weed

Key Words

Look at the pictures. Use **Key Words** and other words to talk about ecosystems, or different places where plants live.



In cities, plants grow through cracks and in open areas around buildings.



Many plants in deserts have thick stems that can store water.



In rainforests, broad leaves, tall trees, and climbing vines collect sunlight.

Talk Together

What is amazing about where plants can grow? Talk with a partner. Try to use **Language Frames** from page 174 and **Key Words** to define words and explain your ideas.

175

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook

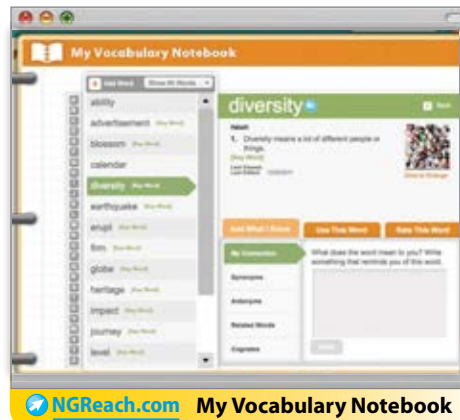
NGReach.com

Have partners take turns repeating the routine for each word using page 175. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 175

Have partners take turns defining and explaining concepts about plants and where they grow. Provide an example based on the photos and captions on page 175: A **rainforest** is a place where rain falls often, unlike a **desert**. It is amazing that many kinds of plants grow there with so little sunlight. Some of the world's tallest trees and **vines** grow in the **rainforest**.



Anthology
pages 174–175

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T173y–T173z)
- ✓ Power Writing (T174, T176a, T180, T188, T193a)
- ✓ Writing (T176, T178–T179, T187, T193, T194)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3** for translations in seven languages. Use cognates for Spanish speakers:

desert/desierto

BL Below Level

ISSUE Students have difficulty learning new vocabulary.

STRATEGY Provide the vocabulary words written on index cards. Have students first sort the words that are places. Then have them sort the remaining words by grouping them under the place where you find those things.

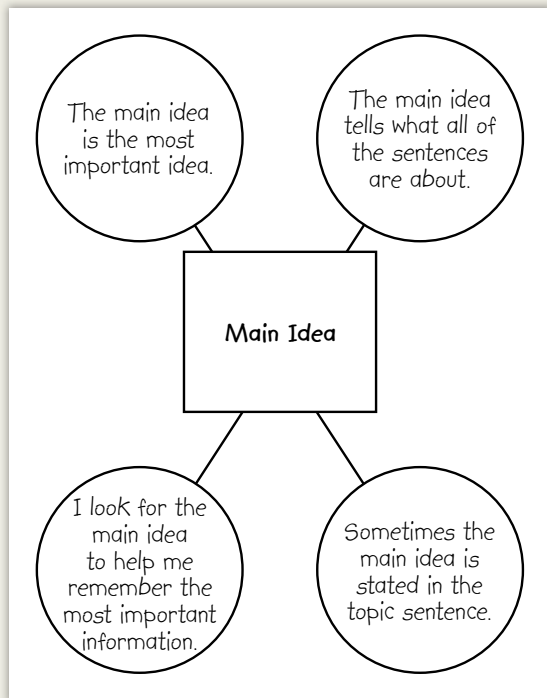
Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students define and explain their ideas, listen for correct usage of the Key Words. If students use Key Words incorrectly, provide sentence frames for them to complete orally:

- A _____ is a large area where many people live. (**city**)
- In a _____, rain falls often and tall trees are plentiful. (**rainforest**)
- Plants in the _____ don't need a lot of rain. (**desert**)

Idea Web



Fluency

Model Phrasing Explain the concept: *Fluent readers read groups of words together.* Model phrasing with sentences from “Desert Survivors.” Have students practice phrasing by reading aloud the dialogue from **Anthology** page 174.

Comprehension

4 Main Idea and Details Anthology page 176

Read aloud the first paragraph on page 176. Use two Idea Webs to teach the terms **main idea** and **details**. Then display **eVisual 3.20** and read aloud “Desert Survivors.” As you read, have students listen for the main idea and details.



Read Aloud

Nonfiction

Desert Survivors

Desert plants need special abilities to survive in an extreme **environment**. In the **desert**, temperatures can reach over 100 degrees during the day. Less than 10 inches of rain falls per year. Most plants could not survive these conditions.

The cactus has special abilities that help it survive in the **desert**. It can store water in its fleshy stem. It also has needles to **protect** it from hungry and thirsty animals.

The creosote bush is another **desert** plant with special abilities. To survive, it folds its leaves in half to reduce sunlight exposure. It can also drop its leaves. Creosote roots grow deep underground to find a water source. The bush also has roots that spread out to absorb rain and dew. The creosote bush **protects** itself from thirsty animals. It doesn't have needles like the cactus. Instead, it **protects** itself with a strong smell that animals don't like.



Read Aloud: eVisual 3.20



INTERACTIVE WHITEBOARD TIP: Circle the details and underline the main idea.

5 Map and Talk **Anthology** page 176

After students read about how to make a main idea and details diagram, ask: *What would be another good **main idea** sentence for this passage?* (**Desert** plants have special abilities.) Discuss how details give examples of the main idea: *How does the cactus survive in the **desert**?* (It stores water.)

6 Talk Together **Anthology** page 176

Have students use **Practice Master PM3.17** to make a main idea and details diagram about unusual rainforest plants using the photograph on **Student eEdition** page 175.

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details

Check that students can consistently identify main idea and supporting details.

If students have difficulty, read paragraph 2 of “Desert Survivors.” Ask: *What is the most important idea in this paragraph?* (The cactus has special abilities to help it survive in the

desert.) *That is the **main idea**.* Have students look for details that support the main idea.

Main Idea and Details

When you explain something, start with the most important idea. This is called the **main idea**. Then give **details** to add more information.

Look at the pictures of interesting **desert** plants. Read the text.



This cactus can store water.



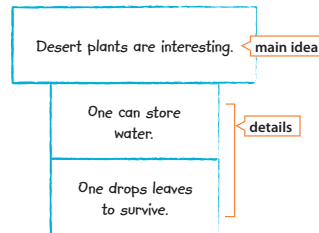
This plant drops leaves to survive.

Map and Talk

You can use a main idea and details diagram to organize information. Here's how you make one.

The main idea goes in the top box. Each detail is listed under the top box.

Main Idea and Details Diagram



Talk Together

Look back at page 175. Make a main idea and details diagram with this main idea: **Rainforest plants are unusual**. Tell your partner about your diagram.

176

Anthology page 176

Writing

7 Write a Main Idea and Details Paragraph

Introduce: *You will write a **main idea** and **details** paragraph using your **rainforest plants diagram**. Model using the last paragraph of "Desert Survivors."*

Think Aloud

First, I write the **main idea**.

Then I write the first **detail** that tells more about the **main idea**.

Write

Creosote bushes have special abilities to survive.

For example, a creosote bush has roots that grow deep underground.

For **Writing Routine 2**, see page BP48.

Have students use the diagram they prepared in **Talk Together** to help them write paragraphs about rainforest plants. Then have partners share their paragraphs and add them to their Weekly Writing folders.

WRAP-UP Have students recall what they learned about ecosystems. Ask small groups to list other ecosystems and their plants.

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T173u

Daily Grammar ✓

Display **Anthology** page 174 and say: *Lily and Nico are children*. Point out that the word *children* is the plural of *child*. Then use page T173w to teach irregular plural forms of nouns.

Daily Writing Skills ✓

Refer to the Map and Talk on **Anthology** page 176. Explain that the Map and Talk is one way of organizing information. Then use pages T173y– T173z to teach how to take and organize notes.

Name _____ Date _____

Main Idea and Detail

Main Idea and Details Diagram

Fill in three details about what makes rainforest plants unusual.

Main Idea:

Rainforest plants are unusual.

Detail 1: Possible answer:

Plants have broad leaves.

Detail 2: Possible answer:

Trees grow tall.

Detail 3: Possible answer:

Vines climb trees.

Use your main idea and details diagram to talk to a partner about rainforest plants.

© Houghton Mifflin Harcourt Learning, a part of Cengage Learning, Inc.
For use with TE p. T175a

PM3.17

Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Plant Diversity

- Use Academic Words
- Make Inferences to Comprehend Text

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 3
- Weekly Writing folders

TECHNOLOGY ONLY

- Digital Library: Key Word Images
- My Vocabulary Notebook

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about plants in the desert.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Determine Meaning of Academic Words CC.3.Rinf.4
- Read with Fluency to Support Comprehension CC.3.Rfou.4

Writing


- Write Over Shorter Time for Specific Tasks CC.3.W.10

Speaking and Listening

- Explain Ideas and Understanding CC.3.SL.1.d

Language and Vocabulary

- Determine Meaning of Words and Phrases CC.3.L.4
- Acquire and Use General Academic Words CC.3.L.6



WARM-UP

Ask: *How are **desert** plants unusual?* (Possible response: A cactus can store water to survive in the **desert**.) Then ask: *Could these plants live in other **environments**? What would they need to grow elsewhere?*

Academic Talk

1 Explain Ideas

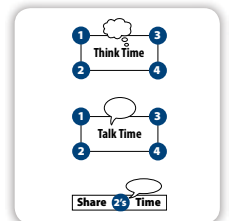
Say: *When you explain an idea, you state your idea. Then you explain your understanding, or why you have that idea.*

Model how to state and explain an idea about a plant you would expect to find in the desert: *I would expect to see a cactus growing in the **desert**. I know that it has special abilities to help it grow in a hot, dry place. It can store water and it has needles to protect it from thirsty animals.*

Ask: *What makes an ecosystem special?* Arrange students into groups of four to study the different environments on **Anthology** page 175. Use **Numbered Heads**:

- Have group members number off from 1 to 4.
- Have each group choose an environment and discuss what makes it a unique place.
- Call a number. Have the students with that number explain their group's ideas and understanding about the ecosystem they discussed.

For **Numbered Heads**, see page BP46.



Numbered Heads

Academic Vocabulary

2 More Key Words Anthology page 177

Say: *Let's learn some more words to help us talk about plants.* Explain and model using **Vocabulary Routine 1** and images in the **Student eEdition** to teach Key Words.

- **Pronounce the word** and point to the image: **environment**.
- **Rate the word.** Hold up your fingers to show how well you know the word (1 = very well; 2 = a little; 3 = not at all). Tell what you know about this word.
- **Define the word:** An **environment** is a place where things live.
- **Elaborate.** Relate the words to your experience: We live in a hot, humid **environment**.

For **Vocabulary Routine 1**, see page BP34.

For more images of the Key Words, use the **Digital Library**.

Key Words

diversity · environment
organism · protect · unique

More Key Words

Use these words to talk about "A Protected Place" and "Rosie's Reports."

diversity

(du-vur-su-tē) *noun*



Diversity means a lot of different people or things.

environment

(in-vi-run-munt) *noun*



Your **environment** is the kind of place where you live. This is a hot, dry **environment**.

organism

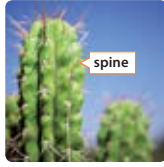
(or-gu-ni-zum) *noun*



An **organism** is a living thing. This leaf and insect are both **organisms**.

protect

(pru-tek) *verb*



You **protect** something when you keep it safe. Sharp spines **protect** the plant from animals.

unique

(yoo-nēk) *adjective*



Unique things are different from other things. The yellow flower is **unique**.

Talk Together

Make a Vocabulary Study Card for each **Key Word**.

Write the word on the front.

On the back, write the meaning and a sentence. Use the cards to quiz your partner.

protect
to keep safe A fence protects my garden.

Add words to My Vocabulary Notebook.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

177

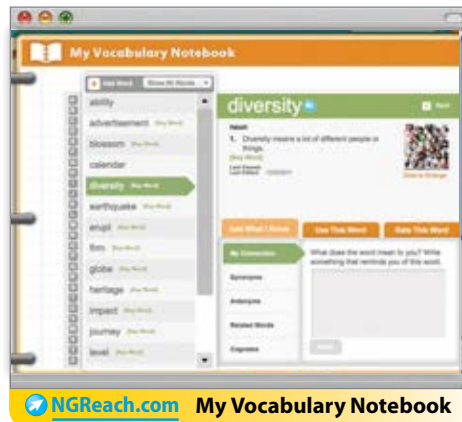
Anthology page 177

Have partners use page 177 to take turns repeating the routine for each word. Have students add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 177

Read aloud the instructions. Have partners make a Vocabulary Study Card for each Key Word. Then ask volunteers to share the sentences they wrote.



Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners discuss their Vocabulary Study Cards, listen for correct usage of the Key Words. If students use the words incorrectly, ask them to complete sentences using the correct Key Words. For example:

- An _____ is a living thing. (**organism**)
- A desert is a hot, dry _____. (**environment**)
- If something is different from other things, it is _____. (**unique**)

Best Practices

Group Strategically Assess students' strengths and needs periodically and rearrange groupings so that students may grow at their own rates and find themselves continually challenged.

Differentiate

EL English Learners

ISSUE Students do not understand the Key Word definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 3**. Use cognates for Spanish speakers:

organism/organismo, unique/único

SN Special Needs

ISSUE Students do not find personal meaning in learning new vocabulary.

STRATEGY Have students list words that relate to plants they have seen. Have students write sentences that combine one of their plant words with one or more Key Words.

Comprehension

4 Learn to Make Inferences Anthology pages 178–179

Project **Student eEdition** page 178 and read aloud the instructions. Point to details in the picture as you model making an inference about the plant:


- *I see that the plant has sharp spines.*
- *I know that cactus plants have spines to **protect** themselves.*
- *And so I think that this is a picture of a cactus plant.*

5 Talk Together Anthology page 179

Read aloud the instructions on page 179. Have partners chorally read the first two paragraphs of “So Many Plants!” and the sample inference. Ask: *How does making an inference help you understand what Nico’s old home was like?* (Possible response: It helps me understand how different Nico’s new home is from his old home in the **city**.)

Have partners read the rest of the report, pausing to make inferences. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Make Inferences to Comprehend Text 

Ask: *What inference can you make about where Nico lives now?*

If students have difficulty, have them reread the last paragraph. Ask:

- *What did you read about Nico’s new home?* (Cactuses live there.)
- *What do you know about cactuses?* (They usually grow in the **desert**.)
- *What can you infer about where Nico lives?* (He lives in the **desert**.)

Daily Language Arts

Daily Spelling and Word Work

Practice page T173u

Daily Grammar

Point out the words *snails* and *cactuses* on **Anthology** page 179. Explain that these are regular plural forms, but some nouns do not change their form in the plural at all. Then use page T173w to teach more irregular plural nouns.

Daily Writing Skills

Point out the sticky note on **Student eEdition** page 179. Explain that this helps the reader keep track of the inferences made during reading. Then use page T173y to teach how to create note cards.

Writing

6 Write About Making Inferences

Introduce: *We are going to write a paragraph about how making inferences helps us understand where Nico lives.* Model the process:

Think Aloud	Write
<i>First, I write about what I read in the report.</i>	I read that Nico saw cactuses with round stems and thin branches.
<i>Next, I write what I know about the topic.</i>	I know that cactuses usually grow in dry places like deserts .
<i>Then I will write my inference and explain how it helped me understand the text.</i>	So I make an inference that Nico and his family have moved to the desert . Making an inference helps me understand where Nico and his family now live.

For **Writing Routine 2**, see page BP48.

Fluency

Practice Phrasing Circulate and listen for correct phrasing as partners read aloud “So Many Plants!”.

Learn to Make Inferences

Look at the picture. It does not show the complete plant. Look at the details to figure out, or **make an inference** about, what this plant is like.



When you read, you have to **make inferences**, too.

How to Make Inferences

1. Look for details in the text. I read _____.
2. Think about what you already know about the details and the topic. I know _____.
3. Put your ideas together. What else can you figure out about the details? And so _____.

178

Language Frames

- I read _____.
- I know _____.
- And so _____.

Talk Together

Read Nico's report, "So Many Plants!" Read the sample inference. Then use **Language Frames** to make inferences. Tell a partner about them.

So Many Plants! by Nico Lutz

This summer, my family drove to our new home. Along the way, we saw many different **environments**. Our country has such a **diversity** of plants!

In my old home, the ground is covered with sidewalks and streets, but there are still different kinds of plants. People grow plants in pots. Some plants sprout in open areas around buildings.

In another place we saw, there are tall trees all around. Small, leafy plants grow around them. It's a good environment for **organisms** like snails.



The plants are so different in our new home! The cactuses are **unique**. For example, some have round stems. Others have long, thin branches. We have to **protect** ourselves from their sharp spines!

← = A good place to make an inference

Report

Sample Inference

"I read that the ground is covered with sidewalks and streets. I know that cities are like this. And so they must have lived in a city."

179

Anthology
pages 178–179

Have students write a paragraph about one of the inferences they made while reading "So Many Plants!". Remind them to explain how they made the inference based on what they read and what they already know about the topic. They should also include how the inference helped them better understand the report. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

Differentiate

SN Special Needs

ISSUE Students lack the attention span necessary for making inferences.

STRATEGY Break the process down into steps. First, have students write a quotation from the report. Then have them write what they know about the topic. Work with them to combine their ideas into an inference.

WRAP-UP Remind students that they have read about different plants and their environments. In pairs, have students review the kinds of environments they read about today and what plants grow there. Then have partners brainstorm the names of plants that grow in their environments.

OBJECTIVES

Thematic Connection: Plant Diversity

- ✓ Determine Main Idea and Supporting Details
- ✓ Make Inferences to Comprehend Text

PROGRAM RESOURCES


TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD1
Tracks 16–17

MATERIALS

timer



WARM-UP

Ask: *How are **deserts** and **rainforests** the same?* (Possible response: They both have **unique** plants.) *How are they different?* (There is little rain in the **desert**, and there is little sunlight and plenty of rain in the **rainforest**.)

Power Writing

Have students write as much as they can as well as they can in one minute about the word *unique*.

For *Writing Routine 1*, see page BP47.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating Word Maps. Use **Vocabulary Routine 2** to model how to make a Word Map.

- Write the Key Word.
- Add a picture.
- Add a definition.
- Add a context sentence.

For *Vocabulary Routine 2*, see page BP35.

Key Words

city · desert · details · diversity
environment · main idea · organism
protect · rainforest · unique · vine · weed

Assign a Key Word to each set of partners. After they complete their organizers, have them add the context sentences to **My Vocabulary Notebook**. Display the organizers in the classroom.

Academic Talk

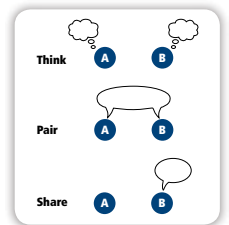
2 Preview and Predict

REVIEW Remind students: *One way to preview a text is to look at the photographs, section headings, labels, and captions. We can use these text features to predict what the text will be about.*

Display these Key Words: *diversity, rainforest, unique, vine*. Have students use a **Think, Pair, Share** to discuss their predictions about “A Protected Place.”

- Have students preview the text features on **Anthology** pages 180–187 independently.
- Have students form pairs and discuss the predictions they made.
- Have students individually share their predictions with the class. Encourage them to use Key Words and to express their ideas clearly.

For *Think, Pair, Share* see page BP46.



Think, Pair, Share

COMMON CORE STANDARDS

Reading

Determine the Main Idea of Text, and Explain How Details Support the Main Idea CC.3.Rinf.2

Relate Ideas CC.3.Rinf.3

Use Text Features CC.3.Rinf.5

Read with Fluency to Support Comprehension CC.3.Rfou.4

Read Orally with Expression on Successive Readings CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Audiences and Purposes CC.3.W.10

Speaking and Listening

Discuss Texts, Building on Others' Ideas and Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words CC.3.L.6

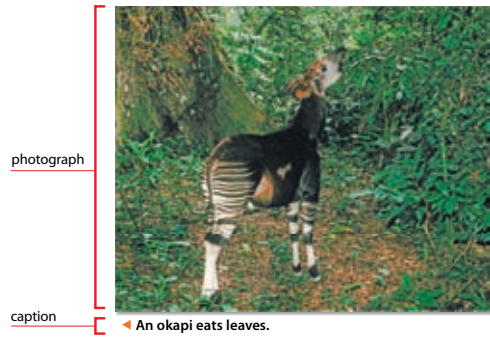
Read a Science Article

Genre

A science article is **nonfiction**. It gives facts about a topic in nature.

Text Features

Look for **photographs with captions**. They help you understand the text better.



A Protected Place

by Elizabeth Sengel



STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com



Anthology
pages 180–181

Reading

3 Read a Science Article Anthology pages 180–181

GENRE Have a volunteer read aloud the definition of a science article. Elaborate: *Science articles can also include the author's opinions. For example: "The Okapi Reserve is an amazing place."*

TEXT FEATURES Ask a volunteer to read about text features. Elaborate: *You can also look at other text features such as maps and labels. Text features can give you additional information about the topic.*

SCIENCE BACKGROUND Share information to build background: **Rainforests** are in danger of disappearing because loggers cut the wood for timber, farmers remove trees for farmland, and governments clear forests to make room for new roads.

Have students read pages 180–187. See **Differentiate**

Differentiate

BL Below Level

TEXT TALK READ ALOUD
As you read aloud, pause to provide a short explanation of each Key Word as you come to it.

OL On Level

READ TOGETHER Have partners read the selection together. Use the questions to build comprehension.

AL Above Level

READ INDEPENDENTLY
As students read silently, have them identify the main ideas and use the questions to build comprehension.

► Set a Purpose **1** SN EL
Find out about a **rainforest** in Africa.

A Special Place

The Okapi (ō-kah-pē) Reserve is an amazing place, full of amazing plants. It is in the northeastern corner of Congo and is part of a tropical **rainforest** called the Ituri Forest. The reserve covers 5,200 square miles of land.



2

If you flew over the reserve in a plane, all you would see is a thick, green cover. But plant life fills the forest. From top to bottom, it is a tangle of roots, branches, and leaves. The forest **is so dense** that very little sunlight **seeps in**.

3

▲ The tops of trees create a cover over the Ituri Forest.

182

In Other Words
is so dense has so many plants
seeps in enters

► Before You Move On

- 1. Main Idea and Details** Give one reason why the Okapi Reserve is an amazing **environment**.
- 2. Make Inferences** What would the **environment** of the Okapi Reserve feel like?

183

Anthology
pages 182–183

Fluency

Practice Phrasing, Accuracy, and Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Main Idea and Details** ✓ One reason the Okapi Reserve is an amazing **environment** is because it is a huge **rainforest**.
- 2. Make Inferences** ✓ Possible response: I read that the Okapi Reserve is part of a tropical **rainforest**. I know that if a place is tropical it is warm. I also know that it rains a lot in the **rainforest**. And so I think the **environment** of the Okapi Reserve would feel warm and damp.

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss what you might find out about an African rainforest.
- 2. Use Text Features** *According to the map, where is the Okapi Reserve located?* (near the west coast of Africa, in the northeastern part of the Democratic Republic of the Congo)
- 3. Make Inferences** ✓ *What does the Okapi Reserve look like underneath the cover of trees?* (Possible response: I read that “very little sunlight seeps in.” I know that forests can be dark. And so, I think the reserve is shady and damp below the trees.)

Differentiate

EL English Learners

ISSUE To set a purpose for reading, students need more preparation than they can get from the preview alone.

STRATEGY Conduct a picture walk of the selection. Point to each photograph on pages 182–187, read its caption or label, and explain how the photograph relates to the ideas in the caption. Ask: *What do you think you might find out as you read?*

SN Special Needs

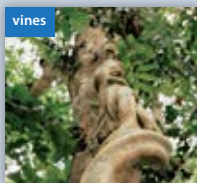
ISSUE Students are unable to focus on a purpose.

STRATEGY Ask forced-choice questions to focus on the purpose for reading. Ask: *Does this look like a poem or an article?* (article) *Are the photographs funny or serious?* (serious) *Should we read this article to learn facts or for entertainment?* (to learn facts)

A Variety of Plants

One amazing thing about the Okapi Reserve is its **diversity** of plants. There are hundreds of **native species of plants** in the reserve. **Vines dangle** from trees. The leaves of giant ferns curve like dinosaur tails. Tall trees reach toward the sky and make a roof with their thick leaves.

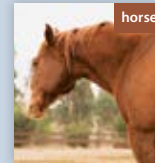
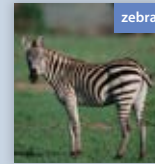
▼ A strangler fig grows around another tree in the forest.



In Other Words
native species of plants different kinds of plants that grow naturally
dangle hang

184

▼ An okapi runs through the woods.



The Purpose of the Reserve

The Okapi Reserve was created in 1992. The purpose of the reserve is to **protect** the rich diversity of plants and animals.

The reserve's name comes from one of those animals—the okapi. This strange-looking animal has the stripes of a zebra and the neck of a horse. But guess what? **It's related to** the giraffe! **6**



In Other Words
It's related to It is in the same animal family as

► Before You Move On

- 1. Use Text Features** How do the photographs help you understand the text?
- 2. Make Inferences** Why do you think so many plants grow in a tropical **rainforest**?

185

Anthology
pages 184–185

- 4 Determine Main Idea** ✓ *What is the **main idea** of page 184?* (The page is mostly about the **diversity** of plants in the Okapi Reserve.)
- 5 Analyze Figurative Language** *How does the author help you understand what the leaves of the giant ferns look like?* (Possible response: The author compares the leaves to dinosaur tails. This helps me understand that they are large and curved.)
- 6 Make Inferences** ✓ *In what country could you see an okapi?* (Possible response: I read that the Okapi Reserve is named after one of the animals it **protects**. I know the reserve is in Congo. And so I think I could see an okapi in Congo.)

Differentiate

SN Special Needs

ISSUE Students cannot identify the main idea in the first paragraph.

STRATEGY Conduct a picture walk of page 184. Ask: *What are all the photographs about?* (interesting and different plants) Help students turn their words or phrases into complete sentences. (There are many interesting plants at the Okapi Reserve.)

BL Below Level

ISSUE Students have trouble interpreting similes like “The leaves of giant ferns curve like dinosaur tails” on page 184.

STRATEGY Have students draw the two things being compared—dinosaur tails and giant fern leaves. Have them circle similar elements in the two pictures and explain how they are alike.

Answers Before You Move On

- 1. Use Text Features** The photographs help me understand the text by showing how things really look and giving detailed information that makes the ideas in the text clear.
- 2. Make Inferences** ✓ I read that there are hundreds of species of plants in the **rainforest**. I know most plants need rain to grow. And so, I think that many plants grow in the **rainforest** because it gets a lot of rain.

A Leafy Home

Many different animals, such as elephants, duikers (**di-kurz**), and pottos (**pah-tōz**), depend on the forest. Some of the animals make their homes in trees.

yellow-backed duiker



1

potto, or tree bear



AL

▼ An elephant eats plants in the forest.



186

Many animals also rely on plants for food. Remember the okapi? It eats the leaves of plants that grow well in the **dim** light of the forest. It has a long tongue that rips the leaves off the branches. The Okapi Reserve has plenty of leaves for okapis to **munch!**

BL

2

▼ An okapi eats leaves. They grow in a shady spot.



In Other Words

dim low, weak
munch eat

► Before You Move On

- 1. Make Inferences** Why do you think the potto is also called a tree bear?
- 2. Details** Name two ways the plants in the reserve meet animals' needs.

187

Anthology
pages 186–187

Read and Build Comprehension

- 1. Compare and Contrast** *How are the animals in the three photographs on page 186 alike and different?* (Possible response: The animals are alike because they all have eyes, ears, noses, mouths, and four legs. They are different because one has hooves, one has “fingers,” one has a long trunk, and two are furry.)
- 2. Determine Supporting Details** ✓ *What **details** on page 187 support the **main idea** that animals rely on plants for food?* (The text gives **details** about okapi and what they eat in the reserve.)

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details ✓

Check for accurate responses to questions about main idea and details.

If students have difficulty, ask questions to help them identify the main idea: *What is the most important idea on page 187?* (Animals rely on the **rainforest** for food.) *What **details** from the text give specific examples of the **main idea**?* (The okapi eat leaves.)

OBJECTIVE: Make Inferences to Comprehend Text ✓

Check that students are using the text and text features as well as what they know as they answer the comprehension questions about making inferences.

If students have difficulty, ask: *How do you know that the potto makes its home in the tree?* (I read that some animals make their homes in trees. I see a photograph of a potto in a tree. And so I infer that the potto lives in a tree.)

Answers Before You Move On

- 1. Make Inferences** ✓ I see that the potto looks like a bear and lives in a tree. I know that bears do not usually live in trees. And so I infer that is why the potto is called a tree bear.
- 2. Details** ✓ Plants in the reserve feed animals and provide homes for them.

Writing

5 Write About Photographic Details

GENRE Remind students that photos are text features that support the text. Then ask: *What do the photographs in this science article show?* (pictures of animals in the reserve; they are in their homes or they are eating)

Explain: *Each section of the text has a **main idea** and **details** that support it. The photographs in each section also include **details** that support the **main idea** in the text.*

Model writing a paragraph about how photographic details support the main idea:

Think Aloud	Write
<i>First, I write the main idea of the section on pages 186–187.</i>	Many different animals depend on the rainforest .
<i>Next, I write about how details in the photographs support the main idea.</i>	The photo shows an elephant that lives in the rainforest . Details in the photo show how the elephant uses its long trunk to reach leaves in the trees.

For **Writing Routine 2**, see page BP48.

Have partners choose a section of the science article. They can work together to study the photographs in that section as they brainstorm ideas for their paragraphs. Remind them that they can use the captions to learn more about the photos.

Then have students work independently to write a paragraph that tells how details in the photographs support a section’s main idea. Have students add their paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓
Practice page T173v

Daily Grammar ✓
Point out the word *sunlight* on **Anthology** page 183. Explain that *sunlight* is a word for something that you cannot count. Then use page T173x to teach noncount nouns.

Daily Writing Skills ✓
Using **Anthology** page 187, model taking a note about the okapi and what it eats in the forest. Use pages T173y– T173z to have students practice taking and organizing notes.

Best Practices

Encourage Participation To involve shy or nonparticipatory students, have them discuss an interesting detail they learned with a partner before writing it down and sharing with the class.

Differentiate

EL English Learners


ISSUE Students have difficulty writing about details in the photographs.

STRATEGY Point to each photograph in the section. Ask: *What is this picture about?* Provide sentence frames to help students express their ideas: The main idea of this section is _____. The photo shows _____. This gives information about the main idea by showing _____.

AL Above Level

ISSUE Students only write to meet the basic requirements of the activity.

STRATEGY Have students add sentences that explain how effective the photographs are in supporting the text.



WRAP-UP Have students write two or three sentences about their favorite photograph from “A Protected Place.” Students should include the reasons they chose their photographs. Ask students to share their sentences with a partner.

OBJECTIVES

Thematic Connection: Plant Diversity

- ✔ Determine Main Idea and Supporting Details
- ✔ Make Inferences to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings:

MP3 or CD 1 Tracks 17–18

Digital Library: Key Word Images

My Vocabulary Notebook

Comprehension Coach

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *diversity*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Determine the Main Idea of Text and Explain How Details Support the Main Idea	CC.3.Rinf.2
Relate Ideas	CC.3.Rinf.3
Use Text Features	CC.3.Rinf.5
Describe Text Structure	CC.3.Rinf.8
Read Orally with Expression on Successive Readings	CC.3.Rfou.4.b

Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
---	-----------

Language and Vocabulary

Acquire and Use Academic and Domain-Specific Words	CC.3.L.6
--	----------

WARM-UP

Remind students that yesterday they read about a rainforest in the Okapi Reserve. Display the Key Words for the week. Ask for volunteers to use the Key Words in sentences about the Okapi Reserve.

Vocabulary Practice

1 Share Word Knowledge ✔

REVIEW Have students use the Word Maps they made on Day 3. Review what the graphic organizers show.

Key Words

city · desert · details · diversity
 environment · main idea · organism
 protect · rainforest · unique
 vine · weed

Group each student with a partner who studied a different Key Word. Have partners follow **Vocabulary Routine 3**.

- Have partners take turns reading their organizers.
- Encourage partners to talk about how the pictures show the meanings of the Key Words.
- Have partners create sentences using both Key Words.
- Have each student add the sentences to **My Vocabulary Notebook**.

For **Vocabulary Routine 3**, see page BP36.

Academic Talk

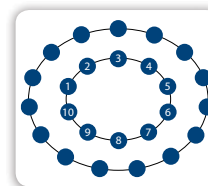
2 Summarize Reading

REVIEW Remind students: *When you summarize something, you briefly tell the most important parts.* Explain that students will use Key Words as they summarize what they have read so far in “A Protected Place.”

Write these Key Words: *diversity, environment, protect, rainforest, unique.* Divide students into two groups and use a **Fishbowl** to help them summarize the selection.

- Students in the inside summarize the main ideas in pages 182–184. Encourage them to include Key Words that apply.
- Students on the outside note the important ideas and Key Words.
- Then groups change roles so that the new inside group summarizes pages 184–187 while the outside group listens carefully.

For **Fishbowl**, see page BP45.



Fishbowl

A Home for Humans

People make their home in the Okapi Reserve, too. **Mbuti Pygmies** have been living in the **rainforest** for hundreds of years. According to one **botanist**, Mbuti Pygmies are “walking dictionaries of nature.” They understand everything about the forest, and they rely on it for food, shelter, and clothing. **1**

BL

EL

▼ A Mbuti Pygmy child fishes.



In Other Words
Mbuti Pygmies A group of native people
botanist scientist who studies plants

188

Mbuti Pygmies travel from place to place to hunt and fish. They don't just catch **game**, though. They also collect insects, seeds, fruit, and honey to eat. They make nets, arrows, and other **necessities** from forest materials like wood, bark, mud, and leaves. **2**

▼ Mbuti Pygmies made these huts from forest materials. **3**



In Other Words
game wild animals to eat
necessities things that they need

Before You Move On

- 1. Make Inferences** Why do you think Pygmies know so much about the **rainforest**?
- 2. Details** Name three things that Pygmies do in the forest.

189

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 188–189

Reading

3 Read and Build Comprehension

- 1. Make Inferences** ✓ *Why is a botanist so interested in Pygmies?* (Possible response: I read that Mbuti Pygmies “understand everything about the forest.” I know that botanists study plants. And so I think the botanist wants to learn about **rainforest** plants from the Pygmies.)
- 2. Determine Main Idea and Supporting Details** ✓ *What is the **main idea** on pages 188–189?* (People live in the Okapi Reserve.) *What is one **detail** from the text that supports the **main idea**?* (Mbuti Pygmies have lived in the **rainforest** for hundreds of years.)
- 3. Use Text Features** *What can you learn about Mbuti Pygmies from the photograph and caption on page 189?* (The Mbuti Pygmies use forest materials to build huts for their homes. The photos show how detailed the huts are.)

Differentiate

EL English Learners

ISSUE Students have difficulty identifying main ideas and supporting details.

STRATEGY Have students change the heading on page 188 to a sentence. (The forest is a home for humans.) Ask: *What do the people do? Where do they live?*

BL Below Level

ISSUE Students' inferences are not supported by the text.

STRATEGY Ask students to point out details in the text that support their inferences.

Fluency

Practice Phrasing, Accuracy, and Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Make Inferences** ✓ Possible response: I read that the Pygmies travel around a lot and use many parts of the forest to survive. I know a lot of interesting things about my own neighborhood because I have lived here many years. And so I infer that the Pygmies know a lot about the **rainforest** because they have lived there for a long time.
- 2. Details** ✓ Three things Pygmies do in the forest are: hunt and fish; collect insects, seeds, fruit, and honey; make nets and arrows.

A Brave Botanist

Corneille Ewango (kor-nā ē-wahn-gō) is a botanist who works on the reserve. He loves the forest and its plants and animals.

In 1996, something terrible happened. A war **broke out** in Congo. Soldiers **invaded the forest**. They **destroyed** plants and killed animals.

Many of the workers on the reserve ran away, but Ewango wouldn't leave. He knew he had to save the forest. "I was afraid," he says, "but I didn't have a choice."

1 Soldiers march during the war. ▶



In Other Words
broke out started
invaded the forest came into the forest with force
destroyed ruined

190

Anthology page 190

Mini Lesson

Sequence

Review: *A sequence of events is the order in which events happen.* Walk to your desk, pick up a book, and put the book down. Ask a volunteer to tell what you did in the correct order. Explain that the student shared the sequence of events that just happened in the classroom.

Explain: *Some authors tell their stories in sequence. That means that they tell about each event from beginning to end. Authors often use signal words like dates and time-order words like first, next, or finally to show the sequence.*

Explain that the author of "A Protected Place" uses chronological order to tell the sequence of events that happened after war broke out in Congo. Display **Student eEdition** pages 190 and 191. Model identifying the sequence of events:

- *First, a war broke out in Congo.*
- *After they saw what was happening, many workers ran away.*
- *Next, Ewango rushed to save what he could in the reserve.*

To check understanding, have students reread the first and second paragraphs on page 191. Ask: *What did Ewango do after he tried to save computers?* (Next, he packed many plants. Then he carried plants to friends and into neighboring countries to save them.)



▲ This bridge is important to Ewango. He hid under it once during the war.

Ewango rushed to save what he could. He grabbed computers and buried **data files** in the forest. He packed thousands of **plant samples** in boxes. Friends kept the plants safe.

Ewango hopped on a bicycle and carried other plants into a neighboring country.

BL SN

Because of Ewango, **unique** and valuable plants were saved. They would continue to grow again after the fighting stopped in 2002. **3**

In Other Words
data files computer files
with information
plant samples
different kinds
of plants

► Before You Move On

- 1. Details** Why did Ewango stay in the **rainforest** during the war?
- 2. Make Inferences** How do you know that Ewango is a brave person?

191

Anthology page 191

Read and Build Comprehension Anthology pages 190–191

- 1 Use Text Features** How do the **details** in the photos and captions help you understand the text? (They show the danger Ewango faced when he tried to save computers, data files, and plants.)
- 2 Make Inferences** ✓ Why do many of Ewango's coworkers run away from the Okapi Reserve? (I read that "soldiers invaded the forest." I know I would be scared and afraid. And so, I think Ewango's coworkers left because they were afraid of the soldiers.)
- 3 Main Idea and Supporting Details** ✓ Review pages 190–191. What is the **main idea** in this section of text? (The **main idea** is that because of Ewango's bravery, many plants were saved and will grow again.)

Differentiate

SN Special Needs

ISSUE Students have trouble following the sequence of the text.

STRATEGY Have students write *First*, *Next*, *Then*, and *Finally* on self-stick notes. Then have them label important events in the text in order. They can use the notes to retell the sequence of events to a partner.

BL Below Level

ISSUE Students have difficulty sequencing the text.

STRATEGY Have partners write each event on separate sentence strips. Then have each pair of students arrange and rearrange the strips in order until they represent an accurate sequence.

Answers Before You Move On

- 1. Details** ✓ Possible response: The details in the text tell me that Ewango stayed in the **rainforest** to save the plants and information about them.
- 2. Make Inferences** ✓ I read that Ewango tried to **protect** everything he could even though soldiers invaded. I know that most people would have run away from the soldiers. And so, I think that Ewango is brave because he stayed in the **rainforest** even though there was a war.

The Future of the Reserve

Today, the Okapi Reserve still faces **threats**. Sometimes people destroy animals' homes. They chop down trees. Yet Ewango and other people work every day to solve these problems. **1**

EL

▼ People sometimes sneak into the Okapi Reserve. They cut down trees. **AL**



In Other Words
threats problems

192

Ewango believes that Congo needs more scientists to study its forests. He is working hard to **train a new generation of students**.



▲ Ewango

He wants young people to understand and protect the Okapi Reserve and other rainforests in Congo. **2**

▼ Ewango wants to train young people. He wants to help protect forests in Congo.



In Other Words
train a new generation of students teach children about plants

► Before You Move On

- Paraphrase** Name two problems that the Okapi Reserve has today.
- Details** What does Ewango believe about Congo? How is he helping?

193

Anthology
pages 192–193

Read and Build Comprehension

- Determine Main Idea** ✓ *What is the **main idea** of the text on page 192?* (The Okapi Reserve is still threatened today.)
- Make Judgments** *Do you think Ewango's efforts to save the **rainforest** are valuable? Why or why not?* (Possible response: Yes, it is important to save the plants in the **rainforest** because they can't be found anywhere else in the world.)

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details ✓

Check for accurate responses to all of the comprehension questions about main idea and supporting details.

If students are unable to identify the main idea, encourage them to ask themselves these questions: What is this section mostly about? What is the most important idea? How do the **details** on this page give more information about the **main idea**?

OBJECTIVE: Make Inferences to Comprehend Text ✓

Check for accurate responses to all of the comprehension questions about making inferences.

If students have difficulty making inferences, help them break down the process into steps by asking: *What did you read in the article? What do you know about the topic? How do the ideas fit together?*

Answers Before You Move On

- Paraphrase** Two problems that the Okapi Reserve have today are that people destroy animals' homes and chop down trees.
- Details** ✓ Ewango believes that Congo needs more scientists to study its forests. He is helping by teaching young people to **protect** the Okapi Reserve and other **rainforests** in Congo.

Writing

4 Write About Main Ideas

Ask: *What are some interesting ideas you learned from “A Protected Place”?* Explain that students will write an opinion paragraph that describes the most interesting main idea they noticed in the article. Display **Student eEdition** pages 188–189 and model the process:

Think Aloud	Write
<i>First, I will write about an interesting main idea.</i>	The most interesting idea from “A Protected Place” is that some people make their home in the Okapi Reserve.
<i>Next I will give reasons, or details, that tell why it is the most interesting main idea.</i>	The text says that Mbuti Pygmies have lived in the rainforest for hundreds of years.
<i>I will add quotations from the text to support my ideas.</i>	I think it’s interesting that Pygmies “collect insects, seeds, fruit, and honey to eat.”

For **Writing Routine 2**, see page BP48.

Have students determine which main idea from “A Protected Place” is the most interesting. Then have them write an opinion paragraph about their choice. Their work should identify the main idea, include supporting details, and quote specific details from the text. After students complete their paragraphs, have them share their paragraphs with a partner. Then have them add the paragraphs to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T173v

Daily Grammar ✓

Have students find the word *people* on **Anthology** page 193. Then use page T173x to have students practice using noncount nouns and special forms of count nouns.

Daily Writing Skills ✓

Point out that the author of “A Protected Place” had to take notes before she could write the article. Then use pages T173y–T173z to practice writing from notes.

Differentiate

EL English Learners

ISSUE Students lack the language skill necessary for stating their topic and supporting details.

STRATEGY Provide language frames for students to complete, such as:

- The most interesting main idea in “A Protected Place” is _____.
- It is the most interesting idea because _____.
- The article says that _____.

AL Above Level

ISSUE Students do not elaborate on their responses.

STRATEGY Challenge students to add details to their responses by incorporating information from the captions.

WRAP-UP Remind students that they have been reading about the Okapi Reserve, a protected place. Have small groups brainstorm other environments that should also be protected. Encourage students to use Key Words in their discussions.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Plant Diversity

- ✓ Determine Main Idea and Supporting Details
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice Master PM3.20
- Main Idea and Details: Practice Master PM3.21
- Fluency Practice: Practice Master PM3.22

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read With Me: Fluency Models: MP3 or CD 1 Track 6

MATERIALS

timer • chart paper • markers

Power Writing

Have students write as much as they can as well as they can in one minute about the word *protect*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Determine the Main Idea of Text and Explain How Details Support the Main Idea CC.3.Rinf.2
- Relate Ideas CC.3.Rinf.3
- Determine Meaning of Domain-Specific Words CC.3.Rinf.4
- Distinguish Points of View CC.3.Rinf.6
- Read Orally with Expression on Successive Readings CC.3.Rfou.4.b

Writing

- Write Over Shorter Time for Specific Tasks CC.3.W.10

Speaking and Listening

- Discuss Texts, Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

- Acquire and Use Academic and Domain-Specific Words. CC.3.L.6

WARM-UP

Remind students that they have read about the Okapi Reserve this week. Ask: *Would you describe the Okapi Reserve as a **unique** place? Why or why not?* Ask students to share their opinions and support them with details from the text.

Vocabulary Review

1 Apply Word Knowledge ✓

Write **main idea** and **details**. Call students' attention to the other Key Words on **Student eEdition** page 194. Then have students apply their knowledge of the Key Words to play a game called Vocabulary Concentration. Explain:

- *For each Key Word, I will write the word on one card and its definition on another. Then I will lay all the cards face down and mix them up.*
- *When it's your turn, you will turn over two cards.*
- *If you turn over two cards with a Key Word and a matching definition, then you will keep the cards and let the next student take a turn. If you don't find a match, then you will turn the cards over before the next student begins.*
- *When all the pairs have been found, we will see who has the most cards. That person is the winner.*

Have students play the game.

- Write each Key Word and each definition on separate cards.
- Turn the cards over and spread them randomly on a table.
- Have students take turns flipping over two cards at once. If the two cards match, he or she keeps the cards. If they do not match, the cards return to the table.
- The next student takes a turn.
- Continue until all the matches have been made. The winner is the student with the most cards.

For **More Vocabulary Routines**, see pages BP41–BP43.

For additional practice, have students play the **Online Vocabulary Games** in pairs or individually.

Key Words

city • desert • details • diversity
environment • main idea • organism
protect • rainforest • unique
vine • weed



Key Words

city	protect
desert	rainforest
diversity	unique
environment	vine
organism	weed

Talk About It

1. Give two facts about nature from the science article.

The first fact _____. The second fact _____.

2. Define the word *reserve* and explain the purpose of the Okapi Reserve.

Reserve means _____. The purpose of the Okapi Reserve is _____.

3. Do you agree that the Okapi Reserve should be a place that people **protect**? Explain.

I think that people should/should not protect the Okapi Reserve because _____.

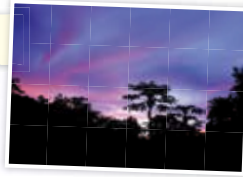


Learn test-taking strategies.
NGReach.com

Write About It

The photographs in the science article help you understand the ideas. Write a caption to explain the photograph on page 181. Use at least one sentence and at least one **Key Word**.

This is _____.



STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Digital Library



Assessment

NGReach.com

Academic Talk

2 Talk About It Anthology page 194

Have partners use the Key Words to discuss the **Talk About It** questions. Prompt students to cite specific details from the text, particularly for question 3. Remind students to explain ideas clearly when defining words or ideas.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM3.20** to ask more questions about the selection.

Writing

3 Write About It Anthology page 194

Read aloud the directions on page 194, and point out the sentence frame. Review that photographs and captions support main ideas in the text. Remind students to focus their caption on two ideas:

- the content of the photograph
- the ideas it supports in the text of the article.

Model using Key Words as you think aloud about the photograph and then write a caption: *I see tall trees in the photograph. I also see clouds and a setting sun in the sky. The text tells me that this article is about a reserve that is in the **rainforest**. My caption is: This is a rainforest in the Okapi Reserve at sunset.*

Have students add their captions to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T173u

Daily Grammar ✓

Point out the irregular plural *people* on **Anthology** page 194. Then use pages T173w–T173x to review and assess plural nouns.

Daily Writing Skills ✕

Point out that note cards are a useful way to record information. Then use page T173z to practice taking notes from an online article.

Answers Talk About It

- 1. Science Article** Possible response: The first fact is that the Okapi Reserve is part of a tropical **rainforest** called the Ituri Forest. The second fact is that there is a **diversity** of plants in the reserve.
- 2. Define and Explain** Possible response: *Reserve* means a piece of land that is set aside to **protect** animals and plants. For example, the Okapi Reserve **protects** an animal called an okapi. The purpose of the Okapi Reserve is to **protect** the **diversity** of animals and plants.
- 3. Express Opinions** Possible response: I think that people should **protect** the Okapi Reserve because it **protects** the **unique** plants and animals that live in the **rainforest**.

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "A Protected Place." Choose the best answer.

Sample

- Read page 192. What is the paragraph mainly about?
 - Ⓐ The biggest threat to forests is fire.
 - Ⓑ People destroy animals' homes.
 - Ⓒ Ewango works to solve problems.
 - Okapi Reserve still has problems today.
- Why will the island be a good place for families to live?
 - Ⓐ Why is Okapi Reserve important?
 - Ⓑ There was a war.
 - Ⓒ Houses are made there.
 - It has a rich diversity of plants and animals.
- Why are Pygmies called "walking dictionaries of nature?"
 - Ⓐ They walk to school.
 - They understand everything about the forest.
 - Ⓒ The botanists gave them dictionaries.
 - Ⓓ They carry dictionaries everywhere they go.

How did you use the test-taking strategy to answer the question?

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary to express how details support the most important idea.

STRATEGY Remind students about the most important idea of the selection. Then read a few supporting details aloud on page 184. As you read each one, have students give a thumbs up and add the detail to the chart only if it supports the main idea you cited.

BL Below Level

ISSUE Students cannot identify details on pages 184–189 that support the main idea that the Okapi Reserve is full of amazing plants.

STRATEGY Prompt with questions such as:

- *What do the ferns look like?*
- *What do the forest animals eat?*
- *What is the purpose of the reserve?*

Explain that students' answers are supporting details.

Name _____ Date _____

Main Idea and Details

"A Protected Place"

Make a main idea and details diagram for "A Protected Place."

Main Idea: The Okapi Reserve is an amazing place, full of amazing plants.
Supporting Detail: Plant life fills the forest. From top to bottom, it is a tangle of roots, branches, and leaves.
Supporting Detail: There are hundreds of native species of plants in the reserve.
Supporting Detail: The reserve protects the rich diversity of plants and animals.
Supporting Detail: Many animals that live in the reserve rely on the plants for food.
Supporting Detail: People who make their home in the reserve rely on the plants for food, shelter, and clothing.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE p. T194a **PM3.21** Unit 3 | Life in the Soil

Comprehension

4 Main Idea and Details  Anthology page 195

REVIEW Display **Student eEdition** page 195. Read aloud the instructions and the main idea and details diagram. Choral read the main idea from the diagram. Say: *You will find supporting **details** in the text. Remember that supporting **details** explain more about the **main idea** by giving examples and more information about the topic.*

Review pages 182–183. Explain: *I am looking for details that tell more about the **main idea**. The text says that plant life fills the forest. It is covered in roots, branches, and leaves. This **detail** tells me more about why the Okapi Reserve is an amazing place.* Model adding the following to the Supporting Details cell: The forest is filled with all kinds of plants.

Have partners work together to complete **Practice Master PM3.21**. Explain that the diagram only has space for one main idea. Students may make additional diagrams for other sections of the text.

Circulate and use the questions below to guide students in identifying supporting details:

- *Look at page 184. Are there any **details** that support the idea that the Okapi Reserve is full of amazing plants?*
- *Reread the first paragraph on page 185. What does the Okapi Reserve **protect**? Does this tell more about the **main idea**?*
- *Look at page 187. Do any of the **details** on this page support the idea of amazing plants?*
- *Review page 189. How do the Pygmies use the plants of the **rainforest**? How does this support the **main idea**?*

See **Differentiate**

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details 

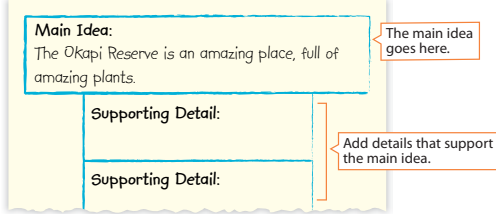
As students summarize the science article, confirm that they know how to identify the main idea and supporting details.

If students are unable to identify supporting details, remind them that ideas in a text relate to each other. Say: *The **main idea** is the most important idea. Supporting **details** tell more about the **main idea**. The **main idea** is that the Okapi Reserve is an amazing place, full of amazing plants. Supporting **details** will give more information about the amazing plants or tell why the plants are amazing.* Have students review the pages and locate any information they learn about how the plants are special and unique.

Main Idea and Details

Make a main idea and details diagram for "A Protected Place."

Main Idea and Details Diagram



Now use your diagram as you summarize "A Protected Place" for a partner. Use the sentence frames and **Key Words**. Record your summary.

The main idea is _____.
A supporting detail is _____.

Fluency Comprehension Coach

Use the Comprehension Coach to practice reading with phrasing. Rate your reading.

Talk Together

Choose a photograph from "A Protected Place." Use **Key Words** to tell a partner what the photograph shows about an amazing plant.



5 Fluency Anthology page 195

Have students read aloud the passage on **Practice Master PM3.22** or use the **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency

Monitor students' oral reading.

If students need additional fluency practice, have them read along with the **Fluency Models**.

6 Talk Together Anthology page 195

Read aloud the instructions. Have partners discuss photographs of amazing plants in the selection. Post the Key Words so that students can refer to them as they discuss the photos. Ask partners to share and explain their ideas.

Name _____ Date _____

Fluency Practice

"A Protected Place"

Use this passage to practice reading with proper phrasing.

They understand everything about the forest, and they rely on it 11
for food, shelter, and clothing. 16
Mbuti Pygmies travel from place to place to hunt and fish. 27
They don't just catch game, though. 33
They also collect insects, seeds, fruit, and honey to eat. 43

From "A Protected Place," pages 188-189

Phrasing

Consistent pauses that match appropriate phrasing. Occasional pauses that match appropriate phrasing.

Frequent pauses that match appropriate phrasing. Rare pauses at appropriate points in text.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

words attempted in one minute = number of errors = words correct per minute (wcpm)

© Pearson Group Publishing, a part of Cengage Learning, Inc. For use with TE p. T195

PM3.22 Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Plant Diversity

- ✓ Research a Protected Animal or Place
- ✓ Take and Organize Notes
- ✓ Use Descriptive Sensory Words

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A3.41

TECHNOLOGY ONLY

Project Checklist: eVisual 3.26

MATERIALS

index cards • print and online almanacs, encyclopedias, atlases, magazines, newspapers, and other reference books about endangered animals or places • electronic slideshow software • timers

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing

Use Technology	CC.3.W.6
Conduct Research	CC.3.W.7
Gather Information, Take Notes, and Categorize Evidence	CC.3.W.8

Speaking and Listening

Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1
Report on a Topic	CC.3.SL.4
Add Visual Displays	CC.3.SL.5

Research a Protected Animal or Place

Display and read the prompt aloud.

Botanist Corneille Ewango has chosen you to research an animal or place that is protected. You are to describe the place or animal, the difficulties it has faced, and why it needs to be protected. Start by choosing an animal or place to research. Then find out the facts to present in a multimedia project.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Researcher

Audience: Corneille Ewango and the class

Form: Multimedia project

REVIEW Remind students: *First choose an animal or place then narrow your topic even further. Model: After choosing an animal or a place, I need to include why it needs to be protected. I'll research endangered animals that are kept in zoos. But that topic is too broad. I need to narrow it to a specific animal. I know that Siberian tigers are endangered and some are kept in zoos, so I'll write about that.*

Have students choose an animal or place to research and complete the RAFT.

Develop Research Questions

REVIEW Remind students: *Before you can gather information for your multimedia project, you need to write questions to guide your research.* Ask students to write at least three questions on separate index cards.

What is the main reason that Siberian tigers need to be protected?

Research

Gather Information

Review how to take and organize notes (see page T173z). Remind students: *Focus only on relevant details and make sure the facts relate to your topic.* Have students look for multimedia items to include in their reports. Then have students write the answers to their questions on the back of the corresponding index cards. Remind them to include sources and state why they are reliable.

See **Differentiate**

Organize

Arrange Information

REVIEW Display **eVisual 3.26**. Tell students to arrange their cards by grouping related information together. Have students use a main idea and details diagram. Then have them weave in their multimedia items. Finally, have students include an introduction that gets the audience's attention and a conclusion that summarizes the topic.



Project Checklist

- Use a main idea and details diagram to help arrange information.
- Locate one or two visuals, audio clips, or other multimedia items.
- Make sure that all research questions have been answered.
- Include an introduction and conclusion.

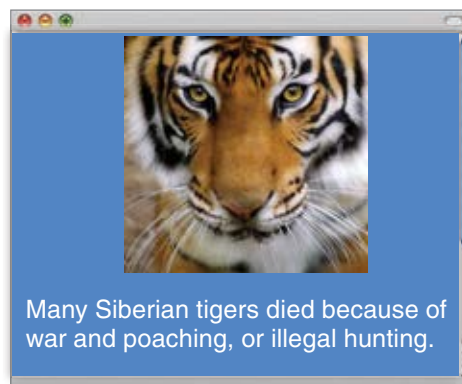
[NGReach.com](https://www.ngr.com) Project Checklist: eVisual 3.26



INTERACTIVE WHITEBOARD TIP: As you read each item, place a check mark next to it.

Draft Ideas

Have students create their multimedia projects. As they draft, have them use descriptive sensory words to tell about their topic. Remind them about available audiovisual and electronic resources. Students might use presentation software to display images, sounds, and text.



Present

Practice Speaking Skills

Explain to students that when giving a presentation, speakers must be careful to say their words clearly and slowly. Tell them that speakers connect with an audience by speaking at a level everyone can hear.

Have students work with partners to rehearse their presentations.

Share with Others

Ask students to take turns presenting their multimedia reports. Once each student finishes, allow time for the class to ask questions about the animal or plant.

Use the **Research Rubric** to evaluate students' multimedia reports.

Differentiate

EL Below Level

ISSUE Students have difficulty finding relevant sources.

STRATEGY Help students list different sources they think might be useful for their reports, including books and the Internet. Discuss each resource and how effective it might be for their research topic.

AL Above Level

ISSUE Students find too much irrelevant information about their topic.

STRATEGY Provide students with a main idea and several details that relate and do not relate to the main idea. As a class, discuss which facts relate to the main idea and why.

Research Rubric

Unit 3, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> • Multimedia project contains strong facts about the plight of a protected animal or place as well as several non-print elements. • Notes were taken carefully and were well-organized. 	<ul style="list-style-type: none"> • Speaker uses descriptive sensory words to tell about an animal or place. • Speaker connects well with audience throughout presentation.
3	<ul style="list-style-type: none"> • Multimedia project contains mostly strong facts about the plight of a protected animal or place and one or two non-print elements. • Notes were taken and organized in a satisfactory way. 	<ul style="list-style-type: none"> • Speaker uses descriptive sensory words to tell about an animal or place most of the time. • Speaker connects well with the audience most of the time.
2	<ul style="list-style-type: none"> • Multimedia project contains some strong facts about the plight of a protected animal or place but only one non-print element. • Some notes were taken and organized in a satisfactory way, but others were done sloppily. 	<ul style="list-style-type: none"> • Speaker uses descriptive sensory words to tell about an animal or place some of the time. • Speaker only connects well with the audience some of the time.
1	<ul style="list-style-type: none"> • Multimedia project does not contain strong facts about the plight of a protected animal or place, and it includes no non-print elements. • Notes were not taken or were not completely organized. 	<ul style="list-style-type: none"> • Speaker does not use descriptive sensory words to tell about an animal or place. • Speaker never connects well with the audience.

© National Geographic Learning, a part of Cengage
Grade 3 Assessment

A3.41

Unit 3 | Life in the Soil

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Determine Main Idea and Supporting Details
- Make Inferences to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 3, Week 3

Directions: Read the article. Then answer the questions about the article.

Giant Pumpkins

Every fall, farmers sell pumpkins in markets. Most of the pumpkins weigh 10 to 30 pounds. People use them to make bread, pies, and soups. At Halloween, they carve pumpkins into jack-o'-lanterns.

Giant pumpkins are much larger than the ones you usually see. Some weigh more than 800 pounds!

It takes a lot of work to grow giant pumpkins. First, you need the right seeds. Most pumpkins grow from seeds that are about 1/2 inch long. Giant pumpkin seeds are more than 1 inch long.

Giant pumpkins need special care. They should get plant food and be watered often. It's better if the water is warm, not cold. Sometimes it helps to put blankets on giant pumpkins to keep them warm.

Giant pumpkins don't like direct sunlight. Some people use brown sacks to shade their pumpkins. This protection helps the pumpkins grow larger.

How big can a giant pumpkin grow? In 2008, Jake Van Kooten grew a giant pumpkin. It weighed more than 1,535 pounds. That is one giant pumpkin!

A3.15 Unit 3, Life in the Fall

Reading Comprehension Test Unit 3, Week 3

1. What is the main idea of this article?
 a. Giant pumpkins are different from other pumpkins.
 b. Pumpkins can be made into a lot of different foods.
 c. Farmers grow and sell pumpkins.
 d. Giant pumpkins do not like direct sunlight.

2. Which of these can you infer about giant pumpkins?
 a. Mr. Van Kooten sold his giant pumpkin.
 b. Warm weather helps giant pumpkins.
 c. People give giant pumpkin seeds as gifts.
 d. Giant pumpkins taste better than other pumpkins.

3. Which detail best supports the fact that a giant pumpkin can be very large?
 a. Mr. Van Kooten's pumpkin weighed more than 1,535 pounds.
 b. Most pumpkins sold in markets weigh 10 to 30 pounds.
 c. Giant pumpkin seeds are more than 1 inch long.
 d. Giant pumpkins need special care.

4. What inference can you make about Mr. Van Kooten?
 a. He likes to bake pies.
 b. Halloween is his favorite holiday.
 c. He is proud of his giant pumpkin.
 d. He sells giant pumpkin seeds to other people.

A3.16 Unit 3, Life in the Fall

Reading Strategy Assessment Unit 3

Check the reading strategies the student used and ask the questions that follow about how students used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.

Ask: *What do you do when you see a word you don't know? How do you know what it means? How do you know if you understand it? How do you know if you are done?*

Reading Strategy Rubric	4	3	2	1
1. Read and reread to understand.	4	3	2	1
2. Use context clues to understand.	4	3	2	1
3. Use a dictionary to understand.	4	3	2	1
4. Use a glossary to understand.	4	3	2	1
5. Use a thesaurus to understand.	4	3	2	1
6. Use a reference book to understand.	4	3	2	1
7. Use a computer to understand.	4	3	2	1
8. Use a teacher to understand.	4	3	2	1
9. Use a parent to understand.	4	3	2	1
10. Use a friend to understand.	4	3	2	1

SG3.30 Unit 3, Life in the Fall

Reading Comprehension Test
A3.15–A3.16

Reading Strategy Assessment
SG3.30–SG3.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment Unit 3

Henry always had a big bag. The big piece of the moment was to be in the Guinness Book of World Records. This book has records, like the tallest tree, the largest cupcake, or the oldest person in the world. Henry wanted a world record. He wanted to grow the largest Venus flytrap ever.

Henry loved Venus flytrap plants because they had leaves that formed little traps to catch bugs. As soon as a bug brushed against one of the hairs around the edge, the leaves closed up and caught the bug.

Henry began to breathe to his Venus flytrap plants. He got larger and larger. He had to be the tallest and most muscular he had to be in a few months. The plant grew taller than Henry. Things were going well. The world record would soon be his.

The plant kept growing until it was touching the top of his room. Henry could hardly move around. What the trouble was against the sky. He had to be the tallest. He had to be the tallest. Just then, he felt something touch his arm. Henry realized he had touched the plant. The top of the plant was on his arm and it was so heavy. He heard a building in his ear. Everything was happening too fast.

The building stopped. Henry's mother had run off his alarm clock. "Time to get up, Henry," she said gently. "You seemed to be having quite a dinner."

Henry thought for a moment. Perhaps he would try for the "tallest creature" record instead.

A3.1 Unit 3, Life in the Fall

Oral Reading Assessment Unit 3

Accuracy	Rate	Fluency	Comprehension
100%	100%	100%	100%
90%	90%	90%	90%
80%	80%	80%	80%
70%	70%	70%	70%
60%	60%	60%	60%
50%	50%	50%	50%
40%	40%	40%	40%
30%	30%	30%	30%
20%	20%	20%	20%
10%	10%	10%	10%
0%	0%	0%	0%

A3.2 Unit 3, Life in the Fall

Oral Reading Assessment Unit 3

Code	Score	4	3	2	1
1	4	4	3	2	1
2	3	3	2	1	0
3	2	2	1	0	0
4	1	1	0	0	0
5	0	0	0	0	0

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

- How did you feel about reading this passage?
- How did you understand it?
- Show the positive things you noticed about the student's reading, for example, "I noticed that you read with a lot of expression. Your reading is getting smoother. You are trying to use as you read."
- Make suggestions about what improvements are needed, for example, "The next time you read, try to read more smoothly. Try to read more smoothly."
- If you asked the student to read the story, make notes about what the student needs to improve, e.g., "Check up the main idea from details, or present events in the proper sequence."

A3.3 Unit 3, Life in the Fall

Oral Reading Assessment
A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Long and Short Vowels
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

1. This is a _____.
 a. benefit
 b. drought
 c. saintliest
 d. difference

2. This is a _____.
 a. neighborhood
 b. volunteer
 c. supply
 d. vine

3. This is a _____.
 a. city
 b. gift
 c. solution
 d. food chain

4. This is a _____.
 a. weed
 b. kindness
 c. yesterday
 d. competition

A3.17 Unit 3, Life in the Fall

Vocabulary Test Unit 3, Week 3

4. When there is _____, there are a lot of different people or things.
 a. value
 b. balance
 c. individual
 d. environment

5. _____ is a living thing.
 a. action
 b. impact
 c. organism
 d. apartment

6. When something is _____, it is different from other things.
 a. real
 b. unique
 c. surface
 d. negative

A3.18 Unit 3, Life in the Fall

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Words with VCe and Words with Long and Short Vowels

1. **lapse** The frost really killed our plants, but they're still **alive**.
 2. **awaken** After sleeping all night, I **awakened** when the sun shined.
 3. **decorate** We **decorate** with beautiful, colorful plants.
 4. **entire** The **entire** room has greenery from wall to wall.
 5. **grape** The **grape** is a juicy, small, round berry.
 6. **hike** Our **hike** was a long walk through a local park.
 7. **lonely** He was **lonely** and unhappy in his new home until he made a new friend.
 8. **mole** A **mole** is a small furry animal that lives underground.
 9. **prune** A **prune** is a plum that has been dried.
 10. **quite** These large signs with big letters make it **quite** clear that we must stay on the path.
 11. **roses** **Roses** are beautiful flowers, but watch out for thorns!
 12. **spruce** A **spruce** is a type of tree that stays green all year long.
 13. **stake** We pushed the long wooden **stake** into the ground to hold up the little tree.
 14. **twice** We tried **twice** to grow cactus, but they died both times.
 15. **volume** The forest is so crowded because the trees take up a lot of **volume**.

Watch-Out Words

16. **rose** The park's redwood trees **rose** 5,000 feet above us.
 17. **rows** Two **rows** of cars lined up side by side in the parking lot.
 18. **die** She thought she would **die** if she had to toss out the faded baby blanket.
 19. **dye** At last she found a safe **dye** made from plants for coloring the blanket.

Vocabulary Test
A3.17–A3.18

Spelling Pretest/
Spelling Test
T173u

Grammar and Writing

- Grammar: Use Count and Noncount Nouns
- Take and Organize Notes

Writing, Revising, and Editing Test Unit 3, Week 3

Directions: Read the paragraph. Then answer the questions.

It was the perfect summer day. Mark stepped out of his house and looked out over the fenced garden. The soft morning _____ made everything glow. He and the other _____ in his family loved to get up early. He could already feel the _____ of the sun. He ate breakfast quickly and brushed his _____ teeth. Then he got out of his fishing _____ on a day like this, he was sure the _____ would be jumping. He was going to have a lot of fun!

1. Choose the answer that goes in Blank 1.
 a. sunshine
 b. sunshines
 c. sunshone

2. Choose the answer that goes in Blank 2.
 a. child
 b. children
 c. children

A3.19 Unit 3, Life in the Fall

Writing, Revising, and Editing Test Unit 3, Week 3

3. Choose the answer that goes in Blank 3.
 a. hot
 b. heat
 c. heats

4. Choose the answer that goes in Blank 4.
 a. teeth
 b. tooth
 c. teath

5. Choose the answer that goes in Blank 5.
 a. equipments
 b. equipments
 c. equipment

6. Choose the answer that goes in Blank 6.
 a. trout
 b. trouht
 c. troures

A3.20 Unit 3, Life in the Fall

Research Rubric Unit 3, Week 3

Score	Content	Speaking/Listening
4	• The student provides a clear and detailed answer to the question. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.	• The student speaks clearly and audibly. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.
3	• The student provides a clear answer to the question. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.	• The student speaks clearly and audibly. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.
2	• The student provides an answer to the question. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.	• The student speaks clearly and audibly. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.
1	• The student provides an answer to the question. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.	• The student speaks clearly and audibly. • The student uses a variety of words and phrases to describe the topic. • The student uses a variety of words and phrases to describe the topic.

A3.41 Unit 3, Life in the Fall

Writing, Revising, and Editing Test
A3.19–A3.21

Research Rubric
A3.41

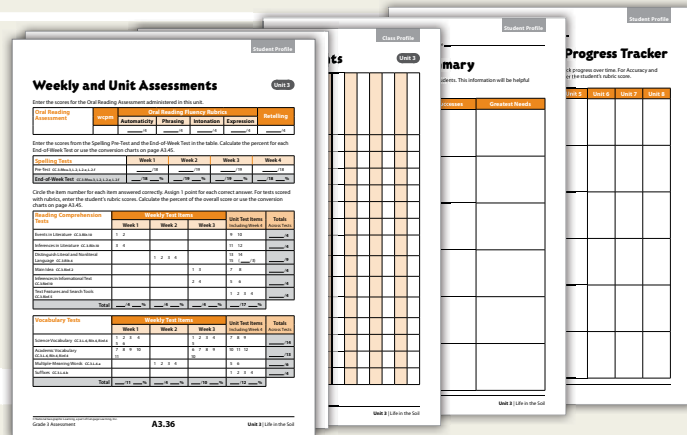


ExamView®



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A3.36–A3.37
- Class Profile:** Weekly and Unit Assessments A3.38
- Student Profile:** Strengths and Needs Summary A3.39
- Student Profile:** Oral Reading Assessment Progress Tracker A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Main Idea and Details:** Reteaching Master RT3.7
- Make Inferences:** Reteaching Master RT3.8

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

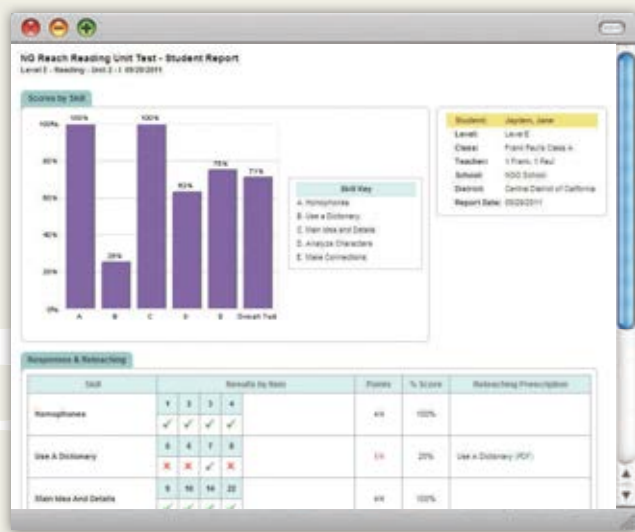
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

- Student Profile:** Weekly and Unit Tests
- Class Profile:** Weekly and Unit Tests
- Standards Summary Report**

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T173u–T173v

Grammar and Writing

RETEACH

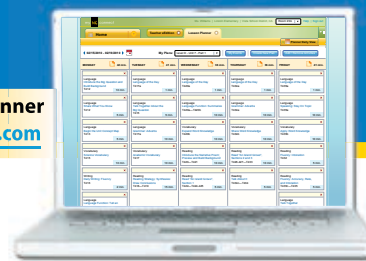
- Nouns:** Anthology Handbook, pages 584–585
- Writing:** Reteaching Writing Routine, page BP51

ADDITIONAL PRACTICE

More Grammar Practice PM3.23
Daily Writing Skills Practice, pages T173y–T173z

Week 4 Planner

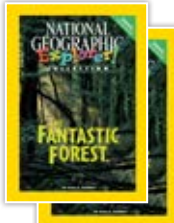

Online Lesson Planner
NGReach.com




✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Academic Talk CC.3.SL.1; CC.3.SL.1.b Discuss the Big Question T195q	Academic Talk CC.3.SL.1 Preview and Predict T196c
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.e; ✓ Pretest: Plurals Formed with -s, -es CC.3.L.2.f and Commonly Misspelled Words T195k Daily Grammar CC.3.L.1.b ✓ More Noncount Nouns T195m Vocabulary Strategy CC.3.Rfou.3; CC.3.Rfou.3.a; ✓ Suffixes T195q CC.3.L.4.b	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.e; ✓ Practice T195k CC.3.L.2.f Daily Grammar CC.3.L.1.b ✓ Review Noncount Nouns T195m Vocabulary Strategy CC.3.Rfou.3; CC.3.Rfou.3.a; ✓ More Suffixes T196c CC.3.L.4.b
	Reading ⌚ 20–40 minutes	Reading CC.3.Rinf.10 Read Aloud: Blog T196a Comprehension CC.3.Rinf.5; CC.3.Rinf.7 ✓ Use Text Features T196a	Reading CC.3.Rinf.10 Read a Blog T197–T198 Comprehension CC.3.Rinf.5; ✓ Use Text Features CC.3.Rinf.7; T197–T198 CC.3.Rinf.10 ✓ Make Inferences T198 CC.3.Rinf.3; Sequence T198 CC.3.Rinf.8
	Writing ⌚ 15–45 minutes	Power Writing T195q CC.3.W.10 Daily Writing Skills CC.3.W.2; CC.3.W.2.a; CC.3.W.6 ✓ Elaborate with Visuals T195o Writing CC.3.W.10 Write a Caption T196b Writing Project: Article CC.3.W.2 Study a Model T202	Power Writing T196c CC.3.W.10 Daily Writing Skills CC.3.W.2; CC.3.W.2.a; ✓ Elaborate with Visuals T195o CC.3.W.6 Writing CC.3.W.10 Write a Response T199 Writing Project: Article CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; Prewrite T202–T203 CC.3.W.5; CC.3.W.7; CC.3.W.8



SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Nonfiction	⌚ 20 minutes	Vocabulary CC.3.L.6 Learn Science Vocabulary SG22–SG23 Reading CC.3.Rinf.5; CC.3.Rinf.10 Use Text Features SG22 Build Comprehension SG23	Vocabulary CC.3.L.6 Learn Story Words SG24–SG25 Reading CC.3.Rinf.5; CC.3.Rinf.7 Introduce SG24–SG25 Read SG26–SG27 ✓ Use Text Features CC.3.Rinf.10 SG26–SG27 ✓ Make Inferences SG26–SG27
			

LEARNING STATION TIME/DAILY PHONICS INTERVENTION		
⌚ 20 minutes		Speaking and Listening T195g CC.3.SL.1; CC.3.SL.1.d; CC.3.L.4.b Language and Vocabulary T195g CC.3.L.6 Writing T195g CC.3.W.2; CC.3.W.6; CC.3.W.10 Cross-Curricular T195h CC.3.Rinf.10; CC.3.W.2; CC.3.W.7; CC.3.W.8; CC.3.SL.1 Reading and Intervention CC.3.Rinf.10; CC.3.Rfou.3; T195h CC.3.SL.1 Daily Phonics Intervention CC.3.Rfou.3.d; CC.3.L.2.e; T195i–T195j CC.3.L.2.f

BIG Question What is so amazing about plants?

Day 3

Read and Comprehend

Academic Talk CC.3.SL.1
Talk Together T200

Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.f
Practice T195l

Daily Grammar CC.3.L.1.b; CC.3.L.2
More Plural Nouns T195n, T200a

Vocabulary Review CC.3.L.6
Review Science and Academic Vocabulary T199a

Reading CC.3.Rinf.10
Reread a Blog T199a



Comprehension CC.3.Rinf.5
Compare Text Features T199a

Fluency CC.3.Rfou.4
Practice Intonation T200

Power Writing T199a CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a; CC.3.W.6
Elaborate with Visuals T195p

Writing CC.3.L.1; CC.3.L.3
Write to Reinforce Grammar T201

Writing Project: Article CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.5; CC.3.W.7; CC.3.W.8; CC.3.W.10
Draft T203

Day 4

Read and Comprehend

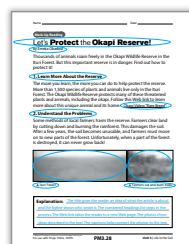
Academic Talk CC.3.SL.1; CC.3.SL.1.a
Rate Text Features T201d

Daily Spelling and Word Work CC.3.L.2; CC.3.L.2.g
Practice T195l

Daily Grammar CC.3.W.5; CC.3.W.6; CC.3.L.1; CC.3.L.2
Grammar and Writing T195n

Vocabulary Practice CC.3.Rfou.3; CC.3.Rfou.3.a; CC.3.L.4.b
Suffixes T201c

Reading CC.3.Rfou.4
Read an Online Article T201a–T201b



Comprehension CC.3.Rinf.5
Use Text Features T201a

Fluency CC.3.Rfou.4
Model and Practice Intonation T201b

Power Writing T201c CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a; CC.3.W.6
Elaborate with Visuals T195p

Writing CC.3.W.10
Write About a Text Feature T201d

Writing Project: Article CC.3.W.5; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.b; CC.3.L.3
Revise; Edit and Proofread T204

Day 5

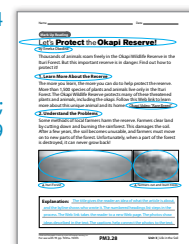
Review and Apply

Academic Talk CC.3.SL.1; CC.3.SL.1.a
Relate Readings to the Big Question T201h

Daily Grammar CC.3.L.1; CC.3.L.1.b; CC.3.L.2
Review T195n

Vocabulary Practice CC.3.Rfou.3; CC.3.Rfou.3.a; CC.3.L.4.b
Suffixes T201e

Reading CC.3.Rfou.4
Reread an Online Article T201e–T201f



Comprehension CC.3.Rinf.2; CC.3.Rinf.9
Identify Main Idea T201f

Compare Main Idea and Details T201g

Power Writing T201e CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a; CC.3.W.6
Elaborate with Visuals T195p

Writing CC.3.W.10
Write to Compare T201g

Writing Project: Article CC.3.W.2
Publish T205a

Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG24–SG25

Reading CC.3.Rinf.5; CC.3.Rinf.7; CC.3.Rinf.10
Read and Integrate Ideas SG26–SG27

Use Text Features SG26–SG27

Make Inferences SG26–SG27



Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG24–SG27

Reading CC.3.Rinf.5; CC.3.Rinf.7; CC.3.Rinf.10
Introduce SG26–SG27 Read and Integrate Ideas SG26–SG27

Use Text Features SG26–SG27

Make Inferences SG26–SG27



Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG26–SG27

Reading CC.3.Rinf.8; CC.3.Rinf.10
Connect Across Texts SG27

Choose a Writing Option SG26–SG27



ASSESSMENT & RETEACHING

Assessment and Reteaching T205a–T205b

Reading Comprehension Test A3.22–A3.27 CC.3.Rinf.2; CC.3.Rinf.5; CC.3.Rinf.7

Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10

Oral Reading Assessment A3.1–A3.3 CC.3.Rfou.4

Vocabulary Test A3.28–A3.30 CC.3.Rfou.3; CC.3.Rfou.3.a; CC.3.L.4.b

Spelling Test: Plurals Formed with -s, -es and Commonly Misspelled Words T195k CC.3.L.2

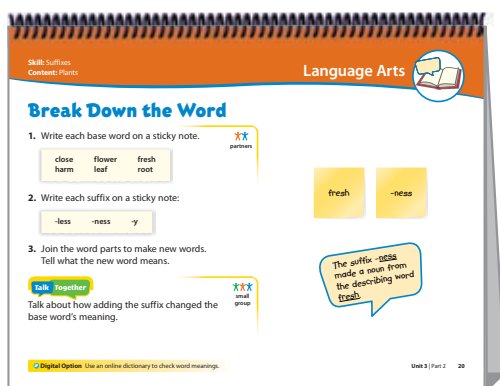
Writing, Revising, and Editing Test A3.31–A3.35 CC.3.W.10; CC.3.L.1.b; CC.3.L.2

Reteaching Masters RT3.9–RT3.11

Week 4 Learning Stations

Speaking and Listening

Option 1: Break Down the Word



Break Down the Word

- Write each base word on a sticky note.
 - close flower fresh
 - harm leaf root
- Write each suffix on a sticky note.
 - fresh -ness
 - less -ness -y
- Join the word parts to make new words. Tell what the new word means.
 - Talk Together:** Talk about how adding the suffix changed the base word's meaning.
 - Word Group:** The suffix **-ness** made a noun from the describing word **fresh**.

Digital Option: Use an online dictionary to check word meanings.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 20

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

sticky notes

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Use Affixes as Clues	CC.3.L.4.b

Option 2: Discuss a Video



NGReach.com Student Resources

Have students watch a video about the Canadian rainforest.

- Have small groups compare what they learned in the video to what they learned in the reading selections.
- Have groups report their ideas to the class.

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Explain Ideas and Understanding	CC.3.SL.1.d

Language and Vocabulary

Key Words

city · desert · details · diversity · environment
main idea · organism · protect · rainforest
unique · vine · weed

Option 1: Vocabulary Games



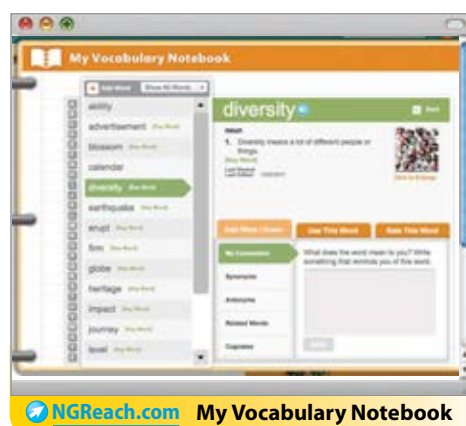
Our school has a great diversity of people.

rainforest vine city

NGReach.com Vocabulary Games

Acquire and Use Academic and Domain-Specific Words CC.3.L.6

Option 2: My Vocabulary Notebook



My Vocabulary Notebook

diversity

What does the word mean to you? Write something that reminds you of this word.

NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

- Ask students to add new definitions to the Key Words.
- Under In My Connection, have students write what the word means to them and what that word reminds them of.

Acquire and Use Conversational, Academic, and Domain-Specific Words CC.3.L.6

Writing

Option 1: Write a Blog or E-mail



Write a Blog or E-mail

- Go online and read the Web article about a plant.
- Write about the article. Choose a form:
 - a blog entry
 - a e-mail
- Be sure to give information about the plant.

Talk Together: With your partner, compare your blog or e-mail with the Web article you read.

- Is the blog more like a letter or a magazine article?
- How does the photo make the Web article different from the e-mail and the blog?
- What special text features does e-mail have?

Digital Option: Use an online dictionary to check word meanings.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 22

Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Use Technology	CC.3.W.6

Option 2: Respond to a Blog

Hi, Rosie. I loved your blog because...

Have students respond to the blog "Rosie's Reports."

- Have students review **Anthology** pages 197–199 and write a short response to the blog.
- Tell students that they can write what they think about the text or photos, or ask Rosie a question about the Okapi Reserve.
- Have students share their responses with a partner.

Write Over Shorter Time for Specific Purposes and Audiences CC.3.W.10

Cross-Curricular

Option 1: Write a Report

PROGRAM RESOURCES

Digital Library:
Language Builder
Picture Cards D24–
D37



Have pairs choose a plant to research and write a short report about it.

- Have pairs look at the Unit 3 Language Builder Picture Cards and choose a plant.
- Have pairs research facts about the plant.
- Give students time to write a short report.

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Conduct Research	CC.3.W.7
Gather Information	CC.3.W.8

Option 2: Respond to an Article



Have students respond to an article about orphaned tigers and orangutans.

- Go to: Resources > Unit 3 > Learning Stations > Week 4 > Tigers and Apes
- Have pairs read the article and discuss what is amazing about this animal relationship.
- Ask students to support their opinions with specific details from the article.

Read and Comprehend Informational Text	CC.3.Rinf.10
Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1

Reading

Option 1: Read About Rainforests



NGReach.com Student Resources

Have students explore a Web site about rainforests and discuss what they learned.

- Have students go to: Resources > Unit 3 > Learning Stations > Week 4 > Kubral Rainforest
- Have small groups pick a topic.
- Have group members discuss which fact they found most amazing about their topic.

Read and Comprehend Informational Text	CC.3.Rinf.10
Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1

Option 2: Read More about Rainforests

KWL Chart		
K What Do I Know	W What Do I Want To Learn?	L What Did I Learn?

Have students create a K-W-L chart and watch an online video about rainforests.

- Go to: Resources > Unit 3 > Learning Stations > Week 4 > More about Rainforests
- Have students write what they know about rainforests in the first column and what they want to know in the second column.
- Have students watch the video and fill out the rest of the K-W-L chart.

Read and Comprehend Informational Text	CC.3.Rinf.10
--	--------------

Intervention

Phonics Games

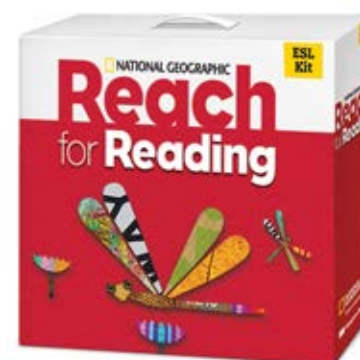


NGReach.com Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
For Reteaching Masters, see pages RT3.10–RT3.11.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T196a–T207

Cross-Curricular

Option 1: Write a Report

PROGRAM RESOURCES

Digital Library:
Language Builder
Picture Cards D24–
D37



Have pairs choose a plant to research and write a short report about it.

- Have pairs look at the Unit 3 Language Builder Picture Cards and choose a plant.
- Have pairs research facts about the plant.
- Give students time to write a short report.

Write Informative/Explanatory Text to Convey Information	CC.3.W.2
Conduct Research	CC.3.W.7
Gather Information	CC.3.W.8

Option 2: Respond to an Article



Have students respond to an article about orphaned tigers and orangutans.

- Go to: Resources > Unit 3 > Learning Stations > Week 4 > Tigers and Apes
- Have pairs read the article and discuss what is amazing about this animal relationship.
- Ask students to support their opinions with specific details from the article.

Read and Comprehend Informational Text	CC.3.Rinf.10
Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1

Reading

Option 1: Read About Rainforests



NGReach.com Student Resources

Have students explore a Web site about rainforests and discuss what they learned.

- Have students go to: Resources > Unit 3 > Learning Stations > Week 4 > Kubral Rainforest
- Have small groups pick a topic.
- Have group members discuss which fact they found most amazing about their topic.

Read and Comprehend Informational Text	CC.3.Rinf.10
Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1

Option 2: Read More about Rainforests

KWL Chart		
K What Do I Know	W What Do I Want To Learn?	L What Did I Learn?

Have students create a K-W-L chart and watch an online video about rainforests.

- Go to: Resources > Unit 3 > Learning Stations > Week 4 > More about Rainforests
- Have students write what they know about rainforests in the first column and what they want to know in the second column.
- Have students watch the video and fill out the rest of the K-W-L chart.

Read and Comprehend Informational Text	CC.3.Rinf.10
--	--------------

Intervention

Phonics Games

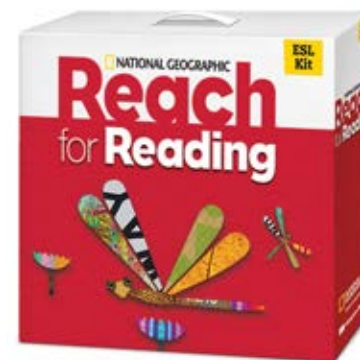


NGReach.com Phonics Games

Apply Phonics and Word Analysis Skills CC.4.Rfou.3
For Reteaching Masters, see pages RT3.10–RT3.11.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T196a–T207

Week 4 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Plant Products

Develop Phonological Awareness: Distinguish Sounds

Use Word Patterns to Decode Words

Develop Phonological Awareness: Contrast Final Sounds

Identify Plural Endings: -s, -es

Teach

Day 1



PROGRAM RESOURCES

Word Builder: Transparency 38

Decodable Passage: *Spike Escapes*

Practice Book, page 108

Decodable Passage: *Fun Time at Home*

Practice Book, page 109

Words with Short and Long Vowels

Follow Lesson 42 to use word patterns to decode words. Guide students through **Transparency 38**. Use **Reading Routine 3** to guide students as they read Decodable texts.

For **Reading Routine 3**, see *Reach into Phonics* page ix.



NGReach.com Word Builder: Transparency 38

Practice

Day 2



PROGRAM RESOURCES

Word Builder: Transparency 39

Decodable Reader: *At Home*

Practice Book, page 151

Reach into Phonics

Lesson 43, page T73

Lesson 44, pages T74-T76

Plurals

Follow Lesson 43 to teach how to contrast final sounds and to spell and read plural words. Guide students through **Transparency 39**.



NGReach.com Word Builder: Transparency 39

Build Reading Fluency

Provide students with the **Decodable Reader, *At Home***.

Then follow Lesson 44.





Plurals Formed with -s and -es

COMMON CORE STANDARDS

Use Conventional Spelling
Use Spelling Patterns and Generalizations

CC.3.L.2.e
CC.3.L.2.f

Read Grade-Appropriate Irregularly-Spelled Words

CC.3.Rfou.3.d

Make it Rhyme

Day 3



Option 1

Prepare

- Have partners collaborate to create a list of 5 pairs of rhyming plural words. Some words should end with -s and some in -es. Provide a word bank as needed.

wishes	goats	jumps	boxes	hops
dishes	boats	bumps	foxes	drops

Play a Game

- Have Partner 1 write and read aloud a one-line sentence that ends with one of the plural words.
- Partner 2 identifies the plural word from the list that rhymes with Partner 1's word.
- Then Partner 2 writes a one-line sentence that ends with the rhyming plural word.
- Students continue creating rhyming sentences until all words have been used. Partners should switch roles after each rhyme is created.

Name the Vowel Sounds

Day 3



Option 2

MATERIALS

index cards, 12 per pair of students

Prepare

- Have pairs of students collaborate to write each word from the word bank below on a separate card.
- Then have them place the cards face down in a pile.

back	stack	pick	mill	mop	hug
bake	stake	pike	mile	mope	huge

Play a Game

- One partner picks and displays a card. The viewer identifies the vowel sound, identifies the vowel spelling, and pronounces the word.
- The first partner decides if the viewer has identified the vowel sound and spelling and pronounced the word correctly. If so, the viewer keeps the card. If not, the card goes back in the pile.
- Play ends after the students have displayed all of the cards and pronounced all the words correctly. The partner with the most cards wins.

Crack the Code!

Day 4



MATERIALS

computer

Prepare

- Have partners use a computer to type the alphabet on one line. Tell them to paste that line onto the next line, and then change the second line to a symbol font.
- Next, have partners type all the words from the word bank below in random order and then change their typing of the words into the same symbol font.
- Tell partners to type a blank line next to each word.

together	wants	from	glasses	rakes	racks
all	down	eat	her	something	wishes

Play a Game

- Have pairs use the symbol alphabet to decode the letters used in each word and then write the word.
- Remind students that they might be able to figure out the word after decoding only a few of its letters.

Review and Assess

Day 5

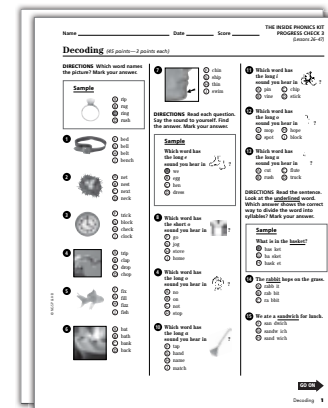


PROGRAM RESOURCES

Word Builder: Transparency 40

Review and Assess

Follow Lesson 45 to review using word patterns to decode words with short and long vowels and plurals. Guide students through **Transparency 40**. Administer **Progress Check 3** to measure learning.



Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Plant Products

- ✔ Spell Plural Nouns Formed with *-s, -es*
- ✔ Use Commonly Misspelled Words Correctly

SUGGESTED PACING

DAY 1	Spelling Pretest
DAY 2–4	Daily Practice Options
DAY 5	Spelling Test

Spelling Pretest

Day 1



Spelling Test

Day 5



Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Plural Words Formed with *-s, -es*

1. acres	The rancher has many acres of land so her cattle have plenty of room for grazing.
2. bananas	Bananas are long, crescent-shaped fruits that turn yellow when they are ripe.
3. branches	The branches of a tree grow out from the trunk.
4. bulbs	The round onion bulbs grow under the ground.
5. bunches	We picked bunches of grapes that were hanging from the vine.
6. bushes	Some kinds of berries grow on bushes , while others grow on trees.
7. carrots	Did you know you eat roots when you eat carrots ?
8. floods	Sometimes the large amount of water from floods can damage crops.
9. labels	Foods have labels that tell people the ingredients.
10. meadows	Hay is grown in the flat, grassy lands of meadows .
11. melons	Large, juicy melons grow along the ground on vines.
12. messes	Clean up the untidy messes you made all over the house.
13. patterns	The rows of flowers make patterns of red, white, and yellow.
14. recesses	Many children wish school had more recesses so they could play outside.
15. speeches	People give speeches to groups in order to share ideas or thoughts.

Watch-Out Words

16. sew	I sew the rip in my overalls with a needle and thread.
17. so	I was so upset when my overalls ripped.
18. sow	I have to wear them tomorrow when I sow new seeds in the field.

Sort Plurals

Day 2



Option 1

MATERIALS

index cards, 17 per pair of students

Teach

Display the words *floods*, *messes*, and *bushes*. Pronounce *floods*, underlining the *s*. Say: *We make most nouns plural by adding an -s.*

Pronounce *messes* and *bushes*, underlining the *-es* for each. Explain: *If the singular noun ends in ss or sh, we form the plural by adding -es. We also form plurals by adding -es to nouns that end in ch, x, z, and sometimes o.*

Prepare

- Have partners think of plant product words. Tell them to choose one with a plural form ending with *-s* and another with a plural form ending with *-es*. If they need help thinking of words, prompt them with ideas: *apple, grape, root, seed, sprout, grass, peach, squash, radish*.
- After partners choose their product words (e.g., *grape* and *peach*) have them write each word on a separate card.
- Then, have partners collaborate to write each of the first fifteen spelling words on a separate card.

Play a Game

- Have partners take turns placing spelling word cards next to the plant product word that forms the plural in the same way (*-s* or *-es*).
- After all cards have been placed, have partners take turns drawing a card and having their partner spell it with their eyes closed.

Apply Phonics and Word Analysis Skills
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2.f

Classify

Day 2



Option 2

Create Categories

- Explain that words can be sorted in many ways. Display the following sample categories and encourage pairs of students to add new categories of their own.
- Tell partners to collaborate on making charts with the category names as headings.
- Have partners write all 18 of the spelling words under the correct headings.
- Encourage partners to sort the words two or three times, each time using different categories.

Living/Non-Living;
Easy Words/Hard Words;
One Syllable/Two Syllables/Three Syllables

Use Conventional Spelling

CC.3.L.2.e



What's the Pattern?

Day 3



Option 1

MATERIALS

highlighters, one per student • scissors, one per student

Prepare

- Have students print the spelling words on a piece of paper, leaving space between the words for cutting.
- Tell students to highlight *ch*, *sh*, and *ss* in the spelling words.
- Have students cut out each word.
- Tell students to make a two-column chart and write *-s* at the top of one column and *-es* at the top of the other.

Play a Game

- Have students sort the words into the correct plural column. Tell them to look for patterns within the groups and sort those words together within the column.
- Encourage students to turn to a neighbor and have them take turns explaining what the sorting shows them.

-s	-es
acres	branches
bananas	bunches
bulbs	bushes

Apply Word Analysis Skills
Use Spelling Patterns and Generalizations

CC.3.Rfou.3
CC.3.L.2.f

Mystery Words

Day 3



Option 2

Prepare

Assign a "mystery word" to each pair of students. Have partners collaborate to create clues to its identity.

Mystery Word: **recesses**

Clue 1: The mystery word has 8 letters. (r e c e s s e s)

Clue 2: The mystery word forms the plural with *-es*. (recess-es)

Clue 3: The mystery word will complete this sentence:

During our _____, we play fun games. (recesses)

Play a Game

- Have each pair present its clues as other pairs write down all the words that match and cross off words that don't match.
- When a pair has the answer, the partners call it out and spell the word.
- The next pair presents its clues. Continue until all "mystery words" have been identified.

Apply Word Analysis Skills

CC.3.Rfou.3

Use a Dictionary

Day 4



Option 1

MATERIALS

index cards, 15 per pair of students • dictionary, one per pair

Prepare

Have partners write the singular and plural forms of each spelling word on one side of a card. Then have them use a dictionary to find and write the definition for the plural form on the back of each card.

Play a Game

- Have partners spread the cards out with definitions visible. Partner 1 picks a definition and reads it to Partner 2.
- Partner 2 identifies the word and spells both the singular and plural forms of the word aloud. If Partner 2 names the word and spells both forms correctly, he or she keeps the card. If he or she states the wrong word or misspells the correct word, the card is placed back down.
- Have partners switch roles and continue taking turns until all cards are taken. The player with more cards wins.

Use Spelling Patterns and Generalizations
Consult References

CC.3.L.2.f
CC.3.L.2.g

Story Time

Day 4



Option 2

Prepare

Tell students to write and cut apart a list of the spelling words. Have them put each word slip in a container and take turns pulling out a word.

meadows, m-e-a-d-o-w-s
We saw strange animals
running across two wide,
grassy meadows.

Tell a Story

- The first person uses his or her spelling word to begin a story. The student pronounces the word, spells it, and then uses the word in a story-starter sentence.
- The next student chooses a word slip, pronounces it, and spells it. Then he or she uses the word to add a sentence to the story.
- Have students continue the story until all words are used.

Demonstrate Command of Spelling

CC.3.L.2

Week 4 Daily Grammar

OBJECTIVES

Thematic Connection: Plant Products

Use Plural Nouns

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Form and Use Plural Nouns

CC.3.W.5

CC.3.L.1

CC.3.L.1.b

Day 1

PROGRAM RESOURCES

More Noncount Nouns: eVisual 3.28 *large paper clips, 2 per pair of students*
Game: Practice Master PM3.24

MATERIALS

Teach the Rules

Use the suggestion on page T196b to review noncount nouns and **eVisual 3.28** to introduce more noncount nouns.

More Noncount Nouns

Do not use a or an before a **noncount noun**.

Use a singular verb with a **noncount noun**.

Category	Examples
Weather	thunder booms; snow falls
Food	flour spills; lettuce grows
Activities	soccer seems; singing sounds
Ideas, feelings	homework is; happiness feels

More Noncount Nouns: eVisual 3.28

Copy and display the sentences below. Say: *The subject of these sentences is a plural count noun, so the verb is plural.*

Two cups of flour are required for this recipe.
 Fourteen inches of snow have fallen on the garden.

Play a Game

Distribute **Practice Master PM3.24**. Have partners play the game.

Grammar Game
Take a Spin with Your Wheel

Rules

- One partner spins for a noun. The other partner spins for a verb.
- Partners work together to write a sentence using the correct form of each word.
- Spin for a new verb if you can't form a sentence.
- Take turns spinning for nouns and verbs until you have written 5 sentences.

Noncount Nouns

Verbs

Make a Spinner

- Put a paper clip in the center of the circle.
- Put the point of a pencil through the opening of the paper clip at the center of the circle.
- Spin the paper clip to choose a word.
- Use the same steps to choose a noun.

For use with TE in T195m **PM3.24** Unit 3 | Life in the Soil

Practice Master PM3.24

Differentiate

AL Above Level

ISSUE Students may need an additional challenge.

STRATEGY Encourage students to connect game sentences to create a story.

Day 2

PROGRAM RESOURCES

Review Noncount Nouns: eVisual 3.31
Game: Practice Master PM3.25

MATERIALS

one coin and one small game marker per group of students

Teach the Rules

Use the suggestion on page T198 to review noncount nouns. Then use **eVisual 3.31** to review the rules.

Review Noncount Nouns

A noncount noun . . .

- cannot be counted
- has one form that does not change
- does not use a or an
- can be measured and the measurement can be plural

Bees make honey from flower nectar.

Honey is my favorite sweetener.

I put honey in my tea.

A few drops of honey make my tea sweeter.

Review Noncount Nouns: eVisual 3.31

Play a Game

Distribute **Practice Master PM3.25**. Have small groups follow the directions to play the game.

Grammar Game
What Is It?

Directions:

- Flip a coin. For heads, move ahead 2 squares. For tails, move ahead 1 square.
- Name the noncount noun that is defined in the square.
- Use the word in a sentence. If your group agrees that you chose the right word and used it correctly, give yourself one point. If you are incorrect, go back one square.
- Players take turns moving the game piece. Continue playing until you reach the end. The player with the most points wins.

START					END
a rumbling in the sky		mail	corn		You want this to be good, not bad!
a flash in the sky	a feeling of joy	water	thunder	breathes it in and out	for ears to enjoy
music	a leafy green vegetable	luck	sand	assigned by a teacher	lightning
homework	a game with a black + white ball	sunshine	soccer	a type of message	lettuce
air	grains on a shore	yellow veggie	a drink for thirst	warm rays	happiness

For use with TE in T195m **PM3.25** Unit 3 | Life in the Soil

Practice Master PM3.25

Differentiate

SN Special Needs

ISSUE Students may have difficulty naming the noncount noun described in each square of the game board.

STRATEGY To limit possibilities, have students mark off each word in the shaded squares as it is correctly used.



Demonstrate Command of Spelling

CC.3.L.2

Day 3

PROGRAM RESOURCES

Nouns Ending in o: eVisual 3.34

MATERIALS

markers for tossing game, one per group of students • index cards

Review the Rules

Use **Anthology** page 201 to review plural nouns. Display **eVisual 3.34** and discuss plurals of nouns with a final o.

Nouns Ending in o

- If a vowel comes before the **o**, just add **-s**.
cameos, rodeos, radios, ratios, studios
- If a consonant comes before the **o**, add **-es** or, sometimes, just **-s**.
calicoes, echoes, heroes, potatoes, tomatoes, silos, pistachios, Eskimos
- If the noun is a music term, add **-s**.
duos, pianos, solos, sopranos, tempos, trios
- For some words, **-s** or **-es** is correct.
zeros, zeroes, volcanos, volcanoes

NGReach.com Nouns Ending in o: eVisual 3.34

Play a Game

Have groups use the word bank to play "Make It More."

- Write one word in each square of a 16-square grid.
- Take turns tossing a marker into a square. Write the plural of the noun in the square.
- If your spelling is correct, write your initials in the square.

bundle	dancing	potato	moisture	sheep	piano
child	donkey	hero	rodeo	strawberry	
crop	goose	studio	sandbox	trout	

Differentiate

BL Below Level

ISSUE Students struggle with the many ways of forming plurals.

STRATEGY Help students write the plural for each word in the game on an index card. As they play the game, have them find the correct plural in their stack of cards and match it with the word on which they land.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM3.30

Grammar and Writing

Distribute **Practice Master PM3.30**. Have students use editing and proofreading marks to correct errors with singular and plural nouns.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of noncount nouns
- correct use of plural nouns

Editing and Proofreading Marks	
^	Add.
↘	Take out.
,	Add comma.
.	Add period.

I am the tallest living animal. When I was born, I was six ^{feet} ~~feet~~ tall. As an adult, I am about 14 to 18 ^{feet} ~~feet~~ tall with a very long neck. I have a creamy coat with brown or black ^{splotches} ~~splotches~~. What am I?

I am a giraffe! Giraffes share the dry land with elephants, lions, zebras, and antelopes—but not with sheeps or deers. There aren't a lot of waters here, but we can go a long time without drinking. We eat ^{grasses, fruits,} ~~grasses, fruits,~~ shrubs, and a lot of juicy leaves from acacia trees. We don't need any helps from a ladder to get leaves on top! Acacias have long thorns on them, but we have longer tongues. Our tongues are 18 ^{inches} ~~inches~~ long. Thorns don't stop us! We have heavy ^{bodies} ~~bodies~~ that weigh from 1,500 to 3,000 ^{pounds} ~~pounds~~. Even so, we can run as fast as 30-35 miles per hour!

For use with TE, T195: **PM3.30** Unit 3 | Life in the Soil

NGReach.com Practice Master PM3.30

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A3.31–3.35

MATERIALS

timer

Review and Assess

Copy and display the chart below. Challenge groups to write as many nouns as they can for each category in five minutes. Then have each group choose a word from each column and collaborate to write a sentence for it.

-s	-es	Change y to i + -es	Plural nouns: Special forms	Noncount Nouns

Administer the **Writing, Revising, and Editing Unit Test**.

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Plant Products

Elaborate with Visuals

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Examine a Topic
Include Illustrations
Use Technology

CC.3.W.2
CC.3.W.2.a
CC.3.W.6

Introduce Visuals

Day 1



PROGRAM RESOURCES

Visuals Chart: eVisual 3.29

Digital Library: Language Builder Picture Cards for Unit 3

MATERIALS

computers with Internet access

Teach the Skill

Introduce the skill. Explain to students that when they write, it's helpful to add visuals to provide more information. Display Student **eEdition** page 180 and read aloud the information on text features.

Point to the caption. Ask: *Why is the caption important?* (It gives us more information about the photograph.)

As a class, look through the **Anthology** for more examples of visuals and identify the main features of each.

Display **eVisual 3.29**. Explain: *Writers use different types of visuals. They add photographs to show the reader what they are writing about. They also use visuals such as timelines, graphs, or diagrams to give information.*

As you read the **eVisual** aloud, have students suggest where they might find each kind of visual and how it might enhance a report.



Visuals Chart

Visual	What It Does
Photographs	Give details about the text.
Captions	Give information about photographs.
Timelines	Tell when important events happened.
Graphs/Diagrams	Organize information about a topic.

NGReach.com

Visuals Chart: eVisual 3.29



INTERACTIVE WHITEBOARD TIP: Underline each type of visual as you name it.

Model how to use technology to include visuals in a document. Search for pictures of plants in the **Digital Library**. Then model downloading and pasting a picture into a document.

Find a Picture

Day 2



Option 1

MATERIALS

computers with Internet access, one per pair of students

Introduce

Arrange students in pairs and tell them that they will search the **Digital Library** for photographs.

Practice

Have partners go to the **Digital Library** > Reach > Unit 3 > Language Builder Picture Cards and search for pictures of plants. Have them find 3-4 pictures that interest them and that they could use in a short report about plants and their uses.

Tell students that each partner will each write a paragraph about one of the plants later in the week, so they need to choose at least one picture each partner can write about. Have partners write a caption for each picture using complete sentences.

If students need assistance, model choosing a picture and writing a caption. Display the photograph of "Organ Pipe Cactus" from the Language Builder Picture Cards and say, "The Organ Pipe Cactus grows in the desert."



Find a Visual

Day 2



Option 2

MATERIALS

computers with Internet access, one per student

Practice

Have each student choose an interesting plant topic. For example: medicines from plants, clothing from plants, plants first grown in the Americas, foods that changed the world, or rainforest plants and their uses.

Have students visit approved websites to search for visuals that they could use in a report about the topic. Once students have chosen their visuals, have them write a caption for each visual using complete sentences.

Tell students they will each write a paragraph about their topic later in the week.



SUGGESTED PACING

- DAY 1 Teach the Skill
- DAY 2–4 Daily Practice Options
- DAY 5 Review and Assess

Write a Caption

Day 3



Option 1

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards for Unit 3

MATERIALS

computers with Internet access, one per pair of students

Practice

Have students work with their partners from Day 2 and open a new document in their word processing program. Tell them to type a title at the top of the page. Then have them cut and paste one **Digital Library** photograph found on Day 2 and type its caption beneath it.

Next, have students brainstorm ideas for a report on their plant. Ask them to write down their ideas and save them for use on Day 4.

Write a Report

Day 4



PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards for Unit 3

Practice

Have students return to the photographs and visuals they worked with on Days 2 and 3. Then have them use computers to write a brief, one-page report on their topic.



Invite students to work with a partner if they need help cutting and pasting a visual for their report. Remind them to include captions.

If students need assistance, provide an example. For instance, if students are writing a report on apples vs. strawberries, they could include photographs of apple trees and strawberry plants from the **Digital Library**.

Create a Visual

Day 3



Option 2

Practice

Have students return to the visuals they chose on Day 2 and create a second visual that they could include in a report about the same plant topic.

For example, a student might create:

- a graph showing the different types of plants used in medicines
- a timeline showing how foods changed the world
- a diagram of a cocoa plant
- a map showing where foods of the Americas are grown today

Suggest that students study the visuals they found on Day 1 for ideas for how to create their own visuals.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A3.31–A3.35

Review the Skill

Have three or four partners form a group and share their reports. As they show their final products, tell students to name the kinds of visuals they included and how they think the visuals made their report more interesting and informative.

Encourage listeners to ask questions about how the students created the visuals and included them in the report.

Have groups end the activity by collaborating to compose a few sentences explaining how visuals make a report more interesting and informative.

Administer the **Writing, Revising, and Editing Unit Test**.

OBJECTIVES

Thematic Connection: Plant Products

- Use Suffixes to Determine Word Meanings
- Use Text Features

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read Aloud: eVisual 3.27

Digital Library: Language Builder Picture Cards D24–D37

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the word *amazing*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading


Use Search Tools	CC.3.Rinf.5
Use Illustrations and Interpret Information Presented Visually	CC.3.Rinf.7
Apply Word Analysis Skills	CC.3.Rfou.3
Identify Meaning of Suffixes	CC.3.Rfou.3.a
Read With Fluency to Support Comprehension	CC.3.Rfou.4

Speaking and Listening

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Follow Rules for Discussions	CC.3.SL.1.b

Language and Vocabulary

Use Affixes as Clues	CC.3.L.4.b
----------------------	------------



WARM-UP

Have students review “A Protected Place” and the **Small Group Reading** books from the previous week. Have volunteers name plants mentioned in these readings.

Academic Talk

1 Discuss the Big Question

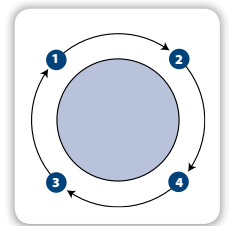
Explain that linking their own ideas to others' comments can help students express their ideas during a discussion. Elaborate: *When you discuss a topic with a group, everyone in the group must follow the same rules: You wait until it is your turn to talk. You mention what others have said. You state your own ideas about the topic clearly.*

Model how to discuss a topic: Ask a volunteer to explain why plants are amazing. After the volunteer answers, point out that you have waited your turn. Then model the last two rules: *(Elena) said that plants are amazing because (they give us food). I think it is amazing how huge plants come from tiny seeds.*

Use a **Roundtable** to have students discuss environments where specific plants grow. Remind students to use the rules of discussion, build on the ideas of others, and express their ideas clearly.

- Seat students around tables in groups of four.
- Have each group member describe a plant environment they learned about from one of the Week 3 readings.

For **Roundtable**, see page BP46



Roundtable

Vocabulary Strategy

2 Suffixes Anthology page 196

Project **Student eEdition** page 196 and read aloud the introduction. Remind students that they know that a syllable is a part of a word with one vowel sound. Explain that, in some words, the last syllable is a suffix.

Write *cloud* and ask: *What does the word cloud mean?* (a white, fluffy object in the sky) *If I add the letter y to the end of cloud, it becomes the word cloudy.* Demonstrate and explain: *The letter y at the end of the word is a suffix. It means “full of.” So, cloudy means “full of clouds.”*

Repeat the process for the suffix *-less*. Elaborate: *Different suffixes have different meanings. Knowing the meaning of the suffix can help you understand the word.*

Suffixes

A **suffix** is a word part. A suffix comes at the end of a word. It changes the word's meaning.

Look at this example. How does the word **weed** change?

The suffix **-y** means "full of."

weed + -y = weedy

Weedy means "full of weeds."



Try It Together

Read each item. Choose the correct answer.

1. The suffix **-less** means "without." What does **vineless** mean?

- A with vines
- B full of vines
- C without vines
- D the state of vines

2. The suffix **-ness** means "state of." What does **uniqueness** mean?

- A in a unique way
- B full of unique things
- C without anything unique
- D the state of being unique

196

Anthology page 196

STUDENT
TECHNOLOGY



Student
eEdition

NGReach.com

Read aloud the example and direct students' attention to the picture. Model using the strategy: *I know what a **weed** is. I see that the suffix **-y** means "full of" and the picture shows a lot of **weeds** in a small space. So I can guess that **weedy** means "full of **weeds**."* Invite students to help you repeat the process with *rainy*, *snowy*, and *windy*.

3 Try It Together Anthology page 196

Read the directions aloud and have partners work together to answer the questions. (question 1: C; question 2: D)

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✓

As students complete **Try It Together**, check to see if they are able to determine meanings for the words *vineless* and *uniqueness*.

If students cannot correctly define affixed words, provide a word equation for *vineless*:

The suffix **-less** means "without."

Vineless means "without vines."

vine + -less = vineless

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T195o–T195p)
- ✓ Power Writing (T195q, T196c, T199a, T201c, T201e)
- ✓ Writing (T196b, T199, T201, T201d, T201h)
- ✓ Writing Project (T204–T205)

Differentiate

SN Special Needs

ISSUE Students have difficulty identifying and understanding how suffixes change the meanings of words.

STRATEGY Have students define the base word. (*Vine* means "a long, trailing plant.") Then have them state the meaning of the suffix. (*-less* means "without") Finally, have them state the two meanings in one sentence. (*Vineless* means "without a long, trailing plant.")

AL Above Level

ISSUE Students are ready for more complex word work.

STRATEGY Have students use dictionaries to discover which Key Words can have suffixes. Then have students make a word equation like the one on page 196 for each affixed word and explain the meaning of the affixed form of the Key Word.

Fluency

Model Intonation As you read the **Read Aloud**, model how to read text that gives information.

Explain: *It is important to read with correct intonation so that the **details** of the information are clear.*

Comprehension

4 Use Text Features ✓

Remind students that they already know about some text features, such as title, headings, photos, and captions. Then display **eVisual 3.27** and explain: *Blogs have titles, headings, pictures, captions, and some special features.*

- Point to the bar across the top of the blog under the title and explain: *This bar is called an electronic menu bar. You can click on each item on the bar to go to a different part of the site to find more information about the blog.*
- Point to the hyperlinks and explain: *This is a hyperlink. Hyperlinks are buttons that you can click to find more information about the topic.*



Read Aloud

Blog

Plants of the Congolese Rainforest

The **rainforest** of the Congo basin is the second-largest **rainforest** in the world. There is a rich **diversity** of plant species in this **environment**. About 2,500 of these species are **vines**, or lianas. Some lianas are small and thin. Others can be as thick as two feet and over 300 feet long!



Some lianas are as thick as a boy's body!

Lianas often twist around trees and climb up into the canopy of a **rainforest**. The **vines** need sunlight in order to survive. Some lianas grow to the very tops of the trees!



Lianas can climb to the tops of some trees.

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 3.27



INTERACTIVE WHITEBOARD TIP: Circle each text feature.

Have partners read the rest of the blog and then discuss how these text features can help them find more information about the topic:

- headings
- photos and captions
- hyperlinks

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Text Features ✓

As partners discuss the text features, note whether they can accurately explain how each is useful in finding information about the topic.

If students cannot identify and explain text features, ask: *Which feature helped you understand what the first paragraph would be about?* (the heading) Ask similar questions about photos, captions, and hyperlinks.

Writing

5 Write a Caption

Explain that students will write captions that tell information shown in pictures of plants. Display **Language Builder Picture Card D36** (strawberry plant) and model writing a caption.

Think Aloud

This is a photo of strawberries. I will write about the fruit and flowers I can see in the picture.

Write

Strawberries have bright red fruits and white flowers with yellow centers.

For **Writing Routine 2**, see page BP48.

Display **Language Builder Picture Cards 24–37**. Have each student choose a photo and create a caption for it that interprets information given in the photo. Have students add their captions to their Weekly Writing folders.

WRAP-UP

Have students think about the texts they read today. Have them discuss how text features helped them understand the texts.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T195k

Daily Grammar ✓

Point to the photo on **Anthology** page 196 and say: *Weeds need sunshine to grow.* Point out that *sunshine* is a noncount noun. Then use page T195m to introduce more noncount nouns.

Daily Writing Skills ✓

Display the photo on **Anthology** page 196 and explain that the photo helps illustrate the meaning of the word *weedy*. Then use page T195o to introduce visuals.

Differentiate

EL English Learners

ISSUE Students lack sufficient vocabulary to express how the text features make the text easier to understand.

STRATEGY Provide sentence frames, such as:

- A _____ helps me understand the topic of the text.
- A _____ helps me understand more about what is in the photo.
- A _____ helps me find more information about the topic.

BL Below Level

ISSUE Students have trouble understanding how the text features can help them understand the text.

STRATEGY Have students ask more proficient partners these questions:

- What feature will help me understand the topic of the text?
- What detail in this photo will help me understand the text?
- What feature will help me find more information about the topic?

OBJECTIVES

Thematic Connection: Plant Products

- Use Suffixes to Determine Word Meanings
- Make Inferences to Comprehend Text
- Use Text Features

PROGRAM RESOURCES

TECHNOLOGY ONLY

Sequence Passage: eVisual 3.32

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about the word *environment*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

- Relate Ideas CC.3.Rinf.3
- Use Text Features and Search Tools CC.3.Rinf.5
- Describe Text Structure CC.3.Rinf.8
- Read and Comprehend Informational Texts CC.3.Rinf.10
- Apply Word Analysis Skills CC.3.Rfou.3
- Identify Meaning of Prefixes and Suffixes CC.3.Rfou.3.a
- Read with Fluency to Support Comprehension CC.3.Rfou.4

Writing

- Write Over Shorter Time for Specific Tasks CC.3.W.10

Speaking and Listening

- Discuss Texts, Building on Others' Ideas and Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

- Produce Simple Sentences CC.3.L.1
- Use Affixes as Clues CC.3.L.4.b

WARM-UP

Display words with suffixes students learned on Day 1: *hopeless, rainy, happiness*. Have groups compete to list correct definitions for the words first.

Vocabulary Strategy

1 More Suffixes

Review: *A suffix is a word part that can be added to the end of a word to change its meaning.* Have volunteers explain the meanings of the suffixes *-less, -y, and -ness*. (*-less*: "without"; *-y*: "full of, with a lot of"; *-ness*: "state of")

Then copy and display the chart shown below:

Suffix	Meaning	Examples
<i>-er</i>	"someone who"	<i>worker, teacher, explorer</i>
<i>-tion</i>	"state of"	<i>definition, protection, location</i>
<i>-ful</i>	"full of; with a lot of"	<i>helpful, cheerful, colorful</i>
<i>-est</i>	"the most or best"	<i>highest, biggest, happiest</i>

Read aloud and explain the first row of the chart: *I see that worker has two parts: work and -er. I know that the suffix -er means "someone who." I know that work means "to do a job." So I can figure out that worker means "someone who does a job."*

Have partners use the chart to figure out the meanings of the other example words. Then have students use the example words in sentences.

Check & Reteach

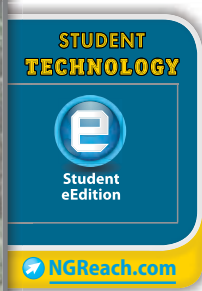
OBJECTIVE: Use Suffixes to Determine Word Meanings

Listen as partners discuss using suffixes to determine the meanings of the example words. If students have difficulty, reteach the thinking with *definition*.

Academic Talk

2 Preview and Predict

Remind students: *Before you start reading, study the title, hyperlinks, headings, photos, and captions to preview and predict what the text will be about.* Project **Student eEdition** page 197. Have students individually preview the selection. Then have partners discuss their predictions.



Anthology page 197

Reading

3 Read a Blog

CONNECT ACROSS TEXTS Project **Student eEdition** page 197. Ask students to recall that the Okapi Reserve protects the rich diversity of plants and animals that live there. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *Blog is a blend of the words web and log. Anyone can start his or her own blog about any subject at all. Some people update their blogs once a week or even every day.*

SCIENCE BACKGROUND Explain that the okapi, the only animals from the same family as giraffes, have very large ears and can hear even the slightest sounds. This helps them avoid danger. Like the giraffe, they have long tongues that can work like hands to strip the leaves from branches.

Read and Build Comprehension

- 1 **Make Inferences** ✓ *What does Rosie know a lot about?* (I read that one of Rosie's jobs is to take care of okapis. I know that you have to understand animals to take care of them. And so I can infer that Rosie knows a lot about okapis.)
- 2 **Use Text Features** ✓ *What text feature could you use to learn more about Africa?* (the hyperlink: Africa)

Fluency

Practice Intonation, Accuracy, and Rate As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

1. **Make Inferences** ✓ I read that several okapis are in a special place. I know from reading "A Protected Place" that people are trying to protect the okapis and the place where they live. And so I can figure out that the locations where the okapis live are disappearing so it is important to have a special place for them so they don't disappear from Earth.
2. **Predict** I think the blog will be about okapis and what they eat. I think this because the first page talks about how the workers collect leaves to feed the okapis.

Answers Before You Move On

- 1. Make Inferences** ✓ I read that Baya and Apomau walk 45 minutes to find leaves. I know that it takes a long time to learn about a place like the **rainforest**. And so I can figure out that Baya and Apomau have lived in the **rainforest** for a very long time.
- 2. Steps in a Process** First, the workers find the leaves. Next, they take them to a special building. Then they prepare the leaves by putting them in bundles. Finally, they feed the okapis the bundles of leaves.

Best Practices

Encourage Participation Promote active listening. Have students repeat questions before answering them. For example: *You asked what text feature tells me more about the workers' job. I think the photos of the leaf bundles tell more about their job.*

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T195k

Daily Grammar ✓

Write the word *news*, and explain that it is a noncount noun. Then use page T195m to review noncount nouns.

Daily Writing Skills ✓

Point out the photo and caption on **Anthology** page 199. Explain that these features make the page more interesting. Then use page T195o to have students practice finding visuals.

Mini Lesson

Sequence

Display **eVisual 3.32** and review: *Authors of both fiction and nonfiction often tell the sequence of events, or the order in which things happen. Look for signal words that tell you when each event happens.*



Sequence Passage

In the morning, our team walked into the shady rainforest. After hiking for three hours, we stopped to rest and eat our lunches among the lianas. In the afternoon, we collected samples of the many kinds of vines that surrounded us. We were back at camp by sunset with backpacks full of samples.

[NGReach.com](https://www.ngreach.com) Sequence Passage: eVisual 3.32



INTERACTIVE WHITEBOARD TIP: Underline the sequence signal words.

Point out sequence signal words as you model the thinking: *If something happened in the morning, it is probably the first thing that happened that day. The words "After hiking" tell me that the team stopped at a later time.*

Have partners find the remaining sequence signal words, "In the afternoon," and "By sunset," and discuss how they show the sequence of the remaining events.

Read and Build Comprehension

- 1 Use Text Features** ✓ *What text features tell you more about the workers' job?* (images of leaf bundles in the photographs and the caption)
- 2 Make Inferences** ✓ *Why do you think the workers have to bring the leaves to a special building?* (I read that the workers have to prepare 1,536 bundles of leaves. I know that that is a huge amount. And so I can infer that they would need a special place to prepare all of those leaves.)

Check & Reteach

OBJECTIVE: Use Text Features ✓

Listen to students' responses to comprehension questions about using text features. If students have difficulty explaining how to use text features to learn more about the topic, point to specific elements of text features, such as, "POSTS BY CATEGORY" or photo captions, and guide students to locate "Africa" and details in photographs.

OBJECTIVE: Make Inferences to Comprehend Text ✓

Listen to students' responses to the comprehension questions about making inferences. If students have difficulty, ask: *What did you read about workers and leaves for the okapis to eat? What else did you read about the number of leaf bundles? What do you know about storing so many bundles? And so, what can you guess about a space big enough to prepare the leaves?*

The screenshot shows a browser window with the URL http://ngreach.com. The page title is 'Collecting Leaves' and the date is November 8. The text describes how workers Baya and Apomau collect leaves for okapis. A photo shows two workers carrying bundles of leaves. A callout box with a red '1' says: 'Apomau and Baya have collected and bundled their leaves. It took them less than three hours.' Below the photo, it says 'It is amazing how well they and the other workers know the forest! They are able to find the right amount of leaves every day.' The post is by Rosie, has 7 comments, and includes a link to the post. A sidebar on the right contains a search bar, a blog archive, and a calendar for November.

The screenshot shows a browser window with the URL http://ngreach.com. The page title is 'Preparing Leaves' and the date is November 10. The text describes how workers prepare bundles of leaves for okapis. A photo shows a worker wrapping a bundle of leaves. A callout box with a red '2' says: 'A worker gets ready to wrap a bundle of leaves. The bundle will hang in an okapi's pen.' Below the photo, it says 'The workers bring the leaves to a special building. The next step is to prepare 1,536 bundles of leaves! These are the leaves that the okapis will eat in the afternoon and the next morning.' The post is by Rosie, has 4 comments, and includes a link to the post.

In Other Words
machetes knives

Before You Move On

- 1. Make Inferences** Why do you think Baya and Apomau know the **rainforest** so well?
- 2. Steps in a Process** Tell the steps the workers follow to feed the okapis.

Anthology
pages 198–199

Writing

4 Write a Response

Have students recall the blog's text features: electronic menu bar, hyperlinks, and photographs. Then have students write sticky notes to explain how each text feature in "Rosie's Reports" helps readers find more information about the topic.

Model writing a sticky note for the menu bar on **Anthology** page 197:

Think Aloud

I can click items on the electronic menu bar to go to different parts of the blog Web site. I will explain this on my sticky note.

Write

The electronic menu bar helps readers find information on different pages of the blog.

Have students put their sticky notes on the blog pages and discuss them with a partner, then transfer them to paper and add them to their Weekly Writing folders. See **Differentiate**

Differentiate

EL English Learners

ISSUE Students do not have the language skills to explain text features.

STRATEGY Prompt students with questions as they write their sticky notes. For example: *What do details in this picture tell you about the topic?*

BL Below Level

ISSUE Students cannot explain many text features.

STRATEGY Prompt with questions, such as: *What would you see if you clicked on PICTURES on the menu bar?*

WRAP-UP

Have students list questions they have about okapis and then discuss how to use text features of the blog to find out more.

OBJECTIVES

Thematic Connection: Plant Products

✔ Use Text Features

✔ Grammar: Use Plural Nouns

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Compare Text Features: Practice Master PM3.26

Plural Nouns: Practice Master PM3.27

TECHNOLOGY ONLY

Grammar Passage: eVisual 3.33


MATERIALS

index cards • timer

Power Writing

Have students write as much as they can as well as they can in one minute about rainforests.

For **Writing Routine 1**, see page BP47.



WARM-UP

Have partners write a list of steps that workers in the rainforest perform use to get leaves ready for the okapis to eat in the Okapi Reserve. Have students use sequence signal words to describe the workers' days.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 200 and point out the Key Words. Also display the words *main idea*, *details*, and *inference*. Chorally read all the words as a class. Pause after each word and have volunteers give the definition.

Ask small groups to write each word on a separate index card and place the cards face down in a pile. Then have students take turns drawing a card and giving a definition. The other students compete to be the first to call out the word that matches the definition.



Review and Integrate Ideas

2 Compare Text Features ✔ Anthology page 200

Read aloud the introduction on **Student eEdition** page 200. Challenge students to name and explain all the text features that they have seen in the readings, including headings, photos, captions, electronic menu bars, hyperlinks, and date lines.

Have partners review the science article and the blog. As they read, have students look for examples of text features. Guide the thinking with the first row of the chart: *Does "A Protected Place" have captions? How about "Rosie's Reports"?*

Have students record examples of captions in each text in the chart on **Practice Master PM3.26**. Have partners record examples of other text features on the chart and then discuss how each one helps them understand the selections.

COMMON CORE STANDARDS

Reading

Use Text Features and Search Tools CC.3.Rinf.5

Read with Fluency to Support Comprehension CC.3.Rfou.4

Speaking and Listening

Discuss Topics and Texts, Building on Others' Ideas and Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

Demonstrate Command of Grammar CC.3.L.1

Form and Use Plural Nouns CC.3.L.1.b

Demonstrate Command of Spelling CC.3.L.2

Use Knowledge of Conventions CC.3.L.3

Acquire and Use Domain-Specific Words CC.3.L.6

Check & Reteach

OBJECTIVE: Use Text Features ✔

As partners discuss their comparisons of text features, determine whether they can explain how each one helps them understand the selections.

If students have trouble explaining how to use the text features, point out each feature in the selections and ask: *What kind of information does this feature give you or help you find?*

Key Words

city	protect
desert	rainforest
diversity	unique
environment	vine
organism	weed

Compare Text Features

A science article and blog postings both have captions. What other text features do they both have? What different text features do they have? Work with a partner to complete the comparison chart.

Comparison Chart

"A Protected Place"	"Rosie's Reports"
Feature: captions Example: An okapi runs through the woods.	Feature: captions Example: A worker gets ready to wrap a bundle of leaves.
	Feature: Date line Example: Date: November 8

Talk Together

What is amazing about the plants in the Okapi Reserve? Think about the science article and the blog postings. Use **Key Words** to talk about your ideas.



200

Anthology page 200

STUDENT TECHNOLOGY



Student eEdition

NGReach.com

Fluency

Practice Intonation As partners reread the science article aloud, circulate and listen for correct intonation.

Best Practices

Encourage Participation To involve shy or nonparticipatory students, allow pairs to rehearse reporting their expert information to each other before the groups switch. Then have them write down their ideas.

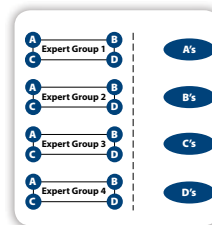
Academic Talk

3 Talk Together Anthology page 200

Read aloud the question and the instructions. Review the information about the diversity of plants in the Okapi Reserve in "A Protected Place" and "Rosie's Reports." Use a **Jigsaw** to have students discuss the question.

- Group students evenly into expert groups for "Rosie's Reports" and "A Protected Place."
- Have each group discuss what amazing information their assigned selection tells about plants.
- Regroup students so that each new group has at least one member from each expert group.
- Have experts report about what "Rosie's Reports" and "A Protected Place" tell about amazing plants in the reserve. Other students learn from the experts.

For **Jigsaw**, see page BP46.



Jigsaw

Name _____ Date _____

Comparison Chart

Compare Text Features

Compare "A Protected Place" and "Rosie's Reports."

"A Protected Place"	"Rosie's Reports"
Feature: Captions Example: An okapi runs through the woods.	Feature: Captions Example: A worker gets ready to wrap a bundle of leaves.
	Feature: Date line Example: Date: November 8
Feature: Facts Example: The Okapi Reserve was created in 1992.	Feature: Facts Example: The next step is to prepare 1,536 bundles of leaves.
Feature: Headings Example: A Leafy Home	Feature: Headings Example: Collecting Leaves
Feature: Longer selection	Feature: Shorter entries

Take turns with a partner. Ask each other questions about the blog and the article.

© National Geographic Learning, a division of Cengage Learning, Inc. For use with TE p. T199a PM3.26 Unit 3 | Life in the Soil

Differentiate

EL English Learners

ISSUE Students have trouble explaining the spelling or plural formation rules for noncount nouns in the grammar passage.

STRATEGY Have students use the chart to answer these questions:

- *Can plants be counted?* (yes) *Then plants is a count noun.*
- *Can rain be counted?* (no) *Then rain is a noncount noun.*

AL Above Level

ISSUE Students need more challenging work with plural nouns.

STRATEGY Challenge students to find all the plural nouns in an earlier text selection. Have them identify count and noncount nouns and nouns with special forms for plurals.

Grammar Focus

4 Plural Nouns Anthology page 201

Project **Student eEdition** page 201. Have volunteers read aloud the introduction. Then explain each concept in the chart.

Display and read aloud **eVisual 3.33**, pausing to identify the plural nouns.



Grammar Passage

Rainforests have a huge diversity of plants. Everywhere you look, there are leaves, branches, and vines. Very little sunlight can get through. Many animals live in rainforests, too. They eat insects, seeds, and fruit. Even people live in rainforests. They hunt and catch fish for food. They rely on the rainforest for shelter and clothing.

 **Grammar Passage: eVisual 3.33**



INTERACTIVE WHITEBOARD TIP: Label each noun as count or noncount, regular form or special form.

Have students find the first plural noun (*Rainforests*). Then model the thinking: *This noun ends in -s. This shows me that it is a regular plural noun.* Have students find the word *fish*. Explain: *The sentence shows that the people catch more than one fish. This means that fish is a plural noun. Because it does not end in -s or -es, and uses the same form to name "one," I can tell that it is a noncount noun.* Have students explain the spelling rule for the other plural nouns in the passage.

5 Read Plural Nouns Anthology page 201

Read aloud the directions and the passage about "A Protected Place." If necessary, help students answer the questions. (*Roots* and *branches* are plural count nouns.) Explain that *sunlight* is a singular noun in the last sentence but has the same form when it is plural because it is a noncount noun. Then have students skim "Rosie's Reports" to identify plural nouns and the plural ending of each. Ask whether each is regular or special form, count or noncount.

See **Differentiate**

6 Write Plural Nouns Anthology page 201

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM3.27**.

Check & Reteach

OBJECTIVE: Grammar: Use Plural Nouns 

As students write plural nouns, check for understanding of the spelling rules.

If students have trouble, have them underline the last letter(s) of the singular form of each noun and then use **Handbook** pages 584 and 585 as a guide for spelling the plural form.

Name _____ Date _____

Grammar: Practice

The Make-It-Plural Game

Plural Nouns: More Plural Nouns

Add -s or -es to make most nouns plural:

plant → plants	box → boxes	baby → babies
----------------	-------------	---------------

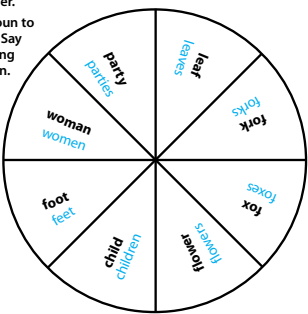
For a few nouns, use special forms to show the plural:

leaf → leaves	foot → feet	man → men
woman → women	child → children	

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a plural noun. Say a sentence using the plural noun.

Make a Spinner

1. Push a brad through the center of the spinner.
2. Open the brad on the back.
3. Hook a paper clip over the brad on the front to make a spinner.



© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T200a

PM3.27 Unit 3 | Life in the Soil

More Plural Nouns

Count nouns are nouns that you can count. They change in different ways to show the plural.

Noncount nouns are nouns that you cannot count. They have only one form for “one” and “more than one.”

Grammar Rules Plural Nouns

Count Nouns

- Add **-s** or **-es** to make most nouns plural.
- For a few nouns, use special forms to show the plural.

tree	▶	trees
lunch	▶	lunches
tooth	▶	teeth
child	▶	children

Noncount Nouns

- Use the same form to name “one” and “more than one.”

corn	▶	corn
sunshine	▶	sunshine

Read Plural Nouns

Read these sentences based on “A Protected Place.” What plural nouns can you find? Can you identify a noncount noun?

The forest is a tangle of roots and branches. It is so dense that very little sunlight seeps in.

Write Plural Nouns

Make a list of the things you see on pages 192–193. Compare your list with a partner’s.

201

Anthology page 201

Writing

7 Write to Reinforce Grammar

Tell students that they will write paragraphs about animals or plants they would like to see or things they would like to do in the Okapi Reserve. Tell them that they should include at least one example of each kind of plural noun shown in the chart on page 201. Have students look for nouns in the list of Key Words on page 200 and use as many as possible in their paragraphs.

Model writing about something people would like to do in the reserve: *Many people would like to talk to the pygmies about their **environment**. It would be interesting to learn what they know about the plants and animals in the **rainforest**.*

After students write their paragraphs, have them circle each plural noun. They can then use the grammar rules on page 201 or a dictionary to check their spelling. Have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T195l

Daily Grammar ✓

Display the photo on **Anthology** page 200 and say: *The trees grow in the rainforest.* Point out that the word *trees* is a plural count noun. Then use page T195n to review the rules for plural nouns.

Daily Writing Skills ✓

Display the photo on **Anthology** page 200 and say that a caption would be a good way to give more information about the photo. Then use page T195p to practice caption writing.

WRAP-UP

Have partners discuss which format they prefer to read: science articles or blogs. Have students support their opinions with ideas and examples from the readings.

OBJECTIVES

Thematic Connection: Plant Products

- Use Suffixes to Determine Word Meanings
- Use Text Features

PROGRAM RESOURCES

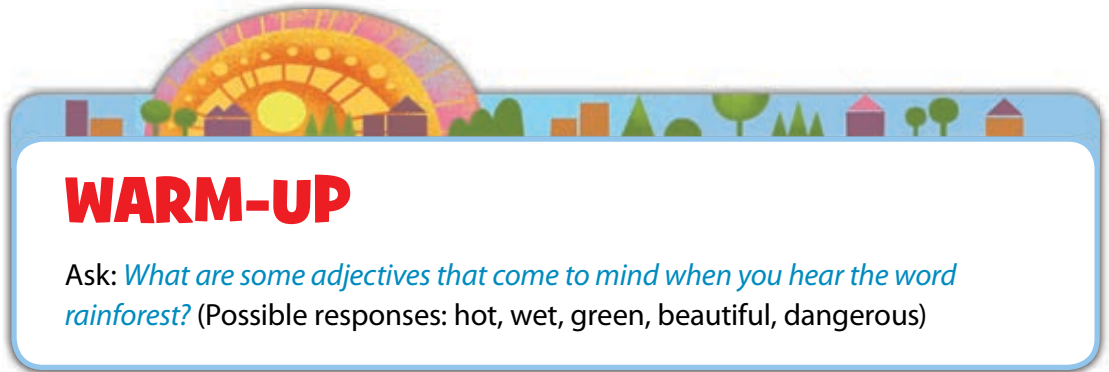
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM3.28–PM3.29

TECHNOLOGY ONLY

Mark-Up Model 3.2 or Model 3.2 PDF

Vocabulary Strategy Practice: eVisual 3.35



WARM-UP

Ask: *What are some adjectives that come to mind when you hear the word rainforest?* (Possible responses: hot, wet, green, beautiful, dangerous)

Comprehension

1 Use Text Features

Remind students that they have already learned about text features in nonfiction. Explain that students will now learn how to use text features to help them understand a process.

SCREEN 1

- 1 Display and read aloud the text **Mark-Up Model 3.2**. Have students follow along using **Practice Master PM3.28**. Ask: *What text features do you see?* (title, byline, heading, Web link) Have volunteers circle the features and click the Text Features button to confirm. Have students mark up **Practice Master PM3.28** accordingly.
- 2 Model using text features to understand the text. Ask: *What does the title tell us?* (The text will be about protecting the Okapi Reserve.) *How do the numbered headings help us?* (They help us follow the steps.) Ask: *What does the numbered heading signal?* (a step in a process) *How do these help the reader?* (They help us follow the steps.) Point out the video link at the end of the second paragraph. Ask: *What does this link show?* (a place on the Internet to get more information about the okapi, one of the unusual animals found in the Reserve) Ask: *What do Web links add to a text?* (They help the reader use the Internet to learn more about the subject.) Have volunteers erase the Explanation box to confirm. Click on the arrow to go to the next screen.

SCREEN 2

- 3 Display and read aloud the text on **Mark-Up Model 3.2**. Have volunteers circle the text features and click the Text Features button to confirm. Remind students to mark up **Practice Master PM3.28** accordingly.
- 4 Ask: *What does the "(continued)" in the title signal?* (It signals a continuation of the text from a previous page.) Ask: *Why does the author show two photos of the forest?* (Possible response: The author wants to contrast the forest untouched by humans with a forest that has been cut down and burned by humans.) Ask: *What do photos and captions add to a text?* (They help the reader understand what the text describes.) Have volunteers erase the Explanation box to confirm. Then have students complete the Explanation box on **Practice Master PM3.28** accordingly.

Name _____ Date _____



Mark-Up Reading

Let's Protect the Okapi Reserve!
by Emeka Obadina

Thousands of animals roam freely in the Okapi Wildlife Reserve in the Ituri Forest. But this important reserve is in danger. Find out how to protect it!


1. Learn More About the Reserve
The more you learn, the more you can do to help protect the reserve. More than 1,500 species of plants and animals live only in the Ituri Forest. The Okapi Wildlife Reserve protects many of these threatened plants and animals, including the okapi. Follow this [Web link](#) to learn more about this unique animal and its home: [Okapi Video: "Rare Breed"](#)

2. Understand the Problems
Some methods of local farmers harm the reserve. Farmers clear land by cutting down and burning the rainforest. This damages the soil. After a few years, the soil becomes unusable, and farmers must move on to new parts of the forest. Unfortunately, when a part of the forest is destroyed, it can never grow back!

Explanation: The title gives the reader an idea of what the article is about, and the byline shows who wrote it. The numbered headings list steps in the process. The Web link takes the reader to a new Web page. The photos show ideas described in the text. The captions help connect the photos to the text.

©2014 by Pearson Education, Inc. All rights reserved. For use with TE pp. T201a–T201h **PM3.28** Unit 3 | Life in the Soil

 **Practice Masters PM3.28–PM3.29**

COMMON CORE STANDARDS

Reading

Relate Ideas	CC.3.Rinf.3
Use Text Features and Search Tools	CC.3.Rinf.5
Apply Word Analysis Skills	CC.3.Rfou.3
Identify Meaning of Prefixes and Suffixes	CC.3.a Rfou.3.a
Read with Fluency to Support Comprehension	CC.3.Rfou.4

Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
---	-----------

Speaking and Listening

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
--------------------------------------	-------------

Language and Vocabulary

Use Affixes as Clues	CC.3.L.4.b
----------------------	------------



SCREEN 1

Let's Protect the Okapi Reserve!
by Emeka Obadina

1 Thousands of animals roam freely in the Okapi Wildlife Reserve in the Ituri Forest. But this important reserve is in danger. Find out how to protect it!

1. Learn More About the Reserve
The more you learn, the more you can do to help protect the reserve. More than 1,500 species of plants and animals live only in the Ituri Forest. The Okapi Wildlife Reserve protects many of these threatened plants and animals, including the okapi. Follow this Web link to learn more about this unique animal and its home: [Okapi Video: "Rare Breed"](#)

1 Circle the text features.

2 Explanation: The title gives the reader an idea of what the article is about. The byline shows who wrote the article. The numbered heading signals a step in a process. The underlined text is a link that, when clicked, will take the reader to a new Web page.

Text Features

SCREEN 2

Let's Protect the Okapi Reserve! (continued)

2. Understand the Problems

3 Some methods of local farmers harm the reserve. Farmers clear land by cutting down and burning the rainforest. This damages the soil. After a few years, the soil becomes unusable, and farmers must move on to new parts of the forest. Unfortunately, when a part of the forest is destroyed, it can never grow back!

3 Circle the text features.

4 Explanation: The title and "(continued)" signal a continuation of the article. The numbered heading signals another step in a process. The photos show ideas described in the text. The captions help connect the photos to the text.

Text Features

Have students mark up **Practice Master PM3.29** by circling the text features and then explaining how they support the text. Have partners share and compare their mark-ups of **Practice Masters PM3.28–PM3.29**.

Check & Reteach

OBJECTIVE: Use Text Features ✓

Review students' marked-up **Practice Masters PM3.28–PM3.29** to check if they correctly identify what the text features show.

If students have difficulty, reteach by focusing on the numbered headings:

- *What is the second numbered heading?* (Understand the Problems)
- *How does this heading describe the paragraph?* (It tells the reader that the paragraph is about the problems in the **rainforest**.)
- *How do the photo and caption on the right support the heading and the text?* (They show one of the problems in the **rainforest**.)

Fluency ✓

Model and Practice Intonation Explain: *When you read aloud, change your pitch to show punctuation. Let your voice rise and fall as you read to show the difference between sentences ending in periods, question marks, and exclamation points.* Model intonation by reading the first paragraph on **Practice Master PM3.28**. Have students practice reading the rest of **Practice Master PM3.28** using appropriate intonation.

 Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T195k–T195l

Daily Grammar ✓

Have students find the plural noun *animals* in the first paragraph on **Practice Master PM3.28**. Use pages T195m–T195n to review noncount nouns and plural nouns.

Daily Writing Skills ✓

Ask: *If you were to take notes on "Let's Protect the Okapi Reserve!" what would be your first step?* Then use pages T195o–T195p to review how to take and organize notes.

Power Writing

Have students write as much as they can as well as they can in one minute about the word *threatened*.

For **Writing Routine 1**, see page BP47.

Vocabulary Practice

2 Suffixes ✓

Remind students of the suffixes they have learned (-less, -ness, -y, -er, -tion, -ful, and -est) and have them provide examples of words with each. Then display **eVisual 3.35**.



Vocabulary Strategy Practice

1. Use the Internet to find out about other conservation methods to **protect** **rainforest**.
2. Farmers clear land by cutting and burning down the **rainforest**.
3. Make interesting and colorful posters for the event.
4. The OCP shares easy ways to **protect** the **rainforest**.
5. The guards who **protect** the reserve have the toughest job.
6. Talk to others about the reserve and OCP's tireless efforts to **protect** it.
7. Learn how people's carelessness can ruin the forest.

 NGReach.com

Vocabulary Strategy: eVisual 3.35

**INTERACTIVE WHITEBOARD TIP:** Have students highlight the suffix in each underlined word.

Tell students that they can use the meaning of the suffix and context clues in the sentence to help determine the meaning of a word. Model with *conservation*: *Conservation combines the word conserve with the suffix -tion, which means "the state of." The sentence shows me that conservation is about **protecting**, so the word conservation must mean "the state of conserving or **protecting**."*

Have partners write the numbers 1–7. Have one partner list the suffix in the underlined word in the sentence. Have the other partner find context clues in the sentence and then write the meaning of the word. Then have partners switch tasks. Have students share their word meanings and the clues they used to find them.

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✓

Review partners' lists to check if students can determine the meanings of the words from their suffixes and context clues.

If students have difficulty using suffixes to determine word meanings, review how to apply the meanings of the suffixes:

- *Which suffix means "one who"? (-er) In sentence 2, the word farmer combines the word farm with the suffix -er. Based on the meaning of -er, what does the word farmer mean? (one who farms)*
- *Which suffixes mean "full of"? (-ful and -y)*

Continue to review the rest of the suffixes with explanations and questions.

Writing

3 Write About a Text Feature

Remind students of the callout notes they wrote on Day 2. Then introduce the activity: *Now write a brief callout note that describes a text feature in Practice Masters PM3.28–PM3.29. Describe what the feature adds to the text. When you are finished, exchange notes with a partner and try to guess which feature you have each described.* Model the process for a map.

Think Aloud	Write
<i>I'm going to write about the map.</i>	This is a visual text feature.
<i>I'll describe what this feature does.</i>	It shows information about a place, such as its location and key features.
<i>Then I'll explain what it adds to the text.</i>	It helps a reader connect the text to a certain place. It helps the reader understand where the place is in relation to other places.

For **Writing Routine 2**, see page BP48.

See **Differentiate**

Academic Talk

4 Rate Text Features

Form small groups. Introduce the activity: *Each member of the group will read your note describing a feature and what it adds to the text. When all the notes are read, the group will discuss the features and then rate them from the most helpful to the least helpful.* Allow time for the reading and discussion.



WRAP-UP Have a spokesperson from each group in the previous activity report the group's rating of the features to the class. Then have the class as a whole rate the features from the most helpful to the least helpful.

Differentiate

SN Special Needs

ISSUE Students are overwhelmed by information on the page and cannot get started.

STRATEGY Direct students' attention to each element, one at a time. Use holes in card stock to isolate each element. Then have students explain its purpose, or guide the explanation of purpose by providing oral sentence starters.

EL English Learners

ISSUE Students lack the vocabulary to describe text features.

STRATEGY Provide sentence frames such as:

- *The purpose of this feature is to _____.*
- *This feature helps a reader to _____.*

OBJECTIVES

Thematic Connection: Plant Products

- ✔ Use Suffixes to Determine Word Meanings
 - ✔ Determine Main Idea and Supporting Details
- Compare Main Ideas and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

Mark-Up Reading: Practice Masters PM3.28–PM3.29

TECHNOLOGY ONLY

Vocabulary Strategy Practice: eVisual 3.36

Comparison Chart: eVisual 3.37

Power Writing

Have students write as much as they can as well as they can in one minute about the word *suffixes*.

For **Writing Routine 1**, see page BP47.

COMMON CORE STANDARDS

Reading

Determine the Main Idea of Text	CC.3.Rinf.2
Explain How Details Support the Main Idea	CC.3.Rinf.2
Compare Two Texts	CC.3.Rinf.9
Apply Word Analysis Skills	CC.3.Rfou.3
Identify Meaning of Prefixes and Suffixes	CC.3.a Rfou.3.a

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Draw on Information to Explore Ideas	CC.3.SL.1.a

Language and Vocabulary

Use Affixes as Clues	CC.3.L.4.b
----------------------	------------

WARM-UP

Have pairs of students make up and solve riddles answered by words with the suffixes *-less*, *-ness*, *-y*, *-er*, *-tion*, *-ful*, and *-est*, such as, "I make bread and rolls. Who am I?" (baker); "I am a tree in summer. How do I look?" (leafy, wonderful)

Vocabulary Practice

1 Suffixes ✔

Review with students how to use the meaning of a suffix to determine the meaning of a word. Review the lessons on pages T195q and T196c. Then display **eVisual 3.36**.



Vocabulary Strategy Practice

In a way, the okapi is one of the **newest** animals known to European scientists. The home of this **wonderful** creature is the **pathless** Ituri Forest in central Africa. Because of the **remoteness** of this **location**, no one in Europe was **lucky** enough to see an okapi until the 20th century. In 1901, a British **explorer** sent an okapi's hide and skull to London. From these remains, scientists learned that the okapi is related to the giraffe.

NGReach.com

Vocabulary Strategy: eVisual 3.36



INTERACTIVE WHITEBOARD TIP: Have students circle words with suffixes.

Have students identify words in the passage that have suffixes they have learned. Ask partners to use the meaning of the suffix and any context clues to determine the meaning of each word. Have partners list the words and definitions.

Check & Reteach

OBJECTIVE: Use Suffixes to Determine Word Meanings ✔

Review partners' lists to check for correct use of suffixes in identifying word meaning.

If students have difficulty, reteach the process using *explorer* and the following questions:

- Which suffix appears at the end of the word *explorer*? (-er)
- What does the suffix *-er* mean? (one who)

Explain: *The suffix tells us that an explorer must be a person. Now let's look at the context.*

- Which clues to the meaning of *explorer* can you find in the paragraph? (An explorer sent an okapi's hide and skull to London. So the explorer was in central Africa.)

Sum up: *When we put together the meaning of the suffix and the context clues, we know that the word explorer can mean a person who goes to faraway places to find new things.*

Name _____ Date _____

Mark-Up Reading

Let's Protect the Okapi Reserve!
by Emeka Obadina



Thousands of animals roam freely in the Okapi Wildlife Reserve in the Ituri Forest. But this important reserve is in danger. Find out how to protect it!

1. Learn More About the Reserve

The more you learn, the more you can do to help protect the reserve. More than 1,500 species of plants and animals live only in the Ituri Forest. The Okapi Wildlife Reserve protects many of these threatened plants and animals, including the okapi. Follow this [Web link](#) to learn more about this unique animal and its home: [Okapi Video: "Rare Breed"](#).

2. Understand the Problems

Some methods of local farmers harm the reserve. Farmers clear land by cutting down and burning the rainforest. This damages the soil. After a few years, the soil becomes unusable, and farmers must move on to new parts of the forest. Unfortunately, when a part of the forest is destroyed, it can never grow back!

▲ Ituri Forest ▲ Farmers cut and burn trees.

Explanation: The title gives the reader an idea of what the article is about, and the byline shows who wrote it. The numbered headings list steps in the process. The Web link takes the reader to a new Web page. The photos show ideas described in the text. The captions help connect the photos to the text.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE pp. T201a–T201b.

PM3.28 Unit 3 | Life in the Soil

Name _____ Date _____


Mark-Up Reading

Let's Protect the Okapi Reserve! (continued)

3. Learn About the Okapi Conservation Project (OCP)

The Okapi Conservation Project works with local communities. It focuses on young people, who may grow up to become farmers and scientists. The OCP shares easy ways to protect the rainforest.

The OCP also provides jobs to local people as guards. The guards have the toughest job. They have to protect animals from illegal hunting. They also have to stop people from cutting down trees and harming the forest. The guards help show their communities how to protect the reserve.



4. Raise Awareness

Spread the news about what you learned.

- Talk to others about the reserve and OCP's tireless efforts to protect it.
- Work with your school to hold a fundraiser. Make informative and colorful posters for the event.
- E-mail organizations, such as OCP, to ask how you and your school can help.

Explanation: The word "(continued)" signals that this is more of the article. The map shows a location described in the text. The bulleted list shows specific things the author wants readers to do.

© National Geographic Learning, a part of Cengage Learning, Inc.
For use with TE pp. T201a–T201b.

PM3.29 Unit 3 | Life in the Soil

Review and Integrate Ideas

2 Identify Main Idea ✓

Explain that students will complete a main idea and details diagram to identify the main idea and supporting details in **Practice Masters PM3.28–PM3.29**. Remind students that the main idea is the most important idea in a text and that details give more information.

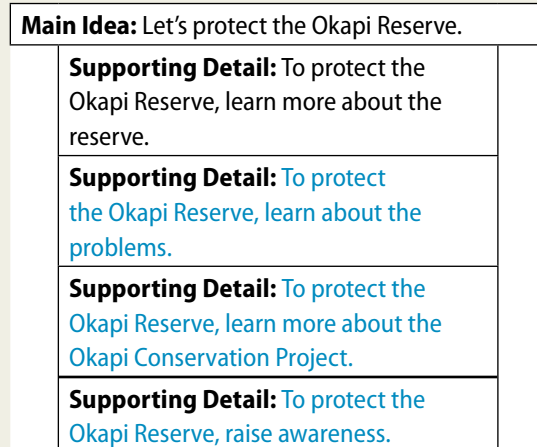
Make a copy of the diagram and have students identify the main idea of the article. *Next, find details that give more information about the main idea. The first heading supports the main idea.* Write the first supporting detail in the diagram. Then have students recreate the diagram and complete it with a partner by listing other supporting details.

Check & Reteach

OBJECTIVE: Determine Main Idea and Supporting Details ✓

As partners complete their diagrams, check for their ability to determine supporting details. If students have difficulty, ask: *What are some ways the author says people can help protect the Okapi Reserve?* (by learning more about the problems of the reserve, by learning about the Okapi Conservation Project, and by raising awareness) Then have students include the text of each subhead in sentences that begin as follows: "To protect the Okapi Reserve, people should . . ."

Main Idea and Details Diagram





Daily Language Arts

Daily Spelling and Word Work

Test page T195k

Daily Grammar

Have students find the plural noun *farmers* in the first paragraph on **Practice Master PM3.29**. Then use pages T195m–T195n to review noncount nouns and plural nouns.

Daily Writing Skills

Ask: *Why is it important to be organized when taking notes?* Then use pages T195o–T195p to review how to take and organize notes.

3 Compare Main Ideas and Details

Have students review “Rosie’s Reports” on **Anthology** pages 197–199 and identify the main idea and details. (Possible response: The main idea is how workers care for okapis; the details describe this.)

Display **eVisual 3.37**. Students will compare the main ideas and details in “Let’s Protect the Okapi Reserve!” and “Rosie’s Reports.” Model identifying a similarity between the articles. Have students copy and use the chart to make comparisons.



Comparison Chart

	Main Ideas	Supporting Details
Similarities	Both describe things people can do to help the reserve. Both give information about the okapi.	Both articles give information about the okapi and what it eats. Both give details about protecting it in the reserve.
Differences	“Let’s Protect the Okapi Reserve!” gives ways to protect the rainforest. “Rosie’s Reports” is about caring for okapis.	“Let’s Protect the Okapi Reserve!” lists four ways readers can help the reserve. “Rosie’s Reports” gives details about how workers get and prepare leaves for okapi.

NGReach.com

Comparison Chart: eVisual 3.37



INTERACTIVE WHITEBOARD TIP: Have students complete the chart.

Differentiate

Special Needs

ISSUE Students can identify differences but have difficulty seeing similarities.

STRATEGY Help students review the list of text features for each article. Then have them circle the ones that are similar.

Above Level

ISSUE Students complete the minimum requirements for the assignment.

STRATEGY Challenge students to discuss how and why the text features differ between print materials and online materials.

Check & Reteach

OBJECTIVE: Compare Main Ideas and Details

Review students’ comparisons to check if students are able to compare the main ideas and supporting details in both the online article and in the blog.

If students have difficulty, reteach: *Both articles describe ways to protect the reserve. How do the headings help you compare the ideas?* (Possible response: In “Let’s Protect the Okapi Reserve!” the headings list steps you can take; in “Rosie’s Reports,” the headings show what workers do.)

Writing

4 Write to Compare

Introduce: *You will write a paragraph that compares text features in “A Protected Place” with those in “Rosie’s Reports.” In your paragraph, compare the purpose of each feature and the type of information it presents.* Have students use their charts from **Anthology** page 200 to help them write their comparisons. Have volunteers share their comparisons and add them to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

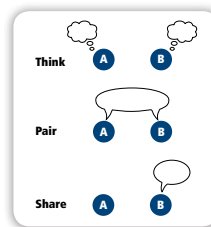
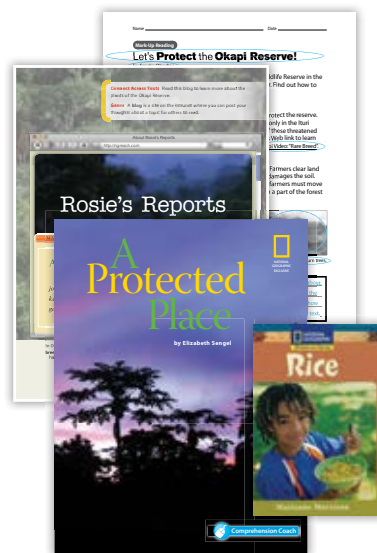
Have students recall the unit’s Big Question: What is so amazing about plants? Say: *Think about “A Protected Place,” “Rosie’s Reports,” “Let’s Protect the Okapi Reserve!” and a **Small Group Reading** book you have read. How did these selections show how important plants are to the lives of humans and animals?*

Model a response to the question for the online article “A Protected Place”: *The aerial view of the Okapi Reserve in “A Protected Place” shows how huge this **rainforest** is. The other illustrations in the article, such as the strangler fig and the giant fern, show the amazing diversity of **rainforest** plants.*

Use a **Think, Pair, Share** to have students continue discussion about how the readings relate to the Big Question.

- Students think about a topic suggested by the teacher.
- Possibilities:
 - *What’s amazing about **rainforest** plants?*
 - *How can people care for **rainforest** plant-eaters?*
 - *What are some threats to the **rainforest**?*
 - *What steps can we take to **protect** of the **rainforest**?*
- Pairs discuss the topic.
- Students individually share information with the class.

For **Think, Pair, Share**, see page BP46.



Think, Pair, Share

WRAP-UP

Form small groups. Distribute poster board and markers. Have each group create a poster intended to encourage people to help protect the rainforest and its wildlife. When all the groups have completed their posters, display them around the classroom.

Best Practices

Encourage Respect Encourage students to validate each others’ points of view. Provide examples:

- *Good point.*
- *That makes sense.*
- *I can see you’ve thought about this a lot.*

Week 4 Writing Project

OBJECTIVES

Thematic Connection: Plant Products

✔ Write an Article: Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A3.40

TECHNOLOGY ONLY

Writing Trait: Ideas: eVisual 3.30

MATERIALS

index cards • print and online resources about plants

SUGGESTED PACING

DAY 1	Study a Model
DAY 2	Prewrite/Gather Information
DAY 3	Get Organized/Draft
DAY 4	Revise/Edit and Proofread
DAY 5	Publish and Present

Daily Language Arts

Daily Spelling and Word Work ✔

Practice pages T195k–T195l

Daily Grammar ✔

On **Anthology** page 202, point out the words *seeds* and *daisies* in the first paragraph of the student model. Then use pages T195m–T195n for more work with plural nouns.

Daily Writing Skills ✔

Use T195o–T195p to teach elaboration of writing with visuals and to provide practice.

COMMON CORE STANDARDS

Writing

Write Informative/Explanatory Text to Examine a Topic	CC.3.W.2
Introduce a Topic	CC.3.W.2.a
Develop the Topic	CC.3.W.2.b
Plan, Revise, and Edit Writing	CC.3.W.5
Conduct Research	CC.3.W.7
Gather Information, Take Notes, and Categorize Evidence	CC.3.W.8
Write Over Extended Time Frames for Specific Tasks, Purposes, and Audiences	CC.3.W.10
Language and Vocabulary	
Demonstrate Command of Grammar	CC.3.L.1
Use Knowledge of Conventions	CC.3.L.3
Explain the Function of Nouns	CC.3.L.1a
Form and Use Plural Nouns	CC.3.L.1b

Study a Model

Read the Article **Anthology** page 202

Read aloud the prompt on **Student eEdition** page 202. Have students read the model silently or in pairs. Then have volunteers read aloud the notes next to the article. Ask them to identify the features of the model article. (topic sentence, facts and details, concluding sentence)

Teach the Trait: Ideas

Display and read aloud **eVisual 3.30**. Point out the main idea in the model article, then have students point out the details that support it. Ask them to find the concluding sentence that summarizes the main idea.



Writing Trait: Ideas

Writing with well-developed ideas:

- has a clear and focused main idea.
- has details that are accurate and support the main idea.

[NGReach.com](https://www.nGREach.com)

Writing Trait: Ideas: eVisual 3.30



INTERACTIVE WHITEBOARD TIP: Place a check mark next to each point as you explain it.

Prewrite

Choose a Topic **Anthology** page 203

Have students reread the prompt. Then ask questions such as *Who is the audience?* to unpack the prompt and begin completing a RAFT.

Role: Yourself

Audience: Other students

Form: Article for a science magazine

Have students read step 1 on page 203. Then have partners use the Language Frames to talk about and respond to ideas. Then have students skim through reference materials and choose a topic to complete a RAFT.

Gather Information **Anthology** page 203

Have a volunteer read Step 2. Then have students use reference materials, such as nonfiction books and Web sites, to perform topic research. Remind students that they should only gather information relevant to their topics.

Writing Project

Write Like a Scientist

Write an Article

Write an article that explains what you think is so amazing about plants. Add your article to a class science magazine to share with others in your school.



Study a Model

An article includes facts and details about a topic. Read this article that Mariah wrote about plants.

Plants Are Everywhere

by Mariah Ruiz

Plants are amazing because they can grow in so many different places. We know that plants grow in soil, but they pop up in other places, too. Did you know that seeds can sprout in tiny cracks on sidewalks? Some daisies, for example, grow big enough to break the pavement!

Other plants, like seaweed, live completely underwater. There are even plants, like mistletoe, that grow on other plants!

So, the next time you're outside, take a look around. You might see a plant or two growing in the most unusual place!

The **topic sentence** tells the main idea.

Each **fact or detail** supports the main idea. The writing is focused.

The **concluding sentence** connects all the ideas. It makes the writing complete.

Prewrite

- 1. Choose a Topic** What topic will you write about in your article? Talk with a partner to choose the best one.

Language Frames

Tell Your Ideas

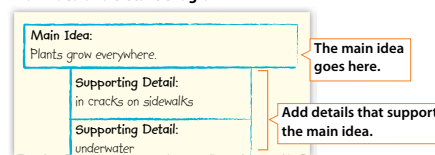
- Plants can _____. That might be a good topic.
- I know a lot about _____, so I'll write about that.
- My favorite plant is _____. I would like to tell more about it.

Respond to Ideas

- I think/do not think that is a good topic because _____.
- _____ sounds interesting. Tell me more.
- I like that plant, too. I would like to read about _____.

- 2. Gather Information** Find all the facts and details you'll need for your article. Do they all tell about the same topic?
- 3. Get Organized** Use a main idea and details diagram to help you organize what you'll say.

Main Idea and Details Diagram



Draft

Use your main idea and details diagram to write your draft.

- Turn your main idea into a topic sentence.
- Turn your details into sentences that tell more about the main idea.

Anthology
pages 202–203

Get Organized

Anthology page 203

Draw students' attention to the graphic organizer on page 203. Point out how the supporting details are related to the main idea. Then have students use a main idea and details diagram to organize their information.

Draft

Write Ideas

Anthology page 203

Invite a volunteer to read the instructions aloud. Ask students to review the main features of an article. Remind them that their article must have a clear and focused main idea with supporting details.

Then have students use the main idea and details diagram to write their article.

Say: *Turn the **main idea** into a topic sentence and use the **details** to support the **main idea**.*

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have trouble understanding the concept of main idea and details.

STRATEGY Use the student model on page 202 and explain how each detail supports the main idea. For example, point out how the detail "seeds can sprout in tiny cracks on sidewalks" supports the main idea of "Plants are amazing because they can grow in so many different places."

AL Above Level

ISSUE Students complete their articles too quickly and easily.

STRATEGY Challenge students to write an additional paragraph about their topic. Remind them that their paragraph needs to have a main idea and details.

Revise

Read, Retell, Respond **Anthology** page 204

Read aloud step 1 on page 204. Demonstrate how to give feedback by using the student model. Use the “Make suggestions” section of the Language Frames to model how you might critique the article: *I like the example you gave about mistletoe. I didn't know that some plants grow on other plants! Is there another unusual detail you could include to keep readers even more interested?*

Make Changes **Anthology** page 204

Read aloud the instructions and the sample changes in step 2 on page 204.

Check understanding:

- *In the first revision, why did the writer delete the second sentence?* (The second sentence does not support the **main idea**.)
- *In the second revision, why did the writer add a sentence?* (The sentence adds details to the **main idea**.)

Have students use Revising Marks to edit their own drafts. Remind students to focus on including main ideas and using relevant details. In addition, encourage students to enhance their article with visuals. The visuals can include photos and captions, timelines, graphs, or diagrams.

See **Differentiate**

Edit and Proofread

Check the Article **Anthology** page 205

Have students work with a partner to edit and proofread their article. Have them check the usage of nouns, including noncount/plural nouns. Then have students edit and proofread their drafts, focusing on the Week 4 spelling words.

Differentiate

EL English Learner

ISSUE Students have difficulty revising the main idea and details of the article.

STRATEGY Pair students with more proficient partners. Have them read their articles aloud and ask their partners if the main idea is clear and if all the details support the main idea. Have them revise the articles based on the partners' feedback.

SN Special Needs

ISSUE Students struggle giving or receiving feedback on their articles.

STRATEGY Work individually with students. Read their articles aloud and discuss changes and ideas for improvement. As changes are made, read aloud the revised articles, noting the improvements you made.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and retells what your article is about. Next, talk about ways to improve your writing.

Language Frames	
Retell • The topic is _____. • Most of the facts and details tell about _____.	Make suggestions • The detail about _____ does not tell about _____. Can you take out that detail? • I like the examples you used to tell about _____.

- 2. Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 573 to mark your changes.

- Delete details that don't tell about the topic or support the main idea.

Did you know that seeds can sprout in tiny cracks on sidewalks?
~~There are many plants near my house.~~

- Add details or examples that support your main idea and keep your writing focused.

Some daisies, for example, grow big enough to break the pavement!
 Did you know that seeds can sprout in tiny cracks on sidewalks? ^

Edit and Proofread

Work with a partner to edit and proofread your article. Check the spelling of plural nouns. Use the marks on page 574 to show your changes.

Spelling Tip

To make most nouns plural, add **-s** or **-es**. For most nouns ending in **y**, change **y** to **i** and add **-es**.

Publish

- 1. On Your Own** Make a final copy of your article. Then choose a way to share it with your classmates. You might want to read your article aloud, or you can just retell it from memory.

Presentation Tips	
If you are the speaker...	If you are the listener...
Speak slowly and clearly.	Take notes to help you understand and remember.
Provide more details if your listeners do not understand what you thought was amazing.	Make inferences based on what you know.

- 2. With a Group** Work with your classmates to put all the articles into a science magazine. Make several copies to share with others in your school. You can post your magazine online, or turn it into a series of Web pages.



Anthology
pages 204–205

Publish

On Your Own Anthology page 205

Have students write final drafts of their articles. Invite students to either read their articles aloud to the class or retell the article from memory. Demonstrate how to read the article using the model and Presentation Tips. Then review the listening tips with students. Say: *Remember to take notes to help you understand and remember the information in the article. In addition, make inferences based on what you know to “fill in the blanks.”* After each article is read or retold, ask listeners to summarize what they learned in their own words.

Use the **Writing Rubric** to assess each student's article.

With a Group Anthology page 205

Combine all of the articles into a science magazine and post the magazine online or turn it into a series of Web pages. Encourage each student to introduce his or her article to the class and tell the main ideas and supporting details. Remind students to speak clearly and at an appropriate pace when discussing their topics.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	Most of the writing has a clear focus and purpose. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	The best presented information is in an orderly way. The writer's ideas are conveyed clearly. The writer's language is appropriate for the genre and audience. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.
3	Most of the writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	Most of the writing has a clear focus and purpose. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	Most of the writing has a clear focus and purpose. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.
2	The writing has a clear focus and the writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	Most of the writing has a clear focus and purpose. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.	Most of the writing has a clear structure and purpose. The writer's ideas are presented in a logical and smooth way.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the genre and audience.	Most of the writing has a clear focus and purpose. The writer's ideas are relevant and interesting. Details are accurate and show in-depth knowledge of the topic.
1	The writing does not have a clear focus and the writer's ideas are not relevant and interesting. Details are inaccurate and do not show in-depth knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not presented in a logical and smooth way.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the genre and audience.	The writing does not have a clear focus and purpose. The writer's ideas are not relevant and interesting. Details are inaccurate and do not show in-depth knowledge of the topic.	The writing does not have a clear structure and purpose. The writer's ideas are not presented in a logical and smooth way.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the genre and audience.	The writing does not have a clear focus and purpose. The writer's ideas are not relevant and interesting. Details are inaccurate and do not show in-depth knowledge of the topic.

Week 4 Assessment & Reteaching

✓ = TESTED

Assess

OBJECTIVES

Reading

- ✓ Explain Text Structure: Sequence
- ✓ Explain the Meaning of Sensory Details
- ✓ Determine Main Idea and Supporting Details
- ✓ Use Text Features
- ✓ Make Inferences

ASSESSMENTS

Reading Comprehension Test

Directions: Read the blog. Then answer the questions about the blog.

Bamboo

Fast Grass
Bamboo is a kind of grass. Its shoots can sprout one to four inches a day. Under the right conditions, they can grow two feet a day!

Raising Cane
Bamboo grows in a "cane." A cane is a hollow stem of wood. After a few months, the cane reaches its full height. This can be from 2 to 130 feet.

Building with Bamboo
In Asia, bamboo is often used for building homes. When used for floors, the bamboo is cut into strips.

Helpful Bamboo
Bamboo canes have been used for bike frames since 1894.

Clothing
Bamboo can be made into cloth for things like T-shirts and shoes.

Food
People and animals eat bamboo shoots.

A3.22

Reading Comprehension Test

1. Which text feature helps you understand what the first paragraph is about?
Ⓐ a caption
Ⓑ a heading
Ⓒ a hyperlink
Ⓓ a menu bar

2. Which buttons on the menu bar would most likely take you to information about stores that sell bamboo?
Ⓐ About Bamboo
Ⓑ Types of Bamboo
Ⓒ Bamboo in Art
Ⓓ Bamboo Products

3. Which text feature tells you how tall a bamboo forest gets?
Ⓐ the title
Ⓑ the photo caption
Ⓒ a paragraph heading
Ⓓ a hyperlink to another page

4. Which text feature could you use to learn more about Asia?
Ⓐ the text box for "Helpful Bamboo"
Ⓑ the photo caption about bamboo forests
Ⓒ the hyperlink under "Building with Bamboo"
Ⓓ the menu bar button for "About Bamboo"

5. The blog says bamboo is used for building houses. With this information, what can you infer about bamboo?
Ⓐ It has many uses.
Ⓑ It is strong.
Ⓒ It costs a lot.
Ⓓ It needs care.

6. From the blog, what inference can you make about bamboo?
Ⓐ It only grows in Asia.
Ⓑ It needs a lot of care.
Ⓒ It is difficult to cut down.

A3.23

Reading Strategy Assessment

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's work.

Reading Strategy Rubric

Reading Strategy	4	3	2	1
1. Annotate	Student uses annotations to identify important information and to clarify text.	Student uses annotations to identify important information.	Student uses annotations to identify important information.	Student uses annotations to identify important information.
2. Ask questions	Student asks questions to clarify text and to identify important information.	Student asks questions to clarify text and to identify important information.	Student asks questions to clarify text and to identify important information.	Student asks questions to clarify text and to identify important information.
3. Compare and contrast	Student compares and contrasts information to identify important information.	Student compares and contrasts information to identify important information.	Student compares and contrasts information to identify important information.	Student compares and contrasts information to identify important information.
4. Draw conclusions	Student draws conclusions based on information from the text.	Student draws conclusions based on information from the text.	Student draws conclusions based on information from the text.	Student draws conclusions based on information from the text.
5. Make inferences	Student makes inferences based on information from the text.	Student makes inferences based on information from the text.	Student makes inferences based on information from the text.	Student makes inferences based on information from the text.
6. Monitor and adjust	Student monitors and adjusts reading strategies as needed.	Student monitors and adjusts reading strategies as needed.	Student monitors and adjusts reading strategies as needed.	Student monitors and adjusts reading strategies as needed.
7. Summarize	Student summarizes information from the text.	Student summarizes information from the text.	Student summarizes information from the text.	Student summarizes information from the text.
8. Use context	Student uses context to identify important information.	Student uses context to identify important information.	Student uses context to identify important information.	Student uses context to identify important information.
9. Use text features	Student uses text features to identify important information.	Student uses text features to identify important information.	Student uses text features to identify important information.	Student uses text features to identify important information.
10. Visualize	Student visualizes information from the text.	Student visualizes information from the text.	Student visualizes information from the text.	Student visualizes information from the text.

SG3.30

Reading Comprehension Unit Test

A3.22–A3.27

Reading Strategy Assessment

SG3.30–SG3.31

Fluency

- ✓ Intonation
- ✓ Accuracy and Rate

Oral Reading Assessment

Henry always had a big bag. The big piece of the moment was to be in the Guinness Book of World Records. This book has records, like the tallest tree, the largest cupcake, or the oldest person in the world. Henry wanted a world record. He wanted to grow the largest Venus flytrap ever.

Henry loved Venus flytrap plants because they had leaves that formed little traps to catch bugs. As soon as a bug touched against the flytrap around the edge, the leaves closed up and caught the bug.

Henry began to bring bugs to his Venus flytrap plants. He got larger and larger. As Henry had to be in the Guinness Book of World Records, the plant grew taller than Henry. Things were going well. The world record would soon be his.

The plant kept growing and it was touching the top of his room. Henry could hardly move around. What the trouble was against the sky. He said, "Would the plant see him by mistake?"

Just then, he felt something touch his arm. Henry realized he had touched the plant. The trap moved open and Henry stepped inside. He heard a building in his ear. Everything was happening too fast.

The trapping stopped. Henry's mouth had turned off his alarm clock. "Time to wake up, Henry," she said gently. "You seemed to be having quite a dinner."

Henry thought for a moment. Perhaps he would try for the "largest cupcake" record instead.

A3.1

Oral Reading Assessment

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Accuracy	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Fluency	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%
Comprehension	95%	90%	85%	80%	75%	70%	65%	60%	55%	50%	45%	40%

A3.2

Oral Reading Assessment

Reading Rubric

Code	4	3	2	1
A	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.
B	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.
C	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.
D	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.	Student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency. The student reads with accuracy and fluency.

Oral Reading Assessment Wrap-up

Ask the student about his or her reading. You can prompt the student with questions such as:

- Do you have any problems reading this passage?
- If you had a problem, what would you do?
- Show the position they read about and ask the student to read that part aloud. You can prompt the student to read that part aloud.
- Make suggestions about what improvements are needed, for example: "The word 'accuracy' is hard to read. Try to read it more slowly and carefully."
- If you asked the student to read the story, make notes about what the student needs to improve, e.g., "Change the main idea from details, or present events in the proper sequence."

A3.3

Oral Reading Assessment

A3.1–A3.3

Use these passages throughout Unit 3. Work with Below Level students this week.

Vocabulary and Spelling

- ✓ Use Domain-Specific Words
- ✓ Use Academic Words
- ✓ Determine Meaning of Multiple-Meaning Words
- ✓ Use Suffixes
- ✓ Spell Plural nouns with -s, -es
- ✓ Use Commonly Misspelled Words Correctly

Vocabulary Test

Directions: Read the question. Choose the best answer.

1. What does the word **shine** mean?
The car is **shiny**.

Ⓐ full of shine
Ⓑ without shine
Ⓒ has the most shine

2. What does the word **shoes** mean?
I walked **shoes** in the sand.

Ⓐ one who wears shoes
Ⓑ with a lot of shoes
Ⓒ without shoes

3. What does the word **sweetness** mean?
I smell the **sweetness** of the flowers.

Ⓐ not sweet
Ⓑ the most sweet
Ⓒ the state of being sweet

4. What does the word **strongest** mean?
We saw the **strongest** player on the team.

Ⓐ the most strong
Ⓑ without being strong
Ⓒ the state of being strong

A3.28

Vocabulary Test

1. What does the word **plant** mean in this sentence?
We carefully **plant** tomatoes.

Ⓐ a factory
Ⓑ just seeds in the soil
Ⓒ a thing that grows in soil
Ⓓ place something so it does not move

2. What does the word **blocks** mean in this sentence?
The large tree **blocks** the sun from reaching the roses.

Ⓐ pieces of wood
Ⓑ the area between streets
Ⓒ plane movements on a stage
Ⓓ stops someone or something

A3.29

Spelling Words

Use these words and sentences for the weekly Spelling Pretest and Spelling Test.

Plural Words Formed with -es

1. acres The rancher has many **acres** of land so her cattle have plenty of room for grazing.
2. bananas **Bananas** are long, crescent-shaped fruits that turn yellow when they are ripe.
3. branches The **branches** of a tree grow out from the trunk.
4. bulbs The round onion **bulbs** grow under the ground.
5. bunches We picked **bunches** of grapes that were hanging from the vine.
6. bushes Some kinds of berries grow on **bushes**, while others grow on trees.
7. carrots Did you know you eat roots when you eat **carrots**?
8. floods Sometimes the large amount of water from **floods** can damage crops.
9. labels Foods have **labels** that tell people the ingredients.
10. meadows Hay is grown in the flat, grassy lands of **meadows**.
11. meters Large, juicy **meters** grow along the ground on vines.
12. messes Clean up the untidy **messes** you made all over the house.
13. patterns The rows of flowers make **patterns** of red, white, and yellow.
14. recesses Many children with school had more **recesses** so they could play outside.
15. speeches People give **speeches** to groups in order to share ideas or thoughts.

Watch-Out Words

16. saw I **saw** the rip in my overalls with a needle and thread.
17. so I was **so** upset when my overalls ripped.
18. sow I have to wear them tomorrow when I **sow** new seeds in the field.

A3.30

Vocabulary Unit Test

A3.28–A3.30

Spelling Pretest/ Spelling Test

T195k

Grammar and Writing

- ✓ Use Complex Sentences
- ✓ Use Count and Noncount Nouns
- ✓ Use Plural Nouns
- ✓ Elaborate with Visuals

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

Paul likes to write _____ about his garden. He once wrote about a special tomato plant. This plant grew to be ten _____ tall. It produced more than a hundred _____. Paul is planting more things in his garden. Maybe his next story will be about how good his _____ are.

1. Choose the answer that goes in Blank 1.
Ⓐ story
Ⓑ stories
Ⓒ stories
Ⓓ stories

2. Choose the answer that goes in Blank 2.
Ⓐ cent taste
Ⓑ feet
Ⓒ feet
Ⓓ feet

3. Choose the answer that goes in Blank 3.
Ⓐ tomato
Ⓑ tomatoes
Ⓒ tomatoes
Ⓓ tomatoes

4. Choose the answer that goes in Blank 4.
Ⓐ cent taste
Ⓑ feet
Ⓒ feet
Ⓓ feet

A3.31

Writing, Revising, and Editing Test

Directions: Read the paragraph. Then answer the questions.

(D) We are studying plants in science class. (E) Last week, our teacher showed us a couple of videos. (F) We learned that nature provides plants that keep us healthy. (G) One plant is the soybean. (H) It grows on an island near Asia. (I) The plant is used to make medicines that treat cancer. (J) The other video explained why eating fruits and vegetables from plants is good for our health. (K) When we eat fruits and vegetables they make us strong. (L) The information was very interesting!

1. What is the correct way to write sentence 2?
Ⓐ Last week, our teacher showed us a couple of videos.
Ⓑ Last week, our teacher showed us a couple of videos.
Ⓒ Last week after our teacher showed us a couple of videos.
Ⓓ Connect as is

2. What is the correct way to write sentence 3?
Ⓐ Since we learned that nature provides plants that keep us healthy.
Ⓑ We learned that nature provides plants that keep us healthy.
Ⓒ We learned that nature provides plants that keep us healthy.
Ⓓ Connect as is

A3.32

Writing Rubric

Grade	1	2	3	4	5	6	7	8	9	10	11	12
Content	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.
Organization	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.
Style	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.
Conventions	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.	Student writes a simple sentence.

A3.40

Writing, Revising, and Editing Unit Test

A3.31–A3.35

Writing Rubric

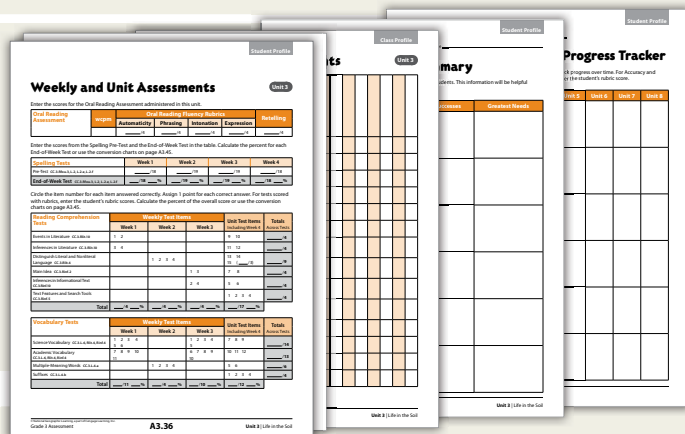
A3.40



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile:** Weekly and Unit Assessments A3.36–A3.37
- Class Profile:** Weekly and Unit Assessments A3.38
- Student Profile:** Strengths and Needs Summary A3.39
- Student Profile:** Oral Reading Assessment A1.3
- Progress Tracker**

RESOURCES AND ROUTINES

Reading

RETEACH

- Use Text Features:** Reteaching Master RT3.9
- Make Inferences:** Reteaching Master RT3.10

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

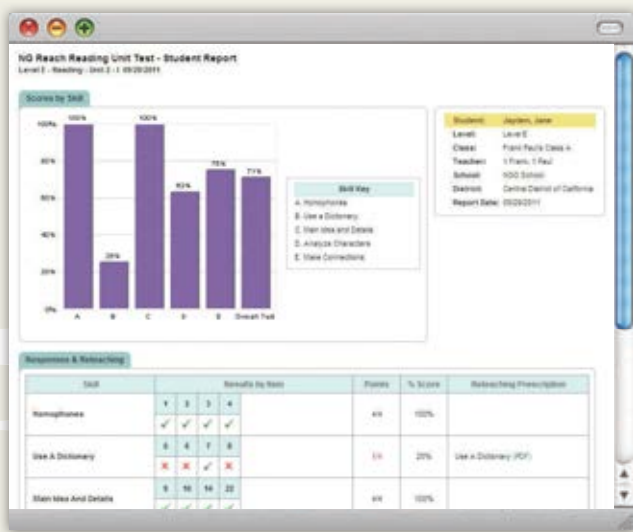
Fluency

RETEACH

Fluency Routines, page BP33

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com



ONLINE ONLY Automated Reports

- Student Profile:** Weekly and Unit Tests
- Class Profile:** Weekly and Unit Tests
- Standards Summary Report**

Vocabulary and Spelling

RETEACH

- Vocabulary Routine 6,** page BP40
- Spelling and Word Work Routine,** page BP52

ADDITIONAL PRACTICE

Vocabulary Games NGReach.com
Daily Spelling Practice, pages T195k–T195l

Grammar and Writing

RETEACH


- Nouns:** Anthology Handbook, pages 584–585
- Writing:** Reteaching Writing Routine, page BP51
- Writing Trait: Ideas:** Reteaching Master RT3.11

ADDITIONAL PRACTICE

More Grammar Practice PM3.1
Daily Writing Skills Practice, pages T195o–T195p
See Weeks 1–3 for additional reteaching resources.

Unit 3 Wrap-Up

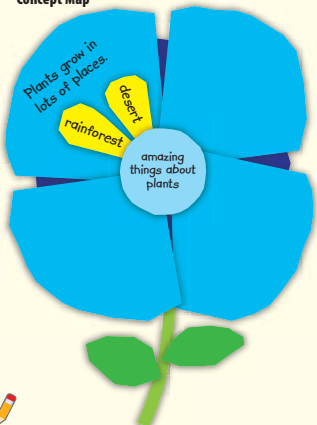
Big Question What is so amazing about plants?



Talk Together

In this unit, you found lots of answers to the **Big Question**. Now, use your concept map to discuss the **Big Question** with the class.

Concept Map



Write a Journal Entry

Choose one amazing thing about plants from your concept map. Write a journal entry about it.

206

Anthology
pages 206–207

OBJECTIVES

Thematic Connection: Plant Life
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM3.1

COMMON CORE STANDARDS

Writing

Write Over Shorter Time for Specific Tasks and Purposes CC.3.W.10

Recognize Conventions of Spoken and Written English CC.3.L.3.b

Speaking and Listening

Draw on Preparation to Explore Ideas Add Visual Displays CC.3.SL.1.a
CC.3.SL.5

Unit 3 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Make a Cartoon

Draw a cartoon about an amazing plant. Write a caption to show what is so amazing about the plant. Explain your cartoon to the class.



Talk About It!

Talk Show

Choose classmates to talk about each selection in this unit. Each guest on the talk show gives amazing information they have learned about plants.

Do It!

Perform a Skit

Write a skit about people who work with plants. Show why the people think plants are amazing. Perform your skit for the class.

Write It!

Plant Poem

Think about your favorite plant. Write a haiku about it. Count the syllables in each line. Then read your poem aloud to a partner.



207

Academic Talk

1 Talk Together Anthology page 206

Display the Big Question. Read aloud the first paragraph on page 206. Have students revisit **Practice Master PM3.1** to remind them of their answers to the Big Question. Encourage them to think about their class discussions, the selections in the unit, and the books they read during **Small Group Reading**. Encourage students to give specific information and supporting details: *What fact did you learn about plants that you didn't know before? Can you give me a detail or example about that?*

Writing

2 Write a Journal Entry Anthology page 206

Read aloud the instructions. Ask volunteers to say one amazing thing about plants from their concept map. Remind students that journals are a way for people to record their thoughts and feelings on a particular day. Tell students that when they write their journal entries they should include today's date. Explain that they can use informal language in their entries. Tell students they can use "Gardener's Journal" on **Anthology** page 149 as a model for their entry.

Unit Projects

3 Share Your Ideas Anthology page 207

Read aloud the project options. Have students who have chosen the Talk About It!, Do It!, and Write It! (Haiku) projects gather in designated areas. Have the other students work independently at their desks.

Write It!



MATERIALS

paper, colored pencils or markers

Plan

Point to the sample cartoon and read aloud the caption. Explain that the cartoon includes enough detail to clearly show what kind of plant it is. Remind students that a caption gives more information about a picture. In this case, the caption should tell why the plant is so amazing.

Make a Cartoon

Have students draw their cartoons, clearly showing the plant's details. Encourage students to write captions that add more information about why the plant is amazing.

Use Sensory Details	CC.3.W.3.d
Write Over Shorter Time for Specific Tasks and Purposes	CC.3.W.10

Talk About It!



Plan

Have students choose who will be the talk show host and who will be the guests. The guests should decide which reading selection to use for their answers. Have students brainstorm questions the host will ask the guests. Based on those questions, the guests should prepare their answers. Meanwhile, the host can think about possible follow-up questions to ask. Before they have their show, students should set up chairs and a desk to look like a real talk show.

Plan

As students conduct their show, suggest that the host asks a question to one guest and then the same question to the other guest(s). Encourage the host to ask follow-up questions, and the guests to give specific information about their plants.

Pose and Respond to Questions	CC.3.SL.1.c
Demonstrate Command of Usage	CC.3.L.1

Do It!



MATERIALS

paper, colored pencils or markers, clay, etc.

Plan

Have students brainstorm settings for their skit. Suggest places like a zoo or an Amazing Plant Club. Once they have chosen their setting, students should think about who their characters are and what they will say about their plants. Encourage students to dress in costumes and to create plant props from drawings, clay, or other materials.

Perform a Skit

Allow students ample time to practice their skits. Encourage students to act like the characters, not just themselves, talking about an amazing plant!

Have students perform their skits for the class.

Report on a Topic	CC.3.SL.4
-------------------	-----------

Write It!



Plan

Review the form of a haiku (T167) and remind students that haiku use sensory details to help readers visualize what something looks, sounds, tastes, feels, and smells like. If students completed the Week 2 Writing Project, suggest that they try writing a second haiku, focusing on a different aspect of the same plant, or write about a different plant entirely. Have partners work together to brainstorm topics and sensory details about the plants they choose.

Write a Haiku

Have students write their haiku. When they are finished, have them check that they have the correct number of syllables in each line. Encourage students to illustrate their haiku. Then have them read their haiku to their partners.

Demonstrate Command of Usage	CC.3.L.1
Write Over Shorter Time for Specific Tasks and Purposes	CC.3.W.10
Use Sensory Details	CC.3.W.3.d

Unit 3 Reflection

Successful Teaching Moments	Adjustments for Next Year

Additional Notes or Resources



Click links in the Teacher eEdition



Access all resources using the Lesson Planner

Browse the Resource Directory

Display Practice Masters using the Presentation Tool

More Practice



Phonics Games and Vocabulary Games



Comprehension Coach



My Vocabulary Notebook



Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

	Practice Masters	Pages
	Family Newsletter 3: English and Spanish	
Week 1	Day 1: Unit Concept Map	PM3.1
	Sequence Chain	PM3.2
	Day 3: Grammar Game	PM3.3
	Day 4: Grammar and Writing	PM3.4
	Day 5: Test-Taking Strategy Practice	PM3.5
	Sequence Chain	PM3.6
	Fluency Practice	PM3.7
	Reteach: Grammar Practice	PM3.8
Week 2	Day 1: Grammar Game	PM3.9
	Day 2: Grammar Game	PM3.10
	Day 3: Venn Diagram	PM3.11
	Grammar Practice	PM3.12
	Day 4: Mark-Up Reading	PM3.13
	Grammar and Writing	PM3.15
Reteach: Grammar Practice	PM3.16	
Week 3	Day 1: Main Idea and Details Diagram	PM3.17
	Day 3: Grammar Game	PM3.18
	Day 4: Grammar and Writing	PM3.19
	Day 5: Test-Taking Strategy Practice	PM3.20
	Main Idea and Details Diagram	PM3.21
	Fluency Practice	PM3.22
Reteach: Grammar Practice	PM3.23	
Week 4	Day 1: Grammar Game	PM3.24
	Day 2: Grammar Game	PM3.25
	Day 3: Comparison Chart	PM3.26
	Grammar Practice	PM3.27
	Day 4: Mark-Up Reading	PM3.28
	Grammar and Writing	PM3.30
	Reteach: Grammar Practice	PM3.31



NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level D | Unit 3

Dear Family Member,

“What is so amazing about plants?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about the life cycles of plants and the many kinds of plants on Earth. Be a part of our exploration! With your student, read the New Words on the next page. Then follow these directions.

Directions:

1. Talk together about how vegetables grow. Try to use some of the New Words in your discussion. Then share family potato recipes.
2. Work together to write directions for your favorite potato recipe on the card below. Include a list of ingredients and steps for how to make the recipe. Use the New Words when you can.
3. Remind your student to bring the completed recipe to class.

What We're Reading

“Two Old Potatoes and Me”

by John Coy

In this story, a girl and her father plant potatoes and tend them until they are ready to eat.

“America's Sproutings”

by Pat Mora

Three haiku poems tell about amazing foods.

“A Protected Place”

by Elizabeth Sengel

In this article, the author tells about Explorer Corneille Ewango's work at the Okapi Reserve in Congo, Africa.

“Rosie's Reports”

by Rosie Ruf

In this blog, the author describes how workers care for animals at the Okapi Reserve.

And more!

COPY READY

Ingredients

Directions



New Words

Weeks 1 and 2

blossom

depend

seed

characteristic

growth

soil

conditions

produce

sprout

cycle

root

Weeks 3 and 4

city

organism

vine

desert

protect


weed

diversity

rainforest

environment

unique

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel D | Unidad 3

Estimado miembro de la familia,

“¿Qué tienen de asombroso las plantas?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de los ciclos de vida de las plantas y de las muchas variedades de plantas en la tierra. ¡Sea parte de nuestra exploración! Con su estudiante, lea las Nuevas Palabras en la siguiente página. Luego siga estas instrucciones.

Instrucciones:

1. Juntos, hablen acerca de cómo crecen los vegetales. Intenten usar algunas de las Nuevas Palabras en su conversación. Luego, compartan recetas de la familia para la preparación de papas.
2. Juntos, usen la tarjeta que aparece abajo para escribir las instrucciones de su receta favorita para preparar papas. Incluyan una lista de los ingredientes y los pasos necesarios para preparar la receta. Usen las Nuevas Palabras cada vez que puedan.
3. Recuerde a su estudiante traer la receta completa a clase.

Qué estamos leyendo

“Two Old Potatoes and Me”

por John Coy

En esta historia, una niña y su padre plantan papas y las cuidan hasta que están listas para comerlas.

“America’s Sproutings”

por Pat Mora

Tres poemas haiku hablan sobre alimentos fabulosos.

“A Protected Place”

por Elizabeth Sengel

En este artículo, la autora habla acerca del trabajo del explorador Corneille Ewango, en la reserva Okapi del Congo, África.

“Rosie’s Reports”

por Rosie Ruf

En este blog, la autora describe la manera en que los trabajadores de la reserva Okapi cuidan de los animales.

¡Y más!

COPY READY

Ingredientes:

Instrucciones:



Nuevas Palabras

Semanas 1 y 2

blossom

flor

depend

depender

seed

semilla

characteristic

característica

growth

crecimiento

soil

suelo

conditions

condiciones

produce

producir

sprout

retoño

cycle

ciclo

root

raíz

Semanas 3 y 4

city

ciudad

organism

organismo

vine

vid

desert

desierto

protect

proteger

weed

mala hierba

diversity

diversidad

rainforest

selva tropical

environment

medio ambiente

unique

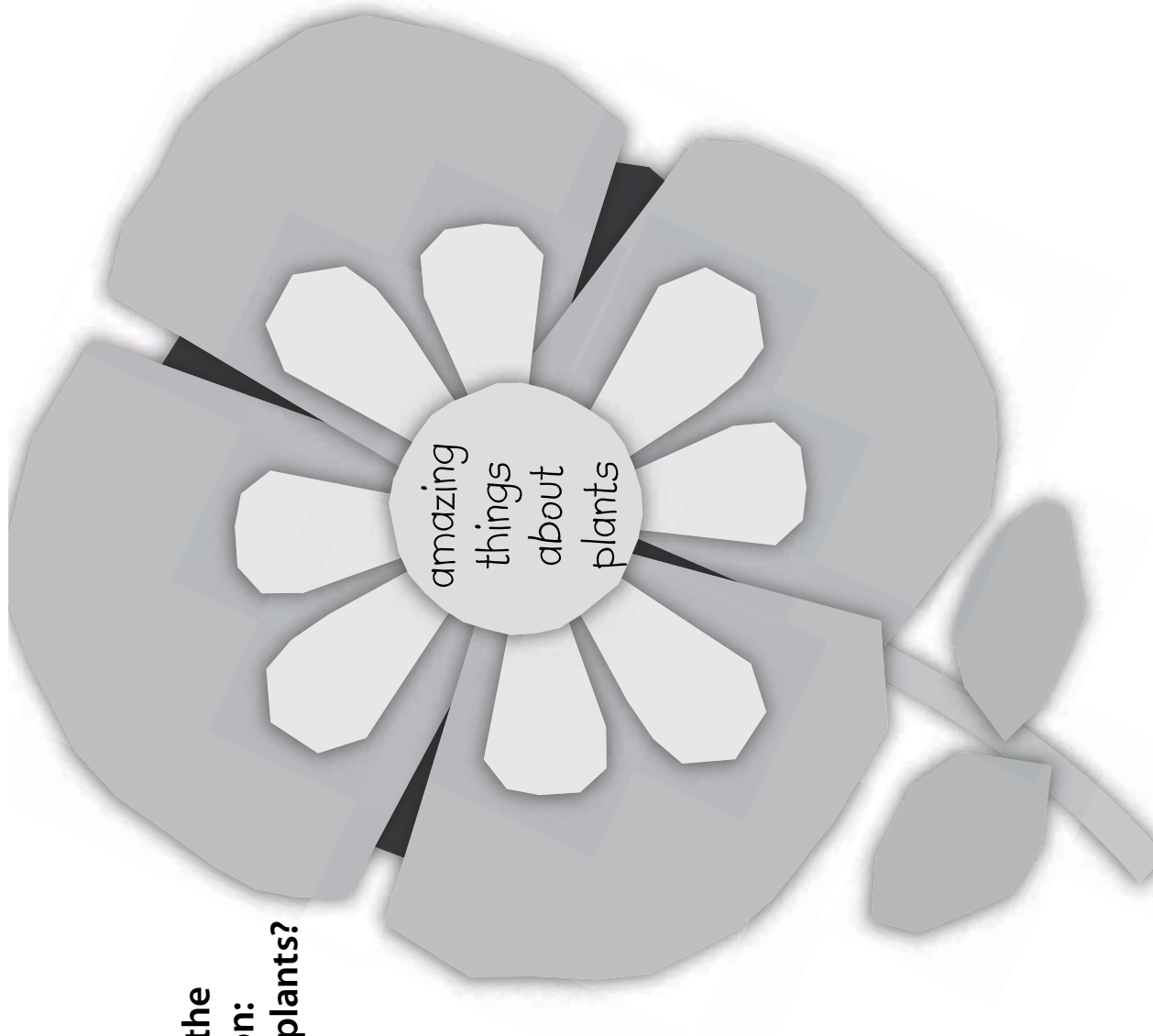
único

Aprenda y juegue con palabras. [NGReach.com](https://www.NGReach.com)

Unit Concept Map

Life in the Soil

Make a concept map with the answers to the Big Question:
What is so amazing about plants?

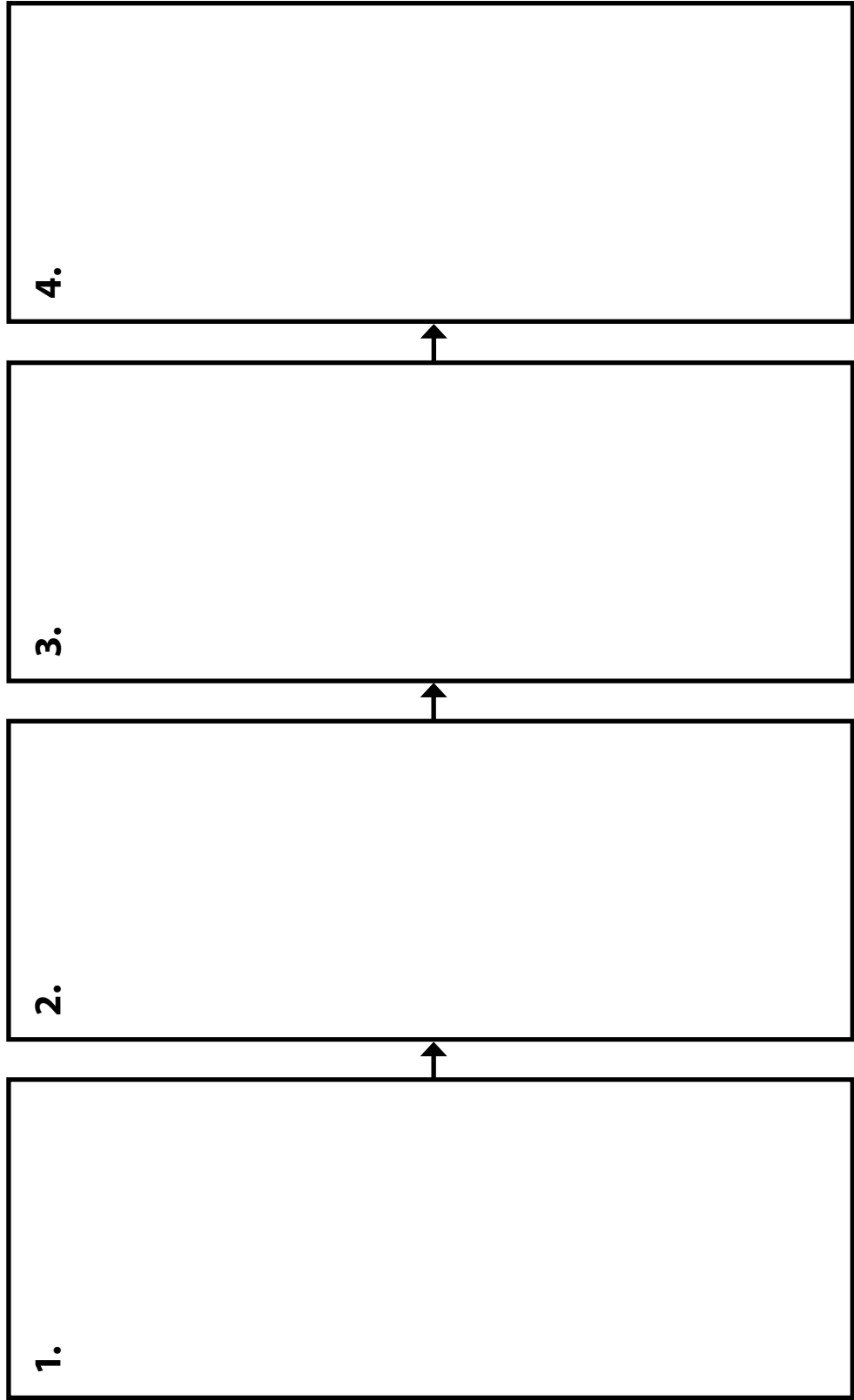


COPY READY

Sequence Chain

Steps in a Plant's Life

Make a sequence chain of a plant's life.



Grammar: Game

Life Is Complex

Plural Nouns Complex Sentences

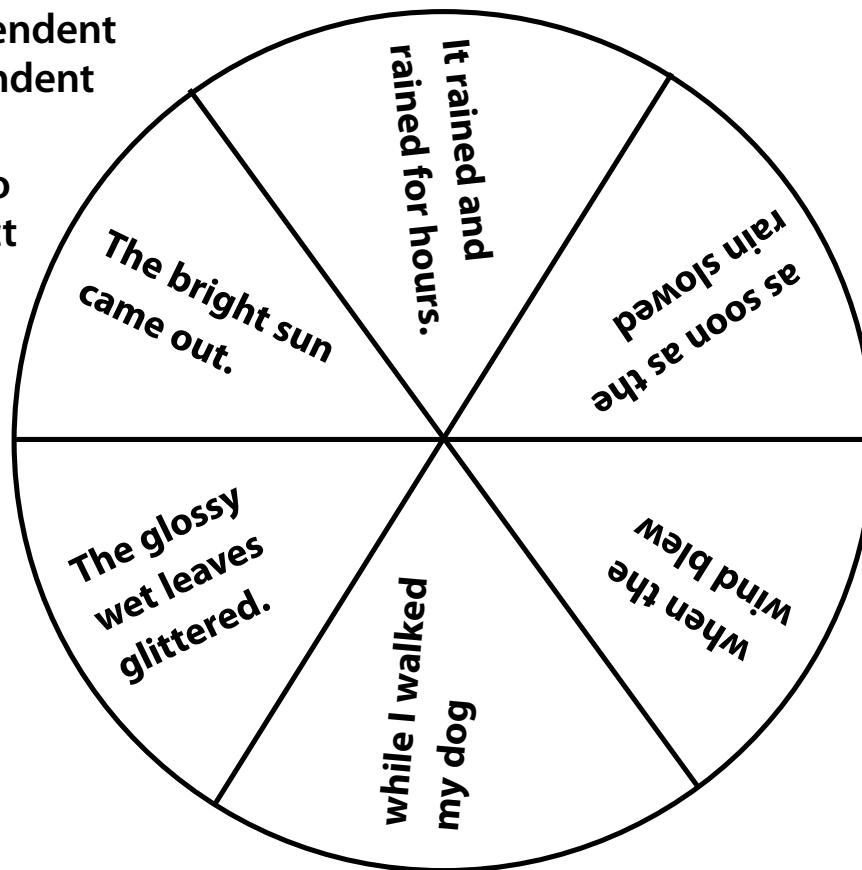
1. A complex sentence has an independent clause and one or more dependent clauses.

The rain poured down until all of the plants were soaked.

2. If the dependent clause comes first, put a comma after it.

When it quit raining, we ran outside so we could see our plants.

1. Play with a partner.
2. Spin the spinner.
3. Add a dependent clause to an independent clause.
4. Or add an independent clause to a dependent clause.
5. The first player to create five correct sentences wins the game.



Make a Spinner

1. Put a paper clip over the center of the spinner.
2. Put the point of a pencil through the loop of the paper clip.
3. Your partner holds the pencil while you spin for your turn.

COPY READY

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of conjunctions and dependent clauses
- correct use of independent clauses
- correct use of punctuation

Editing and Proofreading Marks

^	Add.
↷	Take out.
^,	Add comma.
^.	Add period.
/	Make lowercase.

“Last year, we didn’t eat many of our own garden vegetables,↷ because the pests ate most of them,” said Maggie sadly. “Although we tried to keep them out. They were very clever.”

Andy replied, “I liked seeing rabbits and deer. When they came to eat.”

“I did too,” Maggie said, “but gardening is a lot of work. Unless we can get more for our efforts I may not want to plant this year.”

“Before we plant seeds we can build a fence,” suggested Andy.

“Good idea, Andy,” said Maggie. “We could also plant veggies outside the fence. Animals can eat those, whenever they want too!”

“We won’t have to weed. The area outside the fence!” Andy was excited. “As soon as we can buy the supplies. We’ll get started.”

Test-Taking Strategy Practice

Look for Important Words


Directions: Read each question about “Two Old Potatoes and Me.” Choose the best answer.

Sample

- 1** What happens before the girl and her dad plant the potatoes?
- Ⓐ The potato plant turns brown.
 - The girl finds two old potatoes.
 - Ⓒ The girl digs up some potatoes.
 - Ⓓ The potato plant grows violet blossoms.

- 2** Why will the island be a good place for families to live?
- Ⓐ sunshine
 - Ⓑ shade
 - Ⓒ rocks
 - Ⓓ insects

- 3** Why does the girl carry a big bucket to the garden?
- Ⓐ There are so many potatoes.
 - Ⓑ So she can give it to Grandpa.
 - Ⓒ She has lots of tools to carry.
 - Ⓓ They want to plant more potatoes.

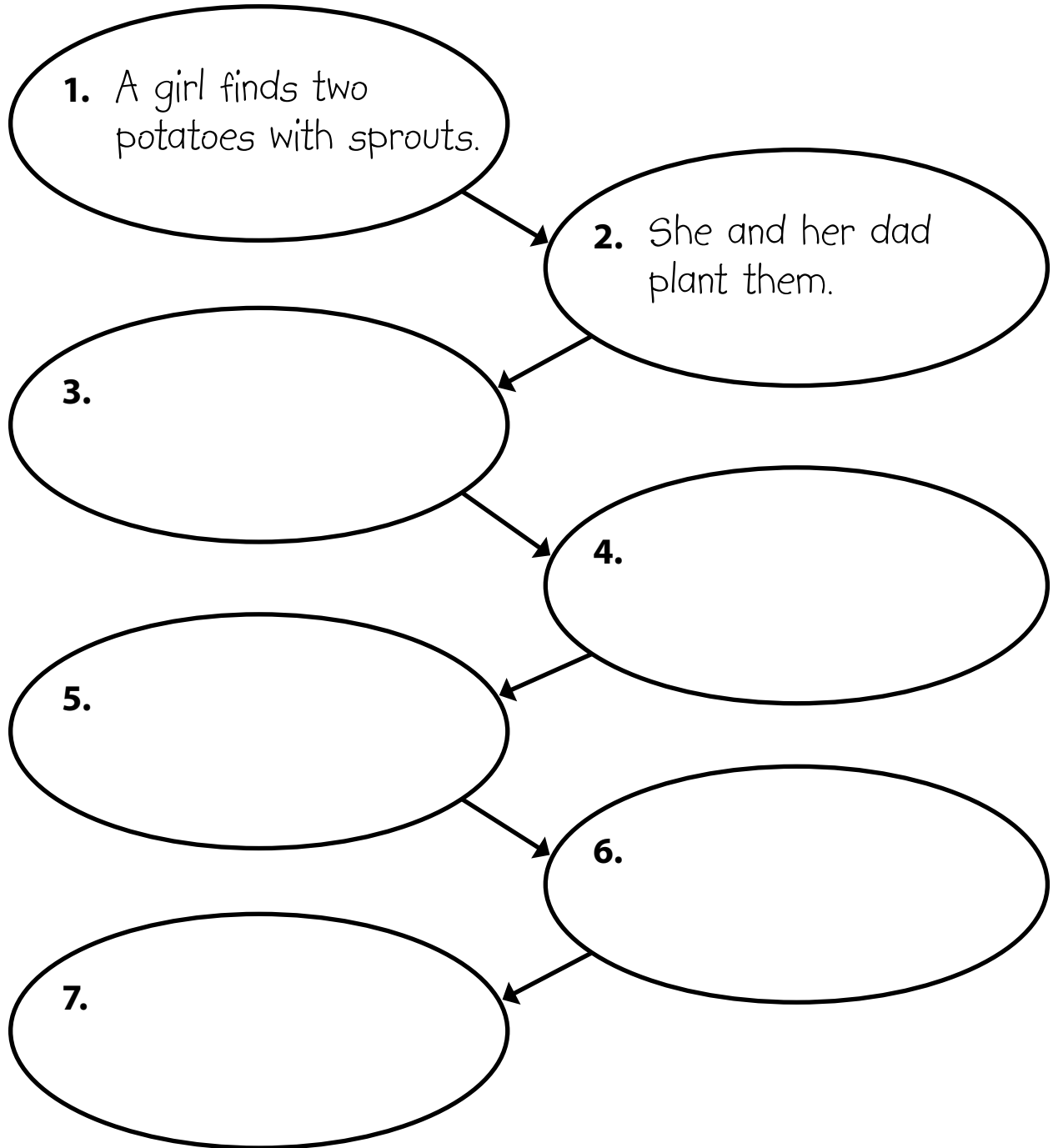
 **Tell a partner how you used the strategy to answer the questions.**

Sequence Chain

"Two Old Potatoes and Me"

Make a sequence chain of "Two Old Potatoes and Me."

COPY READY



 Use your sequence chain to retell the story to a partner.

Fluency: Practice Expression

“Two Old Potatoes and Me”

Use this passage to practice reading with proper expression.

“Gross.” I tossed them in the trash. 7

“Wait,” Dad said. “I think we can grow new potatoes with those.” 19

I’ll call your grandpa. He’ll know.” 25

Dad and I talked with Grandpa. Then we took the potatoes to the 38

sunniest spot in the garden. 43

From “Two Old Potatoes and Me,” pages 152-153

COPY READY

Expression

- 1 Does not read with feeling.
- 2 Reads with feeling, but does not match content.
- 3 Reads with appropriate feeling for some content.
- 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Grammar: Reteach


Unusual Blooms**Grammar Rules Collective Nouns**

- A complex sentence has an independent clause and one or more dependent clauses.
- The dependent clause begins with a **conjunction**.
- If the dependent clause comes first, put a comma after it.
- The **conjunction** makes a clear connection between ideas in the clauses.

When my pen pal sent me a pack of seeds, he told me to share them with friends.

I gave seeds to everyone until I had just a few for myself.

- Underline the independent clauses.
 - Circle the dependent clauses.
 - Box the conjunctions, and add a comma if it is needed.
 - Write a final, complex sentence.
1. I planted my seeds in rich soil while the sun was still bright.
 2. When daylight came each day I watered the little round seeds.
 3. Then shoots sprang up and grew until they were strong vines.
 4. I went to my garden one night so I could see it by moonlight.
 5. I was surprised because I saw flowers blooming in the night!
 6. _____

 Tell a partner about an unusual plant you have seen, or make up a description of one. Use at least one complex sentence.

Grammar: Game

How Many?

Directions:

1. Play with a partner.
2. Use an eraser, paper clip, or other small object as a game piece.
3. Flip a coin to move:
 Heads = 1 space forward Tails = 2 spaces forward
4. Read the noun aloud. Say the plural form and then spell it.
 If your partner agrees that you are correct, stay on your new space. If you don't, go back one space.
5. Take turns. The first player to reach the END wins!

basket	waltz	wish	stream	miss	END
fox					
coach					
glass	field	sash	building	class	garden
					potato
					bench
BEGIN	farmer	bush	mountain	fox	plant

COPY READY

Grammar: Game**Toss and Spell****Directions:**

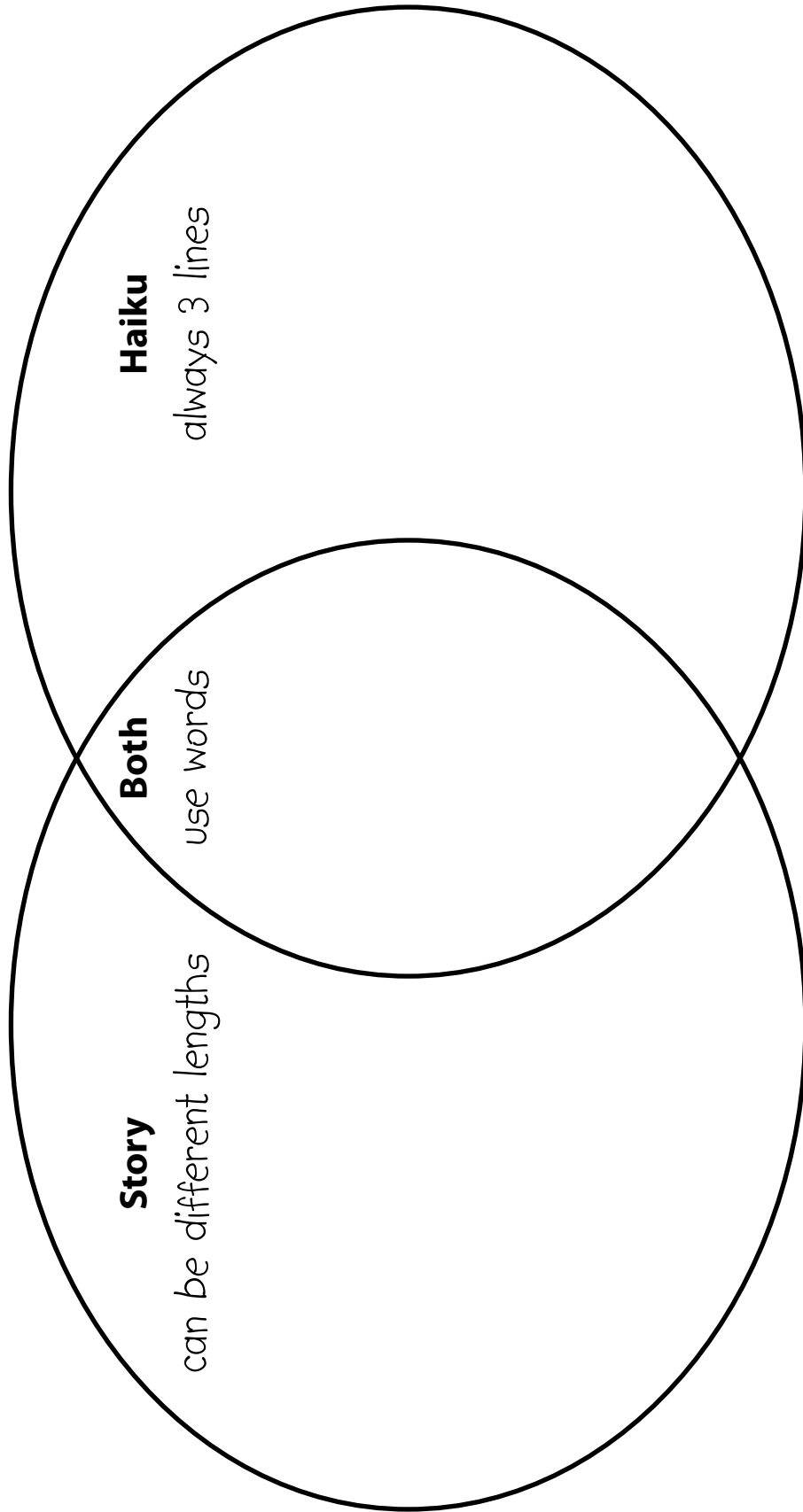
1. Play with a partner. Take turns tossing a game marker into one of the word squares.
2. Write the plural form of the noun on another paper. Check the spelling. If it is correct, write your initials in the square.
3. Each partner takes six turns. Then you each count all of the squares with your initials. Who has more?

berry	Friday	story
chimney	penny	family
cherry	valley	monkey
activity	turkey	dictionary

Venn Diagram

Compare Genres

Compare a story and a haiku.



Take turns with a partner. Ask each other questions about a story or haiku.

Grammar: Practice

Strange Garden Plants



Grammar Rules **Plural Nouns**

- To make many nouns plural, add -s to the end.
sprout → sprouts
- For nouns that end in *x*, *ch*, *sh*, *s*, *z* and sometimes *o*, add -es.
branch → branches fox → foxes
- For nouns that end in a consonant plus *y*, change the *y* to *i* and add -es. For nouns that end with a vowel plus *y*, just add -s.
cherry → cherries boy → boys

Write the plural nouns.

My grandmother has a strange garden. She has boxes full
(box)
of _____ all over her deck. She has _____ of _____
(sprout) (bunch) (daisy)
growing in old boots, and _____ in coffee cans. Colored
(lily)
_____ make pretty vases. They line her windowsills. _____
(glass) (Vine)
curl around her garden swings and _____. She also made
(bench)
strange metal _____. She stuck them in the ground between the
(flower)
_____. Yes, her garden is odd. I love the _____ I spend there.
(bush) (day)

 **Pick two plural nouns from above and write new sentences. Read them to a partner.**

Mark-Up Reading

Grandma's Potato Salad

by Joseph Heinerich

My grandmother's potato salad is the best I've ever eaten. Making it is easy!

1. First, choose four medium potatoes, such as fingerling potatoes. They look like stubby fingers but are very flavorful. Pick ones that fit tightly in your palm.
2. Next, wash and peel the potatoes. Have an adult help you with the peeler.
3. Place the potatoes in a saucepan full of water. Have an adult help you bring the water to a full, bubbling boil.
4. Turn down the heat and boil the potatoes gently for about 15 minutes. The potatoes should be soft but not mushy. You can test if they're done by gently piercing one with a fork. The meaty flesh should be tender.
5. Drain the hot water. Then fill the pan with cold water and set it on the kitchen counter to cool. Then have an adult help you cut the potatoes into quarters or cubes. Place them in a bowl.
6. Next, toss in one-half cup of diced onions and one-half cup of sweet pickle relish. Add one-half cup of creamy mayonnaise. Finally, mix everything together until the mayonnaise coats all the potatoes.



COPY READY

Explanation Step 1: _____

Explanation Steps 3 & 4: _____

Explanation Steps 5 & 6: _____

Mark-Up Reading

Maria's Corn Chowder

by Maria Delgado

Fresh corn chowder is a snap to make. Here are the steps:

1. First, choose four ears of corn. When choosing corn, pull back the husk. The ears should feel firm and solid, and should have plump kernels packed closely together. This means that the kernels have a soft, sweet center.
2. Then melt two tablespoons of butter in a saucepan and blend in one tablespoon of olive oil.
3. Next, add one diced onion, two crushed garlic cloves, and two tablespoons of fresh thyme. Cook for about eight minutes until the vegetables become soft and fragrant. Dust these with one-fourth cup of flour and stir so the flour coats them.
4. Then pour in six cans of vegetable stock and two cups of heavy cream. Also add two peeled, diced baking potatoes.
5. Bring everything to a boil for about seven minutes. While the soup is boiling, have an adult help you cut the corn kernels off the cobs. Then check your boiling soup. The potatoes should be mushy. The broth should be thick and creamy.
6. Now toss in the kernels. Simmer for ten minutes until the corn is spongy. Serve and enjoy.



COPY READY

Explanation Steps 1 & 2: _____

Explanation Steps 3 & 4: _____

Explanation Steps 5 & 6: _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of singular and plural count nouns
- correct use of punctuation

Editing and Proofreading Marks

^	Add.
~	Take out.
^,	Add comma.
^.	Add period.

valleys
~~valleys~~
 ^

Joni and Wes Smith moved here from two ~~valleys~~ east to start a new farm. Ralph and Rita Lopez stopped by to welcome them. When they did the Lopezs were surprised by what they saw. Ralph asked, "How do you plow your fieldes with donkies instead of tractores?" Wes explained, "We just like having animales instead of machines." The two familys sat on benchs in the garden. Rita saw basketes of fruits. "What are these berrys?" she asked. "Those are actually tiny tomatos," said Joni.

Then Ralph saw some bushes filled with bright orange pepperes. "What kind of peppers are those?" he asked. "Very hot ones!" said Wes. Everyone laughed. When Ralph and Rita left, the Smiths handed them two boxes of the strange new foods.

COPY READY

Grammar: Reteach

A Golden Crop

Circle the word that completes each sentence.

1. I just ate (bunchs/bunches) of popcorn as a snack.
2. Popcorn is only one of the corn (crops/cropes) grown by farmers.
3. Many tasty (dishes/dishes) around the world are made with corn.
4. The United States ships corn to many (countrys/countries).
- 5 We grow nearly half of the world's billions of (bushels/busheles).
6. Does it surprise you that about 80% of corn becomes (meales/meals) for animals like pigs and cows?
7. This country grows a lot of (potatos/potatoes) as well.
8. Many (families/familes) enjoy vegetables with their meals.

Main Idea and Detail

Main Idea and Details Diagram

Fill in three details about what makes rainforest plants unusual.

Main Idea: Rainforest plants are unusual.
Detail 1:
Detail 2:
Detail 3:

COPY READY

 Use your main idea and details diagram to talk to a partner about rainforest plants.

Grammar: Game**It's Special!****Directions:**

1. Play with a partner. Cut apart the cards below. Place the cards face down and mix them up. Take turns turning over a card.
2. Write the plural form of the noun and use it in a sentence. Some have special forms, and some change spellings.
3. If your partner agrees, keep the card. If your partner disagrees, check the word in a dictionary. Keep the card if you were right. Put it back face down if not.
4. Play until all cards are taken. The player with more cards wins.

berry**Friday****story****chimney****penny****family****cherry****valley****monkey****activity****turkey****dictionary**

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of count nouns with special forms
- use of noncount nouns

Editing and Proofreading Marks

^	Add.
~	Take out.

Mr. and Mrs. Snow own a farm. They are looking at Web sites for vacation ideas. "I want a break from the cold weather," said Mr. Snow. "It is a chore to chop woods^d for the fireplace!"

"Plenty of sunshines are important for our vacation," agreed Mrs. Snow. "Let's go where heats from the sun are strong."

"There's a rainforest preserve in Puerto Rico," said one of their childs, reading from the computer. "It's about 73 degrees all the time, and the forest has 240 kinds of trees. Look, it has an endangered parrot." She thought for a moment. "Oh no, my pet mouses will be endangered if I leave!"

"All of our sheeps have to be taken care of and farm equipment need to be put away for the winter," Mrs. Snow said. "Two mans are doing those chores for us. I think they'll feed your pets."

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about “A Protected Place.” Choose the best answer.

Sample

1 Read page 192. What is the paragraph mainly about?


- Ⓐ The biggest threat to forests is fire.
- Ⓑ People destroy animals’ homes.
- Ⓒ Ewango works to solve problems.
- Ⓓ Okapi Reserve still has problems today.

2 Why will the island be a good place for families to live?

- Ⓐ Why is Okapi Reserve important?
- Ⓑ There was a war.
- Ⓒ Houses are made there.
- Ⓓ It has a rich diversity of plants and animals.

3 Why are Pygmies called “walking dictionaries of nature?”

- Ⓐ They walk to school.
- Ⓑ They understand everything about the forest.
- Ⓒ The botanists gave them dictionaries.
- Ⓓ They carry dictionaries everywhere they go.

 **How did you use the test-taking strategy to answer the question?**

Main Idea and Details

"A Protected Place"

Make a main idea and details diagram for "A Protected Place."

<p>Main Idea: The Okapi Reserve is an amazing place, full of amazing plants.</p>
<p>Supporting Detail:</p>
<p>Supporting Detail:</p>
<p>Supporting Detail:</p>
<p>Supporting Detail:</p>
<p>Supporting Detail:</p>

COPY READY

Fluency Practice

"A Protected Place"

Use this passage to practice reading with proper phrasing.

They understand everything about the forest, and they rely on it	11
for food, shelter, and clothing.	16
Mbuti Pygmies travel from place to place to hunt and fish.	27
They don't just catch game, though.	33
They also collect insects, seeds, fruit, and honey to eat.	43

From "A Protected Place," pages 188-189

COPY READY

Phrasing

- | | |
|---|---|
| <input type="checkbox"/> 1 Consistent pauses to match appropriate phrasing. | <input type="checkbox"/> 3 Occasional pauses that match appropriate phrasing. |
| <input type="checkbox"/> 2 Frequent pauses that match appropriate phrasing. | <input type="checkbox"/> 4 Rare pauses at appropriate points in text. |

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute}}{\text{number of errors}} = \text{words correct per minute (wcpm)}$$

Grammar: Reteach

A Day at the Park

Grammar Rules Count and Noncount Nouns

Some count nouns use special forms to show the plural.	A man laughs. My foot stomps. My tooth aches.	The men laugh. My feet stomp. My teeth ache.
Some count nouns use the same form for singular and plural.	A sheep grazes. A fish swims. A moose rests.	The sheep graze. The fish swim. All moose rest.
Noncount nouns have only one form .	equipment wood	mail corn

COPY READY

Circle the word that completes each sentence.

1. Two (deer / deers) ran along the fence and among the trees.
2. All of the (women / womans) pointed to the running animals.
3. The (childs / children) laughed with delight at the animals.
4. The people sat in the (sunshines / sunshine) and waited quietly.
5. They enjoyed the pleasant (heat / heats) of the afternoon.
6. Everyone thought it would be (funs / fun) if the deer returned.
7. A few people talked about bringing (corns / corn) to feed them.
8. They hoped (mice / mouses) wouldn't eat what they brought.
9. Soon (men / mans) returned from fishing nearby.
10. Families would have a lot of (trouts / trout) for their dinners!

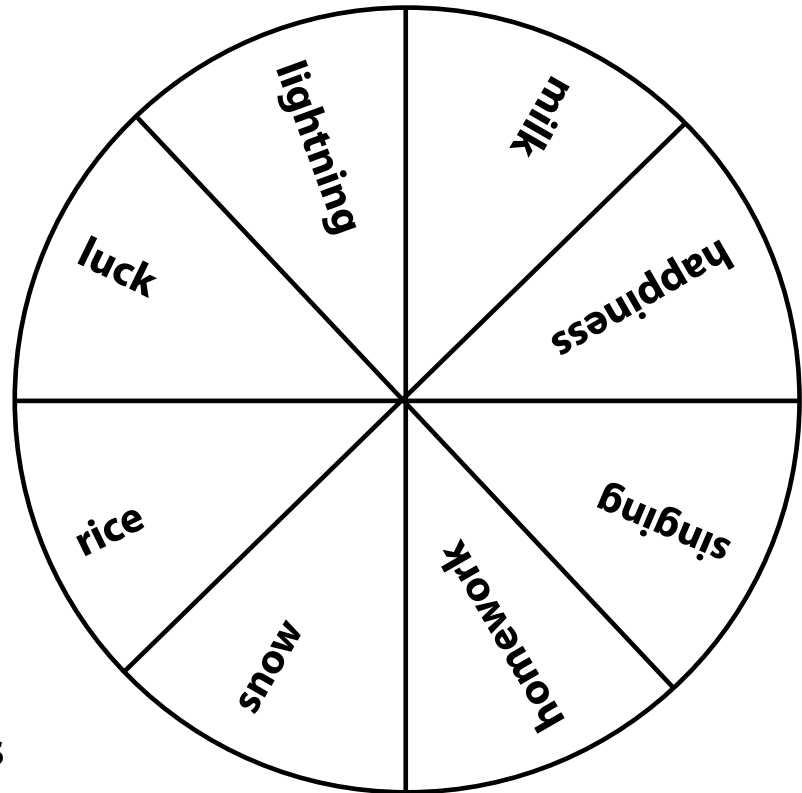
Take a Spin with Your Wheel

COPY READY

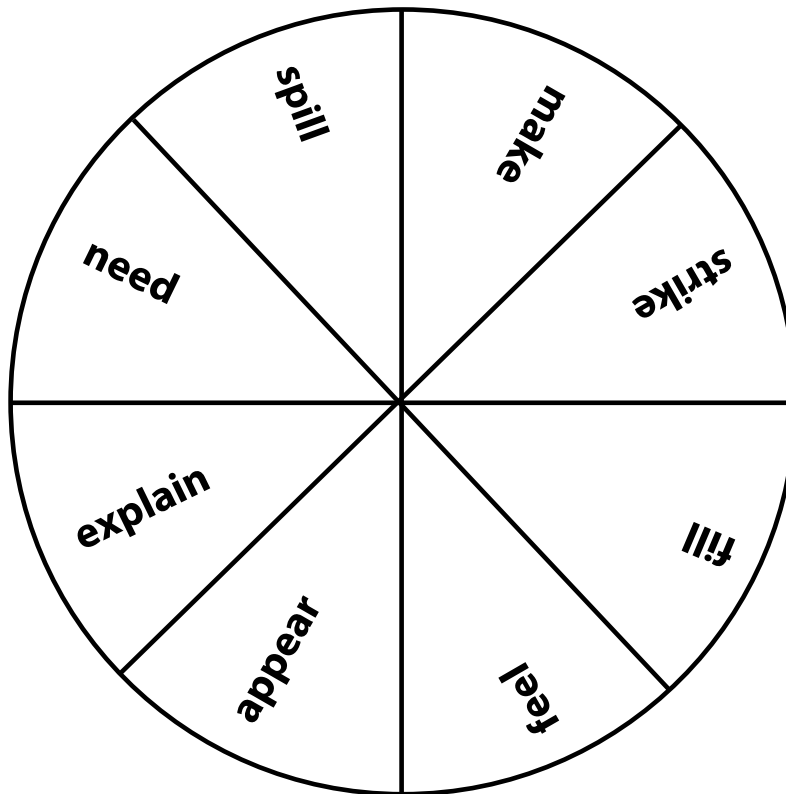
Rules

1. One partner spins for a noun. The other partner spins for a verb.
2. Partners work together to write a sentence using the correct form of each word.
3. Spin for a new verb if you can't form a sentence.
4. Take turns spinning for nouns and verbs until you have written 5 sentences.

Noncount Nouns



Verbs



Make a Spinner

1. Put a paper clip in the center of the circle.
2. Put the point of a pencil through the opening of the paper clip at the center of the circle.
3. Spin the paper clip to choose a verb.
4. Use the same steps to choose a noun.

Grammar: Game

What Is It?

Directions:

1. Flip a coin. For heads, move ahead 2 squares. For tails, move ahead 1 square.
2. Name the noncount noun that is defined in the square.
3. Use the word in a sentence. If your group agrees that you chose the right word and used it correctly, give yourself one point. If you are incorrect, go back one square.
3. Players take turns moving the game piece. Continue playing until you reach the end. The player with the most points wins.

START

END

a rumbling in the sky		mail	corn		You want this to be good, not bad
a flash in the sky	a feeling of joy	water	thunder	breathe it in and out	for ears to enjoy
music	a leafy green vegetable	luck	sand	assigned by a teacher	lightning
homework	a game with a black + white ball	sunshine	soccer	a type of message	lettuce
air	grains on a shore	yellow veggie	a drink for thirst	warm rays	happiness

COPY READY

Comparison Chart

Compare Text Features

Compare "A Protected Place" and "Rosie's Reports."

COPY READY

"A Protected Place"	"Rosie's Reports"
Feature: Captions Example: An okapi runs through the woods.	Feature: Captions Example: A worker gets ready to wrap a bundle of leaves.
	Feature: Date line Example: Date: November 8

 Take turns with a partner. Ask each other questions about the blog and the article.

Grammar: Practice

The Make-It-Plural Game

Plural Nouns More Plural Nouns

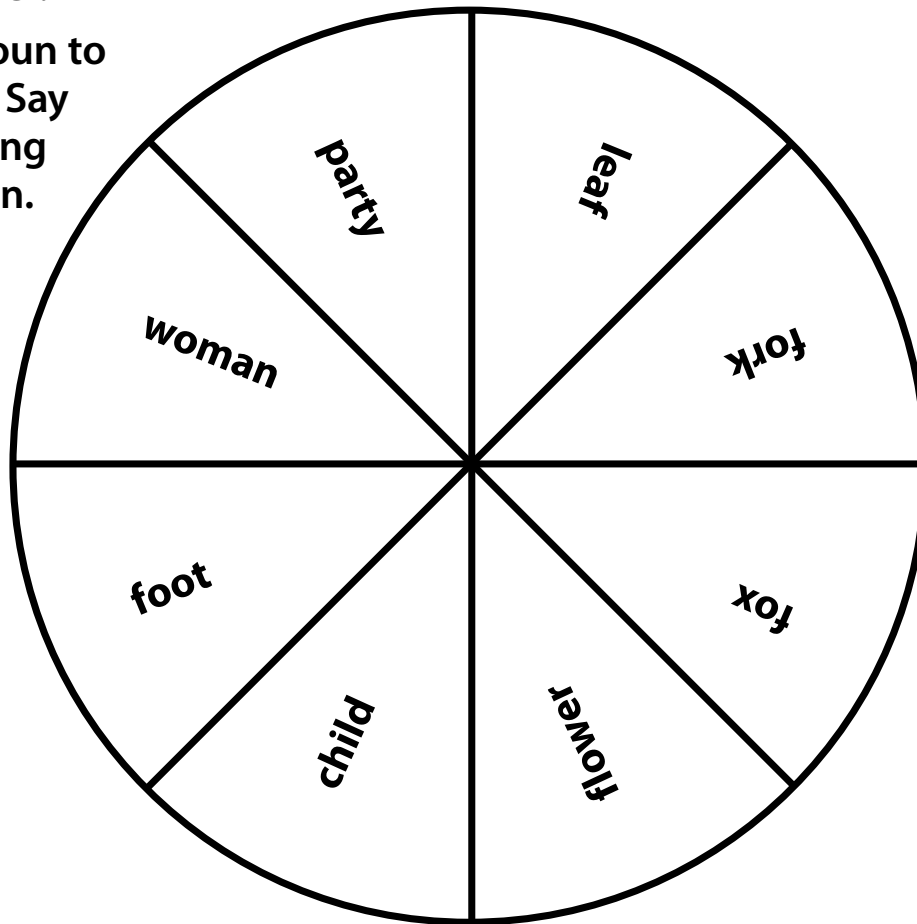
Add -s or -es to make most nouns plural:

plant → plants box → boxes baby → babies



For a few nouns, use special forms to show the plural:

leaf → leaves foot → feet man → men
woman → women child → children

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a plural noun. Say a sentence using the plural noun.



Make a Spinner

1. Push a brad  through the center of the spinner.
2. Open the brad on the back.
3. Hook a paper clip  over the brad on the front to make a spinner.

Mark-Up Reading

Let's **Protect** the **Okapi Reserve!**

by Emeka Obadina

Thousands of animals roam freely in the Okapi Wildlife Reserve in the Ituri Forest. But this important reserve is in danger. Find out how to protect it!

1. Learn More About the Reserve

The more you learn, the more you can do to help protect the reserve. More than 1,500 species of plants and animals live only in the Ituri Forest. The Okapi Wildlife Reserve protects many of these threatened plants and animals, including the okapi. Follow this Web link to learn more about this unique animal and its home: [Okapi Video: "Rare Breed"](#).

2. Understand the Problems

Some methods of local farmers harm the reserve. Farmers clear land by cutting down and burning the rainforest. This damages the soil. After a few years, the soil becomes unusable, and farmers must move on to new parts of the forest. Unfortunately, when a part of the forest is destroyed, it can never grow back!



▲ Ituri Forest



▲ Farmers cut and burn trees.

Explanation: _____

Mark-Up Reading

Let's **Protect** the **Okapi Reserve!** (continued)

3. Learn About the Okapi Conservation Project (OCP)

The Okapi Conservation Project works with local communities. It focuses on young people, who may grow up to become farmers and scientists. The OCP shares easy ways to protect the rainforest.

The OCP also provides jobs to local people as guards. The guards have the toughest job. They have to protect animals from illegal hunting. They also have to stop people from cutting down trees and harming the forest. The guards help show their communities how to protect the reserve.



COPY READY

4. Raise Awareness

Spread the news about what you learned.

- Talk to others about the reserve and OCP's tireless efforts to protect it.
- Work with your school to hold a fundraiser. Make informative and colorful posters for the event.
- E-mail organizations, such as OCP, to ask how you and your school can help.

Explanation: _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of noncount nouns
- correct use of plural nouns

Editing and Proofreading Marks

^	Add.
~	Take out.
^,	Add comma.
^.	Add period.

I am the tallest living animal. When I was born, I was six ^{feet} ~~foots~~ tall.
 As an adult, I am about 14 to 18 ^{feet} ~~foots~~ tall with a very long neck. I have a creamy coat with brown or black splotchs. What am I!

I am a giraffe! Giraffes share the dry land with elephants, lions, zebras, and antelopes—but not with sheeps or deers. There aren't a lot of waters here, but we can go a long time without drinking.

We eat grasss, fruites, shrubs, and a lot of juicy leaves from acacia trees. We don't need any helps from a ladder to get leaves on top! Acacias have long thorns on them, but we have longer tongues. Our tongues are 18 inchs long. Thorns don't stop us!

We have heavy bodys that weigh from 1,500 to 3,000 poundes. Even so, we can run as fast as 30-35 miles per hour!

COPY READY

Grammar: Reteach

Meals for Good Health

COPY READY

Grammar Rules Plural Nouns

Count Nouns

- Add *-s* or *-es* to make most nouns plural.
- Change *y* to *i* and add *-es* when a consonant comes before the *y*.
- For a few nouns, use special forms to show the plural.

vegetable → vegetables
 dish → dishes
 tomato → tomatoes
 strawberry → strawberries
 tooth → teeth

Noncount Nouns

- Use the same form to name "one" and "more than one."

water → water
 lettuce → lettuce

Write the correct form of the noun to complete each sentence.

1. Many _____ were at the restaurant when we arrived.
 (family)
2. Two giggling _____ were being put into highchairs.
 (child)
3. The chef had planned several yummy _____.
 (recipe)
4. We heard many _____ of her voice in the kitchen.
 (echo)
5. The kitchen sounded busy as they made many _____.
 (lunch)

Tell about food you like to fix. Use at least two plural count nouns and one noncount noun.

Name _____ Date _____

Unit Concept Map
Life in the Soil
 Make a concept map with the answers to the Big Question:
 What is so amazing about plants?

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T143

PM3.1 **Unit 3 | Life in the Soil**

Name _____ Date _____

Sequence Chain
Steps in a Plant's Life
 Make a sequence chain of a plant's life.

1. Possible Response: First, a seed is planted in the soil.

2. Next, the seed grows roots and pushes a sprout up through the soil.

3. Then, the plant grows a flower.

4. Finally, the flowers become seed pods.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T145a

PM3.2 **Unit 3 | Life in the Soil**

Name _____ Date _____

Grammar: Game

Life Is Complex

Plural Nouns Complex Sentences

1. A complex sentence has an independent clause and one or more dependent clauses.
The rain poured down until all of the plants were soaked.

2. If the dependent clause comes first, put a comma after it.
When it quit raining, we ran outside so we could see our plants.

1. Play with a partner.
2. Spin the spinner.
3. Add a dependent clause to an independent clause.
4. Or add an independent clause to a dependent clause.
5. The first player to create five correct sentences wins the game.

Make a Spinner

- Put a paper clip over the center of the spinner.
- Put the point of a pencil through the loop of the paper clip.
- Your partner holds the pencil while you spin for your turn.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T141p

PM3.3 **Unit 3 | Life in the Soil**

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of conjunctions and dependent clauses
- correct use of independent clauses
- correct use of punctuation

Editing and Proofreading Marks	
^	Add.
~	Take out.
^	Add comma.
^	Add period.
/	Make lowercase.

"Last year, we didn't eat many of our own garden vegetables, because the pests ate most of them," said Maggie sadly. "Although we tried to keep them out, They were very clever."

Andy replied, "I liked seeing rabbits and deer. When they came to eat."

"I did too," Maggie said, "but gardening is a lot of work. Unless we can get more for our efforts, I may not want to plant this year."

"Before we plant seeds, we can build a fence," suggested Andy.

"Good idea, Andy," said Maggie. "We could also plant veggies outside the fence. Animals can eat those, whenever they want too!"

"We won't have to weed. The area outside the fence!" Andy was excited. "As soon as we can buy the supplies, We'll get started."

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T141p

PM3.4 **Unit 3 | Life in the Soil**

Name _____ Date _____

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about “Two Old Potatoes and Me.” Choose the best answer.

Sample

1 What happens before the girl and her dad plant the potatoes?

- A The potato plant turns brown.
- B The girl finds two old potatoes.
- C The girl digs up some potatoes.
- D The potato plant grows violet blossoms.

2 Why will the island be a good place for families to live?

- A sunshine
- B shade
- C rocks
- D insects

3 Why does the girl carry a big bucket to the garden?

- A There are so many potatoes.
- B So she can give it to Grandpa.
- C She has lots of tools to carry.
- D They want to plant more potatoes.

Tell a partner how you used the strategy to answer the questions.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T164 **PM3.5** **Unit 3** | Life in the Soil

Name _____ Date _____

Sequence Chain

“Two Old Potatoes and Me”

Make a sequence chain of “Two Old Potatoes and Me.”

1. A girl finds two potatoes with sprouts.
2. She and her dad plant them.
3. Possible Response: They water the sprouts.
4. In May, plants poke up.
5. In June, the plants grow blossoms.
6. In August, some plants turn brown.
7. In September, Dad and the girl know the potatoes are growing. They dig up the potatoes.

Use your sequence chain to retell the story to a partner.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T164a **PM3.6** **Unit 3** | Life in the Soil

Name _____ Date _____

Fluency: Practice Expression

“Two Old Potatoes and Me”

Use this passage to practice reading with proper expression.

“Gross.” I tossed them in the trash. 7

“Wait,” Dad said. “I think we can grow new potatoes with those.” 19

I’ll call your grandpa. He’ll know.” 25

Dad and I talked with Grandpa. Then we took the potatoes to the sunniest spot in the garden. 38 43

From “Two Old Potatoes and Me,” pages 152-153

Expression

1 Does not read with feeling. 3 Reads with appropriate feeling for some content.

2 Reads with feeling, but does not match content. 4 Reads with appropriate feeling for all content.

Accuracy and Rate Formula

Use the formula to measure a reader’s accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T165 **PM3.7** **Unit 3** | Life in the Soil

Name _____ Date _____

Grammar: Reteach

Unusual Blooms

Grammar Rules Collective Nouns

- A complex sentence has an independent clause and one or more dependent clauses.
- The dependent clause begins with a conjunction.
- If the dependent clause comes first, put a comma after it.
- The conjunction makes a clear connection between ideas in the clauses.

When my pen pal sent me a pack of seeds, he told me to share them with friends.

I gave seeds to everyone until I had just a few for myself.

- Underline the independent clauses.
- Circle the dependent clauses.
- Box the conjunctions, and add a comma if it is needed.
- Write a final, complex sentence.

1. I planted my seeds in rich soil while the sun was still bright.
2. When daylight came each day, I watered the little round seeds.
3. Then shoots sprang up and grew until they were strong vines.
4. I went to my garden one night so I could see it by moonlight.
5. I was surprised because I saw flowers blooming in the night.
6. Answers will vary.

Tell a partner about an unusual plant you have seen, or make up a description of one. Use at least one complex sentence.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T141p **PM3.8** **Unit 3** | Life in the Soil

Grammar: Game

How Many?

Directions:

1. Play with a partner.
2. Use an eraser, paper clip, or other small object as a game piece.
3. Flip a coin to move:
Heads = 1 space forward Tails = 2 spaces forward
4. Read the noun aloud. Say the plural form and then spell it.
If your partner agrees that you are correct, stay on your new space. If you don't, go back one space.
5. Take turns. The first player to reach the END wins!

basket	waltz	wish	stream	miss	END
fox					
coach					
glass	field	sash	building	class	garden
					potato
					bench
BEGIN	farmer	bush	mountain	fox	plant

Grammar: Game

Toss and Spell

Directions:

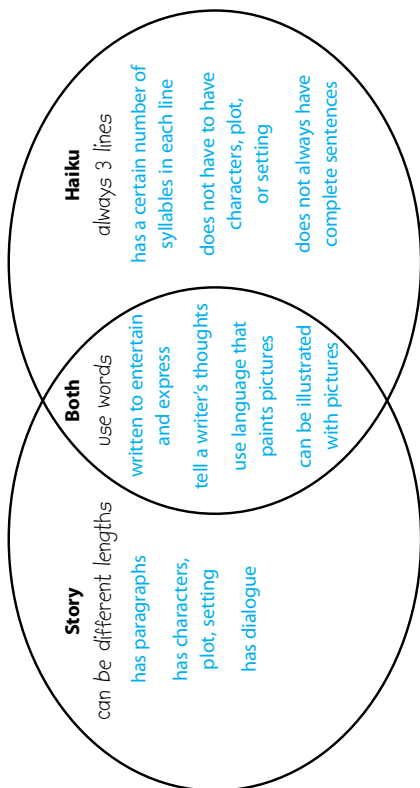
1. Play with a partner. Take turns tossing a game marker into one of the word squares.
2. Write the plural form of the noun on another paper. Check the spelling. If it is correct, write your initials in the square.
3. Each partner takes six turns. Then you each count all of the squares with your initials. Who has more?

berry	Friday	story
chimney	penny	family
cherry	valley	monkey
activity	turkey	dictionary

Venn Diagram

Compare Genres

Compare a story and a haiku.



Take turns with a partner. Ask each other questions about a story or haiku.

Grammar: Practice

Strange Garden Plants



Grammar Rules Plural Nouns

1. To make many nouns plural, add -s to the end.
sprout → sprouts
2. For nouns that end in *x*, *ch*, *sh*, *s*, *z* and sometimes *o*, add -es.
branch → branches fox → foxes
3. For nouns that end in a consonant plus *y*, change the *y* to *i* and add -es. For nouns that end with a vowel plus *y*, just add -s.
cherry → cherries boy → boys

Write the plural nouns.

My grandmother has a strange garden. She has boxes full of sprouts all over her deck. She has bunches of daisies growing in old boots, and lilies in coffee cans. Colored glasses make pretty vases. They line her windowsills. Vines curl around her garden swings and benches. She also made strange metal flowers. She stuck them in the ground between the bushes. Yes, her garden is odd. I love the days I spend there.

Pick two plural nouns from above and write new sentences. Read them to a partner.

Name _____ Date _____

Mark-Up Reading

Grandma's Potato Salad

by Joseph Heinerich

My grandmother's potato salad is the best I've ever eaten. Making it is easy!



1. First, choose four medium potatoes, such as fingerling potatoes. They look like stubby fingers but are very flavorful. Pick ones that fit tightly in your palm.
2. Next, wash and peel the potatoes. Have an adult help you with the peeler.
3. Place the potatoes in a saucepan full of water. Have an adult help you bring the water to a full, bubbling boil.
4. Turn down the heat and boil the potatoes gently for about 15 minutes. The potatoes should be soft but not mushy. You can test if they're done by gently piercing one with a fork. The meaty flesh should be tender.
5. Drain the hot water. Then fill the pan with cold water and set it on the kitchen counter to cool. Then have an adult help you cut the potatoes into quarters or cubes. Place them in a bowl.
6. Next, toss in one-half cup of diced onions and one-half cup of sweet pickle relish. Add one-half cup of creamy mayonnaise. Finally, mix everything together until the mayonnaise coats all the potatoes.

Explanation Step 1: These details describe how the potatoes should look, feel, and taste, and how to choose them.

Explanation Steps 3 & 4: These details describe the boiling water and how the cooked potatoes should feel.

Explanation Steps 5 & 6: These details explain how to cool and cut the potatoes. They also describe how the ingredients look and feel, and how to tell when the salad is done.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T173a–T173h

PM3.13

Unit 3 | Life in the Soil

Name _____ Date _____

Mark-Up Reading

Maria's Corn Chowder

by Maria Delgado

Fresh corn chowder is a snap to make. Here are the steps:



1. First, choose four ears of corn. When choosing corn, pull back the husk. The ears should feel firm and solid, and should have plump kernels packed closely together. This means that the kernels have a soft, sweet center.
2. Then melt two tablespoons of butter in a saucepan and blend in one tablespoon of olive oil.
3. Next, add one diced onion, two crushed garlic cloves, and two tablespoons of fresh thyme. Cook for about eight minutes until the vegetables become soft and fragrant. Dust these with one-fourth cup of flour and stir so the flour coats them.
4. Then pour in six cans of vegetable stock and two cups of heavy cream. Also add two peeled, diced baking potatoes.
5. Bring everything to a boil for about seven minutes. While the soup is boiling, have an adult help you cut the corn kernels off the cobs. Then check your boiling soup. The potatoes should be mushy. The broth should be thick and creamy.
6. Now toss in the kernels. Simmer for ten minutes until the corn is spongy. Serve and enjoy.

Explanation Steps 1 & 2: These details describe how the corn and butter should look and feel, and how to choose the best corn.

Explanation Steps 3 & 4: These details describe how the ingredients should look, feel, and smell, and tell when to add the flour and stock.

Explanation Steps 5 & 6: These details describe how the potatoes and broth look and feel, when to add the corn, and when the chowder is done.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T173a–T173h

PM3.14

Unit 3 | Life in the Soil

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of singular and plural count nouns
- correct use of punctuation

Editing and Proofreading Marks

^	Add.
↷	Take out.
^	Add comma.
^	Add period.

valleys
^
Joni and Wes Smith moved here from two valleys east to start a new farm. Ralph and Rita Lopez stopped by to welcome them. When they did, the Lopez^s were surprised by what they saw. Ralph asked, "How do you plow your fields with donkeys instead of tractors?" Wes explained, "We just like having animals instead of machines." The two families sat on benches in the garden. Rita saw baskets of fruits. "What are these berries?" she asked. "Those are actually tiny tomatoes," said Joni. bushes peppers
^
Then Ralph saw some bushes filled with bright orange peppers. "What kind of peppers are those?" he asked. "Very hot ones!" said Wes. Everyone laughed. When Ralph and Rita left, the Smiths handed them two boxes of the strange new foods.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T165p

PM3.15

Unit 3 | Life in the Soil

Name _____ Date _____

Grammar: Reteach

A Golden Crop

Circle the word that completes each sentence.

1. I just ate (bunchs/bunches) of popcorn as a snack.
2. Popcorn is only one of the corn (crops/crope) grown by farmers.
3. Many tasty (dishes/dishes) around the world are made with corn.
4. The United States ships corn to many (countries/countries).
5. We grow nearly half of the world's billions of (bushels/bushes).
6. Does it surprise you that about 80% of corn becomes (meales/meals) for animals like pigs and cows?
7. This country grows a lot of (potatos/potatoes) as well.
8. Many (families/families) enjoy vegetables with their meals.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T165p

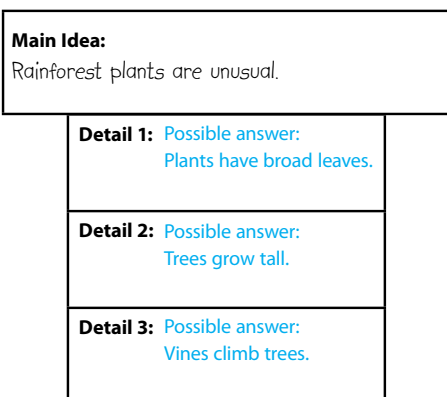
PM3.16

Unit 3 | Life in the Soil

Main Idea and Detail

Main Idea and Details Diagram

Fill in three details about what makes rainforest plants unusual.



Use your main idea and details diagram to talk to a partner about rainforest plants.

Grammar: Game

It's Special!

Directions:

1. Play with a partner. Cut apart the cards below. Place the cards face down and mix them up. Take turns turning over a card.
2. Write the plural form of the noun and use it in a sentence. Some have special forms, and some change spellings.
3. If your partner agrees, keep the card. If your partner disagrees, check the word in a dictionary. Keep the card if you were right. Put it back face down if not.
4. Play until all cards are taken. The player with more cards wins.

berry	Friday	story
chimney	penny	family
cherry	valley	monkey
activity	turkey	dictionary

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of count nouns with special forms
- use of noncount nouns

Editing and Proofreading Marks

^	Add.
↘	Take out.

Mr. and Mrs. Snow own a farm. They are looking at Web sites for vacation ideas. "I want a break from the cold weather," said Mr. Snow. "It is a chore to chop woods for the fireplace!"

"Plenty of sunshines are important for our vacation," agreed Mrs. Snow. "Let's go where heats from the sun are strong."

"There's a rainforest preserve in Puerto Rico," said one of their children, reading from the computer. "It's about 73 degrees all the time, and the forest has 240 kinds of trees. Look, it has an endangered parrot." She thought for a moment. "Oh no, my pet mice will be endangered if I leave!"

"All of our sheeps have to be taken care of and farm equipment need to be put away for the winter," Mrs. Snow said. "Two mans are doing those chores for us. I think they'll feed your pets."

Test-Taking Strategy Practice

Look for Important Words

Directions: Read each question about "A Protected Place." Choose the best answer.

Sample

- 1 Read page 192. What is the paragraph mainly about?
- A The biggest threat to forests is fire.
 - B People destroy animals' homes.
 - C Ewango works to solve problems.
 - Okapi Reserve still has problems today.

- 2 Why will the island be a good place for families to live?
- A Why is Okapi Reserve important?
 - B There was a war.
 - C Houses are made there.
 - It has a rich diversity of plants and animals.
- 3 Why are Pygmies called "walking dictionaries of nature?"
- A They walk to school.
 - They understand everything about the forest.
 - C The botanists gave them dictionaries.
 - D They carry dictionaries everywhere they go.

How did you use the test-taking strategy to answer the question?

Name _____ Date _____

Main Idea and Details

"A Protected Place"

Make a main idea and details diagram for "A Protected Place."

Main Idea:

The Okapi Reserve is an amazing place, full of amazing plants.

Supporting Detail: Plant life fills the forest. From top to bottom, it is a tangle of roots, branches, and leaves.

Supporting Detail: There are hundreds of native species of plants in the reserve.

Supporting Detail: The reserve protects the rich diversity of plants and animals.

Supporting Detail: Many animals that live in the reserve rely on the plants for food.

Supporting Detail: People who make their home in the reserve rely on the plants for food, shelter, and clothing.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T194a

PM3.21

Unit 3 | Life in the Soil

Name _____ Date _____

Fluency Practice

"A Protected Place"

Use this passage to practice reading with proper phrasing.

They understand everything about the forest, and they rely on it 11
for food, shelter, and clothing. 16
Mbuti Pygmies travel from place to place to hunt and fish. 27
They don't just catch game, though. 33
They also collect insects, seeds, fruit, and honey to eat. 43

From "A Protected Place," pages 188-189

Phrasing

- 1 Consistent pauses that match appropriate phrasing. 3 Occasional pauses that match appropriate phrasing.
 2 Frequent pauses that match appropriate phrasing. 4 Rare pauses at appropriate points in text.

Accuracy and Rate Formula

Use the formula to measure a reader's accuracy and rate while reading aloud.

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T195

PM3.22

Unit 3 | Life in the Soil

Name _____ Date _____

Grammar: Reteach

A Day at the Park

Grammar Rules Count and Noncount Nouns

Some count nouns use special forms to show the plural.	A man laughs. My foot stomps. My tooth aches.	The men laugh. My feet stomp. My teeth ache.
Some count nouns use the same form for singular and plural.	A sheep grazes. A fish swims. A moose rests.	The sheep graze. The fish swim. All moose rest.
Noncount nouns have only one form .	equipment wood	mail corn

Circle the word that completes each sentence.

- Two (deer/ deers) ran along the fence and among the trees.
- All of the (women/ womans) pointed to the running animals.
- The (childs /children) laughed with delight at the animals.
- The people sat in the (sunshines /sunshine) and waited quietly.
- They enjoyed the pleasant (heat/ heats) of the afternoon.
- Everyone thought it would be (funs /fun) if the deer returned.
- A few people talked about bringing (corns /corn) to feed them.
- They hoped (mice/ mouses) wouldn't eat what they brought.
- Soon (men/ mans) returned from fishing nearby.
- Families would have a lot of (trouts /trout) for their dinners!

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T245n

PM3.23

Unit 3 | Life in the Soil

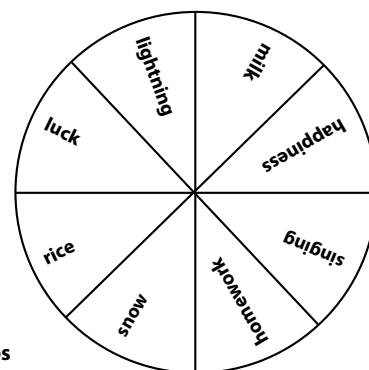
Grammar: Game

Take a Spin with Your Wheel

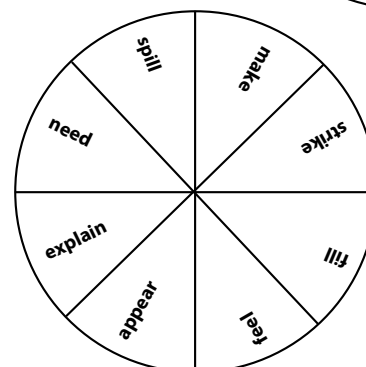
Rules

- One partner spins for a noun. The other partner spins for a verb.
- Partners work together to write a sentence using the correct form of each word.
- Spin for a new verb if you can't form a sentence.
- Take turns spinning for nouns and verbs until you have written 5 sentences.

Noncount Nouns



Verbs



Make a Spinner

- Put a paper clip in the center of the circle.
- Put the point of a pencil through the opening of the paper clip at the center of the circle.
- Spin the paper clip to choose a verb.
- Use the same steps to choose a noun.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T195m

PM3.24

Unit 3 | Life in the Soil

Grammar: Game

What Is It?

Directions:

1. Flip a coin. For heads, move ahead 2 squares. For tails, move ahead 1 square.
2. Name the noncount noun that is defined in the square.
3. Use the word in a sentence. If your group agrees that you chose the right word and used it correctly, give yourself one point. If you are incorrect, go back one square.
3. Players take turns moving the game piece. Continue playing until you reach the end. The player with the most points wins.

START			END		
a rumbling in the sky	mail	corn	You want this to be good, not bad		
a flash in the sky	a feeling of joy	water	thunder	breathe it in and out	for ears to enjoy
music	a leafy green vegetable	luck	sand	assigned by a teacher	lightning
homework	a game with a black + white ball	sunshine	soccer	a type of message	lettuce
air	grains on a shore	yellow veggie	a drink for thirst	warm rays	happiness

Comparison Chart

Compare Text Features

Compare "A Protected Place" and "Rosie's Reports."

"A Protected Place"	"Rosie's Reports"
Feature: Captions Example: An okapi runs through the woods.	Feature: Captions Example: A worker gets ready to wrap a bundle of leaves.
	Feature: Date line Example: Date: November 8
Feature: Facts Example: The Okapi Reserve was created in 1992.	Feature: Facts Example: The next step is to prepare 1,536 bundles of leaves.
Feature: Headings Example: A Leafy Home	Feature: Headings Example: Collecting Leaves
Feature: Longer selection	Feature: Shorter entries

Take turns with a partner. Ask each other questions about the blog and the article.

Grammar: Practice

The Make-It-Plural Game

Plural Nouns More Plural Nouns

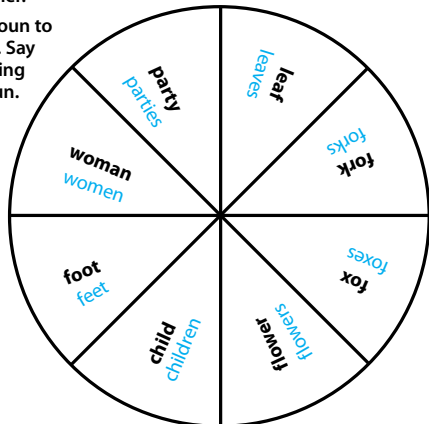
Add -s or -es to make most nouns plural:

plant → plants box → boxes baby → babies

For a few nouns, use special forms to show the plural:

leaf → leaves foot → feet man → men
woman → women child → children

1. Play with a partner.
2. Spin the spinner.
3. Change the noun to a plural noun. Say a sentence using the plural noun.



Make a Spinner

1. Push a brad through the center of the spinner.
2. Open the brad on the back.
3. Hook a paper clip over the brad on the front to make a spinner.

Mark-Up Reading

Let's Protect the Okapi Reserve!

by Emeka Obadina

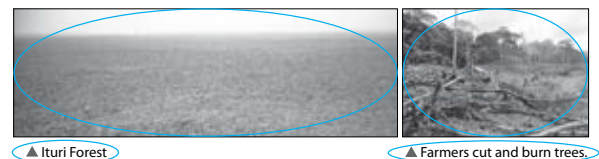
Thousands of animals roam freely in the Okapi Wildlife Reserve in the Ituri Forest. But this important reserve is in danger. Find out how to protect it!

1. Learn More About the Reserve

The more you learn, the more you can do to help protect the reserve. More than 1,500 species of plants and animals live only in the Ituri Forest. The Okapi Wildlife Reserve protects many of these threatened plants and animals, including the okapi. Follow this Web link to learn more about this unique animal and its home: [Okapi Video: "Rare Breed"](#).

2. Understand the Problems

Some methods of local farmers harm the reserve. Farmers clear land by cutting down and burning the rainforest. This damages the soil. After a few years, the soil becomes unusable, and farmers must move on to new parts of the forest. Unfortunately, when a part of the forest is destroyed, it can never grow back!



Explanation: The title gives the reader an idea of what the article is about, and the byline shows who wrote it. The numbered headings list steps in the process. The Web link takes the reader to a new Web page. The photos show ideas described in the text. The captions help connect the photos to the text.

Name _____ Date _____

Mark-Up Reading

Let's Protect the Okapi Reserve! (continued)

3. Learn About the Okapi Conservation Project (OCP)

The Okapi Conservation Project works with local communities. It focuses on young people, who may grow up to become farmers and scientists. The OCP shares easy ways to protect the rainforest.



The OCP also provides jobs to local people as guards. The guards have the toughest job. They have to protect animals from illegal hunting. They also have to stop people from cutting down trees and harming the forest. The guards help show their communities how to protect the reserve.

4. Raise Awareness

Spread the news about what you learned.

- Talk to others about the reserve and OCP's tireless efforts to protect it.
- Work with your school to hold a fundraiser. Make informative and colorful posters for the event.
- E-mail organizations, such as OCP, to ask how you and your school can help.

Explanation: The word "(continued)" signals that this is more of the article. The map shows a location described in the text. The bulleted list shows specific things the author wants readers to do.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE pp. T201a–T201h

PM3.29

Unit 3 | Life in the Soil

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

Choose the Editing and Proofreading Marks you need to correct the passage. Look for the following:

- correct use of noncount nouns
- correct use of plural nouns

Editing and Proofreading Marks

^	Add.
↗	Take out.
^	Add comma.
^	Add period.

I am the tallest living animal. When I was born, I was six ^{feet} ~~feet~~ tall. As an adult, I am about 14 to 18 ^{feet} ~~feet~~ tall with a very long neck. I have a creamy coat with brown or black ^{splotches} ~~splotch~~. What am I? [?] ~~!~~

I am a giraffe! Giraffes share the dry land with elephants, lions, zebras, and antelopes—but not with ^{sheeps} ~~sheep~~ or ^{deers} ~~deer~~. There ^{isn't} ~~are~~ a lot of ^{waters} ~~water~~ here, but we can go a long time without drinking. We eat ^{grasses} ~~grass~~, ^{fruits} ~~fruit~~, shrubs, and a lot of juicy leaves from acacia trees. We don't need any ^{helps} ~~help~~ from a ladder to get leaves on top! Acacias have long ^{thorns} ~~thorn~~ on them, but we have longer ^{tongues} ~~tongue~~. Our tongues are 18 ^{inches} ~~inch~~ long. Thorns don't stop us! We have heavy ^{bodies} ~~body~~ that weigh from 1,500 to 3,000 ^{pounds} ~~pound~~. Even so, we can run as fast as 30-35 miles per hour!

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T195n

PM3.30

Unit 3 | Life in the Soil

Name _____ Date _____

Grammar: Reteach

Meals for Good Health

Grammar Rules Plural Nouns

Count Nouns

- Add -s or -es to make most nouns plural.
- Change y to i and add -es when a consonant comes before the y.
- For a few nouns, use special forms to show the plural.

vegetable → vegetables
dish → dishes
tomato → tomatoes

strawberry → strawberries

tooth → teeth

Noncount Nouns

- Use the same form to name "one" and "more than one."

water → water
lettuce → lettuce

Write the correct form of the noun to complete each sentence.

1. Many families (family) were at the restaurant when we arrived.
2. Two giggling children (child) were being put into highchairs.
3. The chef had planned several yummy recipes (recipe).
4. We heard many echoes (echo) of her voice in the kitchen.
5. The kitchen sounded busy as they made many lunches (lunch).

Tell about food you like to fix. Use at least two plural count nouns and one noncount noun.

© National Geographic Learning, a part of Cengage Learning, Inc. For use with TE p. T195n

PM3.31

Unit 3 | Life in the Soil

Small Group Reading



Small Group Reading Time

TEACHER

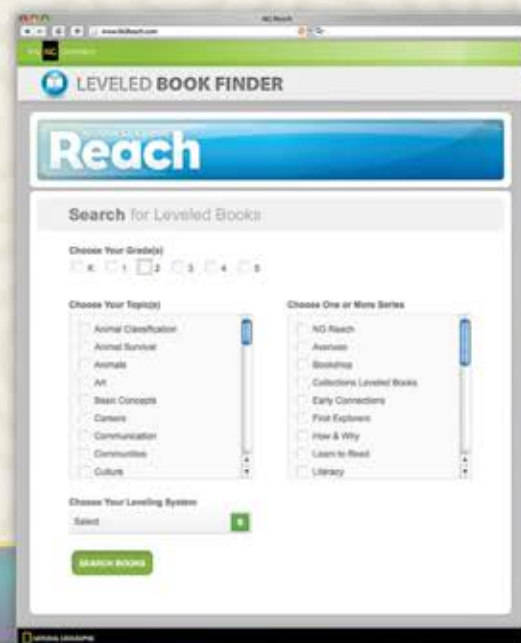
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

STUDENTS

- Read and Discuss Books
- Extend Content Knowledge
- Apply Reading Skills
- Connect and Compare Texts
- Demonstrate Comprehension

Contents

	Page
Books at a Glance	SG1
Reading Routines	SG2
Teaching Resources	SG4
Small Group Reading Practice Masters	SG28
Small Group Reading Assessment Masters	SG56
Independent Reading	SG68



Go to NGReach.com for the Leveled Book Finder.

Books at a Glance

LEXILE KEY

BL Below Level = 250L–400L

OL On Level = 550L–700L

BL Below Level = 400L–550L

AL Above Level = 700L–850L

		Level* & Title	Author	Content Connection	Pages
Week 1 Growing Plants	DAY 1	Explorer Books, <i>Serious Survivors</i> BL Pioneer Edition OL Pathfinder Edition	Susan Halko	Plant Survival Strategies	SG4–SG5
	DAYS 2–5	BL <i>The Ugly Vegetables</i>	Grace Lin	Family Gardens	SG6, SG8
		BL <i>City Green</i>	DyAnne DiSalvo-Ryan	Urban Gardens	SG6, SG8
		OL <i>The Garden of Happiness</i>	Erika Tamar	Urban Gardens	SG7, SG9
		AL <i>Wanda’s Roses</i>	Pat Brisson	Community Gardens	SG7, SG9
Week 2 Agriculture and Crops	DAY 1	Explorer Books, <i>Sweet Harvest</i> BL Pioneer Edition OL Pathfinder Edition	Dana Jensen and Adele Conover	Chocolate	SG10–SG11
	DAYS 2–5	BL <i>Tops and Bottoms</i>	Janet Stevens	Vegetables	SG12, SG14
		BL <i>One Green Apple</i>	Eve Bunting	Apples	SG12, SG14
		OL <i>Hopes and Dreams: A Story from Northern Thailand</i>	Jean Bennett	Rice	SG13, SG15
		AL <i>The Good Garden</i>	Katie Smith Milway	Agricultural Techniques	SG13, SG15
Week 3 Plant Diversity	DAY 1	Explorer Books, <i>Piggyback Plants</i> BL Pioneer Edition OL Pathfinder Edition	Rebecca L. Johnson	Rain Forest Plants	SG16–SG17
	DAYS 2–5	BL <i>Cactuses</i>	Lesley Pether	Desert Plants	SG18, SG20
		BL <i>A World of Plants</i>	Kate Boehm Jerome	Desert Plants	SG18, SG20
		OL <i>Tropical Rain Forests: Plants in Their Habitats</i>	Tracey Reeder	Rain Forest Plants	SG19, SG21
		AL <i>Temperate Forests: Plants in Their Habitats</i>	Tracey Reeder	Forests	SG19, SG21
Week 4 Plant Products	DAY 1	Explorer Books, <i>The Fantastic Forest</i> BL Pioneer Edition OL Pathfinder Edition	Susan E. Goodman	Forestry	SG22–SG23
	DAYS 2–5	BL <i>Big Red Tomatoes</i>	Pamela Graham	Agriculture	SG24, SG26
		BL <i>From Tree to Me</i>	Andrew Einspruch	Manufacturing	SG24, SG26
		OL <i>Rice</i>	Marianne Morrison	Agriculture	SG25, SG27
		AL <i>Plant Power</i>	Kate Boehm Jerome	Agriculture and Manufacturing	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 3 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 2 Assessment Masters:
SG2.29–SG2.32

Unit 3 Practice Masters: SG3.1–SG3.28

Unit 3 Assessment Masters:
SG3.29–SG3.32

TECHNOLOGY

My Vocabulary Notebook

WEEK 1 Fiction



WEEK 2 Fiction



WEEK 3 Nonfiction



WEEK 4 Nonfiction



Introduce

Assign books. Use the summaries of the books in the Teaching Resources for an overview of content. Analyze the Unit 2 **Assessment Masters** and your conference notes to assign books according to students' interests and reading levels.

Introduce books. Activate prior knowledge and build background for the books, using the Teaching Resources. Remind students that all of the books connect to the Big Question: *What is so amazing about plants?*

Introduce vocabulary. Use **Vocabulary Routine 1** to teach the story words for each book.

1. **Display** the words for each book.
2. **Pronounce** each word.
3. Have students **rate** each word, holding up their fingers to show how well they know the word (1 = very well; 2 = a little; 3 = not at all). Ask: *What do you know about this word?*
4. Have students **define** each word, using the Story Words **Practice Masters**, for example: *To collect means to bring things together.*
5. Relate each word to students' knowledge and experience. *We collect leaves and hang them in our classroom.* Have students work in pairs to **elaborate**.
6. Have students **record** each word in **My Vocabulary Notebook**.

For **Vocabulary Routine 1**, see page BP46.

Read and Integrate Ideas

Have students read independently. Circulate to observe students as they read. Ask individuals to read sections aloud. Note any miscues as they read, and encourage students to self-correct. Model by asking questions like: *Did that make sense in the sentence? You said _____. Does that sound right?*

Monitor students' understanding. As students read, have them complete the Graphic Organizer **Practice Master** for their books. Prompt them to show you where in the books they gathered the information to complete their organizers.

Form homogeneous discussion groups. Group students who have read the same book. Distribute the Discussion Guide **Practice Master** for that book to each group member.

Monitor group discussions. Have students discuss the book they read, using the questions on the Discussion Guide. Use the build comprehension questions in the Teaching Resources to develop higher-order thinking skills. See the Discussion Guide Answer Keys on pages SG60–SG67.

Provide writing options. Have each student complete one of the writing options from the Teaching Resources. Encourage students to share their writing with their group.

BEFORE READING

Name _____ Date _____

Academic Vocabulary

Story Words

The Ugly Vegetables

except (ih-cept) preposition
Except means apart from. Everyone in my family **except** my sister loves carrots.

interested (ih-trih-uhd) adjective
When you are **interested** in something, you want to find out more about it. I'm **interested** in seeing my pen pal for the first time.

scent (sents) noun
A **scent** is a smell. The **scent** of roses like the kitchen.

special (ih-spee-uhl) adjective
Something **special** is different, often in a good way. My first date was **special** because it was my first date.

tough (tu) adjective
Something **tough** is hard to chew or cut. The chicken was **tough** but the potatoes were delicious.

The Garden of Happiness

droop (dreep) verb
To **droop** means to hang down. The flowers in the garden **drooped** after the rain.

inhale (ih-hayl) verb
To **inhale** means to breathe in. When my mom baked, I liked to **inhale** the yummy smells in the kitchen.

measure (meezh-ur) verb
When you **measure** something, you find its size. I used to **measure** how tall I was every year.

notice (nuh-tye) verb
To **notice** something means to see it. I **noticed** her new necklace when she came.

tumble (huhm-bul) verb
To **tumble** means to fall suddenly. The tower of blocks **tumbled** when I pushed it.

City Green

excitement (ih-eks-uh-mint) noun
Excitement is when you have and show very strong, happy feelings. I could hardly wait for my first roller coaster ride.

lot (lah) noun
A **lot** is a piece of land. Our team is going to build a garden on a **lot**.

program (pruh-gram) noun
A **program** is a plan of what will be done. Our school has a **program** to help students learn to read.

property (pruh-uh-tee) noun
A **property** is land that someone owns. Our school **property** is very beautiful.

sprout (spruh) verb
To **sprout** means to begin to grow. After you plant them, your seeds will **sprout** and grow.

Wanda's Roses

decide (ih-deed) verb
When you **decide**, you make a choice. We **decide** to always go to the library every week.

disappointed (ih-dih-spay-uhnt) adjective
When you feel **disappointed**, something did not turn out the way you wanted it to. I was **disappointed** that I didn't get my new game.

doubtfully (dub-uh-fool-ee) adverb
If you do something **doubtfully**, you show that you are not sure about it. My brother did **doubtfully** to finish his homework because he didn't really want to.

notice (nuh-tye) verb
To **notice** something means to see it. My cousin **noticed** that I was nervous when I went to the concert.

thoroughly (thuh-uh-lee) adverb
If you do something **thoroughly**, you do it all the way or completely. We **thoroughly** searched the forest before going away for vacation.

SG3.1 Unit 3 | Life in the Soil

AFTER READING

Speaking and Listening Observation Log

Unit 3	1	2	3	4	5	6	7	8	9	10	11	12
Student Name												

At your meeting, students use their speaking and listening skills to share information about their book with their group. Observe and record their speaking and listening skills.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participates in discussions, listening to others' ideas and expressing one's own ideas clearly.

2. Analyzes a topic or issue, breaking it down into parts and explaining how these parts relate to the whole and to one another.

3. Draws on what one knows from prior experiences and inquiries to make a prediction about a topic and to identify a question to guide further investigation.

4. Compares and contrasts one's ideas and the ideas of others to identify areas of agreement and disagreement and to express a position on the issue.

5. Listens to others' ideas and builds on them, expressing how one's ideas were influenced or shaped by others' input.

6. Expresses a point of view and supports it with relevant data, evidence, and reasoning.

7. Draws on what one knows from prior experiences and inquiries to make a prediction about a topic and to identify a question to guide further investigation.

8. Expresses a point of view and supports it with relevant data, evidence, and reasoning.

9. Analyzes a topic or issue, breaking it down into parts and explaining how these parts relate to the whole and to one another.

10. Compares and contrasts one's ideas and the ideas of others to identify areas of agreement and disagreement and to express a position on the issue.

11. Listens to others' ideas and builds on them, expressing how one's ideas were influenced or shaped by others' input.

12. Draws on what one knows from prior experiences and inquiries to make a prediction about a topic and to identify a question to guide further investigation.

SG3.29 Unit 3 | Life in the Soil

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

Reading Strategy Assessment Unit 3

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

Ask: **What did you do while you were reading?**
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

Reading Strategy Rubrics		
Plan and Monitor 4 3 2 1	Ask Questions 4 3 2 1	Make Inferences (Unit Focus) 4 3 2 1
4 What did you do before you started reading the book? When you were reading, did you go back and reread any part of the book for better understanding? When you didn't understand, what did you do? How did the meaning become clear to you?	4 What questions did you have while you were reading? What did you ask about the questions? Can you tell me some examples of these kinds of questions and what you learned?	4 Can you tell or figure out something in the book that was not stated directly? When there is a clue in the book that helped you figure the clue out? What did you already know about these things that helped you make the inference?
4 Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and clarifies confusion. Can provide relevant examples related to the book, occasionally.	4 Asks relevant questions and monitors answers to clarify confusion or understand the text.	4 Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.
3 Sometimes previews text and makes and confirms predictions. Monitors when comprehension breaks down, but does not attempt to clarify text.	3 Asks relevant questions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	3 Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inferences were made.
2 Does not preview or make predictions to set a purpose or to monitor comprehension or clarify meaning.	2 Does not ask questions or asks irrelevant questions.	2 Makes inferences that are inaccurate or unsubstantiated.
1 Does not attempt to make inferences.		

SG3.30 Unit 3 | Life in the Soil

NGReach.com Practice Masters
SG3.1, SG3.8, SG3.15, SG3.22

NGReach.com
Assessment Master SG3.29

NGReach.com
Assessment Masters SG3.30–SG3.32

Connect Across Texts 

Form heterogeneous groups. Group students who have read different books. Include at least one representative for each book read that week.

Introduce the activity. Distribute the Connect Across Texts **Practice Master** for the week. Explain to each group that they will share the books they read, talk about their themes, and discuss what the books say about plant life.

Have students summarize. Ask students to summarize the books they just read, including new story words that helped them understand the themes and content. Have them refer to their graphic organizers as they share their books with the group.

Have students connect across texts. Have groups use the questions provided on the Connect Across Texts **Practice Masters** to guide discussions. See the Discussion Guide Answer Keys for possible responses.

Monitor groups. Use Unit 3 Speaking and Listening Observation Log **Assessment Master SG3.29** to assess students' participation in discussions.

Conduct Conferences 

Assess reading. Have each student select and read aloud from a section of the book that connects to the Big Question. Listen for fluency. Ask: *Which strategies did you use to help you understand this section?* Use the reading strategy rubrics on **Assessment Masters SG3.30–SG3.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG3.32**.

Assess writing. Have the student share a completed writing option. Say: *Tell me about what you wrote.* Monitor responses to gauge how well the writing relates to the book. Ask: *How did your writing help you understand the book?*

Plan intervention or acceleration. Ask the student to summarize what he or she has learned. Plan for further instruction:

- If the student needs additional support with making inferences, identifying sequence, evaluating sensory details, explaining main idea and details, or using text features, use the Assessment and Reteaching resources provided on pages RT3.1–RT3.13.
- If the student successfully applies the focus skills, use the Recommended Books on page SG68 to guide the student in choosing books for independent reading.

OBJECTIVES

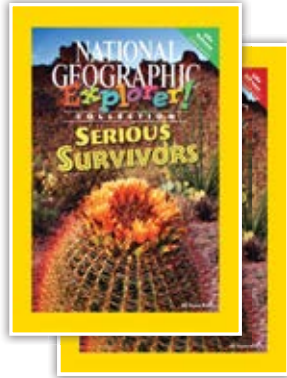
Thematic Connection: Growing Plants

Read and Comprehend Informational Text

Identify Supporting Details

Serious Survivors by Susan Halko

Summary *Serious Survivors* describes ways plants survive attacks from animals and insects, and how plants pollinate, or reproduce. In “Serious Survivors,” author Susan Halko explains that some plants use mechanical defenses, or physical features such as spines, to keep enemies away. Some plants mimic, or copy, the look of other things. For example, the pebble plant disguises itself as a pebble. Some plants, like the foxglove, use chemical defenses to survive. They produce toxins that harm attackers or kill them. Still other ways that plants survive include capturing and eating insects or sending out chemicals that alert insects to rescue them from invaders. The author also presents the life cycle of a plant. In “Sneaky Plants,” students discover that plants get their pollen to other plants through mimicry. Some plants use odors that we would consider delicious or disgusting to attract insects that help them reproduce.



Activate Prior Knowledge Display the front cover and ask: *Would you want to touch this plant? Why or why not?* (Possible response: No. The spines on the plant would hurt my fingers.)

Build Background Explain that plants have amazing ways to survive enemy attacks. Some plants have spines that hurt attackers. Some give off nasty chemicals to keep enemies away. Then use page 7 to describe a plant’s life cycle. Have volunteers point to each picture and describe it.

PROGRAM RESOURCES

PRINT ONLY

Serious Survivors, Pioneer Edition

Serious Survivors, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain How Key Details Support the Main Idea CC.3.Rinf.2

Read and Comprehend Informational Text CC.3.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.3.L.6

Mini Lesson

Identify Supporting Details

Explain: *Authors provide details, such as facts and examples, to support main ideas, or show that they are true.* Point out that good readers can explain how details support a main idea in text.

Read aloud the following text from page 4 of the Pioneer Edition of *Serious Survivors* as students listen.

Beware of Thorns

Some plants warn plant eaters not to attack. They use mechanical defenses. These are parts of the plant that help protect the plant.

The holly plant has spines on its leaves. The spines can make it hard for insects to eat the plant.

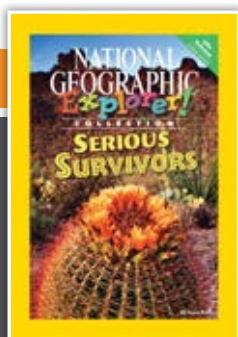
Text from Pioneer Edition

Then, think aloud to model how to identify key details and explain how they support the main idea of the text: *The main idea, stated in the first paragraph, is that some plants use mechanical defenses to warn plant eaters not to attack. The second paragraph gives details that support, or explain, this main idea. The key details are:*

- *The holly plant has spines on its leaves.*
- *The spines can make it hard for insects to eat the plant.*

Have students explain how the details identified above support the main idea in the text. (Possible response: The holly plant is an example of a plant that uses a mechanical defense to warn plant eaters not to attack. The details explain that the leaves of the holly plant have spines and that these spines make it difficult for insects to eat the plant.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Plant Survival Strategies

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

chemical defense *life cycle* *mechanical defense* *mimic* *toxin*

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** Name some ways plants defend themselves. (Possible response: Plants mimic other things, have parts that hurt their enemies, or give off chemicals.)
- Contrast** What is the difference between a mechanical defense and a chemical defense? (If a plant has a mechanical defense, plant parts such as thorns protect it. If it has a chemical defense, it has chemicals that protect it.)
- Identify Supporting Details** How do ants help protect an acacia tree? (Ants live inside the thorns of the tree. When plant eaters try to eat the plant, the ants sting them.)
- Explain** How does mimicry help keep a plant safe? (Some plants, such as the pebble plant, look like something else, so an animal just passes over it. The passionflower mimics butterfly eggs. Butterflies avoid it, thinking there are eggs on the leaves.)
- Describe** How does mimicry help a plant attract pollinators? (A plant, such as the mirror orchid, looks like a particular insect. An insect is tricked into landing on the plant when looking for a mate. When it flies away, it carries the pollen to another flower.)

OL ON LEVEL 750L



PATHFINDER EDITION

Lexile: 750L | GR: R

Content Connection: Plant Survival Strategies

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

chemical defense *life cycle* *mechanical defense* *mimic* *toxin*

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What is an example of a plant’s mechanical defense? (Possible response: Sharp thorns on the stem of some raspberry plants protect them.)
- Details** What is an example of a plant’s chemical defense? (Possible response: Persimmon trees make a chemical that causes its fruit to taste bitter.)
- Identify Supporting Details** How do ants help protect an acacia tree? (Ants live inside the thorns of the tree. When plant eaters try to eat the plant, the ants sting them.)
- Explain** How does mimicry help save a plant from animal attacks? (Plants like the pebble plant look like something else, so animals pass over them. The passionflower mimics butterfly eggs. Butterflies avoid it, thinking there are eggs on the leaves.)
- Describe** How does mimicry help a plant attract pollinators? (A plant, such as the mirror orchid, looks like a particular insect. The insect is tricked into landing on the plant when looking for a mate. When the insect flies away, it carries the plant’s pollen to another flower.)

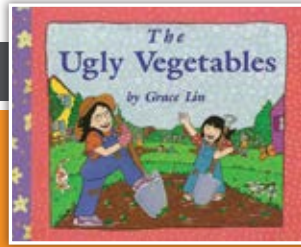
Check & Reteach

OBJECTIVE: Identify Supporting Details

Have partners identify key details in “Bad Smells” (Pioneer) / “Disgusting Smells” (Pathfinder) on page 11 and explain how they support the main idea that some plants use a strong odor to attract pollinators. (Details: Flies and beetles can’t resist the skunk cabbage’s bad smell; they go from flower to flower; this spreads pollen. These details explain why some plants have a bad smell.)

For students who cannot identify key details, reteach with “Calling for Help” on page 6. Say: *The main idea is that some plants call for help when attacked. What details support, or explain, this idea?* Make a class list to record details. (When caterpillars chew on a cotton plant, it gives off chemicals that attract wasps; wasps lay eggs; the eggs hatch; they eat the caterpillars.) Guide students as they explain how the details support the main idea. (Possible response: The details explain how the cotton plant calls wasps for help when it is attacked by caterpillars.)

BL BELOW LEVEL 390L



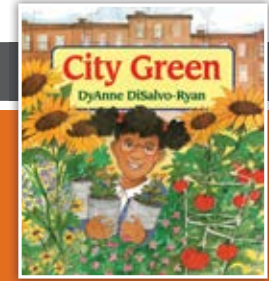
The Ugly Vegetables

by Grace Lin

Content Connection:
Family Gardens

Realistic Fiction | Pages: 32 | Lexile: 390L | GR: L

BL BELOW LEVEL AD480L



City Green

by DyAnne DiSalvo-Ryan

Content Connection:
Urban Gardens

Realistic Fiction | Pages: 32 | Lexile: AD480L | GR: M

OBJECTIVES

Thematic Connection: Growing Plants

Read and Comprehend Literature

- Make Inferences
- Sequence

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.3, page SG30
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Chinese Vegetables

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–16
- DAY 3 Read pages 17–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary A young girl helps her mother care for a garden and wonders why her neighbors' gardens are so different. Her mother explains that they are growing Chinese vegetables instead of flowers. The girl is disappointed when the neighbors' gardens bloom with beautiful flowers and hers grows ugly vegetables. But then her mother makes soup from the Chinese vegetables, and the neighbors come to share the delicious treat. The next year, everyone changes their gardens a little: the girl's mother plants some flowers with the vegetables, and the neighbors plant some Chinese vegetables with their flowers.

Activate Prior Knowledge Ask: *What types of plants could you grow in a garden?* (Possible responses: beans, tomatoes, flowers)

Build Background Display photos of Chinese vegetables from the **Digital Library**. Explain that every country grows different kinds of plants. When people move to a new country, they sometimes grow plants from their original home.

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- | | | |
|--------------------------|-----------------------------|------------------------|
| <i>except</i> , page 13 | <i>interested</i> , page 26 | <i>scent</i> , page 22 |
| <i>special</i> , page 26 | <i>tough</i> , page 19 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.4, page SG31
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Community Garden

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary When an unsafe building is torn down in Marcy's neighborhood, the vacant lot makes the block look "like a smile with one tooth missing." Marcy and Miss Rosa get the idea to turn the lot into a community garden, and they get permission from the city. Everyone in the neighborhood pitches in, except for Old Man Hammer, who is always cranky. But one night, Marcy sees Old Man Hammer secretly plant some seeds in the garden. When summer comes, the garden brings joy to the whole neighborhood, including Mr. Hammer, whose seeds grow into beautiful sunflowers.

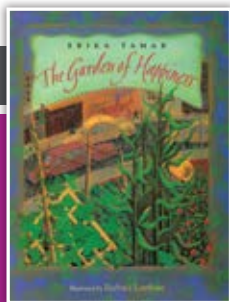
Activate Prior Knowledge Ask: *Where might you see plants in a city?* (Possible responses: park, garden, sidewalk, lawn)

Build Background Display the photo of a community garden from the **Digital Library**. Say: *A community garden is a garden shared by everyone in a neighborhood. The city lets people use the land for a garden, and many neighbors help to care for the plants.*

Story Words Use **Practice Master SG3.1** to extend vocabulary.

- | | | |
|-----------------------------|-------------------------|--------------------------|
| <i>excitement</i> , page 21 | <i>lot</i> , page 3 | <i>program</i> , page 11 |
| <i>property</i> , page 8 | <i>sprout</i> , page 23 | |

OL ON LEVEL 590L



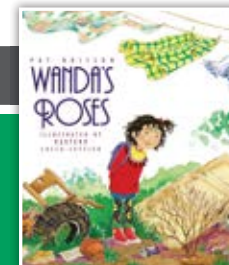
The Garden of Happiness

by Erika Tamar

Content Connection:
Urban Gardens

Realistic Fiction | Pages: 32 | Lexile: 590L | GR: O

AL ABOVE LEVEL AD740L



Wanda's Roses

by Pat Brisson

Content Connection:
Community Gardens

Realistic Fiction | Pages: 32 | Lexile: AD740L | GR: R

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.4.Rlit.10
Relate Ideas: Sequence	CC.3.Rinf.3
Summarize	CC.3.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
--------------------------------------	-------------

Language and Vocabulary

Acquire and Use Academic Words	CC.3.L.6
--------------------------------	----------

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.5, page SG32
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Community Garden

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–9
- DAY 3 Read pages 10–24
- DAY 4 Read pages 25–32 and discuss
- DAY 5 Connect across texts

Summary Marisol and her neighbors clean an empty lot to begin a community garden. Marisol plants a single seed, which grows into a giant sunflower. All summer, people smile at Marisol's plant. When fall comes, she is very sad when the plant dies, but she collects the seeds to grow next year. Her neighbors cheer her up by painting a sunflower mural that will stay bright all winter.

Activate Prior Knowledge Ask: *When did you see a plant growing? How long did it take? What did it look like, at first?*

Build Background Display photo of a community garden from the **Digital Library**. Say: *A community garden is a garden shared by everyone in a neighborhood. The city lets people use the land for a garden, and many neighbors help to care for the plants.*

Story Words Use **Practice Master SG3.1** to extend vocabulary.

droop, page 27	inhale, page 7	measure, page 1
notice, page 8	tumble, page 27	

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.1, page SG28
- Practice Master SG3.2, page SG29
- Practice Master SG3.6, page SG33
- Practice Master SG3.7, page SG34

TECHNOLOGY ONLY

Digital Library: Rose Bush

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–10
- DAY 3 Read pages 11–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary Wanda sees a bare and thorny bush growing in an empty lot, and she thinks it is a rose. She starts to care for the bush and learn about roses, even though her neighbors who see the bush tell her it is not a rose. Finally, Wanda invites the whole neighborhood for tea at her rose garden. Since her bush is not blooming, she makes paper roses to tie to the plant. When her neighbors arrive, they bring Wanda real rose bushes for the garden.

Activate Prior Knowledge Ask: *When have you seen a rose? What did it look and feel like?* (Possible responses: red, pink, or yellow; thorny stems; soft petals)

Build Background Display the photo of a rose bush from the **Digital Library**. Say: *Rose bushes have thorns, but not all bushes that have thorns are roses.*

Story Words Use **Practice Master SG3.1** to extend vocabulary.

decide, page 6	disappointed, page 16	doubtfully, page 19
notice, page 4	thoroughly, page 28	

BL BELOW LEVEL 390L

The Ugly Vegetables

by Grace Lin

Build Comprehension

- **Make Comparisons** *What differences does the girl notice between her garden and her neighbors' gardens, or how they garden?* (Possible responses: The neighbors use small shovels; the girl's family uses large ones. Her neighbors water with cans; the girl's family uses a hose. Her neighbors grow flowers; the girl's family grows vegetables.)
- **Draw Conclusions** *How does the girl change her mind about the ugly vegetables?* (At first, she thinks they are ugly and wishes her garden had beautiful flowers like her neighbors. Then she tastes the vegetables and realizes that they are wonderful.)

Writing Options

- **Interview Questions** Ask students what they would like to ask the girl or her mother about their garden. Remind students to use a variety of question words, such as *who, what, where, when, why, and how.*
- **Dialogue** How might the girl describe her garden to someone who is visiting in the summer? Have students write a dialogue between the girl and the visitor.
- **Journal Entry** Invite students to write about a food they enjoy as much Ugly Vegetable Soup and tell what is in it.

BL BELOW LEVEL AD480L

City Green

by DyAnne DiSalvo-Ryan

Build Comprehension

- **Goal and Outcome** *What is Marcy's goal?* (She wants to turn the empty lot into a community garden.) *How does she reach her goal?* (With the help of her neighbors, Marcy's garden becomes a success.)
- **Analyze Characters** *How does Old Man Hammer change?* (At the end of the book, he sits and smiles with Marcy because they both know that he planted the sunflowers. He is not as cranky as he was before the garden was there.)

Writing Options

- **Thank You Note** Old Man Hammer doesn't share his feelings easily. What might he say to Marcy in a note? Have students write a thank you note that he might give to Marcy. Remind students to explain why Mr. Hammer might want to say thank you to her.
- **News Brief** Have students write a news article about the garden in Marcy's neighborhood. Remind them to include all of the most important details in their article.
- **Journal Entry** Invite students to read the instructions for starting a community garden on page 32 and tell how their neighborhood might start one.

Check & Reteach

Ask students to talk about the sequence of events in the book they read.

If students have difficulty identifying sequence, refer them to their sequence chain. Ask: *What happens first? What happens next? What happens after that? What is the last thing that happens?*

DURING READING

Name _____ Date _____

Sequence Chain

Use the sequence chain to take notes about your book as you read.

Use the sequence chain to take notes about your book as you read.

4

3

2

1

Use your sequence chain to tell a partner about the book.

SG3.2 Unit 3 | Life in the Soil

For use with TE pp. 526-529

AFTER READING

Name _____ Date _____

Discussion Guide

The Ugly Vegetables

Review the story words with your group. Then discuss these questions together.

Story Words

except

interested

scent

special

tough

1. **Analyze Setting** What is it like where the girl and her mother live?
2. **Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - What do the girl and her mother do in the spring?
 - What does the girl see when her garden starts to grow?
 - What does her mother do with the plants from the garden?
 - How do things change the next year?
3. **Make Inferences** How does the girl feel about growing ugly vegetables?
4. **Discussion Question** **Generalize** How can ugly plants be amazing?

SG3.3 Unit 3 | Life in the Soil

For use with TE pp. 526-529

AFTER READING

Name _____ Date _____

Discussion Guide

City Green

Review the story words with your group. Then discuss these questions together.

Story Words

excitement

lot

program

property

spout

1. **Analyze Setting** How does Marcy's block change at the beginning of the story?
2. **Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - Why is there an empty lot on Marcy's block?
 - What do Marcy and Miss Rosa decide to do?
 - How do other neighbors help them?
 - What happens to the empty property at the end of the book?
3. **Make Inferences** Why doesn't Old Man Hammer show any excitement?
4. **Discussion Question** **Generalize** What can be amazing about plants in a city?

SG3.4 Unit 3 | Life in the Soil

For use with TE pp. 526-529

OL ON LEVEL 590L

The Garden of Happiness
by Erika Tamar

Build Comprehension

- **Character's Feelings** *How do Marisol's feelings about the garden change?* (At first, she is surprised that people are interested in the empty lot. Then she becomes excited and loves taking care of her flower. When it dies, she is sad, but she is cheered up by the mural her neighbors paint.)
- **Make Generalizations** *What are some reasons to start a community garden?* (Possible responses: A community garden can bring a lot of people together; people in cities enjoy caring for and looking at plants.)

Writing Options

- **Travel Brochure** Have students write a travel brochure that tells visitors about the Garden of Happiness. Brochures should explain what the garden is and what people will see if they come to the garden.
- **Sequel** Invite students to write a story about what happens when Marisol plants the seeds she collected from her plant. Suggest that they tell how she cares for the new plant and how people react to both the mural and the new flower.
- **Journal Entry** Invite students to tell what they would like to grow in a community garden and why.

AL ABOVE LEVEL AD740L

Wanda's Roses
by Pat Brisson

Build Comprehension

- **Characters' Motivations** *Why do Wanda's neighbors help with her garden, even though they do not think her bush is a rose?* (Possible response: They like Wanda, and they do not want Wanda to be disappointed.)
- **Identify Theme** *What does Wanda's story tell you about working together?* (The neighborhood gets a beautiful garden because they all work together to help Wanda's bush grow. Wanda's enthusiasm gets the project started, and then the other neighbors help out.)

Writing Options

- **Invitation** Wanda sent an invitation to a tea party in her rose garden. Have students write another invitation for another garden party Wanda might have at the end of the summer.
- **Interview Questions and Answers** What might a reporter ask Wanda about her rose garden at the end of the summer? Have students write five questions. Remind them to ask *who, what, where, when, why, and how* questions. Then encourage them to write how Wanda might answer.
- **Journal Entry** Invite students to write about whether or not Wanda would make a good friend and tell why.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

The Garden of Happiness

Review the story words with your group. Then discuss these questions together.

Story Words
drop
inhale
measure
notice
tumble

1. **Analyze Setting** Review the beginning of the story. Where does Marisol live? What do you notice about Marisol's neighborhood?
2. **Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - How do neighbors start to work in the empty lot?
 - What does Marisol do to help?
 - Why does Marisol get sad at the end of the summer?
 - What do her neighbors do to cheer her up?
3. **Make Inferences** Why do so many people want to help the Garden of Happiness grow?
4. **Generalize** What makes a community garden an amazing place?

For use with TE, pp. 526–529 **SG3.5** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Wanda's Roses

Review the story words with your group. Then discuss these questions together.

Story Words
decide
disappointed
doubtfully
notice
thoroughly

1. **Analyze Setting** Review the beginning of the story. What do you notice about the place where Wanda's bush is growing?
2. **Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - Why does Wanda think that her bush is a rose?
 - What do Wanda's neighbors act doubtfully about?
 - What does Wanda do to get ready for the tea party?
 - How do the neighbors make sure that Wanda is not disappointed?
3. **Make Inferences** How do Wanda's neighbors feel about her? How do you know?
4. **Generalize** What is so amazing about Wanda's rose bush?

For use with TE, pp. 526–529 **SG3.6** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Ugly Vegetables
City Green
The Garden of Happiness
Wanda's Roses

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how growing plants can affect a neighborhood?
2. What are some of the reasons people enjoy growing plants?
3. **Generalize** Which of the plants in these stories is the most amazing? Why?

For use with TE, pp. 526–529 **SG3.7** Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Agriculture and Crops

Read and Comprehend Informational Text

Explain the Relationship Between Events in a Text

Sweet Harvest by Dana Jensen and Adele Conover

Summary *Sweet Harvest* describes how plants are the source of sugar, gum, and chocolate. Then it explores the history of chocolate. In “Nature’s Candy,” Dana Jensen explains that sugar comes from the sugarcane plant. Gum is made from tree sap, and chocolate comes from the beans of cacao trees. Centuries ago, people ground cacao beans into a powder and mixed it with water to make a chocolate drink. In “Pass the Chocolate,” Adele Conover explains how the Olmec people of Central America may have been the first to make the chocolate drink 3,000 years ago. The Maya and Aztecs also used chocolate. After Hernán Cortés brought cacao seeds to Spain in 1528, chocolate spread throughout Europe. Later, it became popular in the U.S. A timeline highlights events in chocolate’s history. Also, the text tells how scientists have found that chocolate can protect the body’s organs and keep arteries from clogging. It might also fight cancer.



Activate Prior Knowledge Display the front cover and say: *This pod, or fruit, grows on a tree. What do you think is inside?* (seeds) *What are some foods that come from trees?* (Possible responses: apples, figs, olives)

Build Background Explain that sugar, gum, and chocolate all come from plants or trees. Point out that people have been eating chocolate for about 3,000 years. Use the timeline on pages 8–11 to identify key events in chocolate’s history. Have volunteers point to events and give their dates.

PROGRAM RESOURCES

PRINT ONLY

Sweet Harvest, Pioneer Edition

Sweet Harvest, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Describe the Relationship Between Events CC.3.Rinf.3

Read and Comprehend Informational Text CC.3.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.3.L.6

Mini Lesson

Explain the Relationship Between Events in a Text

Explain: *Nonfiction texts often contain a series of events. Authors often use dates and time order words, such as long ago or then, to describe the events in the order they happen.* Point out that good readers know how to explain the relationship between a series of events in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Sweet Harvest* as students listen.

The Chocolate Tree

Long ago, people mixed the powder with water. It was a bitter drink.

Over time, people added sugar and milk. That makes chocolate taste good.

Text from Pioneer Edition

Then, think aloud to model how to find related events in the text and explain the relationship between them: *In this text, the author describes how the use of chocolate powder changed:*

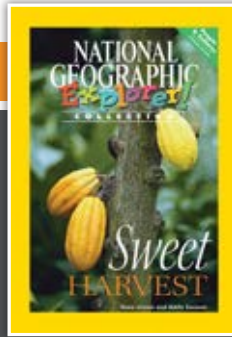
- *Long ago, people mixed the powder with water.*
- *Over time, people added sugar and milk.*

These events are related. They explain how the use of chocolate powder changed.

The words long ago and over time are time order words. They are clues that the events are presented in the order they happened.

Have students explain how the events in the text above are related. (Possible response: The two events are related because they tell how people changed the way they used chocolate powder. The author includes the words *long ago* and *over time*. These are clues that the author is describing the series of events in the order that they happened.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Chocolate

Science Vocabulary

Use Wordwise on page 11 to introduce new words:

pod ripen sap vitamin

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What does sugarcane need to grow? (rich dirt, a lot of water, and sunshine) How long does sugarcane take to get ripe? (8 to 22 months)
- Describe** What two kinds of candy are made from trees? (gum and chocolate) What parts of the tree are they made from? (Gum is made from tree sap. Chocolate is made from seeds, or beans, inside the tree's fruit.)
- Steps in a Process** What is the traditional way to make gum? List the steps in order. (1. Workers cut the tree and collect sap. 2. They strain the sap to remove dirt. 3. They stir the sap to make it stretchy. 4. They put gum in a box and cut it into pieces.)
- Explain** How did people first eat chocolate? (They used the seeds to make a chocolate drink. It was bitter. So, they mixed in vanilla and chili peppers.)
- Explain Relationship Between Events** What events have changed the way people eat chocolate? How are they related? (Possible response: First, people in England added milk to their chocolate drink. Then, U.S. chocolate makers used the milk chocolate recipe to make chocolate bars.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Chocolate

Science Vocabulary

Use Wordwise on page 11 to introduce new words:

pod ripen sap vitamin

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What does sugarcane need to grow? (rich dirt, water, sunshine) How long does it take to ripen? (8 to 22 months)
- Describe** What two kinds of candy are made from trees? (gum, chocolate) What tree parts are they made from? (Gum is from tree sap. Chocolate is from seeds inside the tree's fruit.)
- Steps in a Process** What is the traditional way to make gum? List the steps in order. (1. Workers slash trees and collect sap. 2. They strain the sap to remove dirt. 3. They stir the sap until it is stretchy. 4. They cut the gum into pieces.)
- Explain** Who were the first people to eat chocolate? (the Olmec) How did they prepare it? (They made it into a bitter chocolate drink and spiced it with vanilla and chili peppers.)
- Explain Relationship Between Events** Name three events that have changed the way people eat chocolate and explain how they are related. (Possible response: First, people in England added milk to their chocolate drink. Then, a Dutch chocolate maker invented a machine that pressed chocolate into cakes. Then, U.S. chocolate makers used the milk chocolate recipe to make chocolate bars.)

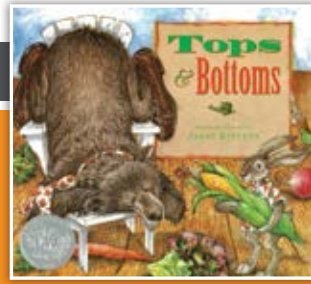
Check & Reteach

OBJECTIVE: Explain the Relationship Between Events in a Text

Have partners explain the relationship between the series of events in the section "The Medicine Drink" on page 9. (Possible response: The events are related because they tell how the Maya and the Aztec used chocolate as a medicine. The dates "A.D. 600" and "the late 1300s" are clues that the author is describing the events in the order that they happened.)

For students who cannot explain the relationship between events, reteach with "Chocolate Goes to Spain" on page 10. Say: *The text presents a series of events that tell how chocolate spread to Europe.* Help students find events and look for clue words. Make a class list. (Events: Moctezuma gives xocoatl to Cortés; Cortés brings cacao seeds to Spain; more people learn to make chocolate; love of chocolate spreads. Clues: 1519; 1528; "more than 80 years") Guide students to explain the relationship between events. (Possible response: The author describes the events in order.)

BL BELOW LEVEL 580L



Tops and Bottoms

by Janet Stevens

Content Connection:
Vegetables

Fable | Pages: 32 | Lexile: 580L | GR: N

BL BELOW LEVEL 450L



One Green Apple

by Eve Bunting

Content Connection:
Apples

Realistic Fiction | Pages: 32 | Lexile: 450L | GR: M

OBJECTIVES

Thematic Connection: Agriculture and Crops

Read and Comprehend Literature

Make Inferences

Evaluate Sensory Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.8, page SG35

Practice Master SG3.9, page SG36

Practice Master SG3.10, page SG37

Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Vegetables

SUGGESTED PACING

DAY 2 Introduce and read pages 1–15

DAY 3 Read pages 16–32 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Clever, hungry Hare makes a deal with lazy, wealthy Bear. Hare will do all the work, and they will split the crop in half: tops and bottoms. Bear chooses tops and sleeps all season, while the Hares work. When it is time to harvest, the Hares get all the best parts: carrots, radishes, and beets. Next year, Bear chooses bottoms, so the Hares change crops. At the end of the season, they eat all the lettuce, broccoli, and celery. Finally, Hare agrees to give Bear the tops *and* bottoms. Bear sleeps and at the end of the season, Hare gets just the middles: every fresh ear of corn. Hare buys back land from Bear, who finally learns his lesson.

Activate Prior Knowledge Ask: *What are some vegetables you eat at home?*

Build Background Display the photograph of vegetables from the **Digital Library**. Say: *Some vegetables we eat are the roots of plants. Carrots and radishes grow underground. With other vegetables, like lettuce and broccoli, we eat the part that grows above ground.*

Story Words Use **Practice Master SG3.8** to extend vocabulary.

debt, page 2

gather, page 18

partner, page 4

profit, page 31

wealth, page 1

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.8, page SG35

Practice Master SG3.9, page SG36

Practice Master SG3.11, page SG38

Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Cider Press

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11

DAY 3 Read pages 12–24

DAY 4 Read pages 25–32 and discuss

DAY 5 Connect across texts

Summary It is Farah's second day at school in America. She is a young Muslim immigrant and does not speak English. Her class goes on a field trip to an apple orchard. When the teacher tells each child to pick one apple, Farah picks a hard green apple that seems out of place, like her. Then the children add their apples to a cider press. Farah joins in to help turn the machine and then drinks the sweet cider. On the wagon ride home, Jim burps and everyone laughs. Farah says her first word aloud in English: "apple." She knows that soon she will blend with the others the way her green apple was blended into the cider.

Activate Prior Knowledge Ask: *When did you feel like you didn't fit in? What did you do?*

Build Background Display the cider press from the **Digital Library**. Explain that a cider press is a machine that presses the juice from apples. The machine presses on the apples. The skin and pulp stay in the machine, and juice called cider comes out

Story Words Use **Practice Master SG3.8** to extend vocabulary.

gather, page 12

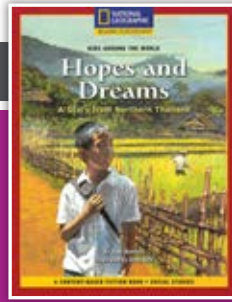
mention, page 6

perfectly, page 14

perhaps, page 17

toward, page 21

OL ON LEVEL 550L



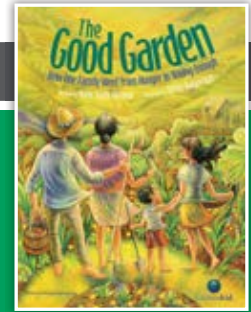
Hopes and Dreams

by Jean Bennett

Content Connection:
Rice

Realistic Fiction | Pages: 48 | Lexile: 550L | GR: N

AL ABOVE LEVEL 820L



The Good Garden

by Katie Smith Milway

Content Connection:
Agricultural Techniques

Realistic Fiction | Pages: 32 | Lexile: 820L | GR: S

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature	CC.4.Rlit.10
Determine Meanings of Words and Phrases	CC.3.Rlit.4
Understand Word Relationships and Nuances	CC.3.L.5
Summarize	CC.3.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
--------------------------------------	-------------

Language and Vocabulary

Acquire and Use Academic Words	CC.3.L.6
--------------------------------	----------

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.12, page SG39
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Rice Farming

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–39
- DAY 4 Read pages 40–48 and discuss
- DAY 5 Connect across texts

Summary Tal lives in Thailand. He worries about his parents, who work long hours in the rice paddies to make sure he and his sister can have a good education. Floods may ruin the crop. When a train accident occurs, Tal’s village rushes to help the American and Canadian tourists aboard. A passenger who runs a tourist business is so impressed by the village’s hospitality that he decides to open a tourist center there. Another passenger tells them about a government program to help struggling rice farmers.

Activate Prior Knowledge Ask: *What do you dream of being when you are older?*

Build Background Display the photo of rice farming from the **Digital Library**. Explain that most of the rice we eat comes from Thailand. It grows in fields called paddies.

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|--------------------|-------------------|------------------|
| attention, page 19 | continue, page 15 | inspect, page 11 |
| separate, page 18 | skill, page 31 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.8, page SG35
- Practice Master SG3.9, page SG36
- Practice Master SG3.13, page SG40
- Practice Master SG3.14, page SG41

TECHNOLOGY ONLY

Digital Library: Map of Central America

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary María Luz and her family are farmers in Honduras. When their food supply runs low, her father must leave town to find work, and María Luz takes care of the garden. Then a new teacher, Don Pedro Morales, teaches her how to make compost to feed the soil and how to build terraces that stop the earth from washing away. Don Pedro also encourages local farmers to sell their produce directly to the market, instead of to the “coyotes,” middlemen who do not pay fair prices. The new farming methods help the local farmers earn a living.

Activate Prior Knowledge Ask: *What have you seen for sale at a market?* (Possible responses: fruits, vegetables, breads, homemade products)

Build Background Display the map of Central America from the **Digital Library**. Say: *Honduras is a country in Central America. Agriculture, or farming, is an important way of life for many people.*

Story Words Use **Practice Master SG3.8** to extend vocabulary.

- | | | |
|--------------------|--------------------|------------------|
| collect, page 11 | discovery, page 22 | improve, page 21 |
| meanwhile, page 22 | project, page 12 | |

BL > BELOW LEVEL 580L

Tops and Bottoms

by Janet Stevens

Build Comprehension

- **Compare and Contrast** *How are Bear and Hare different?* (Bear is wealthy, but very lazy. He wants to get something for nothing. Hare has little money, but is smart. He is willing to work hard, too.)
- **Draw Conclusions** *Why do you think Hare and Bear never became business partners again?* (Possible response: Bear learns his lesson and is afraid that Hare will trick him again if they make another deal.)

Writing Options

- **List** Have students list the plants that Hare grows. Suggest that they organize their lists into Tops, Bottoms, and Middles.
- **Opinion Statement** Was it fair for Hare and his family to get all the food for three seasons? Have students write a sentence that gives their opinion. Then encourage them to explain the reasons they feel that way.
- **Journal Entry** Invite students to write about their favorite picture from the story of Hare and Bear. Suggest that they describe the picture and tell why they like it.

BL > BELOW LEVEL 450L

One Green Apple

by Eve Bunting

Build Comprehension

- **Explain** *Why does a boy shout "Hey!" when Farah adds her green apple to the cider machine?* (Possible responses: It isn't ripe; he thinks the juice from the apple will not taste good.) *How does the green apple affect the cider?* (Possible response: It blends with the other flavors and makes the cider taste more interesting.)
- **Make Inferences** *How is Farah like the green apple?* (Possible response: She is different from the other students. But she makes the group more interesting.)

Writing Options

- **Dialogue** Have students write a dialogue between Farah and Anna one year later. They might visit the apple orchard again, but now Farah has learned more English words.
- **Thank You Note** The students enjoy a field trip to an apple orchard. Suggest that they write a thank you note to the owner, explaining why the trip was fun and telling what they learned.
- **Journal Entry** Invite students to tell what they can do to make a new student like Farah feel welcome at their school.

Check & Reteach

Ask students to talk about sensory details in the book they read. If students have difficulty identifying sensory details, refer them to their sensory details chart. Ask: *What words describe how things look, smell, sound, taste, and feel? What do you imagine when you read these words?*

DURING READING

Name _____ Date _____

Sensory Details Chart
Sensory Details
Use the sensory details chart to take notes about your book as you read.

When I read ...	I imagine ...

Use your sensory details chart to tell a partner about the book.

For use with TE pp. 5012-5019 **SG3.9** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide
Tops and Bottoms
Review the story words with your group. Then discuss these questions together.

Story Words
debt
gather
partner
profit
wealth

1. **Analyze Characters** How is Bear different from Hare?
2. **Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review pages 14–15. What words help you picture the work the Hare family does during the summer?
 - What do those words remind you of?
 - Review pages 20–21. What words help you hear how Bear sounds when he finds out he has been tricked again?
 - When have you heard someone sound like that?
3. **Make Inferences** Why does Bear agree to Hare's deals for three summers?
4. **180 Question Generalize** What is so amazing about the different ways we grow and use vegetables? How does Hare use these differences to help his family?

For use with TE pp. 5012-5019 **SG3.10** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide
One Green Apple
Review the story words with your group. Then discuss these questions together.

Story Words
gather
mention
perfectly
perhaps
toward

1. **Analyze Characters** How does Farah feel at the beginning of the field trip?
2. **Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review page 6. What does Farah see when some of the students look at her?
 - What do these students and their actions remind you of?
 - Review pages 10–11. What sounds does Farah hear when she sees the dog?
 - What have you heard that makes a sound like that?
3. **Make Inferences** Why does Farah choose a green apple?
4. **180 Question Generalize** What might Farah say was amazing about learning how to make cider from apples?

For use with TE pp. 5012-5019 **SG3.11** Unit 3 | Life in the Soil

OL ON LEVEL 550L

Hopes and Dreams

by Jean Bennett

Build Comprehension

- **Identify Problem and Solution** *What problems can flooding cause in Tal's village?* (Flooding can ruin the rice.) *How does Tal help make sure the rice is safe?* (When his father is hurt, Tal strengthens the mud banks to keep the fields from flooding.)
- **Draw Conclusions** *How do you know that Tal is proud of his country?* (Possible responses: Tal loves traditional dances and music from Thailand and hopes to share it with visitors from other countries.)

Writing Options

- **List** Have students write a list of five things they have in common with Tal and his sister. Then have students write a list of five things they find interesting about life in Tal's village and tell how it is different from their own lives.
- **Travel Brochure** Invite students to create a travel brochure to help visitors learn about Northern Thailand. Suggest that students read the ideas on page 47 to help them plan.
- **Journal Entry** Invite students to tell what they would like to see and do if they visited Tal's village.

AL ABOVE LEVEL 820L

The Good Garden

by Katie Smith Milway

Build Comprehension

- **Explain** *Why does Don Pedro say that farmers should not sell their crops to the coyotes?* Possible responses: The coyotes do not give the farmers fair prices for their crops. The farmers can make more money if they sell their own crops at the market.)
- **Analyze Character Motivation** *Why does Don Pedro leave María Luz's village?* (Possible response: He leaves so he can go help others in another village. He wants to help as many people as possible.)

Writing Options

- **Poster** Have students create a poster that gives useful tips to farmers in Honduras or in other countries. Suggest that the posters describe composting, terrace farming, and selling goods directly at the market.
- **Thank You Letter** María Luz learns many good lessons from Don Pedro. Suggest that students write a letter thanking him for his help. Encourage them to describe specific ways that he improved life in her village.
- **Journal Entry** Invite students to review pages 30–31 and write about how they would like to help farmers.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Hopes and Dreams

Review the story words with your group. Then discuss these questions together.

1. Analyze Characters Why does Tal worry about his parents?

2. Sensory Details Use these questions and the notes in the sensory details chart to talk about word pictures in the book.

- Review pages 13–14. What words describe Fanyá the elephant?
- What does watching the elephant remind you of?
- Review Chapter 3. What words describe the weather?
- What does the weather in Tal's village remind you of?

3. Make Inferences Review pages 38–39. Why do Tal's parents continue farming?

4. Critical Question Generalize Why is rice so important to a village like the one Tal lives in?

Story Words

attention
continue
inspect
separate
skill

For use with TE pp. 5022–5029 **SG3.12** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

The Good Garden

Review the story words with your group. Then discuss these questions together.

1. Analyze Characters Review pages 8–9. What is Don Pedro Morales like?

2. Sensory Details Use these questions and the notes in the sensory details chart to talk about word pictures in the book.

- Review pages 10–11. What words describe the compost?
- What do you think of to help you imagine what the compost is like?
- Review pages 22–23. What details help you to imagine what the market is like?
- What do you think about to understand what it is like to be at the market?

3. Make Inferences What sort of people are the coyotes?

4. Critical Question Generalize What is so amazing about learning new ways to grow crops? How can this help a community?

Story Words

collect
discovery
improve
meanwhile
project

For use with TE pp. 5022–5029 **SG3.13** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Tops and Bottoms
One Green Apple
Hopes and Dreams
The Good Garden

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do these books show us about growing and selling crops, or using them to make something? Why is this important to people?
2. What word pictures helped you imagine what plants look, feel, smell, and taste like?
3. **Critical Question** What is so amazing about plants?

For use with TE pp. 5022–5029 **SG3.14** Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Plant Diversity

Read and Comprehend Informational Text

Explain Text Structure: Comparison

Piggyback Plants by Rebecca L. Johnson

Summary *Piggyback Plants* describes plants called epiphytes that live on other plants and explains how they survive. It also explores the role that bromeliads, a type of epiphyte, play in the rainforest. In “Piggyback Plants” by Rebecca L. Johnson, students meet Dr. Nalini Nadkarni. She and other experts have identified more than 30,000 kinds of epiphytes. Five of the best known are mosses, ferns, bromeliads, strangler figs, and orchids. These plants absorb water from the air. They get nutrients from dust in rainwater and from leaves rotting near their roots.



Mosses and ferns produce spores to reproduce. Other epiphytes produce seeds. “Treetop Ponds” explains that bromeliads form cups, or tanks, that collect water for use during dry periods. Many animals drink this water. The poison dart frog brings its tadpoles to the tanks, where they remain until they turn into frogs.

Activate Prior Knowledge Display the front cover and explain: *This woman is a scientist. She is hanging high among the trees of a rain forest. Why do you think she does this?* (Possible responses: collecting plants or tree branches; studying trees and plants)

Build Background Explain that plants that hang onto other plants with their roots are called epiphytes. More than 30,000 kinds of epiphytes exist. Use pages 6–7 to identify five common rainforest types. Have volunteers point to each picture and describe what they notice about each one.

PROGRAM RESOURCES

PRINT ONLY

Piggyback Plants, Pioneer Edition

Piggyback Plants, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Describe Text Structure CC.3.Rinf.8

Read and Comprehend Informational Text CC.3.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.3.L.6

Mini Lesson

Explain Text Structure: Comparison

Explain: *Authors use connections in a text to organize information. Often, authors compare and contrast information, or tell how things are alike and different.* Point out that good readers know how to explain comparison connections in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Piggyback Plants* as students listen.

Sunny and Safe

Epiphytes get lots of sunlight. They get more sunlight than plants on the forest floor.

Epiphytes are less likely to be eaten than plants on the ground. Why? Few plant-eating animals live in the treetops.

Text from Pioneer Edition

Then, think aloud to model how to identify comparison connections in a text: *In this text, the author describes how epiphytes and plants on the ground are different. I see the comparison phrases “more sunlight than” and “less likely.” These are clues that the author is making comparisons:*

- *Epiphytes get more sunlight than plants on the forest floor.*
- *Epiphytes are less likely to be eaten than plants on the ground.*

The author is using comparisons to make connections between the information in the text. Point out that authors use words such as like and too to tell how things are alike.

Have students explain how the sentences of the text are connected by comparisons. (Possible response: First, the author explains that epiphytes get more sunlight than plants on the ground. Next, she says epiphytes are less likely to be eaten than ground plants. The author makes comparisons to tell how epiphytes and ground plants are different.)

BL BELOW LEVEL 480L



PIONEER EDITION

Lexile: 480L | GR: P

Content Connection: Rain Forest Plants

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

epiphyte germinate nutrients pollen spore

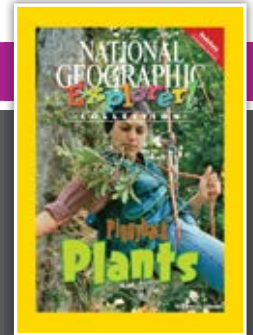
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What are epiphytes? (Epiphytes are plants that live on other plants. They are sometimes called “air plants.”)
- Explain** How do epiphytes get water high above the ground? (They get water from the air by soaking up drops of rain, dew, and fog.)
- Make Inferences** Why do epiphytes make a lot of seeds or spores? (Seeds and spores must land on tree branches for plants to germinate. By making a lot seeds or spores, the epiphytes have a better chance of germinating since many of the seeds or spores fall to the ground.)
- Explain Text Structure: Comparison** Name two different kinds of epiphytes. (Possible response: ferns and bromeliads) How are they different? (Ferns, which have spores, do not flower, but bromeliads have colorful flowers.)
- Analyze** Why are tank bromeliads important to strawberry poison dart frogs? (Mother frogs use the bromeliad tanks to raise their young. The frogs put each of their tadpoles into a tank. They also put in special eggs for the tadpoles to eat. The tadpoles stay in the tanks until they turn into frogs.)

OL ON LEVEL 650L



PATHFINDER EDITION

Lexile: 650L | GR: R

Content Connection: Rain Forest Plants

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

epiphyte germinate nutrients pollen spore

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What are epiphytes? (They are plants that live on other plants and use them for support. They’re also called “air plants” because their roots do not grow in soil.)
- Explain** How do epiphytes get water high above the ground? (They soak up drops of rain, dew, and fog from the air.)
- Make Inferences** Why do epiphytes make many seeds or spores? (Seeds and spores must land on tree branches for plants to germinate. By making many seeds or spores, the epiphytes have a better chance of germinating since many of the seeds or spores fall to the ground and die.)
- Explain Text Structure: Comparison** Tell how two kinds of epiphytes are alike. (Possible response: Ferns and bromeliads have green leaves.) How are they different? (Possible response: Ferns do not flower; bromeliads have colorful flowers.)
- Analyze** How do strawberry poison dart frogs use tank bromeliads? (Mother frogs use the bromeliad tanks to raise their young. The frogs put each of their tadpoles into a tank. They also put in special eggs for the tadpoles to eat. The tadpoles stay in the tanks until they turn into frogs.)

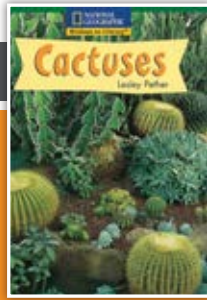
Check & Reteach

OBJECTIVE: Explain Text Structure: Comparison

Have partners explain how the information about bromeliads on page 9 is connected. (The author uses comparisons to describe the sizes of different bromeliad tanks, to explain how the water in bromeliad tanks is used, and to identify things that provide nutrients for the plants. The word *too* is a clue that the author is telling how things are alike.)

For students who cannot explain comparison connections in a text, reteach with “Flowers, Seeds, and Spores” on page 5. Say: *This section describes epiphytes with and without flowers. How does the author present the information?* Have students skim the text and look for connections between information. Then have groups identify how the kinds of epiphytes are alike and different. (Similarities: All of the plants are epiphytes; Differences: Some have big flowers and seeds; others do not have flowers and have spores. The author uses comparisons to connect information.)

BL BELOW LEVEL



Cactuses

by Lesley Pether

Content Connection:
Desert Plants

Expository Nonfiction | Pages: 12

BL BELOW LEVEL 570L



A World of Plants

by Kate Boehm Jerome

Content Connection:
Desert Plants

Expository Nonfiction | Pages: 32 | Lexile: 570L | GR: N

OBJECTIVES

Thematic Connection: Plant Diversity

Read and Comprehend Literature

- Make Inferences
- Main Idea and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.17, page SG44
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Cactuses

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–7
- DAY 3 Read pages 8–12 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Most cactuses live in deserts. They have special parts that help them live in these hot, dry areas. Thick stems help cactuses collect and store water. Ribs shade the plants and keep them cool. Long roots collect water, and waxy skin keeps the water inside the plant. Spines stop animals from eating cactuses, and flowers produce the seeds from which new cactuses grow.

Activate Prior Knowledge Ask: *How do you feel on a very hot summer day?* (Possible responses: thirsty, dry, scratchy) *Why might it be hard for plants to live in places where it is very dry?* (Possible response: They need water to live and grow.)

Build Background Display photos of cactuses from the **Digital Library**. Explain that the photos show cactuses, and ask students to describe the special features these plants share. Say: *Unlike most plants, cactuses do not have leaves. Soft leaves would dry up in the deserts, where most cactuses live.*

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- collect, page 9
- shade, page 7
- skin, page 4
- soak, page 5
- store, page 5

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.18, page SG45
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Venus Flytrap

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–15
- DAY 3 Read pages 16–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary Every plant has features that help it survive, such as leaves, stems, and roots. They also have ways to make new plants, such as spores and seeds. All plants make their own food in a process called photosynthesis. Desert plants have special features that help them survive in these hot, dry places. Most desert plants have thick stems and spines, but no leaves. Desert plants may have deep roots that take in underground water, or shallow roots that take in a lot of rain. Some desert plants, like the ocotillo, grow leaves only after it rains.

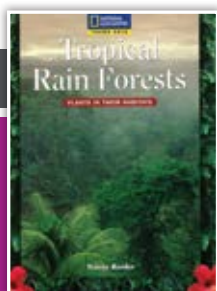
Activate Prior Knowledge Ask: *How do you know something is a plant?* (Possible response: It has leaves, roots, stems.)

Build Background Display the image of a Venus Flytrap from the **Digital Library**. Explain that while most plants make their own food, some plants, like the Venus Flytrap, are meat eaters. They get their nutrition by eating small insects and spiders.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- example, page 11
- feature, page 6
- material, page 8
- opposite, page 20
- usually, page 28

OL ON LEVEL 560L



Tropical Rain Forests

by Tracey Reeder

Content Connection:
Rain Forest Plants

Expository Nonfiction | Pages: 32 | Lexile: 560L | GR: N

AL ABOVE LEVEL 800L



Temperate Forests

by Tracey Reeder

Content Connection:
Forests

Expository Nonfiction | Pages: 32 | Lexile: 800L | GR: S

COMMON CORE STANDARDS

Reading

- Read and Comprehend Informational Texts CC.4.Rinf.10
- Determine the Main Idea of Text CC.3.Rinf.2
- Explain How Details Support the Main Idea CC.3.Rinf.2
- Summarize CC.3.Rlit.2

Writing

- Write Over Shorter Time for Specific Tasks CC.3.W.10

Speaking and Listening

- Draw on Preparation to Explore Ideas CC.3.SL.1.a

Language and Vocabulary

- Acquire and Use Academic Words CC.3.L.6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.19, page SG46
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Tropical Rain Forest Plants

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–5
- DAY 3 Read pages 6–19
- DAY 4 Read pages 20–32 and discuss
- DAY 5 Connect across texts

Summary Tropical rain forests are warm and wet places that are home to millions of plants. The roots, stems, leaves, and seeds of rain forest plants help them survive. Tropical plants are adapted to live with different amounts of sunlight and poor soil. Animals depend on plants for food; plants depend on animals to help spread seeds.

Activate Prior Knowledge Ask: *What do you know about jungles? What is it like in a jungle?* (Possible responses: Jungles are hot; there are many plants and vines; there are many animals, like monkeys and snakes.)

Build Background Display photos of tropical rain forests from the **Digital Library**. Explain that most tropical rain forests, or jungles, are found near the Equator, where it stays warm all year round.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- contain*, page 15
- direct*, page 7
- happen*, page 18
- main*, page 8
- spread*, page 15

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.15, page SG42
- Practice Master SG3.16, page SG43
- Practice Master SG3.20, page SG47
- Practice Master SG3.21, page SG48

TECHNOLOGY ONLY

Digital Library: Temperate Forest Plants

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–5
- DAY 3 Read pages 6–19
- DAY 4 Read pages 20–32 and discuss
- DAY 5 Connect across texts

Summary Temperate forests are warm in the summer and cool in the winter. Plants in these areas change with the seasons. A temperate forest has rich soil that makes it a good habitat for many plants. The roots, stems, leaves, and seeds of forest plants help them survive there. Temperate plants have adaptations that help them survive in both hot and cold temperatures, and they depend on animals to help spread pollen and seeds.

Activate Prior Knowledge Ask: *When have you been in the woods or a forest? What was it like?* (Possible responses: There are many trees; there are animals like squirrels and rabbits.)

Build Background Display photos of temperate forests from the **Digital Library**. Explain that temperate forests change with the four seasons. Many trees lose their leaves in the fall and have bare branches in the winter. When the weather warms in the spring, new leaves sprout.

Story Words Use **Practice Master SG3.15** to extend vocabulary.

- during*, page 10
- example*, page 18
- extreme*, page 7
- prevent*, page 15
- system*, page 8

BL BELOW LEVEL

Cactuses

by Lesley Pether

Build Comprehension

- **Explain** *How do cactuses change when it rains?* (Cactuses soak up water through their roots. They get bigger when they soak up rainwater.)
- **Make Comparisons** *How are cactuses different from other plants you have seen?* (Possible responses: Unlike most plants, cactuses do not have leaves. They have thick stems, waxy skin, and spines.)

Writing Options

- **Labeled Drawing** Have students draw and label several cactuses. Encourage them to label the parts that help cactuses survive in the desert.
- **Poem** What would it be like to be a cactus? Encourage students to write a poem from the point of view of a cactus. Remind them to include details about how a cactus lives in a desert.
- **Journal Entry** Invite students to write about their favorite cactus photograph in the book. Encourage them to describe the cactus and explain why they like this cactus.

BL BELOW LEVEL 570L

A World of Plants

by Kate Boehm Jerome

Build Comprehension

- **Form Generalizations** *What do all plants need to survive?* (Plants need water, sunlight, and air. They also need a way to reproduce.)
- **Explain** *Why do few desert plants have leaves?* (Leaves lose a lot of water. Desert plants have spines instead, which do not lose as much water.)

Writing Options

- **Travel Brochure** Have students create travel brochures for desert tours. Suggest that they highlight the kinds of plants that visitors will see when they visit a desert.
- **Trading Cards** Suggest that students create trading cards that describe some of the most interesting facts they learned about plants. Each card can show a plant or a plant feature on the front and include a written description on the back.
- **Journal Entry** Invite students to tell about how plants near where they live are similar to or different from desert plants.

Check & Reteach

Ask students to talk about the main idea and details in the book they read.

If students have difficulty identifying main ideas and details, refer them to their main idea and details diagram. Ask: *What is the book mostly about? What details support this big idea?*

DURING READING

Name _____ Date _____

Main Idea and Details Diagram

Main Idea and Details

Use the main idea and details diagram to take notes about your book as you read.

Main Idea:
Detail: 1.
Detail: 2.
Detail: 3.

Use your main idea and details diagram to tell a partner about the book.

For use with TE pp. 5218-5221 **SG3.16** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Cactuses

Review the story words with your group. Then discuss these questions together.

Story Words
collect
shade
skin
soak
store

1. **Make Comparisons** Review pages 2-3. How are some cactuses different from others?
2. **Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What do the parts of a cactus help it to do?
 - **Detail:** How do stems help cactuses?
 - **Detail:** How do ribs help cactuses?
 - **Detail:** How do roots and a waxy skin help cactuses?
3. **Make Inferences** Why might animals want to eat cactuses?
4. **Open Question Generalize** How are cactuses amazing plants?

For use with TE pp. 5218-5221 **SG3.17** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

A World of Plants

Review the story words with your group. Then discuss these questions together.

Story Words
example
feature
material
opposite
usually

1. **Make Comparisons** Review pages 10-11. How are ferns and sunflowers different?
2. **Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What helps plants survive in the places they live?
 - **Detail:** How do plants get food?
 - **Detail:** How do desert plants get enough water?
 - **Detail:** How can roots help desert plants survive?
3. **Make Inferences** Do carnivorous plants make their own food? Explain.
4. **Open Question Generalize** What is so amazing about the differences between plants?

For use with TE pp. 5218-5221 **SG3.18** Unit 3 | Life in the Soil

OL ON LEVEL 560L

Tropical Rain Forests
by Tracey Reeder

Build Comprehension

- **Make Comparisons** *How are tropical rain forests different from other habitats?* (Tropical rain forests are near the Equator and get direct sunlight all year. They are warm and wet.)
- **Draw Conclusions** *Why do scientists divide tropical rain forests into four different levels?* (Possible responses: Different plants grow in each level. The plants at each level receive different amounts of sunlight.)

Writing Options

- **Description** Have students write a detailed description of one rain forest plant shown in the book. Encourage them to describe how the plant has adapted to live in this habitat.
- **Tour Guide** Have students imagine that they are a tour guide in a tropical rain forest. Invite them to write a speech that they can give to visitors, explaining some of the plants that they see as they walk through the forest. Suggest that students include at least two of the plants described on pages 23–26.
- **Journal Entry** Ask students to write about what surprised them most about rain forest plants.

AL ABOVE LEVEL 800L

Temperate Forests
by Tracey Reeder

Build Comprehension

- **Explain** *What is chlorophyll and how does it help plants survive?* (Chlorophyll is a green substance in plants. It collects light energy from the sun. Photosynthesis turns the light energy into chemical energy, which plants can use as food.)
- **Form Generalizations** *What are some things that make it easier for plants to live in temperate forests?* (Possible responses: The soil is rich, and the plants usually receive plenty of rain.) *What are some things that make it difficult to survive there?* (Possible response: Temperatures vary from season to season.)

Writing Options

- **Descriptions** Have students write descriptions of a temperate forest on four different days: one in spring, summer, fall, and winter.
- **Poem** Suggest that students write a poem about one of the temperate forest plants shown on pages 23–26. Remind students to use sensory images, or words that describe what the plant looks and feels like.
- **Journal Entry** Invite students to write about what they would like to explore the next time they visit a temperate forest.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Tropical Rain Forests

Review the story words with your group. Then discuss these questions together.

Story Words

contain
direct
happen
main
spread

1. **Make Comparisons** What is different about the ways animals and plants get their food?
2. **Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** Why is a tropical rain forest a good place for plants to grow?
 - **Detail:** What are the four levels that rain forest plants live in?
 - **Detail:** What parts or features help rain forest plants live with poor soil?
 - **Detail:** How do rain forest plants depend on animals to survive?
3. **Make Inferences** Review page 24. How do the black pepper plant and the Brazil nut tree receive sunlight differently?
4. **Question** **Generalize** What are the most amazing facts about tropical rain forest plants?

For use with TE pp. 5218–5221 **SG3.19** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Temperate Forests

Review the story words with your group. Then discuss these questions together.

Story Words

during
example
extreme
prevent
system

1. **Make Comparisons** How is a temperate forest different during the summer and the winter?
2. **Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What do plants in a temperate forest have to do to be able to live there all year?
 - **Detail:** How do deciduous trees live in temperate forests?
 - **Detail:** How do evergreens live in temperate forests?
 - **Detail:** How do plants and animals depend on each other in a temperate forest?
3. **Make Inferences** What might happen to temperate forest plants if there were no animals?
4. **Question** **Generalize** What makes the plants in temperate forests amazing?

For use with TE pp. 5218–5221 **SG3.20** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Cactuses
A World of Plants
Tropical Rain Forests
Temperate Forests

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do plants survive in their different habitats?
2. What would happen if a tree with leaves from a temperate forest or a rain forest tried to live in the desert? Why?
3. **Question** What is so amazing about the plants you read about in your books?

For use with TE pp. 5218–5221 **SG3.21** Unit 3 | Life in the Soil

OBJECTIVES

Thematic Connection: Plant Products

Read and Comprehend Informational Text

Use Text Features

The Fantastic Forest

by Susan E. Goodman

Summary In *The Fantastic Forest*, students discover why forests are important and learn how to help preserve this resource. In “What Is a Forest?” Susan E. Goodman explains that a forest community is made up of the plants and animals that live there, and many forest residents depend on each other for survival. “Tree-mendous Gifts” identifies many things forests provide, including homes for animals and wood for buildings. There is also a diagram of the oxygen-carbon dioxide cycle. “Forests for Our Future” tells that some natural resources, like fuels, are nonrenewable—they may run out; while others, such as trees, are renewable—they can be replaced. To preserve forests, people plant trees and make use of all parts of the tree. This means fewer trees are cut down. “Helping Our Forests” presents ways to keep forests healthy.



Activate Prior Knowledge Display the front cover and ask: *What kinds of things can you do and see in a forest?* (Possible responses: hike/explore; camp; see amazing animals; see really tall trees and unusual plants)

Build Background Explain that forests help give us the oxygen we breathe and provide homes for animals. In the 1600s, nearly half of the U.S. was forested. In 1997, only about a third of the country was forestland. So, it is important to protect our forests. Have volunteers point to and identify products made from trees shown in the “Quick Quiz” on pages 6–7.

PROGRAM RESOURCES

PRINT ONLY

The Fantastic Forest, Pioneer Edition

The Fantastic Forest, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Use Text Features CC.3.Rinf.5

Read and Comprehend Informational Text CC.3.Rinf.10

Language

Acquire and Use Domain-Specific Words CC.3.L.6

Mini Lesson

Use Text Features

Explain: *Nonfiction texts often include text features, such as sidebars. These features explain key points in the text or add new information related to the topic.* Point out that good readers know how to use text features to locate and better understand information in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *The Fantastic Forest* as students listen.

What Is a Forest?

Bushes and vines grow in the forest. Animals creep, crawl, and fly.

All of these living things are part of the forest. The plants and animals depend on one another.

Text from Pioneer Edition

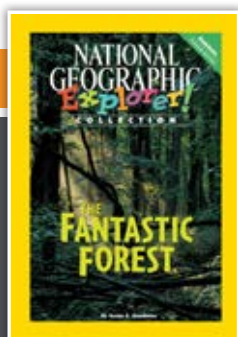
Then, think aloud to model how to use text features: *The main text explains that plants and animals in the forest depend on each other. I will use the information in the sidebar “What makes up a forest community?” at the bottom of pages 4–5 to find examples of how plants and animals help each other:*

- *OAK TREES provide homes and food for squirrels. SQUIRRELS bury acorns. This can plant a seed for a new tree.*
- *WOODPECKERS drill into tree bark for bugs. This can help rid trees of harmful insects.*

By using the information in the sidebar, I can quickly find examples of how plants and animals depend on each other.

Have students use the sidebar on pages 4–5 to locate and describe other examples of how plants and animals depend on each other. (Possible response: Bees land on flowers to get nectar. The bees get covered with pollen and leave. When they land on another flower, they leave some of the pollen behind. This helps the flowers make seeds.)

BL BELOW LEVEL 450L



PIONEER EDITION

Lexile: 450L | GR: P

Content Connection: Forestry

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

community natural resource oxygen photosynthesis

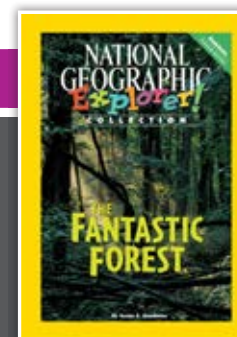
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** Describe a forest community. (A forest community is made up of trees, other plants, and animals. The plants and animals help each other survive.)
- Use Text Features** What kinds of things do we get from the forest? (We get sponges, hats with corks, chewing gum, walnuts, pears, pencils, paper for money, and toilet paper.)
- Explain** Why should people plant new trees? (People should plant trees to replace those that they cut down. Then we will not use up this natural resource. Also, planting new trees keeps the forest healthy.)
- Analyze** How do forests help people? (Possible response: Trees and other plants in the forest give off oxygen, which we need to breathe. Forests also help keep Earth cool. They provide food and other products that we use, too.)
- Evaluate** How can people help forests? (Possible response: People can plan which trees to cut down. They can plant more trees than they cut down. They can also care for the forests to protect the homes of animals.)

OL ON LEVEL 720L



PATHFINDER EDITION

Lexile: 720L | GR: R

Content Connection: Forestry

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

carbon dioxide community natural resource oxygen photosynthesis

Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** Describe a forest community. (It is made up of trees, other plants, and animals. Many plants and animals help each other survive. Some compete for food.)
- Use Text Features** How are forests important to the air we breathe? (Plants take in carbon dioxide that we give off when we breathe. They give off oxygen for us to breathe.)
- Contrast** What is the difference between renewable and nonrenewable resources? (Renewable resources replace themselves, or people can replace them. Nonrenewable resources cannot be replaced once they are used up.)
- Explain** Why do people today have more wood, even though less land is used for growing trees? (People use the whole tree and know how to make trees produce more wood in less time.)
- Synthesize** Tell how forests help people and how people can help forests. (Forests give oxygen, provide homes for animals, and make trees for wood. People can help forests by planting trees, fighting diseases that hurt trees, and harvesting carefully.)

Check & Reteach

OBJECTIVE: Use Text Features

Have partners use the sidebar feature “Try This!” on pages 8–9 to locate information about planting lemon trees. Also, have students explain why the information is relevant to the topic of the main text. (Possible response: The sidebar gives step-by-step instructions for how to plant lemon seeds and grow a new tree. This helps me understand how we can plant new trees to keep forests strong.)

For students who cannot use text features, reteach with the callouts on pages 10–11. Say: *The main text says that people should protect forests. What specific information about helping the forests do the callouts give?* Have students locate information. Have groups discuss ways to protect forests and discuss why the information is relevant. (Possible response: People can keep forests strong by leaving some trees standing. They can care for forests to help protect homes for animals. The information is relevant because it gives clear examples of ways to help the forests.)

BL BELOW LEVEL 370L



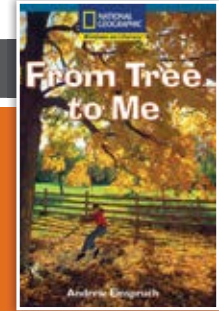
Big Red Tomatoes

by Pamela Graham

Content Connection:
Agriculture

Expository Nonfiction | Pages: 24 | Lexile: 370L | GR: K

BL BELOW LEVEL



From Tree to Me

by Andrew Einspruch

Content Connection:
Manufacturing

Expository Nonfiction | Pages: 16

OBJECTIVES

Thematic Connection: Plant Products

Read and Comprehend Literature

Make Inferences

Use Text Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.22, page SG49

Practice Master SG3.23, page SG50

Practice Master SG3.24, page SG51

Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Tomato Plants

SUGGESTED PACING

DAY 2 Introduce and read pages 1–11

DAY 3 Read pages 12–24 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Tomatoes are tasty in salads, sandwiches, and sauces, but where do they come from? Readers learn that they grow from seeds that are planted in soil. They sprout into seedlings, which are then planted in long rows at farms. The plants grow with water and sunshine, and yellow flowers form. Then a tiny, green tomato forms in the middle of the flower. It gets bigger and bigger. As it ripens, it turns red. People pick the ripe tomatoes, pack them, and send them to stores, where other people buy them to eat and cook.

Activate Prior Knowledge Ask: *What do you eat that has tomatoes in it or is made with tomatoes?* (Possible responses: salads, hamburgers, spaghetti sauce, pizza)

Build Background Display photos of tomatoes from the **Digital Library**. Say: *When you cut into a tomato, you might see tiny seeds. Those seeds could grow into tomato plants. Farmers plant seeds to grow the tomatoes you eat.*

Story Words Use **Practice Master SG3.22** to extend vocabulary.

among, page 12

market, page 20

mix, page 22

pack, page 20

through, page 9

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG3.22, page SG49

Practice Master SG3.23, page SG50

Practice Master SG3.25, page SG52

Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Lumber

SUGGESTED PACING

DAY 2 Introduce and read pages 1–5

DAY 3 Read pages 6–11

DAY 4 Read pages 12–16 and discuss

DAY 5 Connect across texts

Summary Readers learn how trees become wood used in many products. They follow the journey of wood as cut trees are loaded on a skidder, driven to a sawmill, cut into lumber, and stacked and dried. They also learn about many different workers who help in the process, including timber workers who manage forests, fallers who cut down trees, loader operators who drive the logs to the sawmill, sawyers who cut the best wood from the logs, and carpenters who make useful products from the wood after it is cut and dried.

Activate Prior Knowledge Ask: *What do you have in your home that is made from wood?* (Possible responses: furniture, floors, books, toys)

Build Background Display photos of lumber from the **Digital Library**. Explain that the U.S. produces more lumber than any other country. Oregon, Washington, and California are the states that lead in lumber production.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

allow, page 4

damage, page 7

length, page 10

manage, page 4

protect, page 4

OL ON LEVEL 640L



Rice

by Marianne Morrison

Content Connection:
Agriculture

Expository Nonfiction | Pages: 24 | Lexile: 640L | GR: P

AL ABOVE LEVEL 780L



Plant Power

by Kate Boehm Jerome

Content Connection:
Agriculture and Manufacturing

Expository Nonfiction | Pages: 32 | Lexile: 780L | GR: R

COMMON CORE STANDARDS

Reading

Read and Comprehend Informational Texts	CC.4.Rinf.10
Use Text Features	CC.3.Rinf.5
Use Illustrations	CC.3.Rinf.7
Summarize	CC.3.Rlit.2

Writing

Write Over Shorter Time for Specific Tasks	CC.3.W.10
--	-----------

Speaking and Listening

Draw on Preparation to Explore Ideas	CC.3.SL.1.a
--------------------------------------	-------------

Language and Vocabulary

Acquire and Use Academic Words	CC.3.L.6
--------------------------------	----------

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.26, page SG53
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Rice Farming

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–5
- DAY 3 Read pages 6–13
- DAY 4 Read pages 14–24 and discuss
- DAY 5 Connect across texts

Summary Rice is a popular food around the world. It grows in wet, warm fields called paddies. Rice kernels grow on tall stems. Inside each kernel, hard hulls surround the rice grains. At harvest time, paddies are drained. The plant is dried and threshed to get the kernels. At mills, the hull is removed. Grains can be classified as long, medium, or short, which differ in size, shape, and how sticky they get when cooked.

Activate Prior Knowledge Ask: *What is your favorite way to eat rice?*

Build Background Display the photo of rice farming from the **Digital Library**. Explain that more people eat rice than any other food. In Asia, people eat rice two or three times a day.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|------------------------|-------------------------|-------------------------|
| <i>area</i> , page 7 | <i>layer</i> , page 8 | <i>remove</i> , page 14 |
| <i>steady</i> , page 7 | <i>usually</i> , page 4 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG3.22, page SG49
- Practice Master SG3.23, page SG50
- Practice Master SG3.27, page SG54
- Practice Master SG3.28, page SG55

TECHNOLOGY ONLY

Digital Library: Cotton

SUGGESTED PACING

- DAY 2 Introduce and read pages 1–11
- DAY 3 Read pages 12–23
- DAY 4 Read pages 24–32 and discuss
- DAY 5 Connect across texts

Summary All plants share some of the same features, such as roots and stems. Leaves produce food through photosynthesis. All plants have ways to reproduce, including seeds, which are formed through pollination and fertilization. Plants are important because they are used to make a variety of things we need. They provide us with oxygen, shelter, food, and even medicine. Some plants even clean the air we breathe!

Activate Prior Knowledge Ask: *What are some reasons that people need plants?* (Possible responses: to eat, to make things, to breathe)

Build Background Display the photo of a cotton plant from the **Digital Library**. Have students think about how we use plants every day. Point out that cotton is one plant we use to make fabric for our clothing. Plants are also used to for foods and medicines, as well as wood products like paper and furniture.

Story Words Use **Practice Master SG3.22** to extend vocabulary.

- | | | |
|--------------------------|--------------------------|--------------------------|
| <i>contain</i> , page 16 | <i>develop</i> , page 21 | <i>observe</i> , page 11 |
| <i>spread</i> , page 8 | <i>support</i> , page 9 | |

BL > BELOW LEVEL 370L

Big Red Tomatoes

by Pamela Graham

Build Comprehension

- **Explain** *When does a tomato first appear on a tomato plant? Where does it grow?* (A small green tomato appears after the yellow flower grows. It grows in the middle of the flower.)
- **Draw Conclusions** *Why do farmers plant tomatoes in long rows?* (Possible response: The rows make the plants easy to care for and to pick when they are ripe.)

Writing Options

- **Sequence Puzzle** Ask students to list the steps in the life of a tomato, from tiny seed to big, red tomato. Have them write each step on a separate card and shuffle them. Then have partners try to put the cards in the correct order.
- **Friendly Letter** What would it be like to visit a tomato farm? Have students write a letter to a farmer, asking to visit the farm. Suggest that students tell why they think it would be an interesting visit and what they hope to see there.
- **Journal Entry** Invite students to imagine that there was a tomato shortage and farmers stopped shipping tomatoes to stores and markets. Have students write about what they would miss the most if there were no tomatoes for cooking or eating.

BL > BELOW LEVEL

From Tree to Me

by Andrew Einspruch

Build Comprehension

- **Identify Problem and Solution** *What problem do careful timber workers help to solve?* (They make sure that trees are cut down and replaced in a way that forests will not disappear.)
- **Make Comparisons** *How are sawyers similar to carpenters? How are they different?* (Both sawyers and carpenters work with and cut wood. Sawyers cut logs into boards. Carpenters use the boards to make furniture or other products.)

Writing Options

- **Job Cards** Have students create job cards for people who works with trees or wood. On the front, cards can include a picture of a worker and the name of the job. The back can describe how this person works with wood.
- **Interview Questions** Ask students to write a list of questions they would like to ask one of the workers shown in the book. Remind them to use question words, such as *who, what, where, when, why, and how.*
- **Journal Entry** Invite students to use the information they learned to write the journey of one wood product they enjoy from tree to product.

Check & Reteach

Ask students to talk about the text features in the book they read. If students have difficulty identifying text features, refer them to their text features chart. Ask: *What do the headings tell you? What information do you learn from the photos? What do you learn from the captions?*

DURING READING

Name _____ Date _____

Text Features Chart

Text Features

Use the text features chart to take notes about your book as you read.

Page	Text Feature	What It Shows Me

Use your text features chart to tell a partner about the book.

For use with TE pp. 5624-5627 **SG3.23** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Big Red Tomatoes

Review the story words with your group. Then discuss these questions together.

Story Words

among
market
mix
pack
through

1. **Cause and Effect** Review pages 12-13. What causes a tomato plant to grow?
2. **Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Photos** Review pages 8-9. What do the photos tell you about tomato seeds and sprouts?
 - **Index** Review page 24. What can you find using the index?
3. **Make Inferences** Review pages 15-16. Why do people wait for tomatoes to turn red before they eat them?
4. **Think Question Generalize** What is amazing about tomatoes?

For use with TE pp. 5624-5627 **SG3.24** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

From Tree to Me

Review the story words with your group. Then discuss these questions together.

Story Words

allow
damage
length
manage
protect

1. **Cause and Effect** Review pages 4-5. What is one effect of carefully managing a forest?
2. **Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** What do the "Job Log" headings tell you, like the ones on pages 7 and 9?
 - **Photos** Review pages 6-7. What do these pages tell you about the different ways trees are cut down?
 - **Captions** Review pages 8 and 10. How do the captions help you understand what the pictures show?
3. **Make Inferences** Why is the job of a carpenter important?
4. **Think Question Generalize** What is amazing about trees?

For use with TE pp. 5624-5627 **SG3.25** Unit 3 | Life in the Soil

OL ON LEVEL 640L

Rice

by Marianne Morrison

Build Comprehension

- **Explain** *What is the difference between importing and exporting rice?* (When a country imports rice, it buys rice from another country. When it exports rice, it sells rice to another country.)
- **Make Comparisons** *How is rice farming in Asia different from rice farming in other places around the world?* (Possible responses: In France, Italy, and the United States, farmers use machines to plant and harvest rice. In Asia, most of this work is done by hand.)

Writing Options

- **Poster** Have students create posters to share the most interesting facts they learned about rice. Encourage students to use drawings and captions to describe how rice is grown, harvested, and eaten.
- **Word Puzzles** Ask students to write sentences using the words in the index on page 24. Then have them rewrite the sentences, leaving a blank for the index word. Ask them to read their sentences aloud and see if listeners can fill in the blank.
- **Journal Entry** Invite students to describe the last time they ate rice and tell the steps that might have happened to bring that rice to their table.

AL ABOVE LEVEL 780L

Plant Power

by Kate Boehm Jerome

Build Comprehension

- **Make Comparisons** *How are conifers and flowering plants different?* (Conifers have cones, which contain seeds. Flowering plants have flowers to make seeds.) *What are some plants that do not have seeds?* (Possible response: Ferns have spores.)
- **Form Opinions** *We do not know about all the plants that live in the rain forest. Do you think it is important to protect these plants and learn more about them? Why or why not?* (Possible response: Yes, it is important because rain forest plants have many uses, such as medicines.)

Writing Options

- **Trading Cards** Have students create trading cards. The front of each card should show a plant or plant part, and the back can explain why it is special. Suggest that students create cards for at least two of the medicinal plants on pages 24–25.
- **Description** Ask students to write a detailed description of one photograph from the book. Encourage them to highlight the special features of the plant that make it unique.
- **Journal Entry** Invite students to write about the facts in the book that surprised them the most. Encourage them to explain how these facts changed their opinions about plants.



Connect Across Texts

AFTER READING Form heterogeneous groups, and have each member of the group summarize his or her book. Then have groups use **Practice Master SG3.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Rice

Review the story words with your group. Then discuss these questions together.

Story Words
area
layer
remove
steadily
usually

1. **Cause and Effect** Review page 9. How does the shape of rice grains affect how rice cooks?
2. **Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** What do the headings on each page tell you? Give an example.
 - **Photos** Review page 14. How do the photos on this page help you understand threshing?
 - **Captions** Review pages 20–21. How do the captions on these pages help you understand the photographs?
3. **Make Inferences** Review page 4. Why does the same word mean “eat” and “eat rice” in some Asian languages?
4. **Generalize** What is amazing about rice?

For use with TE pp. 5624–5627 **SG3.26** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Plant Power

Review the story words with your group. Then discuss these questions together.

Story Words
contain
develop
observe
spread
support

1. **Cause and Effect** Review pages 14–15. What are some things that can cause pollen to move from one plant to another?
2. **Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** Review pages 8–9. How do the headings help you understand plant features?
 - **Photos** Review pages 18–19. How do the photos on these pages help you understand how plants defend themselves?
 - **Captions** Review pages 24–25. How do the captions help you understand the photographs?
3. **Make Inferences** Review pages 20–21. Why do scientists think it is important to observe plants in rain forests?
4. **Generalize** How can a plant be amazing even if it doesn't look very exciting?

For use with TE pp. 5624–5627 **SG3.27** Unit 3 | Life in the Soil

AFTER READING

Name _____ Date _____

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Big Red Tomatoes
From Tree to Me
Rice
Plant Power

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show different ways we can use plants to make products?
2. Why is it important for scientists to learn more about the plants in these books?
3. **Generalize** How do these books show us why plants are amazing? What would happen if we didn't have plants?

For use with TE pp. 5624–5627 **SG3.28** Unit 3 | Life in the Soil

Academic Vocabulary

Story Words

The Ugly Vegetables

except (ik-sept) *preposition*
Except means apart from. *Everyone in my family except my father loves onions.*

interested (in-trist-ud) *adjective*
 When you are **interested** in something, you want to do it or find out more about it. *Are you interested in visiting my grandfather's garden?*

scent (sent) *noun*
 A **scent** is a smell. *The scent of cookies filled the kitchen.*

special (spesh-ul) *adjective*
 Something **special** is different, often in a good way. *My red t-shirt is special because red is my favorite color.*

tough (tuf) *adjective*
 Something **tough** is hard to chew or cut. *The branch was so tough that the gardener needed to use a strong saw to cut it.*

City Green

excitement (ik-cit-munt) *noun*
Excitement is when you have and show very strong, happy feelings. *I could hardly sleep last night because of my excitement about our trip today.*

lot (laht) *noun*
 A **lot** is a piece of land. *Our town is going to build a garden in that empty lot.*

program (prō-gram) *noun*
 A **program** is a plan of what will be done. *Our school has a new program to teach baseball on Saturdays.*

property (prahp-urt-ē) *noun*
Property is land that someone owns. *Be sure to ask before you walk on someone else's property.*

sprout (sprout) *verb*
 To **sprout** means to begin to grow. *After you plant them, those seeds will sprout in about a week.*

The Garden of Happiness

droop (drüp) *verb*
 To **droop** means to hang down. *The flowers in the vase begin to droop after a few days.*

inhale (in-hāl) *verb*
 To **inhale** means to breathe in. *When my mom bakes, I like to inhale all the yummy smells in the kitchen.*

measure (mez-ur) *verb*
 When you **measure** something, you find its size. *Use a scale to measure how much a bag of apples weighs.*

notice (nō-tis) *verb*
 To **notice** something means to see it. *I notice that our tree is much taller this year.*

tumble (tum-bul) *verb*
 To **tumble** means to fall suddenly. *The tower of blocks will tumble if you shake the table.*

Wanda's Roses

decide (di-sid) *verb*
 When you **decide**, you make a choice. *We decide to play a game instead of watching television.*

disappointed (dis-u-poin-tud) *adjective*
 When you feel **disappointed**, something did not turn out the way you wanted it to. *We were disappointed after losing the big soccer game.*

doubtfully (dout-fu-lē) *adverb*
 If you do something **doubtfully**, you show that you are not sure about it. *My brother looks doubtfully at my paper airplane because he does not think it will fly.*

notice (nō-tis) *verb*
 To **notice** something means to see it. *Did you notice the bright yellow flower in the town garden?*

thoroughly (thur-u-lē) *adverb*
 If you do something **thoroughly**, you do it all the way or completely. *We thoroughly watered our plants before going away for two days.*

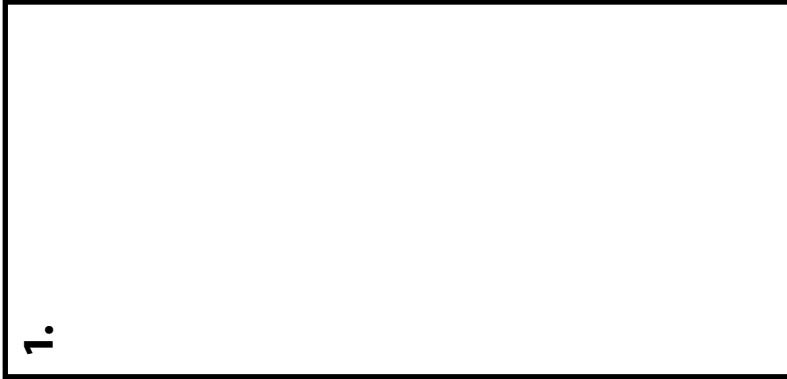
COPY READY

Sequence Chain

Sequence

Use the sequence chain to take notes about your book as you read.

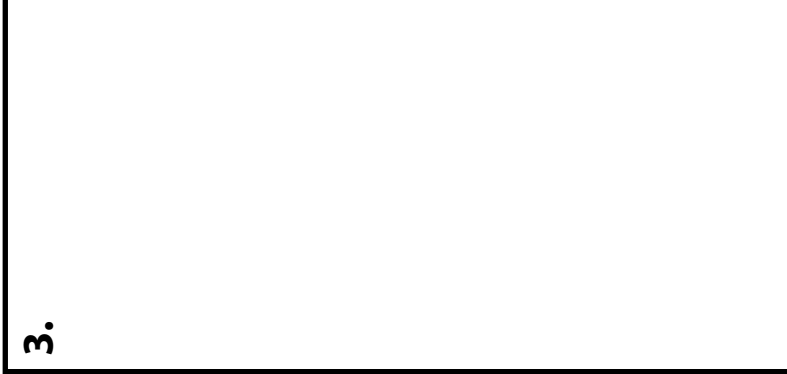
1.



2.



3.



4.



 Use your sequence chain to tell a partner about the book.

Discussion Guide

The Ugly Vegetables

Review the story words with your group. Then discuss these questions together.

Story Words


except

interested

scent

special

tough

- 1. Analyze Setting** What is it like where the girl and her mother live?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - What do the girl and her mother do in the spring?
 - What does the girl see when her garden starts to grow?
 - What does her mother do with the plants from the garden?
 - How do things change the next year?
- 3. Make Inferences** How does the girl feel about growing ugly vegetables?
- 4.  BIG Question Generalize** How can ugly plants be amazing?

Discussion Guide

City Green

Review the story words with your group. Then discuss these questions together.

Story Words


excitement

lot

program

property

sprout

- 1. Analyze Setting** How does Marcy's block change at the beginning of the story?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - Why is there an empty lot on Marcy's block?
 - What do Marcy and Miss Rosa decide to do?
 - How do other neighbors help them?
 - What happens to the empty property at the end of the book?
- 3. Make Inferences** Why doesn't Old Man Hammer show any excitement?
- 4.  BIG Question Generalize** What can be amazing about plants in a city?

Discussion Guide

The Garden of Happiness

Review the story words with your group. Then discuss these questions together.

Story Words


droop

inhale

measure

notice

tumble

- 1. Analyze Setting** Review the beginning of the story. Where does Marisol live? What do you notice about Marisol's neighborhood?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - How do neighbors start to work in the empty lot?
 - What does Marisol do to help?
 - Why does Marisol get sad at the end of the summer?
 - What do her neighbors do to cheer her up?
- 3. Make Inferences** Why do so many people want to help the Garden of Happiness grow?
- 4.  BIG Question Generalize** What makes a community garden an amazing place?

Discussion Guide

Wanda's Roses

Review the story words with your group. Then discuss these questions together.

Story Words

decide


disappointed

doubtfully

notice

thoroughly

COPY READY

- 1. Analyze Setting** Review the beginning of the story. What do you notice about the place where Wanda's bush is growing?
- 2. Sequence** Use these questions and the notes in the sequence chain to talk about events in the book.
 - Why does Wanda think that her bush is a rose?
 - What do Wanda's neighbors act doubtfully about?
 - What does Wanda do to get ready for the tea party?
 - How do the neighbors make sure that Wanda is not disappointed?
- 3. Make Inferences** How do Wanda's neighbors feel about her? How do you know?
- 4.  BIG Question Generalize** What is so amazing about Wanda's rose bush?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

The Ugly Vegetables
City Green
The Garden of Happiness
Wanda's Roses

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show how growing plants can affect a neighborhood?
2. What are some of the reasons people enjoy growing plants?
3. **Big Question** Which of the plants in these stories is the most amazing? Why?

Academic Vocabulary

Story Words

*Tops and Bottoms***debt** (det) *noun*A **debt** is money owed to someone. *He promises to pay his **debt** by the end of the week.***gather** (gath-ur) *verb*To **gather** means to bring together. *Please **gather** your clothes and put them in the laundry basket.***partner** (part-nur) *noun*A **partner** is one of two or more people who do something together. *Jada and her **partner** made a video of them singing their favorite song.***profit** (prahf-it) *noun***Profit** is something gained. *The **profit** from our bake sale will go to help the school library.***wealth** (welth) *noun***Wealth** is money or things that are worth a lot. *Her **wealth** comes from selling the beautiful pots she makes.**One Green Apple***gather** (gath-ur) *verb*To **gather** means to bring together. *Our class will **gather** trash from the playground and throw it away.***mention** (men-chun) *verb*To **mention** something is to speak or write about it briefly. *Don't forget to **mention** next week's fair to your parents.***perfectly** (pur-fik-tlê) *adverb*Something done **perfectly** is done just right. *My dog catches the ball **perfectly** every time I throw it.***perhaps** (pur-haps) *adverb***Perhaps** means maybe. ***Perhaps** it will rain tomorrow.***toward** (tôrd) *preposition***Toward** means in the direction of. *I walk **toward** the tallest tree in the garden.**Hopes and Dreams***attention** (u-ten-shun) *noun***Attention** is careful listening or watching. *The teacher gets our **attention** by clapping his hands.***continue** (kun-tin-yü) *verb*To **continue** means to keep doing something. *We **continue** painting until our teacher tells us to stop.***inspect** (in-spekt) *verb*To **inspect** is to look at something carefully. *When I **inspect** the plant, I see that it is covered with tiny hairs.***separate** (sep-rut) *adjective***Separate** means not together. *My sister and I have **separate** bedrooms.***skill** (skil) *noun*A **skill** is something you do well because of practice. *You need **skill** to throw a football well.**The Good Garden***collect** (kahl-ekt) *verb*To **collect** means to bring things together. *We **collect** shells at the beach.***discovery** (dis-kuh-ver-ê) *noun*A **discovery** is something that is found for the first time. *The scientists were excited about the **discovery** of a new planet.***improve** (im-prüv) *verb*To **improve** means to become better. *My sister wants to **improve** her swimming by taking classes.***meanwhile** (mên-wil) *adverb***Meanwhile** means at the same time. *I help to cook dinner. **Meanwhile**, my sister helps to clean the yard.***project** (prahj-ekt) *noun*A **project** is a plan to do something. *The playground **project** includes a new slide.*

Sensory Details Chart

Sensory Details

Use the sensory details chart to take notes about your book as you read.

When I read ...	I imagine ...

COPY READY

 Use your sensory details chart to tell a partner about the book.

Discussion Guide

Tops and Bottoms

Review the story words with your group. Then discuss these questions together.

Story Words


debt

gather

partner

profit

wealth

- 1. Analyze Characters** How is Bear different from Hare?
- 2. Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review pages 14–15. What words help you picture the work the Hare family does during the summer?
 - What do those words remind you of?
 - Review pages 20–21. What words help you hear how Bear sounds when he finds out he has been tricked again?
 - When have you heard someone sound like that?
- 3. Make Inferences** Why does Bear agree to Hare's deals for three summers?
- 4.  BIG Question Generalize** What is so amazing about the different ways we grow and use vegetables? How does Hare use these differences to help his family?

Discussion Guide

One Green Apple

Review the story words with your group. Then discuss these questions together.

Story Words


gather

mention

perfectly

perhaps

toward

- 1. Analyze Characters** How does Farah feel at the beginning of the field trip?
- 2. Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review page 6. What does Farah see when some of the students look at her?
 - What do these students and their actions remind you of?
 - Review pages 10–11. What sounds does Farah hear when she sees the dogs?
 - What have you heard that makes a sound like that?
- 3. Make Inferences** Why does Farah choose a green apple?
- 4.  BIG Question Generalize** What might Farah say was amazing about learning how to make cider from apples?

Discussion Guide

Hopes and Dreams

Review the story words with your group. Then discuss these questions together.

Story Words


attention

continue

inspect

separate

skill

- 1. Analyze Characters** Why does Tal worry about his parents?
- 2. Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review pages 13–14. What words describe Kanya the elephant?
 - What does watching the elephant remind you of?
 - Review Chapter 3. What words describe the weather?
 - What does the weather in Tal’s village remind you of?
- 3. Make Inferences** Review pages 38–39. Why do Tal’s parents continue farming?
- 4.  BIG Question Generalize** Why is rice so important to a village like the one Tal lives in?

Discussion Guide

The Good Garden

Review the story words with your group. Then discuss these questions together.

Story Words


collect

discovery

improve

meanwhile

project

- 1. Analyze Characters** Review pages 8–9. What is Don Pedro Morales like?
- 2. Sensory Details** Use these questions and the notes in the sensory details chart to talk about word pictures in the book.
 - Review pages 10–11. What words describe the compost?
 - What do you think of to help you imagine what the compost is like?
 - Review pages 22–23. What details help you to imagine what the market is like?
 - What do you think about to understand what it is like to be at the market?
- 3. Make Inferences** What sort of people are the *coyotes*?
- 4.  BIG Question Generalize** What is so amazing about learning new ways to grow crops? How can this help a community?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Tops and Bottoms
One Green Apple
Hopes and Dreams
The Good Garden

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do these books show us about growing and selling crops, or using them to make something? Why is this important to people?
2. What word pictures helped you imagine what plants look, feel, smell, and taste like?
3. **BIG Question** What is so amazing about plants?

Academic Vocabulary

Story Words

Cactuses

collect (kah-lekt) *verb*

To **collect** means to bring things together. *We collect leaves and hang them in our classroom.*

shade (shād) *verb*

To **shade** means to keep light from reaching something. *The trees next to the path shade the path from the hot sun.*

skin (skin) *noun*

Skin is the outside layer covering a plant or animal. *This apple's skin is red.*

soak (sōk) *verb*

To **soak** means to make something very wet. *A heavy rain will soak the garden.*

store (stor) *verb*

To **store** means to put something away until it is needed. *Please store the paints in the art closet.*

Tropical Rain Forests

contain (kun-tān) *verb*

To **contain** means to have within, or on the inside of. *A salad will usually contain lettuce and one or more other vegetables.*

direct (du-rekt) *adjective*

Direct means in a straight line. *The direct path is shorter than the one that takes a lot of turns.*

happen (hap-un) *verb*

To **happen** is to take place. *The school fair will happen at the beginning of May.*

main (mān) *adjective*

Main means largest or most important. *The main reason I like grapes is that they taste good.*

spread (spred) *verb*

To **spread** means to reach out over an area. *In just a few years, those plants have spread across the whole garden.*

A World of Plants

example (ig-zam-pul) *noun*

An **example** is one thing in a group that is used to explain what other things in the group are like. *A tiger is one example of a large cat.*

feature (fē-chur) *noun*

A **feature** is a part or detail that stands out. *One feature of a cell phone is that it can send text messages.*

material (mu-tēr-ē-ul) *noun*

A **material** is something used to make something else. *Glass is a material used to make windows.*

opposite (ahp-u-zit) *adjective*

Opposite means completely different. *We both saw the same movie, but we had opposite feelings about it.*

usually (yūzh-u-wu-lē) *adverb*

Usually means most of the time. *My family usually goes to the park on Saturdays.*

Temperate Forests

during (dur-ing) *preposition*

During means within the time of. *I often wear shorts during the summer.*

example (ig-zam-pul) *noun*

An **example** is one thing in a group that is used to explain what other things in a group are like. *A strawberry is one example of a berry.*

extreme (ik-strēm) *adjective*

When something is **extreme**, it is more than ordinary. *I like the winter, but extreme cold is no fun.*

prevent (pri-vent) *verb*

When you **prevent** something, you stop it from happening. *A fence will prevent many animals from getting into the garden.*

system (sis-tum) *noun*

A **system** is a group of things that work together. *There are two middle schools in our school system.*

COPY READY

Main Idea and Details Diagram

Main Idea and Details

Use the main idea and details diagram to take notes about your book as you read.

Main Idea:	
	Detail: 1.
	Detail: 2.
	Detail: 3.

COPY READY

 Use your main idea and details diagram to tell a partner about the book.

Discussion Guide

Cactuses

Story Words

collect


shade

skin

soak

store

Review the story words with your group. Then discuss these questions together.

- 1. Make Comparisons** Review pages 2–3. How are some cactuses different from others?
- 2. Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What do the parts of a cactus help it to do?
 - **Detail:** How do stems help cactuses?
 - **Detail:** How do ribs help cactuses?
 - **Detail:** How do roots and a waxy skin help cactuses?
- 3. Make Inferences** Why might animals want to eat cactuses?
- 4.  Big Question Generalize** How are cactuses amazing plants?

Discussion Guide

A World of Plants

Review the story words with your group. Then discuss these questions together.

Story Words

example


feature

material

opposite

usually

COPY READY

- 1. Make Comparisons** Review pages 10–11. How are ferns and sunflowers different?
- 2. Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What helps plants survive in the places they live?
 - **Detail:** How do plants get food?
 - **Detail:** How do desert plants get enough water?
 - **Detail:** How can roots help desert plants survive?
- 3. Make Inferences** Do carnivorous plants make their own food? Explain.
- 4.  BIG Question Generalize** What is so amazing about the differences between plants?

Discussion Guide

Tropical Rain Forests

Review the story words with your group. Then discuss these questions together.

Story Words


contain

direct

happen

main

spread

- 1. Make Comparisons** What is different about the ways animals and plants get their food?
- 2. Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** Why is a tropical rain forest a good place for plants to grow?
 - **Detail:** What are the four levels that rain forest plants live in?
 - **Detail:** What parts or features help rain forest plants live with poor soil?
 - **Detail:** How do rain forest plants depend on animals to survive?
- 3. Make Inferences** Review page 24. How do the black pepper plant and the Brazil nut tree receive sunlight differently?
- 4.  BIG Question Generalize** What are the most amazing facts about tropical rain forest plants?

Discussion Guide

Temperate Forests

Review the story words with your group. Then discuss these questions together.

Story Words


during

example

extreme

prevent

system

- 1. Make Comparisons** How is a temperate forest different during the summer and the winter?
- 2. Main Idea and Details** Use these questions and the notes in the main idea and details diagram to talk about the book.
 - **Main Idea:** What do plants in a temperate forest have to do to be able to live there all year?
 - **Detail:** How do deciduous trees live in temperate forests?
 - **Detail:** How do evergreens live in temperate forests?
 - **Detail:** How do plants and animals depend on each other in a temperate forest?
- 3. Make Inferences** What might happen to temperate forest plants if there were no animals?
- 4.  BIG Question Generalize** What makes the plants in temperate forests amazing?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Cactuses
A World of Plants
Tropical Rain Forests
Temperate Forests

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do plants survive in their different habitats?
2. What would happen if a tree with leaves from a temperate forest or a rain forest tried to live in the desert? Why?
3. **Big Question** What is so amazing about the plants you read about in your books?

Academic Vocabulary

Story Words

COPY READY

*Big Red Tomatoes***among** (u-mung) *preposition***Among** means in the middle of. *There is one yellow flower **among** the red ones.***market** (mahr-kut) *noun***A market** is place where foods are sold. *We went to the **market** to buy vegetables for our picnic.***mix** (miks) *verb***To mix** means to stir together. *You can **mix** dirt and water to make mud.***pack** (pack) *verb***When you pack** something, you place it in something else so you can store or carry it. *The farmers **pack** berries in baskets.***through** (thrü) *preposition***Through** means to move past something else. *I press my finger **through** the soft skin of the tomato.**From Tree to Me***allow** (ul-au) *verb***To allow** means to let take place. *Umbrellas **allow** us to walk in the rain and not get wet.***damage** (dam-ij) *verb***To damage** is to harm or break something. *You might **damage** a phone if you drop it.***length** (lengkth) *noun***Length** is the distance from one end to the other. *The **length** of the fence is ten feet.***manage** (man-ij) *verb***To manage** means to take care of. *Six farmers **manage** all of the chores on the farm.***protect** (pru-tekt) *verb***You protect** something when you guard it against harm. *A raincoat can help **protect** you during a storm.**Rice***area** (air-ē-u) *noun***An area** is a place. *The **area** was once forest, but now it is mostly homes.***layer** (lā-er) *noun***A layer** is a thickness of something. *There is a **layer** of snow on the ground.***remove** (ri-müv) *verb***To remove** is to take away. *To eat an orange, first you need to **remove** the skin.***steady** (sted-ē) *adjective***Something steady** does not change much. *There was a **steady** rain all weekend.***usually** (yüzh-u-wu-lē) *adverb***Usually** means most of the time. *I **usually** go to the library on Monday.**Plant Power***contain** (kun-tān) *verb***To contain** means to have within. *Forests **contain** many plants and animals.***develop** (di-vel-up) *verb***When something develops**, it grows over time. *Our puppy will **develop** into a large dog.***observe** (ub-zurv) *verb***To observe** means to see. *At the farm, I **observe** corn growing in rows.***spread** (spred) *verb***To spread** means to reach out over an area. *The tree's branches **spread** out against the sky.***support** (su-port) *verb***To support** means to hold up. *The shelves **support** the books on it.*

Text Features Chart

Text Features

Use the text features chart to take notes about your book as you read.

Page	Text Feature	What It Shows Me

COPY READY

 Use your text features chart to tell a partner about the book.

Discussion Guide

Big Red Tomatoes

Review the story words with your group. Then discuss these questions together.

Story Words


among

market

mix

pack

through

- 1. Cause and Effect** Review pages 12–13. What causes a tomato plant to grow?
- 2. Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Photos** Review pages 8–9. What do the photos tell you about tomato seeds and sprouts?
 - **Index** Review page 24. What can you find using the index?
- 3. Make Inferences** Review pages 15–16. Why do people wait for tomatoes to turn red before they eat them?
- 4.  Big Question Generalize** What is amazing about tomatoes?

Discussion Guide

From Tree to Me

Review the story words with your group. Then discuss these questions together.

Story Words


allow

damage

length

manage

protect

- 1. Cause and Effect** Review pages 4–5. What is one effect of carefully managing a forest?
- 2. Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** What do the “Job Log” headings tell you, like the ones on pages 7 and 9?
 - **Photos** Review pages 6–7. What do these pages tell you about the different ways trees are cut down?
 - **Captions** Review pages 8 and 10. How do the captions help you understand what the pictures show?
- 3. Make Inferences** Why is the job of a carpenter important?
- 4.  BIG Question Generalize** What is amazing about trees?

Discussion Guide

Rice

Review the story words with your group. Then discuss these questions together.

Story Words


area

layer

remove

steady

usually

- 1. Cause and Effect** Review page 9. How does the shape of rice grains affect how rice cooks?
- 2. Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** What do the headings on each page tell you? Give an example.
 - **Photos** Review page 14. How do the photos on this page help you understand threshing?
 - **Captions** Review pages 20–21. How do the captions on these pages help you understand the photographs?
- 3. Make Inferences** Review page 4. Why does the same word mean “eat” and “eat rice” in some Asian languages?
- 4.  BIG Question** **Generalize** What is amazing about rice?

Discussion Guide

Plant Power

Review the story words with your group. Then discuss these questions together.

Story Words


contain

develop

observe

spread

support

- 1. Cause and Effect** Review pages 14–15. What are some things that can cause pollen to move from one plant to another?
- 2. Text Features** Use these questions and the notes in the text features chart to talk about the book.
 - **Headings** Review pages 8–9. How do the headings help you understand plant features?
 - **Photos** Review pages 18–19. How do the photos on these pages help you understand how plants defend themselves?
 - **Captions** Review pages 24–25. How do the captions help you understand the photographs?
- 3. Make Inferences** Review pages 20–21. Why do scientists think it is important to observe plants in rain forests?
- 4.  BIG Question** **Generalize** How can a plant be amazing even if it doesn't look very exciting?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Big Red Tomatoes
From Tree to Me
Rice
Plant Power

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do these books show different ways we can use plants to make products?
2. Why is it important for scientists to learn more about the plants in these books?
3. **BIG Question** How do these books show us why plants are amazing? What would happen if we didn't have plants?

Speaking and Listening Observation Log

Unit 3

As you monitor students in their small groups, put a check mark beside each behavior that you observe. Use conferences to coach students in developing speaking and listening skills.

Student Name																				

COPY READY

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

Check the reading strategies the student used and ask the questions that follow about how the student used the strategy. Use the rubric to help you determine how well the student used the strategy. Circle the student's score.

- Ask: *What did you do while you were reading?*
Were there any parts of the book that confused you or were hard to follow?
What did you do to understand better?
How did it work?

COPY READY

Reading Strategy Rubrics			
Plan and Monitor	Ask Questions	Make Inferences (Unit Focus)	
4 3 2 1	4 3 2 1	4 3 2 1	
<ul style="list-style-type: none"> • <i>What did you do before you started reading the book?</i> • <i>When you were reading, did you go back and reread any part of the book for better understanding?</i> • <i>When you didn't understand, what did you do?</i> • <i>How did the meaning become clear to you?</i> 	<ul style="list-style-type: none"> • <i>What questions did you have when you were reading?</i> • <i>Did you find answers to the questions?</i> • <i>Can you tell me some examples of these kinds of questions and what you learned?</i> 	<ul style="list-style-type: none"> • <i>Did you infer, or figure out, something in the book that was not stated directly?</i> • <i>Were there details in the book that helped you figure this out?</i> • <i>What did you already know about those details that helped you make this inference?</i> 	
4	Consistently previews text and makes and confirms predictions. Monitors when comprehension breaks down and demonstrates ability to clarify text successfully.	Expands text meaning by asking questions that address large concepts and clarify confusion. Can provide relevant examples related to the book.	Makes inferences using examples from the text and background knowledge. Can use inferences to interpret the text.
3	Often previews text and makes and confirms predictions. Monitors comprehension, but cannot always clarify text independently.	Asks relevant questions and looks for answers to clarify confusion or understand the text.	Makes inferences that are consistent with the text or background knowledge. Cannot tell you how inference was made.
2	Sometimes previews and makes predictions, but may not confirm them. Can monitor when comprehension has broken down, but does not attempt to clarify text.	Asks only literal questions.	Makes inferences that are inaccurate or unsubstantiated.
1	Does not preview or make predictions. Is not aware of how to monitor comprehension or clarify meaning.	Does not ask questions or asks irrelevant questions.	Does not attempt to make inferences.

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 3

Reading Strategy Rubrics

Reading Strategy Rubrics			
Determine Importance 4 3 2 1	Make Connections 4 3 2 1	Visualize 4 3 2 1	Synthesize 4 3 2 1
<ul style="list-style-type: none"> • <i>What is an important idea in the book you chose?</i> • <i>Why do you think that is important?</i> • <i>How would you summarize this book for someone who has not read it?</i> 	<ul style="list-style-type: none"> • <i>Did you read anything in the book that connects to your life? What was that, and how does it connect?</i> • <i>Did you read anything that reminded you of something else you read? What was that, and how does it connect?</i> • <i>Did you read anything you already knew about in the world around you? What was that, and how does it connect?</i> 	<ul style="list-style-type: none"> • <i>Was there a part of the book that made you visualize (see pictures in your mind)?</i> • <i>How did this help you understand what you were reading?</i> • <i>Are there particular words that helped you visualize?</i> 	<ul style="list-style-type: none"> • <i>Tell me about the book you read. What about the book can you generalize, or say is true most of the time?</i> • <i>What can you conclude from these parts?</i> • <i>Based on this book and what you know about (topic), what do you think is probably true about (topic)?</i>
4 Uses many parts of the text (pictures, title, words) to accurately identify an important idea, and summarizes the important ideas in the book.	Makes text-to-self, text-to-text, and/or text-to-world connections to enhance comprehension. Can explain how connections enrich understanding.	Describes multi-sensory mental images that go beyond the literal text. Explains how this helped understanding.	Synthesizes text accurately to draw conclusions and/or make generalizations. Can explain how synthesis helps comprehension.
3 Identifies and summarizes some important ideas from the text using a few parts of the text. Cannot explain importance.	Makes some type of relevant connection, but does not elaborate on how the connection helped understanding.	Describes multi-sensory mental images and goes beyond the literal text.	Combines some information from the text to draw basic conclusions or make limited generalizations.
2 Attempts to identify and summarize important ideas, but is inaccurate.	Attempts to make connections, but the connections are not relevant to understanding the text.	Describes few mental images directly related to text descriptions or pictures.	Attempts to synthesize, but synthesis is limited or leads to inaccurate conclusions or generalizations.
1 Cannot identify an important idea.	Does not make connections with the text.	Does not describe mental images related to the text.	Does not draw a conclusion or make a generalization about the text.

COPY READY

Reader Reflection

Date	Title of Book	Author

Check all that apply.

1. Before I read this book, I:

- read the title.
- looked at the pictures.
- predicted what I would read about.
I predicted: _____

2. If I didn't understand what I was reading, I:

- stopped to think about what I had just read.
- read it again.
- other (describe): _____

3. If I didn't understand a word while reading, I:

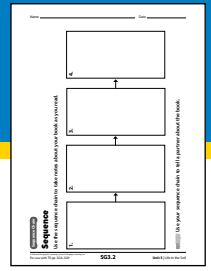
- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

4. This book reminded me of something I know or read already. It reminded me of:

This book was: easy about right hard

Rate this book! ☆ ☆ ☆ ☆ ☆

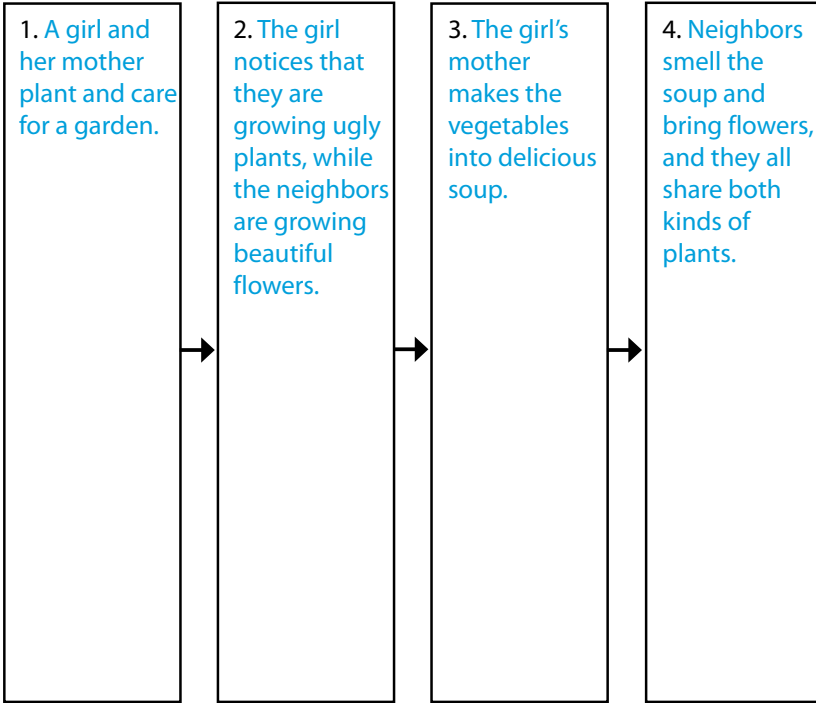
I would like to read other books: about this topic by this author



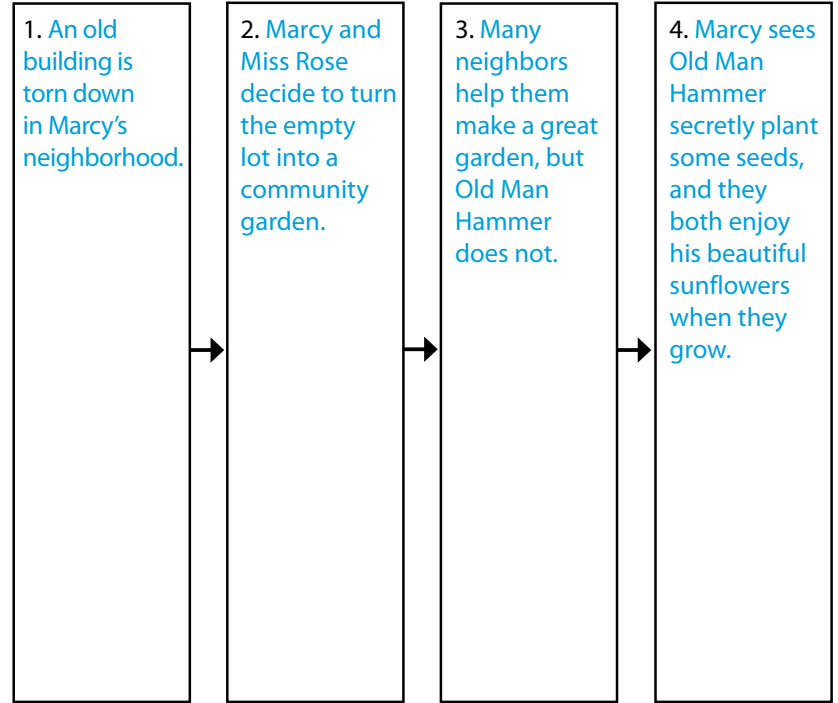
Sequence Chain

Practice Master SG3.2

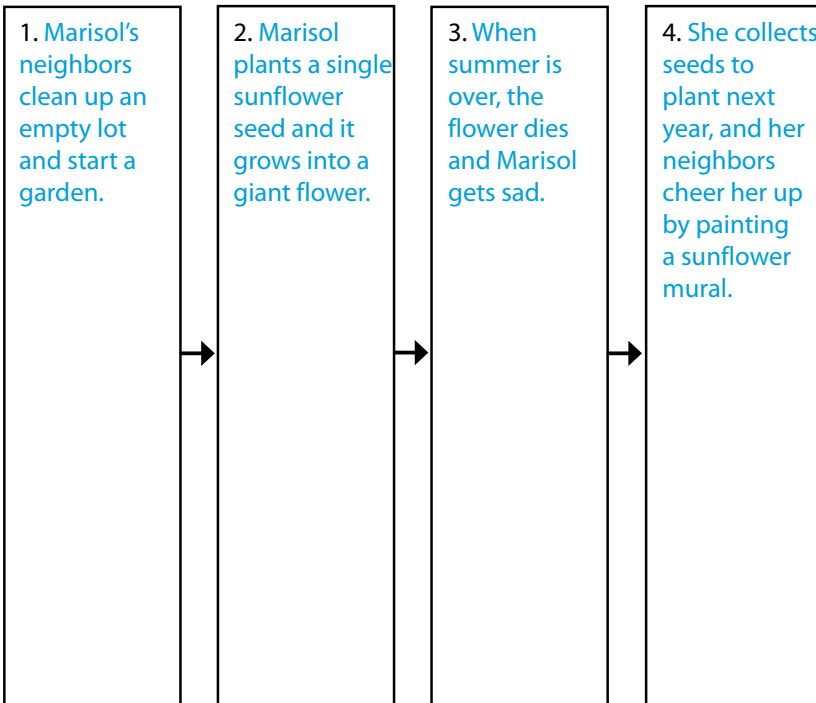
BL The Ugly Vegetables



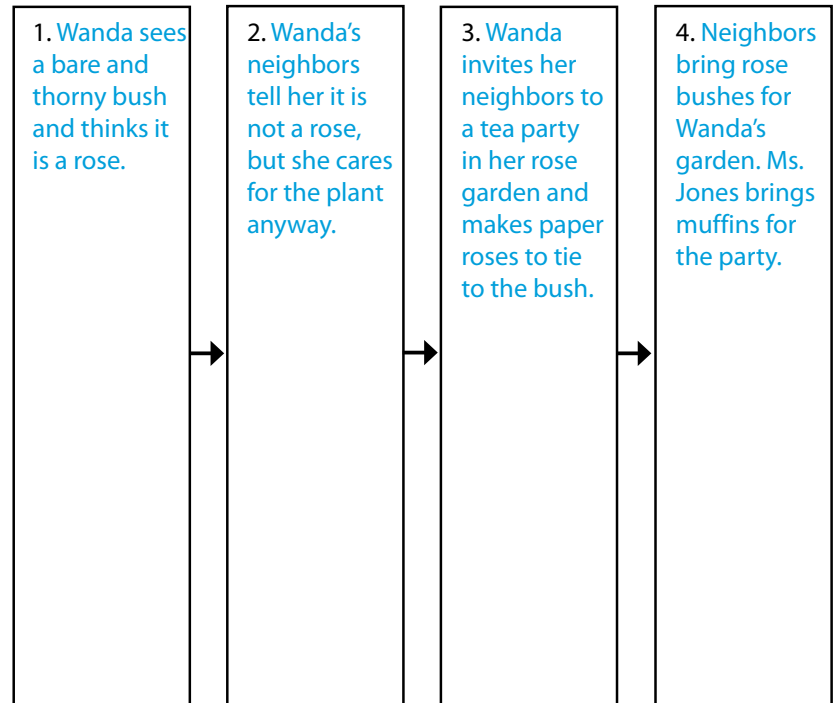
BL City Green



OL The Garden of Happiness



AL Wanda's Roses



Discussion Guides

Analyze Books

BL *The Ugly Vegetables*

Practice Master SG3.3

- Analyze Setting** They live in a city where people have houses and gardens. People are friendly there.
- Sequence**
 - The girl and her mother plant a garden.
 - Their garden looks different from the other gardens in the neighborhood. It has ugly vegetables instead of flowers.
 - She makes the vegetables into a delicious soup.
 - The next year, neighbors plant some Chinese vegetables, and the girl and her mother plant some flowers.
- Make Inferences** At first, the girl is sad that they are not growing pretty flowers, but then she is happy because the vegetables make good soup.
- Generalize** Plants that are ugly, like the Chinese vegetables, can be very tasty.

OL *The Garden of Happiness*

Practice Master SG3.5

- Analyze Setting** Marisol lives in a city with a lot of people. There is an empty lot there.
- Sequence**
 - Neighbors start to clean up the lot to plant a garden. They dig up stones, prepare the ground, and bring peat moss. Then they plant flowers and vegetables.
 - Marisol takes a single seed from Mrs. Garcia and plants it in a small patch of land. She takes care of the plant.
 - Marisol gets sad when her sunflower plant begins to die.
 - The neighbors paint a sunflower mural that will stay bright all winter.
- Make Inferences** The neighbors work together because they like to see the flowers. The garden makes their neighborhood a nicer place to live.
- Generalize** A community garden brings people together and it gives people a nice place to go where they can see plants and flowers.

BL *City Green*

Practice Master SG3.4

- Analyze Setting** An old building is torn down and leaves a gap in the block.
- Sequence**
 - An old building was torn down because it was unsafe.
 - Marcy and Miss Rose decide to start a community garden in the empty lot.
 - Neighbors help to clean up the lot, build and paint a fence, and plant and care for flowers and vegetables.
 - The property becomes a beautiful community garden where neighbors—even Old Man Hammer—can enjoy plants.
- Make Inferences** Old Man Hammer may not like to show how he is feeling; he might be embarrassed about his feelings.
- Generalize** Plants in the city can bring people together. They can give people something to work on and enjoy together.

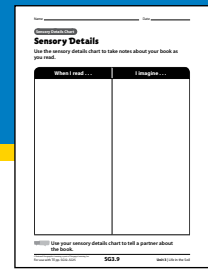
AL *Wanda's Roses*

Practice Master SG3.6

- Analyze Setting** The bush is growing in an empty lot with a lot of garbage in it.
- Sequence**
 - Wanda sees thorns on the bush and thinks it is a rose bush.
 - Wanda's neighbors know what rose bushes look like and do not believe that Wanda's bush is a rose.
 - Wanda makes paper flowers to tie to her bush because it does not have any flowers.
 - Most of the neighbors bring real rose bushes to plant in the garden.
- Make Inferences** The neighbors like Wanda and want to make sure she is not disappointed. They come to her party and bring her roses.
- Generalize** Wanda's bush brings her neighbors together, even though it is not really a rose bush.

Connect Across Texts Practice Master SG3.7

- The Ugly Vegetables* shows how growing different kinds of plants can help neighbors get to know each other. *City Green* and *The Garden of Happiness* show how community gardens can bring people together. *Wanda's Roses* shows how a person's love of a plant can affect others.
- People grow plants to have beautiful flowers, as well as to have useful and tasty vegetables. They can also grow plants as a way to get to know more about each other and to share an enjoyable activity together.
- (Students should identify a plant in one of these books and explain why it is amazing. For example, students might say that Wanda's bush in *Wanda's Roses* is amazing because it brought people together even though it had no flowers at all.)



Practice Master SG3.9

Sensory Details Chart Practice Master SG3.9

BL Tops and Bottoms

When I read ...	I imagine ...
Hare and his family plant, water, and weed,	how I feel when I work hard in the garden.
that Bear growls,	how my sister sounds when she is angry.

BL One Green Apple

When I read ...	I imagine ...
"smile cruel smiles,"	my brother when he teases me.
"juice drips down,"	how it feels to drink when you are very thirsty.

OL Hopes and Dreams

When I read ...	I imagine ...
"His father stood knee-deep in muddy water. A straw hat with a wide brim shaded his face."	how it felt when I got my boots stuck in the mud and how a hat helps me feel cooler in the summer.
Kanya the elephant "trumpeted in terror,"	how people shout when they are scared, like on a rollercoaster. An elephant must be even louder when it is scared.

AL The Good Garden

When I read ...	I imagine ...
"the dry season has set in, and there is dust in the air and wispy clouds high above,"	how I felt when it didn't rain for a week last summer.
"Don Pedro heaps up old leaves, corn husks and bean pods,"	how we gathered fruit and vegetable peelings for our school compost project.

Discussion Guides

Analyze Books

BL *Tops and Bottoms*

Practice Master SG3.10

- Analyze Characters** Hare is a hard worker and smart about business. Bear is lazy and only wants to sleep.
- Sensory Details** Possible responses:
 - The Hare family “planted, watered, and weeded.”
 - They remind me of working with my mother in the garden on a hot summer day.
 - Bear “scowled” and “growled.”
 - It sounds like my dad when he is unhappy about something.
- Make Inferences** Each time, Bear thinks he can make the Hare do all the work and he can get all the food.
- Generalize** Sometimes we eat the roots that are underground, like carrots and radishes. Other times, we eat the parts that grow above ground, like lettuce and broccoli. We eat the middle of other plants, like corn plants. Hare knows which parts of the plant to eat and makes sure his family gets the best parts.

OL *Hopes and Dreams*

Practice Master SG3.12

- Analyze Characters** Tal sees how tired his parents are after long days of working in rice paddies. He worries that they work too hard.
- Sensory Details** Possible responses:
 - “The elephant sucked up water with its trunk, then sprayed it over its back, showering them both.”
 - It reminds me of how my brother and I sometimes play with the garden hose on a hot day.
 - “Stormy weather returned with gale-force winds. Driving rain stung Tal’s face as he walked to and from school.”
 - It reminds me of when I got caught in huge rainstorm and had to run home.
- Make Inferences** Tal’s parents have always been rice farmers. They do not want to change something that they know how to do well.
- Generalize** It is important because people in the village depend on it to live. If a crop fails, there is no money. If it does well, there is more money in the village.

Connect Across Texts Practice Master SG3.14

- Tops and Bottoms* shows how vegetables grow differently: either above or below ground, or inside husks. People need to know what type of food to grow to make sure they grow the right kind. *One Green Apple* shows how apples grow and can be made into juice. *Hopes and Dreams* shows how people depend on growing crops to make a living. *The Good Garden* shows how improving agricultural techniques can help farmers survive.

BL *One Green Apple*

Practice Master SG3.11

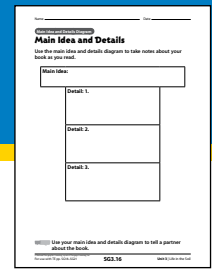
- Analyze Characters** Farah feels out of place and lonely at the beginning of the trip because she is a new student from a different country, and everything is different than what she is used to. She doesn’t know anyone or speak the same language as the other students.
- Sensory Details** Possible responses:
 - “Some are friendly. But some look at me coldly and smile cruel smiles.”
 - They remind me of my sister when she teases me.
 - “crunch crunch crunch”
 - It sounds like my dog when he’s eating dog food.
- Make Inferences** She feels out of place, like the apple. She thinks the apple is perfect the way it is.
- Generalize** She might say that it was amazing to see how the different flavors from the apples blended to make the cider. It also helped her learn her first English word, and she made new friends.

AL *The Good Garden*

Practice Master SG3.13

- Analyze Characters** Don Pedro is helpful and has lots of good ideas. He wants to help people and teach them new ways to survive.
- Sensory Details** Possible responses:
 - “old leaves, corn husks and bean pods”
 - I think of the garbage that we throw away when we cook.
 - “Baskets of winter vegetables are stacked everywhere. There are farm tools and fertilizers, mules, ponies, pigs, and even parrots.”
 - I think about when I visited a fair and felt lost in the crowd of so many different things to see and smell.
- Make Inferences** The coyotes are people who want to take advantage of poor farmers. They treat the farmers poorly and offer low prices for the farmers’ products.
- Generalize** Finding new ways to grow crops can help farmers survive. Using compost and terraces, farmers in some areas can grow more food, and people in the community will have more money.

- (Students should identify specific word pictures that describe how plants look, smell, taste, or feel. For example, the title fruit in *One Green Apple* is “hard” and “fits perfectly” in Farah’s hand.)
- Plants can help people earn money and get enough food to eat, as in *Tops and Bottoms*, *Hopes and Dreams*, and *The Good Garden*. They can also bring people together, as in *One Green Apple*.



Practice Master SG3.16

Main Idea and Details Diagram

Practice Master SG3.16

BL Cactuses

Main Idea:

Cactuses have special parts that help them live in the desert.

Detail: 1.

Thick stems store a lot of water.

Detail: 2.

Long roots collect water, and waxy skin keeps the water inside.

Detail: 3.

Spikes keep desert animals from eating cactuses.

BL A World of Plants

Main Idea:

All plants have special parts that help them survive where they live.

Detail: 1.

Ferns have spores that make new ferns.

Detail: 2.

Sunflowers and pine trees have seeds that make new plants.

Detail: 3.

Most desert plants do not have leaves. Instead, they have thick stems that store water and make food for the plant.

OL Tropical Rain Forests

Main Idea:

Plants that live in tropical rain forests have found special ways to live in these hot, wet places.

Detail: 1.

Rain forest plants live with different amounts of sunlight.

Detail: 2.

All rain forest plants have ways to live in poor soil.

Detail: 3.

Rain forest plants live with animals; they depend on one another to survive.

AL Temperate Forests

Main Idea:

Plants that live in temperate forests have special features that help them live where the temperatures change with the seasons.

Detail: 1.

Deciduous trees drop their leaves in the fall and are dormant in the winter.

Detail: 2.

Evergreen trees have needle-like leaves and do not lose all of them during the winter.

Detail: 3.

Animals spread pollen and seeds to help forest plants reproduce.

Discussion Guides

Analyze Books

BL Cactuses

Practice Master SG3.17

1. **Make Comparisons** Cactuses have different shapes. Some are tall. Others are short and round.
2. **Main Idea and Details**
 - **Main Idea:** The parts of a cactus help it live in the desert.
 - **Detail:** Thick stems store a lot of water.
 - **Detail:** Ribs shade the plant and keep it cool.
 - **Detail:** Deep roots collect water, and waxy skin keeps it inside the cactus.
3. **Make Inferences** Animals might want to eat cactuses for food. They might also want the water that is stored inside.
4. **Generalize** Cactuses are amazing because they can live in very hot, dry deserts, where most plants would die.

OL Tropical Rain Forests

Practice Master SG3.19

1. **Make Comparisons** Animals eat plants and other animals. Plants make their own food through photosynthesis.
2. **Main Idea and Details**
 - **Main Idea:** Tropical rain forests are warm and wet. There are lots of places for plants to grow.
 - **Detail:** There is the emergent level at the top, the canopy, the understory, and the forest floor. Plants at the forest floor receive the least light.
 - **Detail:** Some rain forest plants have roots that spread out instead of going deep. This helps them get minerals they need. Other plants get minerals by trapping insects.
 - **Detail:** Animals help spread plant seeds through a rain forest.
3. **Make Inferences** The Brazil nut tree is a tall tree; it receives sunlight in the canopy and emergent level. The black pepper vine may climb trees, but does not reach as high a level.
4. **Generalize** (Students might mention the fact that large plants live in areas with poor soil; millions of plants live in rain forests; some plants trap insects for food.)

Connect Across Texts Practice Master SG3.21

1. *Cactuses* and *A World of Plants* show how plants have needles, instead of leaves, and special roots to help them survive in hot, dry places. *Tropical Rain Forests* shows how plants survive in warm, wet forests. *Temperate Forests* shows how plants survive in areas where there are four seasons and a wide range of temperatures. Deciduous trees drop their leaves and go dormant when it is cold. Evergreens keep some of their needles all year.

BL A World of Plants

Practice Master SG3.18

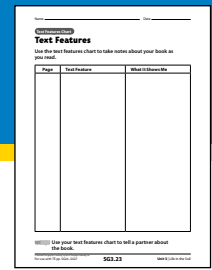
1. **Make Comparisons** New ferns grow from spores; new sunflowers grow from seeds.
2. **Main Idea and Details**
 - **Main Idea:** All plants have special features that help them survive.
 - **Detail:** They make their own food through photosynthesis.
 - **Detail:** Most desert plants do not have leaves. They have spines that do not lose as much water.
 - **Detail:** Some desert plants have deep roots that take in underground water. Others have shallow roots that take in a lot of rain. Some plants have both deep and shallow roots.
3. **Make Inferences** All plants make their own food through photosynthesis, but carnivorous plants also get some food from insects.
4. **Generalize** The differences between plants allow them all to live in very different places.

AL Temperate Forests

Practice Master SG3.20

1. **Make Comparisons** Temperatures are warm in summer and cool in winter. Deciduous trees have leaves in the summer and are dormant in the winter.
2. **Main Idea and Details**
 - **Main Idea:** Plants in temperate forests have to change with the seasons.
 - **Detail:** Deciduous trees drop their leaves in winter and go dormant when it is cool.
 - **Detail:** Evergreens keep some of their leaves throughout the year.
 - **Detail:** Some animals eat temperate forest plants. Animals help plants reproduce by spreading pollen and seeds.
3. **Make Inferences** The plants might have trouble reproducing and spreading.
4. **Generalize** Plants in temperate forests have adapted to live in both hot and cool temperatures.

2. It would die because it would be too hot. Leaves lose too much moisture. Cactuses have needles instead of leaves.
3. (Students should identify specific plants that have adapted to their habitats. For example, cactuses have no leaves, thick stems, and waxy skin, which allow them to survive in hot, dry deserts.)



Practice Master SG3.23

Text Features Chart Practice Master SG3.23

BL Big Red Tomatoes

Page	Text Feature	What It Shows Me
6	photo	It takes a lot of people to pick tomatoes when they are ready.
8	photo	Tomato seeds are very tiny. One seed can fit on the tip of your finger.
24	index	It shows me where in the book I can find a word.

BL From Tree to Me

Page	Text Feature	What It Shows Me
7	heading: Job Log: Faller	This page focuses on a job that deals with wood.
5	photo	A timber worker is carefully planting new trees so that this resource will not run out.
10	caption	The caption explains that the saw cuts round logs into flat boards, which is a more useful shape for building.

OL Rice

Page	Text Feature	What It Shows Me
3	heading	Rice is very popular around the world.
6-7	photo	Rice fields are large and beautiful. They make interesting patterns.
10	caption	The captions help me understand that some rice fields are flat and plowed by animals; others are in terraces on the side of a mountain.

AL Plant Power

Page	Text Feature	What It Shows Me
8	heading	Roots do two things for plants: they anchor the plant in place and they absorb water and nutrients.
19	photos	Plants have different ways to protect themselves, including stinging parts, bad taste, and spines.
25	captions	The captions explain different ways that plants can be used as medicines.

Discussion Guides

Analyze Books

BL *Big Red Tomatoes*

Practice Master SG3.24

1. **Cause and Effect** Water and sunlight help a tomato plant to grow.
2. **Text Features**
 - **Photos** The photos show that tomato seeds and sprouts are very tiny.
 - **Index** The index helps me to find words in the book.
3. **Make Inferences** Tomatoes probably don't taste good when they are green. They are not ready for eating.
4. **Generalize** A tomato is amazing because it grows from such a tiny seed. It can be used to make so many tasty things we eat.

BL *From Tree to Me*

Practice Master SG3.25

1. **Cause and Effect** When a forest is carefully managed, people can use trees for wood, but also make sure that the forest will not disappear.
2. **Text Features**
 - **Headings** These headings show that the pages are about jobs in the wood industry.
 - **Photos** The photos show that trees can be cut down using machine hand tools.
 - **Captions** The caption on page 8 helps identify the machine as a skidder and tells what it does; the caption on page 10 shows what the saw at a sawmill looks like and how it cuts large logs into flat boards.
3. **Make Inferences** A carpenter is important because he or she is the one who uses the wood to make things that we use.
4. **Generalize** Trees are amazing because they produce lumber, which we use for many things, including furniture, instruments, paper, and even tissues.

OL *Rice*

Practice Master SG3.26

1. **Cause and Effect** Long-grain rice is dry and fluffy when cooked. Short-grain rice and medium-grain rice stick together more when they cook.
2. **Text Features**
 - **Headings** The headings tell me what each page is going to be about. For example, the heading on page 20 is "Rice Dishes," and the page is all about dishes you can make with rice.
 - **Photos** The photos help me understand that threshing happens after you cut the rice stems. Threshing involves hitting the stems to remove the kernels.
 - **Captions** The captions show me what each of the rice dishes is called and where they are eaten.
3. **Make Inferences** The word means both "eat" and "eat rice" because rice is such an important part of people's diet where they speak those languages. When people eat, they usually eat rice.
4. **Generalize** Rice is amazing because it is so popular all around the world. It comes in many different varieties and is very nutritious and cheap.

AL *Plant Power*

Practice Master SG3.27




1. **Cause and Effect** Pollen can be carried by the wind. It can also be carried on the legs or back of an insect that goes from flower to flower, collecting nectar.
2. **Text Features**
 - **Headings** The headings explain that roots have two functions: they anchor the plant and absorb water and nutrients. Stems also have two functions: they support the plant and carry water and nutrients to the leaves.
 - **Photos** The photos show that plants have different ways to defend themselves, such as spines, stings, or a bad taste.
 - **Captions** The captions explain how the different plants shown can be used as medicines.
3. **Make Inferences** Not all of these plants have been carefully studied. They may have other uses that we do not know about.
4. **Generalize** Plants do amazing things, even when they do not look especially colorful or large. Some plants make useful medicines, while others use special features to defend themselves.

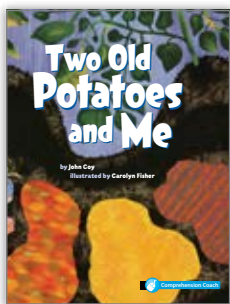
Connect Across Texts **Practice Master SG3.28**

1. *Big Red Tomatoes* shows how the tomato plant grows and can be used to make popular foods. *From Tree to Me* shows how we get lumber from trees and to make furniture, toys, and other wood products. *Rice* shows us how we get rice and the many dishes that can be made from rice. *Plant Power* tells how plants grow and survive, how they can be used for food and medicine, and how they can be made into products we use.
2. The plants in these books are important for food (tomatoes, rice), products (lumber), and medicine. Learning more about the plants can help scientists find new ways to use the plants and keep them alive.
3. Plants are amazing because we use them for so many purposes. Without plants, we wouldn't have air to breathe; vegetables, fruits, or grains to eat or cook with; wood to make things; or many medicines.



Recommended Books

	Fiction About Plant Life	Nonfiction About Plant Life
	<p>Cole, Henry. Jack's Garden. HarperCollins Publishers, 1997.</p> <p>Doyle, Malachy. Jody's Beans. Candlewick Press, 2002.</p> <p>Taylor, Harriet Peck. Two Days in May. Farrar, Straus & Giroux, 1999.</p> <p>Titherington, Jeane. Pumpkin, Pumpkin. William Morrow, 1990.</p>	<p>Jordan, Helene J. How a Seed Grows. HarperCollins Publishers, 1992.</p> <p>Saunders-Smith, Gail. Stems. Capstone, 1998.</p> <p>Schuh, Mari C. Lettuce Grows on the Ground. Capstone, 2011.</p> <p>Taus-Bolstad, Stacy. From Wheat to Bread. Lerner Publications, 2003.</p>
BL	<p>Brown, Peter. The Curious Garden. Little, Brown & Co., 2009.</p> <p>Hoena, Blake A. Jack and the Beanstalk (Graphic Adaptation). Stone Arch Books, 2008.</p> <p>Mannis, Celeste Davidson. One Leaf Rides the Wind. Viking Penguin, 2002.</p> <p>Quattlebaum, Mary. Jackson Jones and the Puddle of Thorns. Dell, 1995.</p>	<p>Blackstone, Stella. Making Minestrone. Barefoot Books, Inc., 2000.</p> <p>Paulsen, Gary. The Tortilla Factory. Houghton Mifflin Harcourt, 1998.</p> <p>Richards, Jean. A Fruit Is a Suitcase for Seeds. Lerner Publishing Group, 2006.</p> <p>Rosenberry, Vera. Who Is in the Garden? Holiday House, Inc., 2001.</p>
BL	<p>Cherry, Lynne. How Groundhog's Garden Grew. Scholastic, 2003.</p> <p>Havill, Juanita. I Heard It from Alice Zucchini: Poems about the Garden. Chronicle Books, 2006.</p> <p>Rockwell, Anne. One Bean. Walker Publishing Company, 1999.</p> <p>Stewart, Sarah. The Gardener. Square Fish, 2007.</p> <p> CALDECOTT HONOR BOOK</p>	<p>Aliki. A Weed is a Flower: The Life of George Washington Carver. Simon & Schuster, Inc., 1988.</p> <p> COMMON CORE EXEMPLAR</p> <p>Chevallier, Chiara. The Secret Life of Trees. Dorling Kindersley Publishing, 1999.</p> <p>Gibbons, Gail. From Seed to Plant. Holiday House, 1993.</p> <p> COMMON CORE EXEMPLAR</p> <p>Maass, Robert. Garden. Henry Holt and Co., 1998.</p>
OL	<p>Eager, Edward. The Time Garden. Houghton Mifflin Harcourt, 1999.</p> <p>Fleishman, Paul. Weslandia. Candlewick Press, 2002.</p> <p>Lee-Tai, Amy. A Place Where Sunflowers Grow. Children's Book Press, 2006.</p> <p>Leszczynski, Diana. Fern Verdant and the Silver Rose. Dell Yearling, 2008.</p>	<p>Aston, Dianna H. A Seed Is Sleepy. Chronicle Books, 2007.</p> <p>Batten, Mary. Hungry Plants. Random House, 2003.</p> <p>Hewitt, Sally. Amazing Plants. Crabtree Publishing Co., 2008.</p> <p>Holub, Joan. Who Was Johnny Appleseed? Penguin Young Readers Group, 2005.</p>
AL		



Author Study: John Coy
Around the World. Lee and Low Publishers, 2005.
Night Driving. Henry Holt & Co., 2001.
Strong to the Hoop. Lee and Low Publishers, 1999.
Top of the Order. Square Fish, 2009.



Author Study: Pat Mora
Abuelos. Greenwood Books, 2008.
Book Fiesta! Celebrate Children's Day. Knopf/Random House, 2009.
Doña Flor. HarperCollins Publishers, 2006.
Gracias-Thanks. HarperCollins Publishers, 2009.





Assessment Overview

		Printed Components	Online PDFs 	eAssessment™ 	ExamView®
Oral Reading Assessments	Oral Reading Assessments	✓	✓		
Progress Monitoring Assessments	Weekly Tests				
	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Spelling	✓			
	Phonics*	✓	✓		
Unit Tests	Reading Comprehension	✓	✓	✓	✓
	Vocabulary				
	Writing, Revising, and Editing				
	Reading Strategy Assessments	✓	✓		
Benchmark Assessments	Benchmark Assessments*	✓	✓	✓	
Scoring and Reporting Tools	Rubrics	✓	✓		
	Student Profiles	✓	✓		
	Strengths and Needs Summary	✓	✓		
	Oral Reading Progress Tracker	✓	✓		
	Class Profiles	✓	✓	✓	
	School and District Reports			✓	
Additional Assessment Tools	Speaking and Listening Observation Log	✓	✓		
	Reader Reflections	✓	✓		
	Unit Self-Assessments	✓	✓		
	Affective and Metacognitive Measures		✓		
	Test-Taking Strategies		✓		
Reteaching	Reteaching Masters	✓	✓		

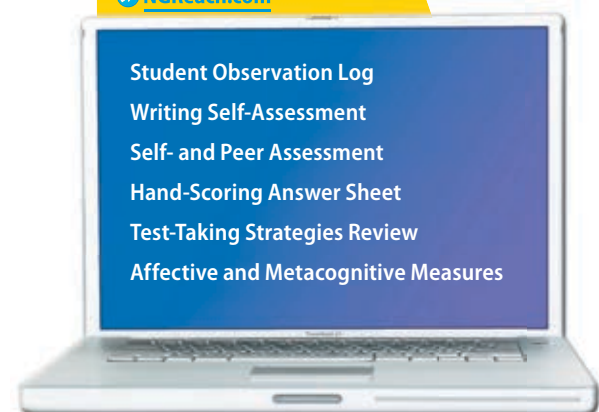
* Available in separate books.

Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A3.4	Comprehension: Sequence	RT3.1
Vocabulary Test	A3.6	Comprehension: Make Inferences	RT3.2
Writing, Revising, and Editing Test	A3.8	Writing Trait: Organization	RT3.3
Week 2			
Reading Comprehension Test	A3.10	Comprehension: Sensory Details	RT3.4
Vocabulary Test	A3.12	Comprehension: Make Inferences	RT3.5
Writing, Revising, and Editing Test	A3.13	Writing Trait: Word Choice	RT3.6
Week 3			
Reading Comprehension Test	A3.15	Comprehension: Main Idea and Details	RT3.7
Vocabulary Test	A3.17	Comprehension: Make Inferences	RT3.8
Writing, Revising, and Editing Test	A3.19		
Week 4			
Reading Comprehension Unit Test	A3.22	Comprehension: Text Features	RT3.9
Vocabulary Unit Test	A3.28	Comprehension: Make Inferences	RT3.10
Writing, Revising, and Editing Unit Test	A3.31	Writing Trait: Ideas	RT3.11
		(Also see prior weeks.)	
Oral Reading Assessment	A3.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A3.36		
Class Profile: Weekly and Unit Assessments	A3.38		
Student Profile: Strengths and Needs Summary	A3.39		
Writing Rubric	A3.40		
Research Project Rubric	A3.41		
Unit Self-Assessment	A3.42		
Answer Keys and Rubrics	A3.43		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG3.29		
Reading Strategy Assessment	SG3.30		
Reader Reflection	SG3.32		

Online Assessment Resources

NGReach.com



Oral Reading Assessment

Unit 3

Harry always had a big plan. The big plan of the moment was to be in the *Guinness Book of World Records*. This book lists records, like the tallest tree, the largest cupcake, or the oldest person in the world. Harry wanted a world record. He wanted to grow the largest Venus flytrap plant ever.

Harry loved Venus flytrap plants because they had leaves that formed little traps to catch bugs. As soon as a bug brushed against the tiny hairs around the traps, the leaves closed up and caught the bug.

Harry began to feed bugs to his Venus flytrap plant. It got larger and larger, so Harry had to find more and more bugs to feed it. In a few months, the plant grew taller than Harry. Things were going well. The world record would soon be his.

The plant kept growing until it was touching the top of his room. Harry could hardly move around. What if he brushed up against the tiny little hairs? Would the plant eat him by mistake?

Just then, he felt something touch his arm. Harry realized he had touched the hairs. The huge trap was open and coming toward him. He heard a buzzing in his ears. Everything was happening too fast.

The buzzing stopped. Harry's mother had turned off his alarm clock. "Time to wake up, Harry," she said gently. "You seemed to be having quite a dream."

Harry thought for a moment. Perhaps he would try for the "largest cupcake" record instead.

13
25
36
48
55
65
77
89
92
104
117
130
140
152
163
175
186
197
208
211
220
231
238
249
253

COPY READY

Oral Reading Assessment

2006 Hasbrouck & Tindal Oral Reading Fluency Data				
Grade	Percentile	Fall WCPM	Winter WCPM	Spring WCPM
3	90	128	146	162
	75	99	120	137
	50	71	92	107
	25	44	62	78
	10	21	36	48

Accuracy and Rate

$$\frac{\text{words attempted in one minute} - \text{number of errors}}{\text{words attempted in one minute}} = \frac{\text{words correct per minute (wcpm)}}{\text{words attempted in one minute}}$$

Oral Reading Fluency Rubrics			
	Automaticity	Phrasing	Intonation
Circle Score	4 3 2 1	4 3 2 1	4 3 2 1
4	Reads smoothly and automatically. Pace is consistent.	Consistently pauses at all appropriate places in the text.	Changes pitch to match all of the content.
3	Reads most words automatically but still pauses to decode some words. Pace varies but is mostly consistent.	Frequently pauses at all appropriate places in the text.	Changes pitch to match some of the content.
2	Pauses to decode many words. Pace is slow with occasional stops and starts.	Occasionally pauses while reading the text.	Changes pitch, but does not match the content.
1	Can only read some high frequency words automatically. Pauses to decode all others or skips words. Pace is very slow and irregular with many stops and starts.	Rarely pauses while reading the text.	Does not change pitch.
			Expression
			Reads with appropriate feeling for all content.
			Reads with appropriate feeling for most content.
			Reads with appropriate feeling for some content.
			Does not read with feeling.

Oral Reading Assessment

Unit 3

Retelling Rubric				
Circle Score	4	3	2	1
4	Student provides an accurate and complete retelling of the passage that includes the main idea and supporting details presented in a logical order.			
3	Student's retelling is accurate and coherent but some elements and supporting details may be missing.			
2	Student provides some details from the passage, but the retelling does not demonstrate understanding of the main idea and lacks coherence. Or, student may identify the topic without any elaboration.			
1	Student is not able to retell the passage or retells it inaccurately.			

Observations and Notes:

Oral Reading Assessment Wrap-up

- Ask the student about his or her reading. You can prompt the student with questions such as:
 - Did you have any problems reading this passage?*
 - If yes: *What problems did you have?*
 - What did you do when you didn't know a word?*
- Share the positive things you noticed about the student's reading, for example:
 - I noticed that you read with a lot of expression.*
 - Your reading is getting smoother. You don't stop as often as you used to.*
- Make suggestions about what improvements are needed, for example:
 - Try to read more smoothly without stopping between words.*
- If you asked the student to retell the story, make notes about what the student needs to improve, e.g., distinguish the main idea from details, or present events in the proper sequence.

Reading Comprehension Test

Unit 3, Week 1

Directions: Read the story. Then answer the questions about the story.

Caring for Okapis

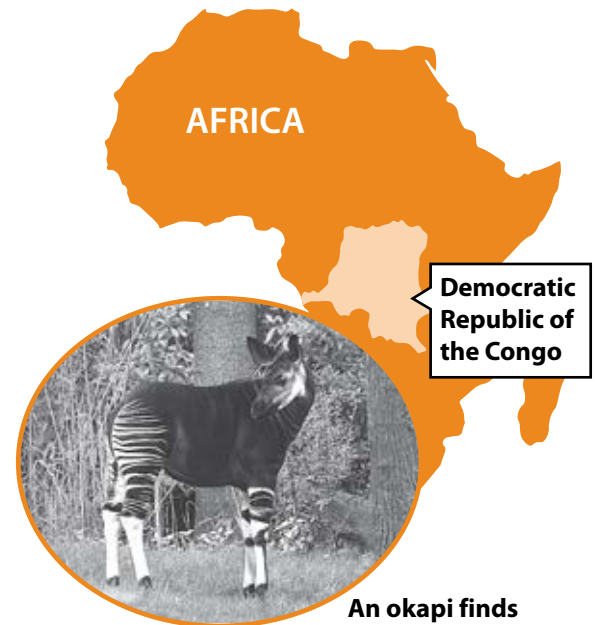
Ali has moved to the Democratic Republic of the Congo with her father. They live right next to an okapi reserve, and Ali's father works there. Ali's father gives her some books to read about the okapis. She learns that an okapi has stripes on its back end like a zebra. The okapis eat leaves and berries.

Ali's father looks after the okapis with new babies. They are kept in a special area until the babies grow strong enough to join the herd. One day Ali meets a young man named Baya. He helps her father. "My friends and I go into the forest to get leaves," Baya tells Ali. "Then we feed the leaves to the animals."

Ali looks at her father with a question in her eyes. He knows Ali wants to join Baya. Father smiles and tells her she can go.

The group walks a long way into the forest. They use sharp knives to cut lots of branches. It's hard work!

Later, Ali watches the okapis eat the leaves. She knows she wants to work with animals when she grows up.



An okapi finds food in the forest.

GO ON 

Reading Comprehension Test

Unit 3, Week 1

- 1** What happens in the story right after Ali moves to the Democratic Republic of the Congo?
- Ⓐ She reads about okapis.
 - Ⓑ She meets a man named Baya.
 - Ⓒ She joins a group to feed okapis.
 - Ⓓ She decides to help animals when she grows up.
- 2** What happens right after Ali joins the group to gather leaves?
- Ⓐ She sees the babies get stronger.
 - Ⓑ She walks a long way into the forest.
 - Ⓒ She learns that an okapi has stripes like a zebra.
 - Ⓓ She moves to the Democratic Republic of the Congo.
- 3** What inference can you make from the story?
- Ⓐ Ali has a pet okapi.
 - Ⓑ Ali likes her new home.
 - Ⓒ Ali has lived in many countries.
 - Ⓓ Ali takes care of the baby okapis.
- 4** What is another inference you can make from the story?
- Ⓐ Baya learned about okapis from reading books.
 - Ⓑ Baya has cared for other kinds of animals.
 - Ⓒ Baya taught Ali's father about the animals.
 - Ⓓ Baya cares about the okapis.

COPY READY

Score

_____/4

DONE!

Vocabulary Test

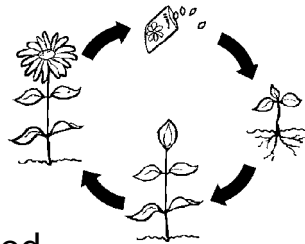
Unit 3, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

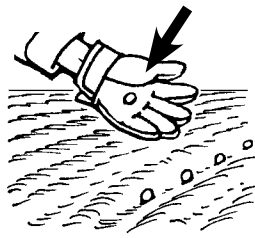
1 This is a _____.

- (A) cycle
- (B) river
- (C) volunteer
- (D) neighborhood



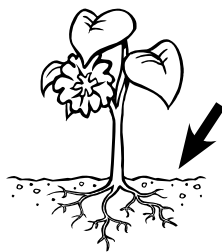
2 This is a _____.

- (A) gift
- (B) seed
- (C) solution
- (D) drought



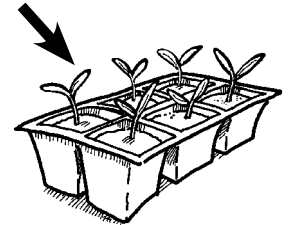
3 This is a _____.

- (A) behavior
- (B) problem
- (C) supply
- (D) root



4 This is a _____.

- (A) sprout
- (B) kindness
- (C) food chain
- (D) difference



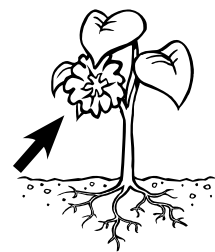
5 She digs in the _____.

- (A) competition
- (B) balance
- (C) belief
- (D) soil



6 This is a _____.

- (A) river
- (B) duty
- (C) blossom
- (D) resource



GO ON

Vocabulary Test

Unit 3, Week 1

7 A _____ is how something looks or what something does.

- Ⓐ balance
- Ⓑ benefit
- Ⓒ drought
- Ⓓ characteristic

8 When you _____ on something, you need it for support.

- Ⓐ receive
- Ⓑ depend
- Ⓒ decrease
- Ⓓ understand

9 The _____ of something is how much bigger it gets.

- Ⓐ duty
- Ⓑ action
- Ⓒ growth
- Ⓓ ecosystem

10 When weather _____ are good, it will be a nice day.

- Ⓐ conditions
- Ⓑ problems
- Ⓒ impacts
- Ⓓ levels

11 When you _____ something, you make it.

- Ⓐ protect
- Ⓑ receive
- Ⓒ produce
- Ⓓ decrease

COPY READY

Score
_____/11

DONE!

Writing, Revising, and Editing Test

Unit 3, Week 1

Directions: Read the paragraph. Then answer the questions.

(1) I didn't know what to do, when I first started growing a garden.

(2) There was so much to learn! (3) The plants didn't grow like the pictures in the gardening books. (4) I kept trying, though. (5) I really wanted to see plants grow. (6) It took a lot of time and a lot of work.

(7) Then I was thrilled. (8) When the first green sprouts started to poke through! (9) What a beautiful sight! (10) Until I get some more seeds I can't wait!

- 1** What is the correct way to write sentence 1?
- Ⓐ I first started growing a garden, I didn't know what to do.
 - Ⓑ When I first started growing a garden, I didn't know what to do.
 - Ⓒ When I first started growing a garden I didn't know what to do.
 - Ⓓ I didn't know what to do. I first started growing a garden.

- 2** What is the correct way to write sentences 4 and 5?
- Ⓐ I kept trying, though, I really wanted to see plants grow.
 - Ⓑ I kept trying, though. Because I really wanted to see plants grow.
 - Ⓒ I kept trying, though, because I really wanted to see plants grow.
 - Ⓓ I kept trying, although I really wanted to see plants grow.

GO ON

Writing, Revising, and Editing Test

Unit 3, Week 1

- 3** What is the correct way to write sentences 7 and 8?
- Ⓐ When the first green sprouts started to poke through, I was thrilled!
 - Ⓑ Unless the first green sprouts started to poke through, I was thrilled!
 - Ⓒ Then I was thrilled. Because the green sprouts had started to poke through.
 - Ⓓ I was thrilled, when the first green sprouts started to poke through!

- 4** What is the correct way to write sentence 10?
- Ⓐ I can't wait! Until I get some more seeds.
 - Ⓑ I get some more seeds, I can't wait!
 - Ⓒ Until I get some more seeds. I can't wait!
 - Ⓓ I can't wait until I get some more seeds!

- 5** Write a paragraph to describe a chore you do at home or at school. Describe the steps you do in order. Underline the time-order words in your paragraph.

Score	
_____ /4	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

Unit 3, Week 2

Directions: Read the poem. Then answer the questions about the poem.



The Apple Tree

In spring, you put on pinkish white.

Your flowers so bright that they invite

The bees to share in their delight.

In summer, you shade yourself in green.

More leaves than I have ever seen

Hide tiny apples in between.

In fall, you dot yourself with red.

I reach into your leafy spread

And pick the fruit above my head.

In winter, you stand bare and gray.

As snowflakes start to fall you say,

I am wearing white today.

COPY READY

GO ON 

Reading Comprehension Test

Unit 3, Week 2

- 1** In the first stanza, the words “flowers so bright” describe how the flowers —
- Ⓐ feel.
 - Ⓑ look.
 - Ⓒ smell.
 - Ⓓ sound.
- 2** The poet uses the word “invite” in the first stanza because it makes the flowers seem —
- Ⓐ lonely.
 - Ⓑ serious.
 - Ⓒ friendly.
 - Ⓓ colorful.
- 3** In the third stanza, the poet uses the word “dot” to show that the tree —
- Ⓐ has only one apple.
 - Ⓑ is starting to drop apples.
 - Ⓒ is completely red with apples.
 - Ⓓ has apples on it here and there.
- 4** In the last stanza, what words does the poet use to tell the reader how the tree looks?
- Ⓐ In winter
 - Ⓑ start to fall
 - Ⓒ wearing white
 - Ⓓ As snowflakes

COPY READY

Score
_____/4

DONE!

Vocabulary Test

Unit 3, Week 2

Directions: Read the question. Choose the correct answer.

COPY READY

- 1 What does the word fall mean in this sentence?

In the fall, we play in the leaves.

- (A) go down in price
- (B) a time of the year
- (C) drop to the ground

- 2 What does the word fly mean in this sentence?

We fly to Idaho to visit our grandparents every year.

- (A) a small bug
- (B) go by airplane
- (C) put something into the air

- 3 What does the word produce mean in this sentence?

Corn and apples are produce.

- (A) make something
- (B) provide money for
- (C) vegetables and fruits

- 4 What does the word bat mean in this sentence?

Sara held the bat tightly as she waited for the pitcher to throw the ball.

- (A) a stick or club
- (B) hit something away
- (C) a mammal with wings

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Unit 3, Week 2

Directions: Read the paragraph. Then answer the questions.

We have new 1! It's a woman named Ms. Leary and her three children, two 2 and a girl. The 3 are from Ireland! The movers unloaded lots of furniture and about a million 4. Several 5 from the neighborhood are helping them unpack. The girl is my age, and her name is Fiona. She wears 6, just like me, and she also likes to read and to play piano. We have a lot in common. I hope we can become good friends.

1 Choose the answer that goes in Blank 1.

- (A) neighbors
- (B) neighbor's
- (C) neighbores
- (D) neighborses

2 Choose the answer that goes in Blank 2.

- (A) boyz
- (B) boys
- (C) boy's
- (D) boyes

3 Choose the answer that goes in Blank 3.

- (A) Learys
- (B) Leary's
- (C) Learies
- (D) Learyses

4 Choose the answer that goes in Blank 4.

- (A) box
- (B) boxs
- (C) box's
- (D) boxes



Writing, Revising, and Editing Test

Unit 3, Week 2

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) familys
- (B) families
- (C) familes
- (D) family's

6 Choose the answer that goes in Blank 6.

- (A) eyeglass
- (B) eyeglass's
- (C) eyeglasses
- (D) eyeglassies

7 Imagine what it would be like to go to a farm, or think of a time you visited one. Think about what you see, smell, hear, taste, and feel at the farm. Write a paragraph to describe the visit. Underline the sensory words or phrases in your description.

Score	
_____ /6	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

Unit 3, Week 3

Directions: Read the article. Then answer the questions about the article.

Giant Pumpkins

Every fall, farmers sell pumpkins in markets. Most of the pumpkins weigh 10 to 30 pounds. People use them to make bread, pies, and soups. At Halloween, they carve pumpkins into jack-o'-lanterns.

Giant pumpkins are *much* larger than the ones you usually see. Some weigh more than 800 pounds!

It takes a lot of work to grow giant pumpkins. First, you need the right seeds. Most pumpkins grow from seeds that are about $\frac{1}{2}$ inch long. Giant pumpkin seeds are more than 1 inch long.

Giant pumpkins need special care. They should get plant food and be watered often. It's better if the water is warm, not cold. Sometimes it helps to put blankets on giant pumpkins to keep them warm.

Giant pumpkins don't like direct sunlight. Some people use brown sacks to shade their pumpkins. This protection helps the pumpkins grow larger.

How big can a giant pumpkin grow? In 2008, Jake Van Kooten grew a giant pumpkin. It weighed more than 1,535 pounds. That is one giant pumpkin!

Photo courtesy of www.bigpumpkins.comGO ON 

Reading Comprehension Test

Unit 3, Week 3

COPY READY

- 1** What is the main idea of this article?
- Ⓐ Giant pumpkins are different from other pumpkins.
 - Ⓑ Pumpkins can be made into a lot of different foods.
 - Ⓒ Farmers grow and sell pumpkins.
 - Ⓓ Giant pumpkins do not like direct sunlight.
- 2** Which of these can you infer about giant pumpkins?
- Ⓐ Mr. Van Kooten sold his giant pumpkin.
 - Ⓑ Warm weather helps giant pumpkins.
 - Ⓒ People give giant pumpkin seeds as gifts.
 - Ⓓ Giant pumpkins taste better than other pumpkins.
- 3** Which detail best supports the fact that a giant pumpkin can be very large?
- Ⓐ Mr. Van Kooten's pumpkin weighed more than 1,535 pounds.
 - Ⓑ Most pumpkins sold in markets weigh 10 to 30 pounds.
 - Ⓒ Giant pumpkin seeds are more than 1 inch long.
 - Ⓓ Giant pumpkins need special care.
- 4** What inference can you make about Mr. Van Kooten?
- Ⓐ He likes to bake pies.
 - Ⓑ Halloween is his favorite holiday.
 - Ⓒ He is proud of his giant pumpkin.
 - Ⓓ He sells giant pumpkin seeds to other people.

Score
_____/4

DONE!

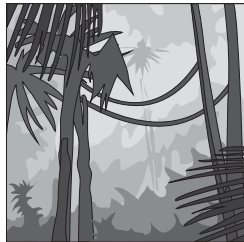
Vocabulary Test

Unit 3, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This is a _____.

- (A) benefit
- (B) drought
- (C) rainforest
- (D) difference



2 This is a _____.

- (A) neighborhood
- (B) volunteer
- (C) supply
- (D) vine



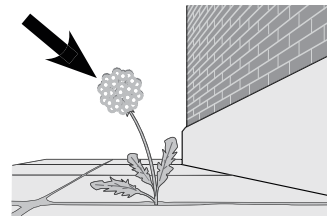
3 This is a _____.

- (A) city
- (B) gift
- (C) solution
- (D) food chain



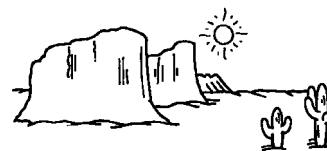
4 This is a _____.

- (A) value
- (B) weed
- (C) kindness
- (D) yesterday



5 This is a _____.

- (A) desert
- (B) problem
- (C) behavior
- (D) competition



COPY READY

GO ON 

Vocabulary Test**Unit 3, Week 3****COPY READY**

- 6** Your _____ is the kind of place where you live.
- Ⓐ supply
 - Ⓑ balance
 - Ⓒ individual
 - Ⓓ environment
- 7** An _____ is a living thing.
- Ⓐ action
 - Ⓑ impact
 - Ⓒ organism
 - Ⓓ apartment
- 8** When something is _____, it is different from other things.
- Ⓐ real
 - Ⓑ unique
 - Ⓒ surface
 - Ⓓ negative
- 9** When there is _____, there are a lot of different people or things.
- Ⓐ diversity
 - Ⓑ behavior
 - Ⓒ kindness
 - Ⓓ duty
- 10** You _____ something when you keep it safe.
- Ⓐ try
 - Ⓑ begin
 - Ⓒ protect
 - Ⓓ increase

Score

_____/10

DONE!

Writing, Revising, and Editing Test

Unit 3, Week 3

Directions: Read the paragraph. Then answer the questions.

It was the perfect summer day. Mark stepped out of his house and looked out over the fenced garden. The soft morning 1 made everything glow. He and the other 2 in his family loved to get up early. He could already feel the 3 of the sun. He ate breakfast quickly and brushed his 4 . Then he got out all his fishing 5 . On a day like this, he was sure the 6 would be jumping. He was going to have a lot of fun!

1 Choose the answer that goes in Blank 1.

- Ⓐ sunshine
- Ⓑ sunshines
- Ⓒ sunshone

2 Choose the answer that goes in Blank 2.

- Ⓐ childs
- Ⓑ children
- Ⓒ childrens



Writing, Revising, and Editing Test

Unit 3, Week 3

COPY READY

3 Choose the answer that goes in Blank 3.

- Ⓐ hot
- Ⓑ heat
- Ⓒ heats

4 Choose the answer that goes in Blank 4.

- Ⓐ teeth
- Ⓑ tooths
- Ⓒ teeths

5 Choose the answer that goes in Blank 5.

- Ⓐ equipmentes
- Ⓑ equipments
- Ⓒ equipment

6 Choose the answer that goes in Blank 6.

- Ⓐ trout
- Ⓑ trouts
- Ⓒ troutes

GO ON 

Writing, Revising, and Editing Test

Unit 3, Week 3

- 7** You are writing a research report on potatoes. Read the magazine article. Then write two note cards to summarize important information from the article that you could use in your report.

**FROM: *Crop Watch Monthly* magazine,
March 2012, pages 39–40**

One Potato, Two Thousand Potatoes?
by Steven Peale

You would know a potato if you saw one, right? Well, don't be too sure. You might have seen blue potatoes at the supermarket, or small, skinny potatoes called *fingerlings*. That is just the beginning of potato diversity. In South America, where potatoes first grew, there are thousands of different kinds of potatoes in all sorts of colors, shapes, and sizes. You might just come across a potato and not recognize it!

Of course, farmers don't grow all of these kinds of potatoes. Farmers have settled on just a few kinds that have characteristics that people like. The kinds that farmers grow are big and thick and are good for French fries or mashed potatoes. They are all ready to pick at the same time.

COPY READY

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the blog. Then answer the questions about the blog.

COPY READY

Bamboo

ABOUT BAMBOO
TYPES OF BAMBOO
BAMBOO IN ART
BAMBOO PRODUCTS

Fast Grass

Bamboo is a kind of grass. Its shoots can sprout one to four inches a day. Under the right conditions, they can grow two feet a day!

Raising Cane

Bamboo grows as a "cane." A cane is a hollow stem of wood. After a few months, the cane reaches its full height. This can be from 2 to 130 feet.


Building with Bamboo

In Asia, bamboo is often used for building homes. When used for floors, the bamboo is cut into strips.

Helpful Bamboo

- Bikes:** Bamboo canes have been used for bike frames since 1894.
- Clothing:** Bamboo can be made into cloth for things like T-shirts and shoes.
- Food:** People and animals eat bamboo shoots.

◀ ▶



Some bamboo forests grow over 100 feet tall.

GO ON

Reading Comprehension Test

Unit Test

- 1** Which text feature helps you understand what the first paragraph is about?
- Ⓐ a caption
 - Ⓑ a heading
 - Ⓒ a hyperlink
 - Ⓓ a menu bar
- 2** Which buttons on the menu bar would most likely take you to information about stores that sell bamboo?
- Ⓐ About Bamboo
 - Ⓑ Types of Bamboo
 - Ⓒ Bamboo in Art
 - Ⓓ Bamboo Products
- 3** Which text feature tells you how tall a bamboo forest gets?
- Ⓐ the title
 - Ⓑ the photo caption
 - Ⓒ a paragraph heading
 - Ⓓ a hyperlink to another page
- 4** Which text feature could you use to learn more about Asia?
- Ⓐ the text box for “Helpful Bamboo”
 - Ⓑ the photo caption about bamboo forests
 - Ⓒ the hyperlink under “Building with Bamboo”
 - Ⓓ the menu bar button for “About Bamboo”
- 5** The blog says bamboo is used for building houses. With this information, what can you infer about bamboo?
- Ⓐ It is strong.
 - Ⓑ It costs a lot.
 - Ⓒ It needs care.
 - Ⓓ It looks unusual.
- 6** From the blog, what inference can you make about bamboo?
- Ⓐ It has many uses.
 - Ⓑ It only grows in Asia.
 - Ⓒ It needs a lot of care.
 - Ⓓ It is difficult to cut down.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.



Some people think that worms are slimy and squirmy. They don't like to touch them. Earthworms, though, are helpful in many ways.

Earthworms move around in the soil. This makes the soil loose. Plant roots can grow more easily in loose soil.

Earthworms are also helpful when they eat. Earthworms eat dead leaves and plants. Then they change what they eat into rich soil.

Birds and other animals eat earthworms. Birds digging in the soil for earthworms also help loosen the soil.

Earthworms may not be pretty, but they are a big help!

- 7** What is the main idea of the article?
- Ⓐ Earthworms are not pretty.
 - Ⓑ Earthworms move around in the soil.
 - Ⓒ Earthworms are helpful in many ways.
 - Ⓓ Earthworms are food for birds and other animals.

- 8** Which detail does **not** support the main idea?
- Ⓐ Earthworms feel slimy.
 - Ⓑ Earthworms make the soil loose.
 - Ⓒ Earthworms change dead leaves into rich soil.
 - Ⓓ Earthworms are food for many birds and animals.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

Our Gardens



Last summer, my brother Rigo and I planted gardens in our backyard. We both worked very hard.

Rigo planted vegetables. They needed lots of sunlight. Rigo planted his garden where it was bright. He watered his vegetables at least once a week. He had to pull all the weeds that grew.

I like to grow flowers. The ones I planted didn't need a lot of sunlight, so I put the seeds under a tree. Flowers need more water than vegetables. I watered my flowers two or three times a week. I often gave flowers to my neighbor, Mrs. Wood. Her blue eyes always twinkled when she said, "Thank you, Ana."

Once the gardens started to grow, Mom made a special dinner. She cooked vegetables from Rigo's garden. She put my flowers on the table. The smile on Mom's face made it the best dinner ever.

GO ON 

Reading Comprehension Test**Unit Test****COPY READY**

- 9** What happens right after Rigo plants the vegetables?
- Ⓐ He picks the vegetables.
 - Ⓑ He waters the vegetables.
 - Ⓒ He gives away the vegetables.
 - Ⓓ He cooks the vegetables from the garden.
- 10** Which of these happens last?
- Ⓐ Ana pulls weeds.
 - Ⓑ Rigo plants vegetables.
 - Ⓒ The children work hard.
 - Ⓓ Mom puts flowers on the table.
- 11** What inference can you make from the story?
- Ⓐ The flowers were very tall.
 - Ⓑ Mrs. Wood asked Ana for flowers.
 - Ⓒ Ana likes to give flowers to others.
 - Ⓓ Flowers are easier to grow than vegetables.
- 12** What is another inference you can make from the story?
- Ⓐ Mom invited Mrs. Wood to dinner.
 - Ⓑ Ana and Rigo grew other things in the winter.
 - Ⓒ Mom enjoyed the flowers and vegetables.
 - Ⓓ Ana planted the tree in their yard.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the poem. Then answer the questions about the poem.

Bugs for Dinner

Some plants are pretty, some smell nice.
 They put us in a good mood.
 But other plants are famous for
 The way they trap their food.

The soil is just not rich enough
 to feed these hungry plants.
 Instead, the meals that they like best
 are beetles, flies, and ants!

The pitcher plant is one of these,
 its sides are round and slippery.
 When a bug climbs in to take a look,
 that bug will soon be history!



The pitcher plant traps bugs to eat.

- 13** Which word in the first stanza tells how something looks?
- Ⓐ famous
 - Ⓑ pretty
 - Ⓒ way
 - Ⓓ food
- 14** The poet uses the word “trap” in the first stanza to give the feeling of —
- Ⓐ danger.
 - Ⓑ sadness.
 - Ⓒ adventure.
 - Ⓓ playfulness.

15 Choose some sensory language from the poem. Tell what the words make you feel or picture in your mind.

Score
_____/17

DONE!

COPY READY

Vocabulary Test

Unit Test

Directions: Read the question. Choose the best answer.

- 1 What does the word shiny mean?

The car is shiny.

- Ⓐ full of shine
- Ⓑ without shine
- Ⓒ has the most shine

- 2 What does the word shoeless mean?

I walked shoeless in the sand.

- Ⓐ one who wears shoes
- Ⓑ with a lot of shoes
- Ⓒ without shoes

- 3 What does the word sweetness mean?

I smell the sweetness of the flowers.

- Ⓐ not sweet
- Ⓑ the most sweet
- Ⓒ the state of being sweet

- 4 What does the word strongest mean?

He was the strongest player on the team.

- Ⓐ the most strong
- Ⓑ without being strong
- Ⓒ the state of being strong

GO ON 

Vocabulary Test

Unit Test

- 5 What does the word plant mean in this sentence?

We carefully plant tomatoes.

- Ⓐ a factory
 - Ⓑ put seeds in the soil
 - Ⓒ a thing that grows in soil
 - Ⓓ place something so it does not move
- 6 What does the word blocks mean in this sentence?

The large tree blocks the sun from reaching the roses.

- Ⓐ pieces of wood
- Ⓑ the area between streets
- Ⓒ plans movements on a stage
- Ⓓ stops someone or something

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

- 7** The _____ of the plant went deep into the ground.
- Ⓐ city
 - Ⓑ root
 - Ⓒ desert
 - Ⓓ blossom
- 8** The gardener picks grapes off the _____.
- Ⓐ vine
 - Ⓑ role
 - Ⓒ diversity
 - Ⓓ environment
- 9** The seed turned into a _____ after one week.
- Ⓐ road
 - Ⓑ cycle
 - Ⓒ sprout
 - Ⓓ rainforest
- 10** This plant needs dry _____ to grow well.
- Ⓐ growth
 - Ⓑ diversity
 - Ⓒ organisms
 - Ⓓ conditions
- 11** Let's measure the _____ of the plant with a ruler.
- Ⓐ city
 - Ⓑ season
 - Ⓒ growth
 - Ⓓ organism
- 12** This plant's main _____ is its thick stem.
- Ⓐ diversity
 - Ⓑ blossom
 - Ⓒ rainforest
 - Ⓓ characteristic

COPY READY

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

Paul likes to write 1 about his garden. He once wrote about a special tomato plant. This plant grew to be ten 2 tall. It produced more than a hundred 3 ! Paul is planting more things in his garden. Maybe his next story will be about how good his 4 .

1 Choose the answer that goes in Blank 1.

- (A) story
- (B) storys
- (C) stories
- (D) storyes

2 Choose the answer that goes in Blank 2.

- (A) foots
- (B) feets
- (C) foot
- (D) feet

3 Choose the answer that goes in Blank 3.

- (A) tomato
- (B) tomatos
- (C) tomatoes
- (D) tomatoies

4 Choose the answer that goes in Blank 4.

- (A) corn taste
- (B) corn tastes
- (C) corns taste
- (D) corns tastes



Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

(1) We are studying plants in science class. (2) Last week, our teacher showed us a couple of videos. (3) We learned that nature provides plants that keep us healthy. (4) One plant is the rosy periwinkle. (5) It grows on an island near Africa. (6) The plant is used to make medicines that treat cancer. (7) The other video explained why eating fruits and vegetables from plants is good for our health. (8) When we eat fruits and vegetables they make us strong. (9) The information were very interesting!

- 5** What is the correct way to write sentence 2?
- (A) Last week, our teacher showed us a couple of videos.
 - (B) Last week, our teacher showed we a couple of videos.
 - (C) Last week after our teacher showed us a couple of videos.
 - (D) Correct as is

- 6** What is the correct way to write sentence 3?
- (A) Since we learned that nature provides plants that keep us healthy.
 - (B) We learned that nature provides plants that keeps us healthy.
 - (C) We learned that nature provide plants that keep us healthy.
 - (D) Correct as is

GO ON

Writing, Revising, and Editing Test

Unit Test

- 7** What is the correct way to write sentence 8?
- Ⓐ Before we eat fruits and vegetables they make us strong.
 - Ⓑ When we eat fruits and vegetables, they make us strong.
 - Ⓒ When we eat fruits and vegetables they makes us strong.
 - Ⓓ Correct as is
- 8** What is the correct way to write sentence 9?
- Ⓐ The information was very interesting!
 - Ⓑ An information were very interesting!
 - Ⓒ The informations were very interesting!
 - Ⓓ Correct as is

COPY READY

GO ON 

Writing, Revising, and Editing Test

Unit Test

- 9** Read the paragraph. There are six mistakes in grammar and usage, punctuation, spelling, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) After I saw a giant pumpkin contest I wanted to grow my own. (2) I already knew how to grow potatos and radishes, but I knew that this would be different. (3) Most peoples, even gardeners, have no idea how to grow giant pumpkins. (4) Plenty of water are needed, of course. (5) You don't want a lot of sunlights on your pumpkins. (6) Maybe someday my pumpkin will win a contest.

Editing and Proofreading Marks

^	Add.
↷	Take out.
^>	Add comma.
⊙	Add period.

COPY READY

GO ON 

Writing, Revising, and Editing Test

Unit Test

10 You are writing an article about olives for a newsletter. Read both of the sources below. Then use the information in the sources to write your article. Be sure to use your own words. Your article should include

- at least two paragraphs
- a chart or graph to show some of the information from the sources
- a caption for the photo

Source 1

People have been growing olive trees for thousands of years. Olive trees are one of the most widely planted crops in the world. In 2010, Spain produced 39% of all the olives in the world. Greece produced 9%. Italy produced 15%.

People from Spain brought the first olive trees to California. Some of those olive trees are still alive today!



Source 2

The olive tree is a very useful tree. The wood of the olive tree is used to make furniture. It also produces olives, which are a popular food.

To make olives good to eat, olives have to be cured, or processed. Olives can be cured by covering them with salt. Salted olives look dried and wrinkly. Olives can also be cured by soaking them in a mixture of salt and water. These cured olives look plump and smooth.

Olives can be used to make olive oil, which is used to cook. It is also an ingredient in some medicines and cosmetics. The olives are pressed in a machine that squeezes the oil out.

Score	
_____ /8	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

Enter the scores for the Oral Reading Assessment administered in this unit.

Oral Reading Assessment	wcpm	Oral Reading Fluency Rubrics				Retelling
		Automaticity	Phrasing	Intonation	Expression	
		_____/4	_____/4	_____/4	_____/4	_____/4

Enter the scores from the Spelling Pre-Test and the End-of-Week Test in the table. Calculate the percent for each End-of-Week Test or use the conversion charts on page A3.45.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/18	_____/19	_____/19	_____/18
End-of-Week Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/18 ____%	_____/19 ____%	_____/19 ____%	_____/18 ____%

Circle the item number for each item answered correctly. Assign 1 point for each correct answer. For tests scored with rubrics, enter the student's rubric scores. Calculate the percent of the overall score or use the conversion charts on page A3.45.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Events in Literature CC.3.Rlit.10	1 2			9 10	_____/4
Inferences in Literature CC.3.Rlit.10	3 4			11 12	_____/4
Distinguish Literal and Nonliteral Language CC.3.Rlit.4		1 2 3 4		13 14 15 (____/3)	_____/9
Main Idea CC.3.Rinf.2			1 3	7 8	_____/4
Inferences in Informational Text CC.3.Rinf.10			2 4	5 6	_____/4
Text Features and Search Tools CC.3.Rinf.5				1 2 3 4	_____/4
Total	_____/4 ____%	_____/4 ____%	_____/4 ____%	_____/17 ____%	

Vocabulary Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Science Vocabulary CC.3.L.6, Rlit.4, Rinf.4	1 2 3 4 5 6		1 2 3 4 5	7 8 9	_____/14
Academic Vocabulary CC.3.L.6, Rlit.4, Rinf.4	7 8 9 10 11		6 7 8 9 10	10 11 12	_____/13
Multiple-Meaning Words CC.3.L.4.a		1 2 3 4		5 6	_____/6
Suffixes CC.3.L.4.b				1 2 3 4	_____/4
Total	_____/11 ____%	_____/4 ____%	_____/10 ____%	_____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 3

Writing, Revising, and Editing Tests		Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
		Week 1	Week 2	Week 3		
Revising and Editing	Sentence Structure CC.3.L.1.h, W.5	1 2 3 4			7 9a	_____/6
	Plural Nouns CC.3.L.1.b, W.5		1 2 3 4 5 6	2 4 6	1 2 3 5 9b 9c 9d	_____/16
	Noncount Nouns CC.3.L.1.b, W.5			1 3 5	4 6 8 9e 9f	_____/8
Subtotal		_____/4	_____/6	_____/6	_____/14	
Weekly Writing Skills	Order of Events cc.3.W.3	_____/4				_____/4
	Use Sensory Words and Phrases cc.3.W.3		_____/4			_____/4
	Take and Organize Notes CC.3.W.8			_____/4		_____/4
	Elaborate with Visuals CC.3.W.2.a, W.2.b				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/8 ____%	_____/10 ____%	_____/10 ____%	_____/18 ____%	

Unit Test Writing Prompt—Traits	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
CC.3.W.2.a, W.2.b	_____/4	_____/4	_____/4	_____/4	_____/4	_____/4	_____/24

Fill in the strategy or the strategies used each week and enter the score.

Reading Strategy Assessments	Week 1	Week 2	Week 3	Week 4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4
	_____/4	_____/4	_____/4	_____/4

Enter the score for each Weekly Project.

Weekly Projects	Week 1	Week 2	Week 3	Week 4
Writing or Research Project	_____/24	_____/24	_____/24	_____/24

COPY READY

Weekly and Unit Assessments

The Class Profile will help you group students for review and reteaching. Use the Student Profiles to complete this summary information for your class. Write a minus sign (-) if the student would benefit from review and reteaching.

Student Name

		Student Name												
Reading Comprehension	Events in Literature CC.3.Rlit.10													
	Inferences in Literature CC.3.Rlit.10													
	Distinguish Literal and Nonliteral Language CC.3.Rlit.4													
	Main Idea CC.3.Rinf.2													
	Inferences in Informational Text CC.Rinf.10													
	Text Features and Search Tools CC.3.Rinf.5													
Writing, Revising, and Editing	Sentence Structure CC.3.L.1.h, W.5													
	Plural Nouns CC.3.L.1.b, W.5													
	Noncount Nouns CC.3.L.1.b, W.5													
	Writing in Response to Prompt CC.3.W.3, W.8, W.2.a, W.2.b													
Vocabulary	Science Vocabulary CC.3.L.6, Rlit.4, Rinf.4													
	Academic Vocabulary CC.3.L.6, Rlit.4, Rinf.4													
	Multiple-Meaning Words CC.3.L.4.a													
	Suffixes CC.3.L.4.b													

COPY READY

Name _____ Date _____

Strengths and Needs Summary

Use this chart to summarize the strengths and needs of individual students. This information will be helpful during student conferences and for instructional planning.

	Consistent Strengths	Some Successes	Greatest Needs
Reading Comprehension			
Oral Reading			
Vocabulary			
Spelling			
Grammar			
Written Composition			

COPY READY

Writing Rubric

COPY READY

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	<ul style="list-style-type: none"> The writing has a clear, focused message that keeps readers interested. Details are accurate and relevant, showing in-depth knowledge of the topic. 	<ul style="list-style-type: none"> The writing has a clear structure throughout that suits the writer's audience and purpose. All content flows smoothly and logically. 	<ul style="list-style-type: none"> The writing sounds genuine and unique. The writer's tone is appropriate to the purpose and audience. 	<ul style="list-style-type: none"> Appropriate words were chosen to clearly convey the writer's message. Language used throughout is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> All sentences are varied and effective and have appropriate transitions. When read aloud, the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has only a few minor errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. All the sentences are complete. 	<ul style="list-style-type: none"> The text is presented in an orderly way, significantly helping to convey the message. Visuals are appropriate for the purpose and audience, and effectively support meaning.
3	<ul style="list-style-type: none"> Most of the writing has a clear, focused message that keeps readers interested. Most details are accurate and relevant, showing reasonable knowledge of the topic. 	<ul style="list-style-type: none"> Most of the writing has a clear structure that suits the writer's audience and purpose. Most of the content flows smoothly and logically. 	<ul style="list-style-type: none"> Most of the writing sounds genuine and unique. The writer's tone is mostly appropriate for the purpose and audience. 	<ul style="list-style-type: none"> Many appropriate words were chosen to clearly convey the writer's message. Most language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Most sentences are varied and effective and have appropriate transitions. When read aloud, most of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has some errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Most of the sentences are complete. 	<ul style="list-style-type: none"> Most of the text is presented in an orderly way, generally helping to convey the message. Most visuals are appropriate for the purpose and audience, and effectively support meaning.
2	<ul style="list-style-type: none"> The writing has a fairly unclear and unfocused message, causing readers some confusion. Some details are relevant and accurate, showing minimum knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure that suits the writer's audience and purpose. Some content flows smoothly and logically. 	<ul style="list-style-type: none"> Some of the writing sounds genuine and unique. The writer's tone is somewhat inappropriate for the purpose and audience. 	<ul style="list-style-type: none"> Some appropriate words were chosen to clearly convey the writer's message. Some language is appropriate for the audience and grabs readers' attention. 	<ul style="list-style-type: none"> Some sentences are varied and effective and have appropriate transitions. When read aloud, some of the writing sounds natural and rhythmic. 	<ul style="list-style-type: none"> The writing has several errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Some of the sentences are complete. 	<ul style="list-style-type: none"> Some of the text is presented in an orderly way, but it is a little difficult to track and comprehend the message. Some visuals are appropriate for the purpose and audience and support meaning.
1	<ul style="list-style-type: none"> The writing does not have a clear, focused message, causing readers confusion. Many details are irrelevant and inaccurate, indicating a lack of knowledge of the topic. 	<ul style="list-style-type: none"> The writing does not have a structure. The content does not flow smoothly or logically. 	<ul style="list-style-type: none"> The writing does not sound genuine or unique. The writer's tone is not appropriate for the purpose or audience. 	<ul style="list-style-type: none"> Few appropriate words were chosen to clearly convey the writer's message. Language is dull, vague, and inappropriate for the audience, losing the readers' attention. 	<ul style="list-style-type: none"> Few or none of the sentences are varied or effective or have appropriate transitions. When read aloud, the writing sounds unnatural. 	<ul style="list-style-type: none"> The writing has many errors in spelling, punctuation, capitalization, grammar, usage, and paragraphing. Few sentences are complete. 	<ul style="list-style-type: none"> The text is not presented in an orderly way, making it very difficult to track and comprehend the message. None of the visuals are appropriate for the purpose or audience, and do not support meaning.

© National Geographic Learning, a part of Cengage Learning, Inc.

Grade 3 Assessment

A3.40

Unit 3 | Life in the Soil

Research Rubric

Unit 3, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> Multimedia project contains strong facts about the plight of a protected animal or place as well as several non-print elements. Notes were taken carefully and were well-organized. 	<ul style="list-style-type: none"> Speaker uses descriptive sensory words to tell about an animal or place. Speaker connects well with audience throughout presentation.
3	<ul style="list-style-type: none"> Multimedia project contains mostly strong facts about the plight of a protected animal or place and one or two non-print elements. Notes were taken and organized in a satisfactory way. 	<ul style="list-style-type: none"> Speaker uses descriptive sensory words to tell about an animal or place most of the time. Speaker connects well with the audience most of the time.
2	<ul style="list-style-type: none"> Multimedia project contains some strong facts about the plight of a protected animal or place but only one non-print element. Some notes were taken and organized in a satisfactory way, but others were done sloppily. 	<ul style="list-style-type: none"> Speaker uses descriptive sensory words to tell about an animal or place some of the time. Speaker only connects well with the audience some of the time.
1	<ul style="list-style-type: none"> Multimedia project does not contain strong facts about the plight of a protected animal or place, and it includes no non-print elements. Notes were not taken or were not completely organized. 	<ul style="list-style-type: none"> Speaker does not use descriptive sensory words to tell about an animal or place. Speaker never connects well with the audience.

COPY READY

Unit Self-Assessment

Unit 3

COPY READY

Directions: Mark a ✓ in one box for each skill.



I can...	I can do this and can tell others how to do it.	I can do this by myself.	I can do this if I have help or look at an example.
tell which meaning of a word to use.			
understand words with suffixes.			
make inferences when I read.			
identify the sequence of events.			
understand sensory language.			
find the main idea and details that support it.			
use text features.			
write complex sentences correctly.			
make nouns plural.			
use noncount nouns correctly.			

Of all the texts you read for Life in the Soil, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

Unit 3

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	A	Sequence	CC.3.Rlit.10
2	B	Sequence	CC.3.Rlit.10
3	B	Inferences in Literature	CC.3.Rlit.10
4	D	Inferences in Literature	CC.3.Rlit.10
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Sensory Details	CC.3.Rlit.4
2	C	Sensory Details	CC.3.Rlit.4
3	D	Sensory Details	CC.3.Rlit.4
4	C	Sensory Details	CC.3.Rlit.4
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	A	Main Idea	CC.3.Rinf.2
2	B	Inferences in Informational Text	CC.3.Rinf.10
3	A	Support for Main Idea	CC.3.Rinf.2
4	C	Inferences in Informational Text	CC.3.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Text Features	CC.3.Rinf.5
2	D	Text Features	CC.3.Rinf.5
3	B	Text Features	CC.3.Rinf.5
4	C	Text Features	CC.3.Rinf.5
5	A	Inferences in Informational Text	CC.3.Rinf.10
6	A	Inferences in Informational Text	CC.3.Rinf.10
7	C	Main Idea	CC.3.Rinf.2
8	A	Support for Main Idea	CC.3.Rinf.2
9	B	Sequence	CC.3.Rlit.10
10	D	Sequence	CC.3.Rlit.10
11	C	Inferences in Literature	CC.3.Rlit.10
12	C	Inferences in Literature	CC.3.Rlit.10
13	B	Sensory Details	CC.3.Rlit.4
14	A	Sensory Details	CC.3.Rlit.4
15	Skill Rubric	Sensory Details	CC.3.Rlit.4

Vocabulary					
Week 1			Week 3		
CC.3.L.6, Rlit.4, Rinf.4			CC.3.L.6, Rlit.4, Rinf.4		
Item	Key	Word	Item	Key	Word
1	A	cycle	1	C	rainforest
2	B	seed	2	D	vine
3	D	root	3	A	city
4	A	sprout	4	B	weed
5	D	soil	5	A	desert
6	C	blossom	6	D	environment
7	D	characteristic	7	C	organism
8	B	depend	8	B	unique
9	C	growth	9	A	diversity
10	A	conditions	10	C	protect
11	C	produce			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	B	Multiple-Meaning Words	CC.3.L.4.a
2	B	Multiple-Meaning Words	CC.3.L.4.a
3	C	Multiple-Meaning Words	CC.3.L.4.a
4	A	Multiple-Meaning Words	CC.3.L.4.a
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Suffixes	CC.3.L.4.b
2	C	Suffixes	CC.3.L.4.b
3	C	Suffixes	CC.3.L.4.b
4	A	Suffixes	CC.3.L.4.b
5	B	Multiple-Meaning Words	CC.3.L.4.a
6	D	Multiple-Meaning Words	CC.3.L.4.a
7	B	Science Vocabulary	CC.3.L.6, Rlit.4, Rinf.4
8	A	Science Vocabulary	CC.3.L.6, Rlit.4, Rinf.4
9	C	Science Vocabulary	CC.3.L.6, Rlit.4, Rinf.4
10	D	Academic Vocabulary	CC.3.L.6, Rlit.4, Rinf.4
11	C	Academic Vocabulary	CC.3.L.6, Rlit.4, Rinf.4
12	D	Academic Vocabulary	CC.3.L.6, Rlit.4, Rinf.4

COPY READY

Answer Keys and Rubrics

COPY READY

Writing, Revising, and Editing							
Week 1				Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code	Item	Key	Item Descriptor	CCSS Code
1	B	Complex Sentences	CC.3.L.1.h	1	C	Plural Nouns (change y to i)	CC.3.L.1.b
2	C	Complex Sentences	CC.3.L.1.h	2	D	Irregular Plurals	CC.3.L.1.b
3	A	Complex Sentences	CC.3.L.1.h	3	C	Plural Nouns (add -es)	CC.3.L.1.b
4	D	Complex Sentences	CC.3.L.1.h	4	B	Noncount Nouns	CC.3.L.1.b
Prompt (5)	Skill Rubric	Order of Events	CC.3.W.3	5	A	Editing: Plural Nouns (add -s)	CC.3.L.1.b, W.5
Week 2				6	D	Editing: Noncount Nouns	CC.3.L.1.b, W.5
Item	Key	Item Descriptor	CCSS Code	7	B	Editing: Complex Sentences	CC.3.L.1.h, W.5
1	A	Plural Nouns (add -s)	CC.3.L.1.b	8	A	Editing: Noncount Nouns	CC.3.L.1.b, W.5
2	B	Plural Nouns (add -s)	CC.3.L.1.b	9a	Editing Rubric	Editing Task: Complex Sentences	CC.3.L.1.h, W.5
3	A	Plural Nouns (add -s)	CC.3.L.1.b	9b	Editing Rubric	Editing Task: Plural Nouns (add -es)	CC.3.L.1.b, W.5
4	D	Plural Nouns (add -es)	CC.3.L.1.b	9c	Editing Rubric	Editing Task: Plural Nouns (add -es)	CC.3.L.1.b, W.5
5	B	Plural Nouns (change y to i)	CC.3.L.1.b	9d	Editing Rubric	Editing Task: Irregular Plurals	CC.3.L.1.b, W.5
6	C	Plural Nouns (add -es)	CC.3.L.1.b	9e	Editing Rubric	Editing Task: Noncount Nouns	CC.3.L.1.b, W.5
Prompt (7)	Skill Rubric	Use Sensory Words and Phrases	CC.3.W.3	9f	Editing Rubric	Editing Task: Noncount Nouns	CC.3.L.1.b, W.5
Week 3				Prompt (10)	Skill Rubric; Writing Rubric	Elaborate with Visuals	CC.3.W.2.a, W.2.b
Item	Key	Item Descriptor	CCSS Code				
1	A	Noncount Nouns	CC.3.L.1.b				
2	B	Irregular Plural Nouns	CC.3.L.1.b				
3	B	Noncount Nouns	CC.3.L.1.b				
4	A	Irregular Plural Nouns	CC.3.L.1.b				
5	C	Noncount Nouns	CC.3.L.1.b				
6	A	Irregular Plural Nouns	CC.3.L.1.b				
Prompt (7)	Skill Rubric	Take and Organize Notes	CC.3.W.8				

Answer Keys and Rubrics

Unit 3

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 5 (Prompt) Order of Events	
Student describes steps for doing a chore that show a clear, complete, and logical order of events.	
4 points	a clear, complete, and logical order of events.
3 points	an adequate and generally organized order of events.
2 points	a loosely organized order of events.
1 point	a vague, incomplete, and/or minimal order of events.
Week 2 Skill Rubric Item 7 (Prompt) Use Sensory Words and Phrases	
Student describes a visit to a farm using vivid sensory language.	
4 points	vivid sensory language.
3 points	adequate sensory language.
2 points	occasional sensory language.
1 point	minimal sensory language.
Week 3 Skill Rubric Item 7 (Prompt) Take and Organize Notes	
Student writes two note-card summaries that include a clear research question, relevant details, and source information on each card.	
4 points	a clear research question, relevant details, and source information on each card.
3 points	an adequate research question, relevant details, and source information on each card.
2 points	a question related to the topic, related and extraneous details, and some source information on at least one card.
1 point	a question vaguely related to the topic, an extraneous detail, and/or some source information on at least one card.

Scoring Note: Assign a score of zero for no response or an unscorable response.

Writing, Revising, and Editing	
Unit Test Week 4 Skill Rubric Item 10 (Prompt) Elaborate with Visuals	
Student makes a chart or graph and a photo caption that accurately reflect information from the sources and enhance the article.	
4 points	accurately reflect information from the sources and enhance the article.
3 points	accurately reflect information from the sources and support the article.
2 points	reflect information from the sources but contain flaws or lack purpose.
1 point	reflect minimal information from the sources or are incomplete.
Unit Test Editing Task Rubric Item 9 1 point per correct response	
9a	In sentence 1, add a comma after "contest"
9b	In sentence 2, change "potatos" to "potatoes"
9c	In sentence 2, change "radishes" to "radishes"
9d	In sentence 3, change "peoples" to "people"
9e	In sentence 4, change "are" to "is"
9f	In sentence 5, change "sunlights" to "sunlight"
Reading Comprehension Item 15 Sensory Details	
3 points	Chooses sensory language and fully describes the sensory imagery.
2 points	Chooses sensory language but provides a limited description of the sensory imagery.
1 point	Choice and description are minimal and/or incorrect.

Conversion Charts: Points Earned to Percent Scored

4 points **8 points**

Points	1	2	3	4	Points	1	2	3	4	5	6	7	8
%	25	50	75	100	%	12	25	38	50	63	75	88	100

10 points

Points	1	2	3	4	5	6	7	8	9	10
%	10	20	30	40	50	60	70	80	90	100

11 points

Points	1	2	3	4	5	6	7	8	9	10	11
%	9	18	27	36	45	55	64	73	82	91	100

12 points

Points	1	2	3	4	5	6	7	8	9	10	11	12
%	8	17	25	33	42	50	58	67	75	83	92	100

17 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
%	6	12	18	24	29	35	41	47	53	59	65	71	76	82	88	94	100

18 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18
%	6	11	17	22	28	33	39	44	50	56	61	67	72	78	83	89	94	100

19 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19
%	5	11	16	21	26	32	37	42	47	53	58	63	68	74	79	84	89	95	100

COPY READY

Sequence

Reteach

Review the Rules

When things happen in a certain sequence, they happen in a certain time order. Dates and time-order words such as *first*, *next*, *then*, and *finally* signal the order.

Practice

Read "Walking Bando." Circle the time-order words.

Walking Bando

People talk about a walk in the park like it's something easy. When I took my dog Bando for a walk, though, it was anything but easy. First, Bando saw a cat and leaped toward it, pulling the leash out of my hand. Then I lost my balance and fell over. I found myself lying face down on the ground.

After that, I got up off the ground and chased Bando. We ran all around the park.

Finally, I caught him and we walked home. On the city streets, Bando knew how to behave. From now on, I think we'll just take a walk in the city!

Use the time-order words you circled to help you put the events in order. Show the correct sequence.

_____ I got up and chased Bando through the park.

_____ Bando leapt toward a cat, pulling the leash out of my hand.

_____ I caught him and we walked home.

_____ I lost my balance and fell over.

Apply

With a partner, talk about the sequence of events in one of your Small Group Reading books.

Make Inferences

Reteach

Review the Rules

Authors do not always explain every detail in their stories. To figure out what an author means, you can make an inference.

- As you read, look for important clues or details.
- Think about what you already know about the topic.
- Make an inference by combining what you read with what you know.

Practice

Read “Janae’s Birthday” and complete the sentences. Then answer the question.

Janae's Birthday

Every year, Janae’s aunt sends her socks for her birthday. Janae doesn’t like getting socks because she can get socks any time of the year. She wants her aunt to send her something fun. Janae would much rather get a new game or tickets to see a movie. She wants anything but socks!

Janae gets a package in the mail from her aunt. She gets excited and hopes this year will be different. Janae rips off the wrapping paper and tears open the package. Her face falls with disappointment. Maybe next year will be different.

1. I read _____
2. I know _____
3. And so _____

Which clues in the passage helped you figure out what Janae’s aunt sent for Janae’s birthday?

Apply

Tell a partner about an inference you made while reading one of your Small Group Reading books. Share which clues from the story helped you figure it out.

Writing Trait: Organization

Reteach

Review the Rules

Writing that shows good organization

- tells events in the order they happen
- uses transition words, such as *then* and *later*, to help readers follow the order.

Practice

Read "Three Monkeys." Then mark and label the beginning, middle, and end of the story. Circle the transition words.

Three Monkeys

Once there were three little monkeys who lived in a tree deep in the rainforest. At night, they teased an old alligator that lived in the swamp.

"Can't catch us, you old alligator. You are too slow and too old!" said the monkeys.

The alligator knew he was slow. He knew he was old. But he was hungry. And a hungry alligator is a smart alligator.

Later the alligator crawled out of the swamp.

"I'm an old hungry alligator with no teeth," said the alligator. "May I have a banana?"

The monkeys saw no harm in sharing their banana with an alligator that had no teeth. So, they climbed down the tree, just a little bit, and SNAP! The old alligator snatched one monkey out of the tree. SNAP! SNAP! The alligator snatched another. Then another!

"Yum! I may be old, but I am smart." Then the alligator crawled back into the swamp.

Apply

Write a folk tale you know. Organize your ideas to show the beginning, middle, and end of the story.

Sensory Details

Reteach

Review the Rules

Writers use sensory words and details to describe how things look, sound, smell, taste, and feel. Sensory details can paint a picture in your mind and help you experience what is being described.

Practice

Read the poem "The Snowstorm." Underline the sensory details.

The Snowstorm

I am caught in an icy whirlwind called a snowstorm.
I hear my boots fall and beat the snow underneath.
My woolly scarf scratches at my mouth and tastes sour.
The wind throws hot icy flakes at my eyes, freezing my lashes.
Suddenly, I smell wood burning in the distance, and
See my house shining like a beacon ahead.
It floats on a sea of white—still, and calm, and homey.

Write the sensory details where they belong in the list.

Feel: _____

Hear: _____

See: _____

Taste: _____

Smell: _____

Apply

Write a poem about a familiar place or experience. Use sensory details that describe what you hear, see, feel, smell, and taste.

COPY READY

Make Inferences

Reteach

Review the Rules

Authors do not always explain every detail in their stories. To figure out what an author means, you can make an inference.

- As you read, look for important clues or details.
- Think about what you already know about the topic.
- Make an inference by combining what you read with what you know.

Practice

Read "The Phone Call" and complete the sentences. Then answer the question.

The Phone Call

Mr. Leu is so excited to be a grandfather! When he gets to work, his secretary has a big smile on her face. She says Mr. Leu should call his daughter right away. As Mr. Leu heads to the elevator, he dials his daughter's phone number.
 "Hi, Dad! We had a--"
 As the elevator doors close, Mr. Leu frowns. He will have to wait one more minute. Then he will know if he has a new granddaughter or a new grandson.

1. I read _____
2. I know _____
3. And so _____

Which clues in the passage help you figure out what is happening to Mr. Leu?

Apply

Tell a partner about an inference you made while reading one of your Small Group Reading books. Share which clues from the story helped you figure it out.

Writing Trait: Word Choice

Reteach

Review the Rules

When you write, choose words that

- are vivid, colorful, and descriptive
- catch the reader’s attention and imagination
- help the reader understand your message or story.

Practice

Read each sentence. Circle the stronger word choice. Then read the sentences aloud.

1. The boy walked/inched along the hot, dirt/dusty path.
2. A big/enormous bolder/rock blocked the way.
3. The tired/exhausted boy studied/saw the rock.
4. He slipped/moved into a tiny cave and slept/dreamed for the rest of the hot/firey day.

Apply

Write three sentences to continue the story above. Choose your words carefully to help the reader understand your meaning. Share your writing with a partner.

COPY READY

Main Idea and Details

Reteach

Review the Rules

Many texts include a main idea and details.

- The main idea is the biggest, or most important, idea in the text.
- Details are smaller pieces of information that tell more about the main idea.

Practice

Read “The 1906 San Francisco Earthquake.” Circle the main idea of the passage. Underline three details that support the main idea.

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is a way of measuring the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

Apply

Share with a partner the main idea and details from one of your Small Group Reading books. Include at least two details that support the main idea.

Make Inferences

Reteach

Review the Rules

To figure out what an author does not say directly, you can make an inference.

- Think about what you read.
- Think about what you know already about the topic.
- Combine what you read and what you know to make an inference.

Practice

Read “Controlling the Brown Tree Snake.”

Controlling the Brown Tree Snake

A long time ago, the brown tree snake was introduced to Guam from Australia. The brown tree snake was helpful at first. It controlled small animals like rats and mice. But since then it has killed other animal groups that were native to Guam.

Guam now has a plan to clear out the brown tree snake. Dead mice filled with drugs will be dropped into the jungles. The snakes will eat the mice. Researchers think that this is the best way to control the brown tree snake population.

Read each item. Add what you know. Then make an inference.

1. At first, the brown tree snake was helpful. I know that animal populations can change when _____. So, I can infer that the brown tree snake _____.
2. The snakes will eat the mice that have drugs in them. I know that many drugs _____. So, I can infer that _____.

Apply

With a partner, talk about inferences you made while reading one or more of your Small Group Reading books.

Text Features

Reteach

Review the Rules

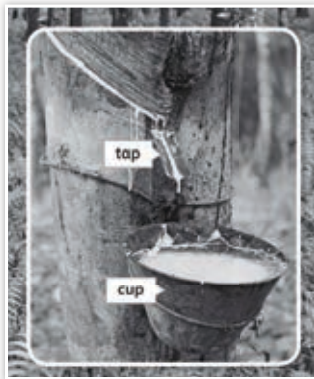
Text features, such as subheadings, photographs, and captions, can give you more information about a topic.

Practice

Read the article. Then answer the questions.

COPY READY

Rubber



Rubber from the tree looks like thick milk.

Rubber Comes from a Tree

Wild rubber trees grow in many places in South America. Workers harvest the rubber by cutting slits in the trees. They add taps and cups. The rubber does not come out quickly. It fills the cups drop by drop. When the cups are full, the rubber is put into a tank truck. The truck is sent to a factory.

Things Made from Rubber

Many things you use or wear are made of rubber. Take a look around. You might have some gloves, rain boots, or goggles you like to wear. Or, maybe you use a rubber hose to water the garden.

1. Under which heading did you find out where rubber comes from?

2. What does the photograph show?

3. What new detail did you learn about rubber from the caption?

Apply

With a partner, look through one or more your of Small Group reading books. How many different text features can you find?

Make Inferences

Reteach

Review the Rules

To figure out what an author does not say directly, you can make an inference.

- Think about what you read.
- Think about what you know already about the topic.
- Combine what you read and what you know to make an inference.

Practice

Read "The Amazing Dolphin."

The Amazing Dolphin

My family spent our vacation in California. We surfed, snorkeled, and ate a lot of fresh seafood. What I enjoyed the most, though, was watching the dolphins every afternoon.

Dolphins are amazing. They can stay under water for up to 15 minutes. Also, they can swim up to 260 miles below the ocean's surface. However, dolphins don't often dive that deep because they need to breathe. When I first watched the dolphins diving in and out of the waves, I thought they were playing. But maybe they weren't playing at all. Maybe they were grabbing some air!

Read each item. Add what you know. Then make an inference.

1. The family surfed, snorkeled, ate seafood, and watched dolphins. I know those activities have to do with _____. So, I can infer that the family's vacation is _____.
2. Dolphins can stay under water for about 15 minutes. I know that humans can't stay under water long because _____. So, I can infer that dolphins _____.

Apply

With a partner, talk about inferences you made while reading one or more of your Small Group Reading books.

Writing Trait: Ideas

Reteach

Review the Rules

To develop their ideas, writers make sure that

- the main idea is clear
- enough details, examples, or facts are included to support the main idea.

Practice

Read the article "Land of the Midnight Sun." Then complete the sentence.

Land of the Midnight Sun

The Arctic Circle is the "Land of the Midnight Sun." During the summer, the sun shines at midnight. In fact, the sun doesn't set all night. This "night" lasts two to four months, depending on the part of the Arctic Circle. Many people find it difficult to fall asleep during the night when the sun is shining. But visitors enjoy midnight sun safaris and cruises.

This article is well-developed because _____
and _____.

Apply

Write a short article about an extreme place. Write a clear main idea. Then write two details or examples that support the main idea.

Reteaching Masters Answer Key

RT3.1 Sequence

Circled time-order words: *first, then, after that, finally*

Order of Events:

- 3 I got up and chased Bando through the park.
- 1 Bando leaped toward a cat, pulling the leash out of my hand.
- 4 I caught him and we walked home.
- 2 I lost my balance and fell over.

RT3.2 Make Inferences

Possible responses:

I read that every year Janae gets socks for her birthday from her aunt.

I know that socks aren't such a "fun" gift.

And so, I can tell Janae is disappointed because she got socks again.

Possible clues:

Janae's aunt always sends her socks; Janae is disappointed when she opens the package.

The story says "Maybe next year will be different" but the gift this year is the same thing.

RT3.3 Writing Trait: Organization

Three Monkeys

Once there were three little monkeys who lived in a tree deep in the rainforest. At night, they teased an old alligator that lived in the swamp.

"Can't catch us, you old alligator. You are too slow and too old!" said the monkeys.

The alligator knew he was slow. He knew he was old. But he was hungry. And a hungry alligator is a smart alligator.

Later the alligator crawled out of the swamp.

"I'm an old hungry alligator with no teeth," said the alligator. "May I have a banana?"

The monkeys saw no harm in sharing their banana with an alligator that had no teeth. So, they climbed down the tree, just a little bit, and SNAP! The old alligator snatched one monkey out of the tree. SNAP! SNAP! The alligator snatched another. Then another!

"Yum! I may be old, but I am smart." Then the alligator crawled back into the swamp.

Beginning

Middle

End

RT3.4 Sensory Details

Circled sensory details include: *icy, boots beat, woolly, scratches, tastes sour, hot icy flakes, wood burning, shining, sea of white*

Feel: icy, woolly, scratches, hot icy flakes

Hear: boots beat

See: flakes, shining, sea of white

Taste: tastes sour

Smell: wood burning

RT3.5 Make Inferences

Possible responses:

I read that Mr. Leu tries to call his daughter to find out if she had a boy or a girl.

I know that cell phones sometimes won't work in elevators.

And so, Mr. Leu will have to step out of the elevator before he can call back to find out.

Possible clues:

Mr. Leu heads to the elevator and talks to his daughter before he gets in; when the doors close, the call is interrupted.

RT3.6 Writing Trait: Word Choice

1. The boy inched along the hot, dusty path.
2. An enormous boulder blocked the way.
3. The exhausted boy studied the rock.
4. He slipped into a tiny cave and dreamed for the rest of the fiery day.

RT3.7 Main Idea and Details

The 1906 San Francisco Earthquake

A dangerous earthquake struck San Francisco on April 18, 1906. It measured 7.8 out of 10 on the Richter scale. The Richter scale is a way of measuring the strength of earthquakes. More than 700 people were killed in the earthquake. Dozens of buildings fell down. The earthquake caused many fires. All day, the fire spread from building to building in the city.

RT3.8 Make Inferences

1. At first, the brown tree snake was helpful. But I know that sometimes a plan can go wrong and make everything worse. So, I can infer that the brown tree snake became a pest and upset the people of Guam.
2. The snakes will eat the mice that have drugs in them. I know that many drugs can be harmful or poisonous. So, I can infer that when the brown tree snakes eat the mice, they'll die.

RT3.9 Text Features

1. Rubber Comes from a Tree
2. The photograph shows how workers get the rubber out of a tree.
3. From the caption, I learned that the rubber is a thick, milky liquid when it comes out.

RT3.10 Make Inferences

1. The family surfed, snorkeled, ate seafood, and watched dolphins. I know those activities have to do with the ocean. So, I can infer that the family's vacation is near the coast or at the beach.
2. Dolphins can stay under water for about 15 minutes. I know that humans can't stay under water long because they need oxygen to breathe. So, I can infer that dolphins also need oxygen to breathe.

RT3.11 Writing Trait: Ideas

The article is well-developed because there's a clear main idea and plenty of details that explain why the Arctic Circle is called the "Land of the Midnight Sun."

Contents

Teaching Resources		Pages
Reading Level Translation Key		R2
Cumulative Key Word List		R3
Anthology Handbook		R4
Anthology Picture Dictionary		R17
Anthology Index		R23
Professional Resources		Pages
Research Base and Bibliography		R27
Scope and Sequence		S&S1
Common Core Standards Correlation		CC1
Additional Resources		Pages
Program Features and Resources Index		Index1
Skills Index		Index5
Acknowledgements		Ack1

Reading Level Translation Key

	Guided Reading	DRA	Lexile®	Reading Recovery	
K	A	A-2		A-2	K
	B	3		3	
	C			4	
1	D	4	200L-400L	5	1
				6	
	E	6		7	
	F	8		8	
				9	
	G	10		10	
	H			11	
	I	12		12	
	J	14		14	
				15	
2		16	200L-400L		2
	K				
	L-M	18-28	300L-500L	18-20	
3	N-P	30-38	500L-700L	22-24	3
4	Q-R	40	650L-850L	26	4
5	S-U	44	750L-950L	28	5
6	V-W	50	850L-1000L		6

Reading levels are provided for each title in the *National Geographic Reach for Reading* Grade 1-2 Leveled Reading and Grades 3-5 Small Group Reading lessons. Please note that each leveling system is based on a different set of criteria. This may result in discrepancies when translating reading levels.

Grade 3 Unit 3 Cumulative Key Word List

accomplish (v)	distance (n)	main idea	river (n)
achieve (v)	diversity (n)	market (n)	rock (n)
action (n)	drought (n)	measurement (n)	root (n)
advertisement (n)	duty (n)	melt (v)	sand (n)
agriculture (n)	earthquake (n)	meter (n)	scarce (adj)
alter (v)	ecosystem (n)	method (n)	scene (n)
alternative (n)	effect (n)	mixture (n)	seed (n)
amount (n)	endurance (n)	money (n)	seller (n)
area (n)	environment (n)	motive (n)	sense (v)
artist (n)	erupt (v)	music (n)	sequence (n)
balance (n)	estimate (v)	narrator (n)	shore (n)
behavior (n)	event (n)	nature (n)	signal (n)
benefit (n)	evidence (n)	need (v)	soil (n)
blossom (n)	explore (v)	negative (adj)	solid (adj)
buyer (n)	express (v)	neighborhood (n)	solution (n)
carve (v)	farmer (n)	occur (v)	sprout (n)
category (n)	feelings (n)	ocean (n)	stanza (n)
cause (n)	feet (n)	offer (v)	state (n)
challenge (n)	field (n)	opinion (n)	storyteller (n)
character (n)	firm (adj)	order (n)	strategy (n)
characteristic (n)	flow (v)	organism (n)	style (n)
city (n)	food chain	outcome (n)	substance (n)
clarify (v)	force (n)	paraphrase (v)	summarize (v)
classify (v)	form (n)	pay (v)	supply (n)
combine (v)	freeze (v)	perform (v)	surface (n)
communicate (v)	future (n)	plate (n)	sustain (v)
compare (v)	generalization (n)	plenty (n)	tale (n)
comparison (n)	generation (n)	plot (n)	temperature (n)
competition (n)	gift (n)	plow (v)	theme (n)
composition (n)	globe (n)	point of view	thermometer (n)
conclusion (n)	goal (n)	popular (adj)	tradition (n)
conditions (n)	ground (n)	positive (adj)	trap (v)
connection (n)	growth (n)	power (n)	tsunami (n)
conservation (n)	harvest (v)	prediction (n)	understand (v)
continent (n)	heritage (n)	prepare (v)	unique (adj)
contrast (v)	identify (v)	preservation (n)	unit (n)
control (v)	impact (n)	pressure (n)	value (v)
cooperation (n)	improve (v)	preview (v)	vary (v)
core (n)	increase (v)	problem (n)	vine (n)
create (v)	individual (n)	process (n)	visualize (v)
crop (n)	inference (n)	produce (v)	volcano (n)
cycle (n)	interact (v)	protect (v)	volunteer (n)
decrease (v)	island (n)	purpose (n)	want (v)
depend (v)	journey (n)	rainforest (n)	warn (v)
desert (n)	kilometer (n)	react (v)	water (n)
destination (n)	kindness (n)	receive (v)	wave (n)
details (n)	lava (n)	region (n)	weed (n)
determine (v)	learn (v)	represent (v)	wetland (n)
develop (v)	level (n)	rescue (v)	wood (n)
difference (n)	liquid (adj)	resources (n)	
direction (n)	location (n)	reward (n)	
discover (v)	magma (n)	rhythm (n)	

Words from Unit 3 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook



Page 554

Strategies for Learning Language 556

Vocabulary Strategies 558-563

- Use What You Know 558
- Use Context Clues 559
- Use Word Parts 560
- Look Beyond the Literal Meaning 562

Reading Strategies 564

Writing and Research 566-575

- Prewrite 566-571
- Use Information Resources
 - Books 567
 - Encyclopedias 568
 - Magazines and Experts 569
 - Internet 570
- Draft 572
- Revise 573
- Edit and Proofread 574
- Publish 575

Writing Traits and Rubrics 576-579

- Focus and Coherence 576
- Development of Ideas 577
- Organization 578
- Voice 579
- Written Conventions 579

Grammar, Usage, Mechanics, and Spelling 580-603

- Sentences 580
- Nouns 583
- Pronouns 588
- Adjectives 590
- Verbs 592
- Adverbs 597
- Prepositions 598
- Capital Letters 599
- Punctuation Marks 601

Page 555

Strategies for Learning Language

These strategies can help you learn to use and understand the English language.

1 Listen actively and try out language.

What to Do	Examples
Repeat what you hear.	<p>You hear: Way to go, Joe! Fantastic catch!</p> <p>You say: Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i> Two grandmas, one brother, Two grandpas, one mother, One father, and then there's me. Eight of us together Make up my family tree.</p> <p>Two grandmas, one brother...</p>
Listen to others and use their language.	<p>You hear: "When did you know that something was missing?"</p> <p>You say: "I knew that something was missing when I got to class."</p>

2 Ask for help.

What to Do	Examples
Ask questions about how to use language.	<p>Did I say that right?</p> <p>Did I use that word in the right way?</p> <p>Which is correct, "bringed" or "brought"?</p>
Use your native language or English to make sure that you understand.	<p>You say: "Wait! Could you say that again more slowly, please?"</p> <p>Other options: "Does 'violet' mean 'purple'?" "Is 'enormous' another way to say 'big'?"</p>

Page 556

3 Use gestures and body language, and watch for them.

What to Do	Examples
Use gestures and movements to help others understand your ideas.	<p>I will hold up five fingers to show that I need five more minutes.</p>
Watch people as they speak. The way they look or move can help you understand the meaning of their words.	<p>Let's give him a hand.</p> <p>Everyone is clapping. "Give him a hand" must mean to clap for him.</p>

4 Think about what you are learning.

What to Do	Examples
Ask yourself: Are my language skills getting better? How can I improve?	<p>Was it correct to use "they" when I talked about my grandparents?</p> <p>Did I add 's' to show ownership?</p>
Keep notes about what you've learned. Use your notes to practice using English.	<p><i>How to Ask Questions</i></p> <ul style="list-style-type: none"> • I can start a question with "is," "can," or "do". Do you have my math book? • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. Where did you put my math book?

Page 557

Vocabulary Strategies

When you read, you may find a word you don't know. But, don't worry! There are many things you can do to figure out the meaning of an unfamiliar word.

Use What You Know

Ask yourself "Does this new word look like a word I know?" If it does, use what you know about the familiar word to figure out the meaning of the new word. Think about:

- **word families**, or words that look similar and have related meanings. The words *locate*, *location*, and *relocate* are in the same word family.
- **cognates**, or pairs of words that look the same in English and in another language. The English word *problem* and the Spanish word *problema* are cognates.

On the Top of the World

Mount Everest is the highest mountain in the world. It is 29,028 feet (8,848 meters) high. This **magnificent** mountain is covered in permanently frozen snow and ice. But this doesn't stop **adventurous** climbers from trying to reach its peak.



This English word looks like **magnifico**. That means "beautiful" in Spanish. I think that meaning makes sense here, too.

I know that **adventure** means "an exciting event" and that an **adventurer** is "someone who takes risks." So, **adventurous** probably means "willing to be a part of risky activities."

558

Page 558

Use Context Clues

Sometimes you can figure out a word's meaning by looking at other words and phrases near the word. Those words and phrases are called **context clues**.

There are different kinds of context clues. Look for signal words such as *means*, *like*, *but*, or *unlike* to help you find the clues.



Extremely cold temperatures are hazardous to mountain climbers.

Kind of Clue	Signal Words	Example
Definition Gives the word's meaning.	<i>is, are, was, refers to, means</i>	Hazardous refers to something that causes harm or injury.
Restatement Gives the word's meaning in a different way, usually after a comma.	<i>or</i>	Mountain climbing can be hazardous, or result in injuries to climbers.
Synonym Gives a word or phrase that means almost the same thing.	<i>like, also</i>	Sudden drops in temperature can be hazardous. Also dangerous are very high altitudes that make it hard to breathe.
Antonym Gives a word or phrase that means the opposite.	<i>but, unlike</i>	The subzero temperatures can be hazardous, but special gear keeps the climbers safe.
Examples Gives examples of what the word means.	<i>such as, for example, including</i>	Climbers prepare for hazardous situations. For example , they carry extra food, equipment for heavy snowfall, and first-aid kits.

559

Page 559

Vocabulary Strategies, *continued*

Use Word Parts

Many English words are made up of parts. You can use these parts as clues to a word's meaning.

When you don't know a word, look to see if you know any of its parts. Put the meaning of the word parts together to figure out the meaning of the whole word.

Compound Words

A compound word is made up of two or more smaller words. To figure out the meaning of the whole word:

1. Break the long word into parts. keyboard = key + board
2. Put the meanings of the smaller words together to predict the meaning of the whole word.
 - key = button
 - + board = flat surface
 - keyboard = flat part of computer with buttons
3. If you can't predict the meaning from the parts, use what you know and the meaning of the other words to figure it out. lap + top = laptop



laptop means "small portable computer," not "the top of your lap"

Prefixes

A prefix comes at the beginning of a word. It changes the word's meaning. To figure out the meaning of an unfamiliar word, look to see if it has a prefix.

1. Break the word into parts. Think about the meaning of each part. I need to **rearrange** the files on my computer. re- + arrange
The prefix *re-* means "again." The word *arrange* means "to put in order."
The word *rearrange* means "to put in order again."
2. Put the meanings of the word parts together.

Some Prefixes and Their Meanings

Prefix	Meaning
anti-	against
dis-	opposite of
In-	not
mis	wrongly
pre-	before
re-	again, back
un-	not

560

Page 560

Suffixes

A suffix comes at the end of a word. It changes the word's meaning and part of speech. To figure out the meaning of new word, look to see if it has a suffix.

1. Break the word into parts. Think about the meaning of each part. My **teacher** helps me find online articles. teach + -er
verb
The word *teach* means "to give lessons." The suffix *-er* means "one who."
A **teacher** is "a person who gives lessons."
noun
2. Put the meanings of the word parts together.

Some Suffixes and Their Meanings

Suffix	Meaning
-able	can be done
-al	having characteristics of
-ion	act, process
-er, -or	one who
-ful	full of
-less	without
-ly	in a certain way

Greek and Latin Roots

Many words in English have Greek and Latin roots. A root is a word part that has meaning, but it cannot stand on its own.

1. Break the unfamiliar word into parts. I won't be done in time if there's one more **interruption!**
inter + rupt + ion
prefix **root** **suffix**
2. Focus on the root. Do you know other words with the same root? "I've seen the root **rupt** in the words *erupt* and *rupture*. 'rupt' must have something to do with breaking or destroying something."

3. Put the meanings of all the word parts together. **between** **act or process**
inter + rupt + ion = interruption
break **a break in activity**

561

Page 561

Vocabulary Strategies, *continued*

Look Beyond the Literal Meaning

Writers use colorful language to keep their readers interested. They use words and phrases that mean something different from their usual definitions. Figurative language and idioms are kinds of colorful language.

Figurative Language: Similes

A simile compares two things that are alike in some way. It uses the words *like* or *as* to make the comparison.

Simile	Things Compared	How They're Alike
Cory hiked across the desert as sluggishly as a snail .	Cory and a snail	They both move very slowly.
His skin was like sheets of sandpaper .	skin and sandpaper	They are both rough and very dry.

Figurative Language: Metaphors

A metaphor compares two things without using the words *like* or *as*.

Metaphor	Things Compared	Meaning
The sun's rays were a thousand bee stings on his face.	sun's rays and bee stings	The sun's rays blistered his face.
His only companion was thirst .	friend and thirst	His thirst was always there with him.

Figurative Language: Personification

When writers use personification they give human qualities to nonhuman things.

Personification	Object	Human Quality
The angry sun kept punishing him.	sun	has feelings
A cactus reached out to him.	cactus	is able to be friendly

562

Page 562

Idioms

An idiom is a special kind of phrase that means something different from what the words mean by themselves.

What you say:

If the topic is Mars, I'm **all ears**.



What you mean:

If the topic is Mars, I'll **listen very carefully**.

Break a leg!

Rachel had to **eat her words**.

Good luck!

Rachel had to **say she was wrong**.

Give me a break!

Hang on.

That's ridiculous!

Wait.

I'm **in a jam**.

I'm **in trouble**.

The joke was so funny, Lisa **laughed her head off**.



The joke was so funny, Lisa **laughed very hard**.

Juan was **steamed** when I lost his video game.

Juan was **very angry** when I lost his video game.

Let's **surf the Net** for ideas for report ideas.

Let's **look around the contents of the Internet** for report ideas.

I'm so tired, I just want to **veg out**.

I'm so tired, I just want to **relax and not think about anything**.

Rob and Zak are together **24-seven**.

Rob and Zak are together **all the time**.

You can say that again.

I totally agree with you.

Zip your lips!



Be quiet!

563

Page 563

Reading Strategies

Good readers use a set of strategies before, during, and after reading. Knowing which strategy to use and when will help you understand and enjoy all kinds of text.

Plan and Monitor

Good readers have clear plans for reading. Remember to:

- **Set a purpose** for reading. Ask yourself: Why am I reading this? What do I hope to get from it?
- **Preview** what you are about to read. Look at the title. Scan the text, pictures, and other visuals.
- **Make predictions**, or thoughtful guesses, about what comes next. Check your predictions as you read. Change them as you learn new information.

Monitor, or keep track of, your reading. Remember to:

- **Clarify ideas and vocabulary** to make sure you understand what the words and passages mean. Stop and ask yourself: Does that make sense?
- **Reread, read on, or change your reading speed** if you are confused.

Determine Importance

How can you keep track of all the facts and details as you read? Do what good readers do and focus on the most important ideas.

- Identify the **main idea**. Connect details to the main idea.
- **Summarize** as you read and after you read.

Ask Questions

Asking yourself questions as you read keeps your mind active. You'll ask different types of questions, so you'll need to find the answers in different ways.

- Some questions are connected to answers **right there** in the text.
- Others cover more than one part of the text. So, you'll have to **think and search** to find the answers.

Not all answers are found in the book.

- **On your own** questions can focus on your experiences or on the big ideas of the text.
- **Author and you** questions may be about the author's purpose or point of view.

564

Page 564

Visualize

Good readers use the text and their own experiences to picture a writer's words. When you **visualize**, use all your senses to see, hear, smell, feel, and taste what the writer describes.

Make Connections

When you make connections, you put together information from the text with what you know from outside the text. As you read, think about:

- **your own ideas and experiences**
- what you know about the **world** from TV, songs, school, and so on.
- **other texts** you've read by the same author, about the same topic, or in the same genre.

Make Inferences

Sometimes an author doesn't tell a reader everything. To figure out what is left unsaid:

- Look for what the author emphasizes.
- Think about what you already know
- Combine what you read with what you know to figure out what the author means.

Synthesize

When you **synthesize**, you put together information from different places and come up with new understandings. You might:

- **Draw conclusions**, or combine what you know with what you read to decide what to think about a topic.
- **Form generalizations**, or combine ideas from the text with what you know to form an idea that is true in many situations.

565

Page 565

Writing and Research

Writing is one of the best ways to express yourself. Sometimes you'll write to share a personal experience. Other times, you'll write to give information about a research topic. Whenever you write, use the following steps to help you say what you want clearly, correctly, and in your own special way.

Prewrite

When you prewrite, you choose a topic and collect all the details and information you need for writing.

1 Choose a Topic and Make a Plan Think about your writing prompt assignment or what you want to write about.

- Make a list. Then choose the best idea to use for your topic.
- Think about your writing role, audience, and form. Add those to a RAFT chart.
- Jot down any research questions, too. Those will help you look for the information you need.

RAFT Chart

Role: scientist
Audience: my teacher and classmates
Form: report
Topic: honeybees

2 Gather Information Think about your topic and your plan. Jot down ideas. Or, use resources like those on pages 567–571 to find information that answers your questions. Take notes.



566

Page 566

Use Information Resources

Books

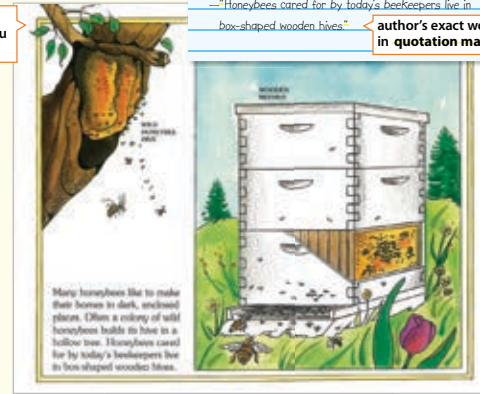


A book is a good source of information

Notecard

Where do honeybees live? < research question
 The Honey Makers, by Gail Gibbons, page 6 < name of source
 —Many honeybees live in dark places like hollow trees < notes in your own words
 —“Honeybees cared for by today’s beekeepers live in box-shaped wooden hives.” < author’s exact words in quotation marks

Read the pages to find information you need. Take notes.



567

Page 567

Writing and Research, continued

Encyclopedias

Each encyclopedia volume has facts about different topics.

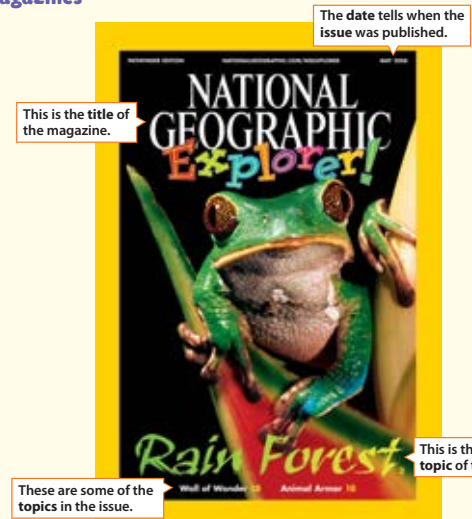


1. Look up your topic in the correct encyclopedia volume or on the CD-ROM.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

568

Page 568

Magazines



The date tells when the issue was published.

This is the title of the magazine.

These are some of the topics in the issue.

This is the main topic of the issue.

... and Experts

Arrange a time to talk to an **expert**, or someone who knows a lot about your topic.

- Prepare questions you want to ask about the topic.
- Conduct the interview. Write down the person’s answers.
- Choose the notes you’ll use for your writing



569

Page 569

Writing and Research, *continued*

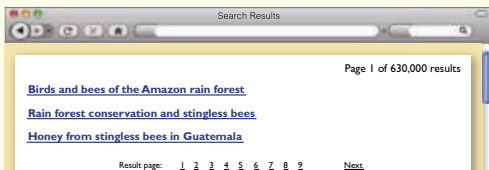
Internet

The Internet is a connection of computers that share information through the World Wide Web. It is like a giant library. Check with your teacher for how to access the Internet from your school.

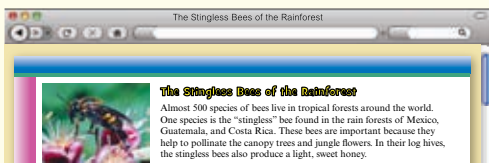
1. **Go to a search page.** Type in your key words. Click Search.



2. **Read the list of Web sites, or pages, that have your key words.** The underlined words are links to the Web sites.

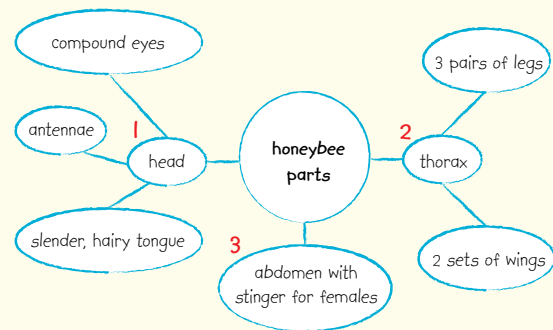


3. **Click on a link to go directly to the site, or Web page.** Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



4. **Get Organized** Think about all the details you've gathered about your topic. Use a list, a chart, or other graphic organizer to show what you'll include in your writing. Use the organizer to show the order of your ideas, too.

Cluster



Outline

- The Helpful, Sweet Honeybee
- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits
 - B. turn nectar into honey
 - II. Honeybee homes
 - A. around the world
 - B. hives



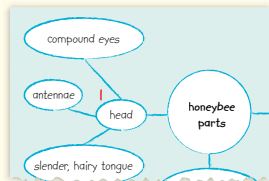
Writing and Research, *continued*

Draft

When you write your first draft, you turn all your ideas into sentences. You write quickly just to get all your ideas down. You can correct mistakes later.

Cluster

Turn your main idea into a topic sentence. Then add the details.



Beginning of a Description

One main part of a honeybee is the head. The bee's head seems to be mostly eyes! They are called compound eyes and have a lot of tiny lenses in them.

Outline

Turn the main idea after each Roman numeral into a topic sentence. Then turn the words next to the letters and numbers into detail sentences that tell more about the main idea.

- The Helpful, Sweet Honeybee
- I. Important insects
 - A. help pollinate plants
 1. flowers and trees
 2. fruits

Beginning of a Report

The Helpful, Sweet Honeybee

You may think that all the honeybee does is make honey. But, believe it or not, this insect is always busy with another important job.

A honeybee helps keep plants growing. It helps to spread the pollen flowers and trees need to start new plants.

Revise

When you revise, you make changes to your writing to make it better and clearer.

1. **Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your main points.

You are describing a honeybee's hive. Isn't a bee's nest the same as a hive?

Yes, it is. I don't need the word "nest," so I'll take it out.

Your partner can help you discover what is unclear or what you need to add. Use your partner's suggestions to decide what you can do to make your writing better.

2. **Make Changes** Think about your draft and what you and your partner discussed. What changes will you make? Use Revising Marks to mark your changes.

In the wild, honeybee scouts look for places to make hives and ~~nests~~. The opening needs to be high off the ground. They look for openings in hollow tree trunks. That way the hive will be safe from ~~harmful~~ ^{predators} animals. A hive needs to hold thousands of bees and all they gather. ^{the nectar and pollen} The best bee's nest will also face south so it stays warm.

Revising Marks

- ^ Add.
- Move to here.
- ↖ Replace with this.
- ↗ Take out.

Writing and Research, *continued*

Edit and Proofread

When you edit and proofread, you look for mistakes in capitalization, grammar, and punctuation.

- 1 Check Your Sentences** Check that your sentences are clear, complete, and correct. Add any missing subjects or predicates.
- 2 Check Your Spelling** Look for any misspelled words. Check their spelling in a dictionary or a glossary.
- 3 Check for Capital Letters, Punctuation, and Grammar** Look especially for correct use of
 - capital letters in proper nouns
 - apostrophes and quotation marks
 - subject-verb agreement
 - pronouns
 - verb tenses
- 4 Mark Your Changes** Use the Editing and Proofreading Marks to show your changes.
- 5 Make a Final Copy** Make all the corrections you've marked to make a final, clean copy of your writing. If you are using a computer, print out your corrected version.

It is crowded and busy inside a honeybee hive. A hive can have more than 50000 honeybees. Most of them are worker bees. The worker bees create wax from their bodies to build combs. The combs are layers of cells, or holes. The cells hold nectar pollen, or larvae,

Editing and Proofreading Marks	
	Add.
	Take out.
	Replace with this.
	Check Spelling.
	Capitalize.
	Make lowercase.
	Make new paragraph.

574

Page 574

Publish

When you publish your writing, you share it with others.

- 1 Add Visuals** Visuals can make your writing more interesting and easier to understand. Maybe you will
 - import photographs or illustrations
 - insert computer clip art
 - add graphs, charts, or diagrams
- 2 Present Your Writing** There are a lot of ways to share your finished work. Here are just a few ideas.
 - E-mail it to a friend or family member.
 - Send it to your favorite magazine or publication.
 - Turn it into a chapter for a group book about the topic.
 - Make a video clip of you reading it to add to a group presentation.



A Home for the Honeybee

In the wild, honeybee scouts look for places to make hives. They look for openings in hollow tree trunks. The opening needs to be high off the ground. That way the hive will be safe from predators. A hive also needs to be big enough for thousands of bees and all the nectar and pollen they gather. The best hive will also face south so it stays warm.



575

Page 575

Writing Traits

Good writing is clear, interesting, and easy to follow. To make your writing as good as it can be, check your writing to be sure it has the characteristics, or traits, of good writing.

Focus and Coherence

Writing is focused when the main idea is clear. It is coherent when all the ideas work together to tell about the same idea. What score can you give your or your partner's writing for focus and coherence? How can you make it better?

	Are the ideas related?	Is the writing complete?
4	<input type="checkbox"/> All of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> All of the details in the middle are important.
3	<input type="checkbox"/> Most of the ideas are about the same topic.	<input type="checkbox"/> There is a beginning and an end. <input type="checkbox"/> Most of the details in the middle are important.
2	<input type="checkbox"/> There are many ideas that don't go together. It is hard to tell what the writing is all about.	<input type="checkbox"/> The writing has a beginning or an end, but it doesn't have both. <input type="checkbox"/> Some of the details in the middle don't belong there.
1	<input type="checkbox"/> The ideas don't go together. I can't tell what the writing is really about.	<input type="checkbox"/> The writing does not have a beginning. <input type="checkbox"/> The writing does not have an end.

576

Page 576

Development of Ideas

Writing is well-developed when the ideas are interesting and supported by plenty of details. What score can you give your or your partner's writing for development of ideas? What can you add to develop the ideas better?

	Is the writing interesting?	How well do you understand the ideas?
4	<input type="checkbox"/> The writer has thought about the topic carefully. <input type="checkbox"/> The ideas are presented in a very interesting way.	<input type="checkbox"/> The writing answered all of my questions. There were enough details to help me understand.
3	<input type="checkbox"/> The writer has thought about the topic. <input type="checkbox"/> The ideas are presented in an interesting way.	<input type="checkbox"/> The writing answered most of my questions. There were enough details to help me understand.
2	<input type="checkbox"/> The writer doesn't seem to have thought about the topic very much. <input type="checkbox"/> The writing is OK, but not interesting.	<input type="checkbox"/> I have some questions that were not answered.
1	<input type="checkbox"/> The writer doesn't seem to have thought about the topic at all. <input type="checkbox"/> The ideas are presented in a boring way.	<input type="checkbox"/> I have a lot of questions. The writing didn't tell me enough.

577

Page 577

Writing Traits, *continued*

Organization

Writing is organized when it is easy to follow. All the ideas make sense together and flow from one idea to the next in an order that fits the writer's purpose.

	Is the whole thing organized?	Does the writing flow?
4	<input type="checkbox"/> The writing is very well-organized. It fits the writer's purpose.	<input type="checkbox"/> The writing is very smooth. Each idea flows into the next one.
3	<input type="checkbox"/> The writing is organized. It fits the writer's purpose.	<input type="checkbox"/> Most of the writing is smooth. There are only a few places where it jumps around.
2	<input type="checkbox"/> The writing is organized, but doesn't fit the writer's purpose.	<input type="checkbox"/> The writing jumps from one idea to another idea, but I can follow it a little.
1	<input type="checkbox"/> The writing is not organized. Maybe the writer forgot to use a chart to plan.	<input type="checkbox"/> I can't follow the ideas at all. I can't tell what the writer wants to say.

Organized



Not organized



578

Voice

Every writer has a special way of saying things, or voice. Readers can always tell who the writer is by the words the writer uses and how the sentences are put together.

	Does the writing sound real?	Do the words fit the purpose and audience?
4	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer is talking right to me.	<input type="checkbox"/> The writer uses words that really fit the purpose and audience.
3	<input type="checkbox"/> The writing shows who the writer is. <input type="checkbox"/> The writer sounds real.	<input type="checkbox"/> The writer uses good words for the purpose and audience.
2	<input type="checkbox"/> It's hard to tell who the writer is. <input type="checkbox"/> The writer isn't talking to me.	<input type="checkbox"/> The writer uses some words that fit the purpose and audience.
1	<input type="checkbox"/> I can't tell who the writer is. The writer doesn't seem to care.	<input type="checkbox"/> The words don't fit the purpose and audience.

Hello. This is Sonja.



Yes. I know it's you, Sonja. I can tell from your voice!



Written Conventions

Good writers always follow the rules of grammar, punctuation, and spelling.

	Are the sentences complete?	Is the writing correct?
4	<input type="checkbox"/> Every sentence has a subject and a predicate.	<input type="checkbox"/> All the punctuation, capitalization, and spelling is correct.
3	<input type="checkbox"/> Most of the sentences have a subject and a predicate.	<input type="checkbox"/> Most of the punctuation, spelling, and capitalization is correct.
2	<input type="checkbox"/> Some of the sentences are missing subjects or predicates.	<input type="checkbox"/> The writing has several errors in punctuation and capitalization. Some words are misspelled.
1	<input type="checkbox"/> Several sentences are missing subjects or predicates.	<input type="checkbox"/> There are many errors. The writing is very confusing.

579

Grammar, Usage, Mechanics, and Spelling

Sentences

A sentence expresses a complete thought.

Kinds of Sentences

There are four kinds of sentences.

A **statement** tells something. It ends with a **period**.

Ned is at the mall now.
He needs a new shirt.

A **question** asks for information. It ends with a **question mark**.

Where can I find the shirts?

Kinds of Questions

Some questions ask for "Yes" or "No" answers. They start with words such as **Is, Do, Can, Are, and Will**.

Do you have a size 10?

Answer: Yes

Are these shirts on sale?

Answer: No

What colors do you have?

Answer: We have red and blue.

Where can I try this on?

Answer: You can use this room.

An **exclamation** shows strong feeling. It ends with an **exclamation mark**.

This is such a cool shirt!
I love it!

A **command** tells you what to do or what not to do. It usually begins with a **verb** and ends with a period.

Please bring me a size 10.
Don't open the door yet.

If a command shows strong emotion, it ends with an exclamation mark.

Wait until I come out!



580

Negative Sentences

A negative sentence means "no."

A **negative sentence** uses a **negative word** to say "no."

That is **not** a good color for me.

I **can't** find the right size.

Complete Sentences

A complete sentence has two parts.

The **subject** tells whom or what the sentence is about.

My friends buy clothes here.

The other store has nicer shirts.

The **predicate** tells what the subject is, has, or does.

My friends buy clothes here.

The other store has nicer shirts.

Subjects

All the words that tell about a subject is the **complete subject**.

My younger sister loves the toy store.

The **simple subject** is the most important word in the complete subject.

My younger sister loves the toy store.

A **compound subject** has two nouns joined together by the words **and** or **or**.

Terry **and** Brittany never shop at this store.

My **mom or** my **dad** always comes with me.

Predicates

All the words in the predicate is the **complete predicate**.

The stores open today at nine.

The **simple predicate** is the **verb**. It is the most important word in the predicate.

The stores open today at nine.

A **compound predicate** has two or more verbs that tell about the same subject. The verbs are joined by **and** or **or**.

We eat **and** shop at the mall.

Sometimes we see a movie **or** just talk with our friends.

581

Sentences *(continued)*

Compound Sentences

When you join two sentences together you can make a compound sentence.

Use a comma and the conjunction and to combine two ideas that are alike.	My friends walk to the mall. I go with them. My friends walk to the mall, and I go with them.
Use a comma and the conjunction but to combine two ideas that show a difference.	My friends walk to the mall. I ride my bike. My friends walk to the mall, but I ride my bike.
Use a comma and the conjunction or to show a choice between two ideas.	You can walk to the mall with me. You can ride with Dad. You can walk to the mall with me, or you can ride with Dad.

Complex Sentences

When you join independent and dependent clauses, you can make a complex sentence.

An independent clause expresses a complete thought. It can stand alone as a sentence.	Mom and her friends walk around the mall for exercise.
A dependent clause does not express a complete thought. It is not a sentence.	before it gets busy
To make a complex sentence , join an independent clause with one or more dependent clauses . If the dependent clause comes first, put a comma after it.	Before it gets busy, Mom and her friends walk around the mall for exercise.



Nouns

Nouns name people, animals, places, or things.

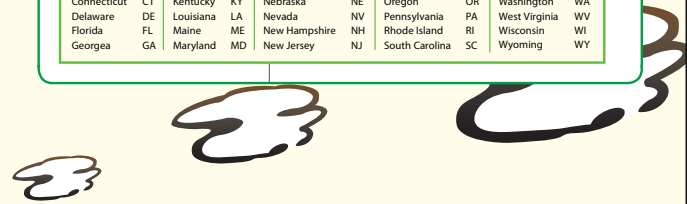
Common Nouns and Proper Nouns

There are two kinds of nouns.

A common noun names any person, animal, place, or thing of a certain type.	I know that girl . She rides a horse . I sometimes see her at the park . She walks her dog there.
A proper noun names a particular person, animal, place, or thing.	I know Marissa . I sometimes see her at Hilltop Park . She walks her dog Chase there. Her family is from Dallas, Texas . They live on Crockett Lane .

Abbreviations for State Names in Mailing Addresses

Alabama AL	Hawaii HI	Massachusetts MA	New Mexico NM	South Dakota SD
Alaska AK	Idaho ID	Michigan MI	New York NY	Tennessee TN
Arizona AZ	Illinois IL	Minnesota MN	North Carolina NC	Texas TX
Arkansas AR	Indiana IN	Mississippi MS	North Dakota ND	Utah UT
California CA	Iowa IA	Missouri MO	Ohio OH	Vermont VT
Colorado CO	Kansas KS	Montana MT	Oklahoma OK	Virginia VA
Connecticut CT	Kentucky KY	Nebraska NE	Oregon OR	Washington WA
Delaware DE	Louisiana LA	Nevada NV	Pennsylvania PA	West Virginia WV
Florida FL	Maine ME	New Hampshire NH	Rhode Island RI	Wisconsin WI
Georgia GA	Maryland MD	New Jersey NJ	South Carolina SC	Wyoming WY



Nouns *(continued)*

Singular and Plural Count Nouns

Count nouns name things that you can count. A singular count noun shows "one." A plural count noun shows "more than one."

Add -s to most singular count nouns to form the plural count noun.	bicycle → bicycles
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	club → clubs
	tax → taxes
	bench → benches
	wish → wishes
	loss → losses
	potato → potatoes
For count nouns that end in a consonant plus y , change the y to i and then add -es . For nouns that end in a vowel plus y , just add -s .	berry <i>y</i> → berries <i>ies</i>
	family <i>y</i> → families <i>ies</i>
	boy → boys
	day → days
For a few count nouns, use special forms to show the plural.	man → men
	woman → women
	foot → feet
	tooth → teeth
	child → children



Noncount Nouns

Noncount nouns name things that you cannot count. Noncount nouns have one form for "one" and "more than one."

Weather Words	fog heat lightning thunder rain YES: Thunder and lightning scare my dog. NO: Thunders and lightnings scare my dog.
Food Words Some food items can be counted by using a measurement word such as cup, slice, glass, or head plus the word of . To show the plural form, make the measurement word plural.	bread corn milk rice soup YES: I'm thirsty for milk . I want two glasses of milk . NO: I'm thirsty for milks. I want milks.
Ideas and Feelings	fun help honesty luck work YES: I need help to finish my homework. NO: I need helps to finish my homework.
Category Nouns	clothing equipment mail money time YES: My football equipment is in the car. NO: My football equipments is in the car.
Materials	air gold paper water wood YES: Is the water in this river clean? NO: Is the waters in this river clean?
Activities and Sports	baseball dancing golf singing soccer YES: I played soccer three times this week. NO: I played soccers three times this week.

Grammar, Usage, Mechanics, and Spelling *continued*

Nouns *(continued)*

Words That Signal Nouns

The articles **a**, **an**, **some**, and **the** help identify a noun. They often appear before count nouns.

Use **a**, **an**, or **some** before a noun to talk about something in general.

Use **an** instead of **a** before a word that begins with a vowel sound.

Do **not** use **a** or **an** before a noncount noun.

Use **the** to talk about something specific.

Do **not** use **the** before the name of:

- a city or state
- most countries
- a language
- a day, month, or most holidays

- a sport or activity
- most businesses
- a person's name

Some jokes are funny.
Do you have a **favorite joke**?
I have **an uncle** who knows a lot of jokes.
It is **an event** when my uncle comes to visit.
He lives about **an hour** away from us.

He drives in ~~a~~ snow, ~~a~~ fog, or ~~a~~ ice to get here.

Uncle Raul is **the** uncle I told you about.
The jokes he tells make me laugh!

Uncle Raul lives in **Dallas**. That's a city in **Texas**.
He used to live in **Brazil**.
He speaks **English** and **Spanish**.
Uncle Raul often visits on **Saturday**. In **February**, he comes up for **President's Day**.
Sometimes he'll play **soccer** with me.
Then we go to **Sal's Café** to eat.
He likes to talk to **Sal**, too.

The words **this**, **that**, **these**, and **those** point out nouns. Like other adjectives, they answer the question "Which one?"

Use **this** or **these** to talk about things that are near you.

Use **that** or **those** to talk about things that are far from you.

This book has a lot of photographs.

Those books on the shelf are all fiction.

	Near	Far
One thing	this	that
More than one thing	these	those

Possessive Nouns

A **possessive noun** is the name of an owner. An apostrophe (') is used to show ownership.

For one owner, add **'s** to the **singular noun**.

This is Raul's cap.
The cap's color is a bright red.

For more than one owner, add just the apostrophe (') to the **plural noun**.

The boys' T-shirts are the same.
The players' equipment is ready.

For plural nouns that have special forms, add **'s** to the **plural noun**.

Do you like the **children's** uniforms?
The **men's** scores are the highest.



Grammar, Usage, Mechanics, and Spelling *continued*

Pronouns

A pronoun takes the place of a noun or refers to a noun.

Pronoun Agreement

When you use a pronoun, be sure you are talking about the right person.

Use a capital **I** to talk about yourself.

I am Jack. I want to find out about Mars.
Are you interested in Mars, too?

Use **you** to speak to another person.



Use **she** for a girl or a woman.

Julia thinks Mars is a good topic.
She will help write a report about the planet.

Use **he** for a boy or a man.

Jack downloaded some photos.
He added the pictures to the report.

Use **it** for a thing.

The report is almost done.
It will be interesting to read.

Be sure you are talking about the right number of people or things.

Use **you** to talk to two or more people.

Are you prepared for tomorrow?
Yes, Sam and I are ready. We give a report tomorrow.

Use **we** for yourself and one or more other people.



Use **they** for other people or things.

Scott and Tyrone set up the video camera.
They will record each presentation.

Subject Pronouns

Subject pronouns take the place of the subject in the sentence.

Subject pronouns tell who or what does the action.

Julia is a good speaker.
She tells the class about Mars.

The photos show the surface of Mars.
They are images from NASA.

Subject Pronouns	
Singular	Plural
I	we
you	you
he, she, it	they

Object Pronouns

Object pronouns replace a noun that comes after a verb or a preposition.

An **object pronoun** answers the question "What" or "Whom."
Object pronouns come after a verb or a preposition such as **to**, **for**, **at**, **of**, or **with**.

The class asked **Jack and Julia** about Mars.
The class asked **them** about Mars.

Jack put **the report** online.
Jack put **it** online.
Did you look for **it**?

Object Pronouns	
Singular	Plural
me	us
you	you
him, her, it	them

Possessive Pronouns

Like a possessive noun, a possessive pronoun tells who or what owns something.

To show that you own something, use **mine**.
Use **ours** to show that you and one or more people own something.
Use **yours** to show that something belongs to one or more people you are talking to.

I wrote a report about the sun.
The report about the sun is **mine**.
Meg, Bob, and I drew diagrams.
The diagrams are **ours**.
Have you seen my report, Matt?
Yes, that report is **yours**.

Possessive Pronouns	
Singular	Plural
mine	ours
yours	yours
his, hers	theirs

Use **his** for one boy or man. Use **hers** for one girl or woman.

Here is **Carole's** desk.
The desk is **hers**.


For two or more people, places, or things, use **theirs**.

Ross and Clare made posters.
The posters are **theirs**.

Adjectives



An adjective describes, or tells about, a noun.

How Adjectives Work

Usually, an adjective comes before the noun it tells about. But, an adjective can also appear after verbs such as <i>is, are, look, feel, smell,</i> and <i>taste</i> .	You can buy delicious fruits at the market. All the fruit looks fresh . The shoppers are happy .																					
Adjectives describe	The market is a busy place. The round, brown baskets are filled with fruits and vegetables. The shiny peppers are in one basket. Another basket has crunchy cucumbers. The pineapples are sweet and juicy .																					
Some adjectives tell "how many" or "in what order."	The sellers have two baskets of beans. The first basket is near the limes.	<table border="1"> <tr> <th colspan="2">If you can count what you see, use:</th> <th colspan="2">If you can't count what you see, use:</th> </tr> <tr> <td>many</td> <td>several</td> <td>much</td> <td>not much</td> </tr> <tr> <td>a lot of</td> <td>only a few</td> <td>a lot of</td> <td>only a little</td> </tr> <tr> <td>few</td> <td>not any</td> <td>a little</td> <td>not any</td> </tr> <tr> <td>some</td> <td>no</td> <td>some</td> <td>no</td> </tr> </table>	If you can count what you see, use:		If you can't count what you see, use:		many	several	much	not much	a lot of	only a few	a lot of	only a little	few	not any	a little	not any	some	no	some	no
If you can count what you see, use:		If you can't count what you see, use:																				
many	several	much	not much																			
a lot of	only a few	a lot of	only a little																			
few	not any	a little	not any																			
some	no	some	no																			
When you don't know the exact number of things, use the adjectives in the chart.	When there's a lot of sun, the sellers sit in the shade.																					
Possessive adjectives tell who owns something.	I pick out some oranges. My oranges are in the bag. That basket is Ryan's . His basket is full of apples. The sellers' chairs are in the shade. Their chairs are under umbrellas.																					

Adjectives That Compare

Adjectives can help you make a comparison, or show how things are alike or different.

To compare two things, add -er to the adjective. You will often use the word than in your sentence, too.	This is a small pineapple. The guava is smaller than the pineapple.										
To compare three or more things, add -est to the adjective. Always use the before the adjective.	The lime is the smallest fruit of them all.										
For some adjectives, change the spelling before you add -er or -est .	<ul style="list-style-type: none"> If the adjective ends in silent e, drop the final e and add -er or -est. 	<table border="0"> <tr> <td>large</td> <td>nice</td> </tr> <tr> <td>larger</td> <td>nicer</td> </tr> <tr> <td>largest</td> <td>nicest</td> </tr> </table>	large	nice	larger	nicer	largest	nicest			
large	nice										
larger	nicer										
largest	nicest										
<ul style="list-style-type: none"> If the adjective ends in y, change the y to i and add -er or -est. 	<table border="0"> <tr> <td>pretty</td> <td>crazy</td> </tr> <tr> <td>prettier</td> <td>crazier</td> </tr> <tr> <td>prettiest</td> <td>craziest</td> </tr> </table>	pretty	crazy	prettier	crazier	prettiest	craziest				
pretty	crazy										
prettier	crazier										
prettiest	craziest										
<ul style="list-style-type: none"> If the adjective has one syllable and ends in one vowel plus one consonant, double the final consonant and add -er or -est. 	<table border="0"> <tr> <td>big</td> <td>sad</td> </tr> <tr> <td>bigger</td> <td>sadder</td> </tr> <tr> <td>biggest</td> <td>saddest</td> </tr> </table>	big	sad	bigger	sadder	biggest	saddest				
big	sad										
bigger	sadder										
biggest	saddest										
A few adjectives have special forms for comparing things.	<table border="0"> <tr> <td>good</td> <td>bad</td> <td>little</td> </tr> <tr> <td>better</td> <td>worse</td> <td>less</td> </tr> <tr> <td>best</td> <td>worst</td> <td>least</td> </tr> </table>	good	bad	little	better	worse	less	best	worst	least	
good	bad	little									
better	worse	less									
best	worst	least									
For adjectives with three or more syllables, do not use -er or -est to compare. Use more , most , less , or least .	<p>YES: Of all the fruit, the guavas are the most colorful.</p> <p>NO: Of all the fruit, the guavas are the colorfulst.</p> <p>YES: The oranges are more delicious than the pears.</p> <p>NO: The oranges are deliciouser than the pears.</p>										
When you make a comparison, use either -er or more ; or -est or most . Do not use both.	The oranges are the more juiciest of all the fruits.										

Verbs

Verbs tell what the subject of a sentence is, has, or does. They show if something happened in the past, is happening now, or will happen in the future.

Action Verbs

An action verb tells what someone or something does.	The children ride bikes. They wear helmets for safety. They pedal as fast as they can.
---	---

The Verbs *Have* and *Be*

The verb to have tells what the subject of a sentence has.	I have a bicycle. It has twelve gears. My friend Pedro has a bicycle, too. Sometimes we have races.	Forms of the Verb <i>have</i> have has had
The verb to be does not show action. It tells what the subject of a sentence is (a noun) or what it is like (an adjective).	I am a fan of bicycle races. Pedro is excited about our next race.	Forms of the Verb <i>be</i> am are is was were

Linking Verbs

A few other verbs work like the verb to be . They do not show action. They just connect, or link, the subject to a word in the predicate. Some of these verbs are look, seem, feel, smell, and taste .	My bicycle looks fantastic! Pedro and I feel ready for the race.
---	---



Helping Verbs

A helping verb works together with an action verb. A helping verb comes before a main verb . Some helping verbs have special meanings.	Pedro and I are racing today.
<ul style="list-style-type: none"> Use can to tell that someone is able to do something. Use could, may, or might to tell that something is possible. Use must to tell that somebody has to do something. Use should to give an opinion or advice. 	<p>We will do our best.</p> <p>We can work as a team.</p> <p>We may reach the finish line first.</p> <p>We must pedal hard to win!</p> <p>You should practice more.</p>

Contractions with Verbs

You can put a subject and verb together to make a contraction . In a contraction, an apostrophe (') shows where one or more letters have been left out.	They are riding fast. They're riding fast. They're riding fast.																				
You can make a contraction with the verbs am, are, and is .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Be</i></th> </tr> <tr> <td>I + am =</td> <td>I'm</td> <td>she + is =</td> <td>she's</td> </tr> <tr> <td>you + are =</td> <td>you're</td> <td>where + is =</td> <td>where's</td> </tr> <tr> <td>we + are =</td> <td>we're</td> <td>what + is =</td> <td>what's</td> </tr> </table>	Contractions with <i>Be</i>				I + am =	I'm	she + is =	she's	you + are =	you're	where + is =	where's	we + are =	we're	what + is =	what's				
Contractions with <i>Be</i>																					
I + am =	I'm	she + is =	she's																		
you + are =	you're	where + is =	where's																		
we + are =	we're	what + is =	what's																		
You can make a contraction with the helping verbs have, has, and will .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Have</i> and <i>Will</i></th> </tr> <tr> <td>I + have =</td> <td>I've</td> <td>he + has =</td> <td>he's</td> </tr> <tr> <td>you + have =</td> <td>you've</td> <td>I + will =</td> <td>I'll</td> </tr> <tr> <td>they + have =</td> <td>they've</td> <td>it + will =</td> <td>it'll</td> </tr> </table>	Contractions with <i>Have</i> and <i>Will</i>				I + have =	I've	he + has =	he's	you + have =	you've	I + will =	I'll	they + have =	they've	it + will =	it'll				
Contractions with <i>Have</i> and <i>Will</i>																					
I + have =	I've	he + has =	he's																		
you + have =	you've	I + will =	I'll																		
they + have =	they've	it + will =	it'll																		
In contractions with a verb and not , the word not is shortened to n't .	<table border="1"> <tr> <th colspan="4">Contractions with <i>Not</i></th> </tr> <tr> <td>do + not =</td> <td>don't</td> <td>have + not =</td> <td>haven't</td> </tr> <tr> <td>did + not =</td> <td>didn't</td> <td>has + not =</td> <td>hasn't</td> </tr> <tr> <td>are + not =</td> <td>aren't</td> <td>could + not =</td> <td>couldn't</td> </tr> <tr> <td>was + not =</td> <td>wasn't</td> <td>should + not =</td> <td>shouldn't</td> </tr> </table>	Contractions with <i>Not</i>				do + not =	don't	have + not =	haven't	did + not =	didn't	has + not =	hasn't	are + not =	aren't	could + not =	couldn't	was + not =	wasn't	should + not =	shouldn't
Contractions with <i>Not</i>																					
do + not =	don't	have + not =	haven't																		
did + not =	didn't	has + not =	hasn't																		
are + not =	aren't	could + not =	couldn't																		
was + not =	wasn't	should + not =	shouldn't																		
The contraction of the verb can plus not has a special spelling.	can + not = can't																				

Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, (continued)

Actions in the Present

All action verbs show when the action happens.

Verbs in the **present tense** show

- that the action happens now.
- that the action happens often.

To show the present tense for the subjects **he, she, or it**, add **-s** to the end of most action verbs.

- For verbs that end in **x, ch, sh, ss, or z**, add **-es**.

- For verbs that end in a consonant plus **y**, change the **y** to **i** and then add **-es**. For verbs that end in a vowel plus **y**, just add **-s**.

- For the subjects **I, you, we, or they**, do not add **-s** or **-es**.

The **present progressive** form of a verb tells about an action as it is happening. It uses **am, is, or are** and a main verb. The main verb ends in **-ing**.

Pedro **eats** his breakfast.
Then he **takes** his bike out of the garage.
Pedro and I **love** to ride our bikes on weekends.

Pedro checks the tires on his bike.
He finds a flat tire!

Pedro **fixes** the tire.
A pump **pushes** air into it.

"That should do it," he **says** to himself.

He **carries** the pump back into the garage.

I **arrive** at Pedro's house.
We **coast** down the driveway on our bikes.

We **are pedaling** faster.
I **am passing** Pedro!
He **is following** right behind me.



Actions in the Past

Verbs in the **past tense** show that the action happened in the past.

Yesterday, I **looked** for sports on TV.

The past tense form of a **regular verb** ends with **-ed**.

- For most verbs, just add **-ed**.
- For verbs that end in silent **e**, drop the final **e** before you add **-ed**.
- For one-syllable verbs that end in one vowel plus one consonant, double the final consonant before you add **-ed**.
- For verbs that end in **y**, change the **y** to **i** before you add **-ed**. For verbs that end in a vowel plus **y**, just add **-ed**.

I **watched** the race on TV.
The bikers **arrived** from all different countries.
They **raced** for several hours.

People **grabbed** their cameras.
They **snapped** pictures of their favorite racer.

I **studied** the racer from Italy.
I **stayed** close to the TV.

Irregular verbs do not add **-ed** to show the past tense. They have special forms.

The Italian racer **was** fast.
He **broke** the speed record!

Some Irregular Verbs

Present Tense	Past Tense
begin	began
do	did
have	had
make	made
take	took
ride	rode
win	won



Grammar, Usage, Mechanics, and Spelling *continued*

Verbs, (continued)

Actions in the Future

Verbs in the **future tense** tell what will happen later, or in the future.

Tomorrow, Shelley **will clean** her bike.

To show the future tense, you can

- add the helping verb **will** before the **main verb**.
- use **am going to, are going to, or is going to** before the **main verb**.

She **will remove** all the dirt.

She **is going to remove** all the dirt.
I **am going to help** her.

If the **main verb** is a form of the verb **to be**, use **be** to form the future tense.

The bike **will be** spotless.
Shelley **is going to be** pleased!

To make negative sentences in the future tense, put the word **not** just after **will, am, is, or are**.

We **are not** going to stop until the bike shines.
Pedro **is not** going to believe it.
Her bike **will not** be a mess any longer.



Adverbs

An **adverb** tells more about a verb, an adjective, or another adverb.

How Adverbs Work

An **adverb** can come before or after a **verb** to tell "how," "where," "when," or "how often."

Josh **walks quickly** to the bus stop. (how)
He **will travel downtown** on the bus. (where)
He **will arrive** at school **soon**. (when)
Josh **never misses** a day of school. (how often)

An **adverb** can make an **adjective** or another adverb stronger.

Josh is **really good** at baseball.
He plays **very well**.

Some **adverbs** compare actions. Add **-er** to compare two actions. Add **-est** to compare three or more actions.

Josh **runs fast**.
Josh runs **faster** than his best friend.
Josh runs the **fastest** of all the players.



A few adverbs have special forms for comparing things.

well → better → best
badly → worse → worst

If the adverb ends in **-ly**, use **more, most, less, or least** to compare the actions.

Josh drops a ball **less** frequently than the other players.

When you use **adverbs** to make a comparison with **-er, -est**, or with a special form, do not also use **more** or **most**.

Josh jumps **more** higher than I do.
He is **more** better than I am at catching the ball.

Make sure to use an **adverb** (not an adjective) to tell about a verb.

I do not catch **good** at all.

Prepositions

A preposition links a noun or pronoun to other words in a sentence. A preposition is the first word in a prepositional phrase.

Prepositions													
Some prepositions tell where something is.													
Some prepositions show direction .													
Some prepositions tell when something happens .	<table border="0"> <tr> <td>before lunch</td> <td>in 2003</td> <td>on September 16</td> </tr> <tr> <td>during lunch</td> <td>in September</td> <td>at four o'clock</td> </tr> <tr> <td>after lunch</td> <td>in the afternoon</td> <td>from noon to 3:30</td> </tr> </table>	before lunch	in 2003	on September 16	during lunch	in September	at four o'clock	after lunch	in the afternoon	from noon to 3:30			
before lunch	in 2003	on September 16											
during lunch	in September	at four o'clock											
after lunch	in the afternoon	from noon to 3:30											
Other prepositions have many uses.	<table border="0"> <tr> <td>about</td> <td>among</td> <td>for</td> <td>to</td> </tr> <tr> <td>against</td> <td>at</td> <td>from</td> <td>with</td> </tr> <tr> <td>along</td> <td>except</td> <td>of</td> <td>without</td> </tr> </table>	about	among	for	to	against	at	from	with	along	except	of	without
about	among	for	to										
against	at	from	with										
along	except	of	without										

Prepositional Phrases	
A prepositional phrase starts with a preposition and ends with a noun or a pronoun . Use prepositional phrases to add information or details to your writing.	<p>At our school, we did many activities for Earth Day.</p> <p>We picked up the trash along the fence.</p> <p>Then we planted some flowers next to it.</p>



Capital Letters

A word that begins with a capital letter is special in some way.

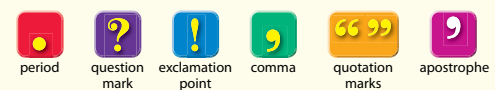
How to Use Capital Letters																																									
A word that begins with a capital letter is special in some way.																																									
Use a capital letter at the beginning of a sentence.	O ur class is taking an exciting field trip. We are going to an airplane museum.																																								
Always use a capital letter for the pronoun I .	My friends and I can't wait!																																								
Use a capital letter for a person's <ul style="list-style-type: none"> • first and last name • initials • title 	Matt J. Kelly and Matt Ross will ride with Dr. Bye , Magdalena and I are going with Mrs. Liu .																																								
Use a capital letter for the names of <ul style="list-style-type: none"> • the days of the week and their abbreviations • the twelve months of the year and their abbreviations 	<p>We're going the first Saturday in January.</p> <table border="0"> <tr> <td>Days of the Week</td> <td>Months of the Year</td> </tr> <tr> <td>Sunday</td> <td>Sun.</td> </tr> <tr> <td>Monday</td> <td>Mon.</td> </tr> <tr> <td>Tuesday</td> <td>Tue.</td> </tr> <tr> <td>Wednesday</td> <td>Wed.</td> </tr> <tr> <td>Thursday</td> <td>Thurs.</td> </tr> <tr> <td>Friday</td> <td>Fri.</td> </tr> <tr> <td>Saturday</td> <td>Sat.</td> </tr> <tr> <td></td> <td>January</td> </tr> <tr> <td></td> <td>Feb.</td> </tr> <tr> <td></td> <td>March</td> </tr> <tr> <td></td> <td>April</td> </tr> <tr> <td></td> <td>May</td> </tr> <tr> <td></td> <td>June</td> </tr> <tr> <td></td> <td>July</td> </tr> <tr> <td></td> <td>August</td> </tr> <tr> <td></td> <td>September</td> </tr> <tr> <td></td> <td>October</td> </tr> <tr> <td></td> <td>November</td> </tr> <tr> <td></td> <td>December</td> </tr> </table> <p>These months are not abbreviated.</p>	Days of the Week	Months of the Year	S unday	S un.	M onday	M on.	T uesday	T ue.	W ednesday	W ed.	T hursday	T hurs.	F riday	F ri.	S aturday	S at.		J anuary		F eb.		M arch		A pril		M ay		J une		J uly		A ugust		S eptember		O ctober		N ovember		D ecember
Days of the Week	Months of the Year																																								
S unday	S un.																																								
M onday	M on.																																								
T uesday	T ue.																																								
W ednesday	W ed.																																								
T hursday	T hurs.																																								
F riday	F ri.																																								
S aturday	S at.																																								
	J anuary																																								
	F eb.																																								
	M arch																																								
	A pril																																								
	M ay																																								
	J une																																								
	J uly																																								
	A ugust																																								
	S eptember																																								
	O ctober																																								
	N ovember																																								
	D ecember																																								
Use a capital letter for each important word in the names of special days and holidays.	That will be after C hristmas, K wanzaa, and N ew Y ear's D ay. E arth D ay F ourth of J uly H anukkah T hanksgiving																																								

Capital Letters, (continued)

More Ways to Use Capital Letters																									
Use a capital letter for each important word in the names of <ul style="list-style-type: none"> • public places, buildings, and organizations • streets, cities, and states • landforms and bodies of water, continents, and planets and stars 	<p>The Wilson Airplane Museum is in the Veterans Memorial Hall. It's in the middle of Veterans Park, right next to the Piney Woods Zoo.</p> <p>The museum is on Flight Avenue. It is the biggest airplane museum in Florida. It's the biggest in the whole United States!</p> <table border="0"> <tr> <td>Landforms and Bodies of Water</td> <td>Continents</td> <td>Planets and Stars</td> </tr> <tr> <td>Rocky Mountains</td> <td>Africa</td> <td>Earth</td> </tr> <tr> <td>Sahara Desert</td> <td>Antarctica</td> <td>Mars</td> </tr> <tr> <td>Grand Canyon</td> <td>Asia</td> <td>the Big Dipper</td> </tr> <tr> <td>Pacific Ocean</td> <td>Australia</td> <td>the Milky Way</td> </tr> <tr> <td>Colorado River</td> <td>Europe</td> <td></td> </tr> <tr> <td>Lake Erie</td> <td>North America</td> <td></td> </tr> <tr> <td></td> <td>South America</td> <td></td> </tr> </table>	Landforms and Bodies of Water	Continents	Planets and Stars	R ocky M ountains	A frica	E arth	S ahara D esert	A ntarctica	M ars	G rand C anyon	A sia	the B ig D ipper	P acific O cean	A ustralia	the M ilky W ay	C olorado R iver	E urope		L ake E rie	N orth A merica			S outh A merica	
Landforms and Bodies of Water	Continents	Planets and Stars																							
R ocky M ountains	A frica	E arth																							
S ahara D esert	A ntarctica	M ars																							
G rand C anyon	A sia	the B ig D ipper																							
P acific O cean	A ustralia	the M ilky W ay																							
C olorado R iver	E urope																								
L ake E rie	N orth A merica																								
	S outh A merica																								
Use a capital letter for the names of countries and adjectives formed from the names of countries.	My friend Magdalena is C hilean. She says they don't have a museum like that in C hile.																								
Use a capital letter for each important word in the title of a book, a story, a poem, or a movie.	We are reading F irst F light about the Wright brothers. Magdalena wrote a poem about Amelia Earhart. She called it " V anished from the S ky." What a great title!																								

Punctuation Marks

Punctuation marks make words and sentences easier to understand.



Period	
Use a period at the end of a statement or a command.	I don't know if I should get a dog or a cat. Please help me decide.
Also use a period when you write a decimal, or to separate dollars from cents.	I saw a cute little dog last week. It only weighed 1.3 pounds. But it costs \$349.99!
Use a period after an initial in somebody's name, and after most abbreviations. But, don't use a period after state abbreviations.	The salesperson gave me this business card: <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <p>Kitty B. Perry Downtown Pet Sales 2456 N. Yale Ave. Houston, TX 77074</p> </div> <p>TX is the abbreviation for the state of Texas.</p>
Question Mark	
Use a question mark <ul style="list-style-type: none"> • at the end of a question • after a question that comes at the end of a statement. 	Do you want to go to the pet store with me? You can go right now, can't you?
Exclamation Point	
Use an exclamation point at the end of a sentence to show strong feelings.	I'm glad you decided to come! This is going to be fun!

Grammar, Usage, Mechanics, and Spelling continued

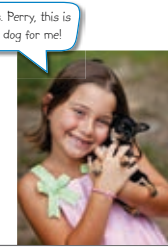
Punctuation, (continued)

Commas

<p>Use a comma</p> <ul style="list-style-type: none"> when you write large numbers to separate three or more things in the same sentence before the words and, but, or or in a compound sentence. 	<p>There are more than 1,300 pets at this store.</p> <p>Should I get a dog, a cat, or a parrot?</p> <p>I came to the store last week, and the salesperson showed me some dogs.</p> <p>She was very helpful, but I couldn't make a decision.</p>
<p>Use a comma to set off</p> <ul style="list-style-type: none"> short words like Oh, Yes, and Well that begin a sentence someone's exact words 	<p>Oh, what a hard decision!</p> <p>Well, I'd better choose something.</p> <p>The salesperson said, "This little dog wants to go with you."</p> <p>I said, "I like it, but I like those cats, too!"</p>
<p>Use a comma between two or more adjectives that tell about the same noun.</p>	<p>Do I get a big, furry puppy? Or do I get a cute, tiny kitten?</p>
<p>Use a comma in letters</p> <ul style="list-style-type: none"> between the city and state between the date and the year after the greeting in a friendly letter after the closing 	<div style="border: 1px solid gray; padding: 10px; background-color: #f0f0f0;"> <p style="text-align: center;">177 North Avenue New York, NY 10033 October 3, 2010</p> <p>Dear Aunt Mia,</p> <p>Can you help me? I want a pet, but don't know which is easier to care for, a cat or a dog? I need your advice.</p> <p style="text-align: right;">Your niece, Becca</p> </div>

Quotation Marks

<p>Use quotation marks</p> <ul style="list-style-type: none"> to show a speaker's exact words to show the exact words from a book or other printed material the title of a magazine or newspaper article the title of a chapter from a book. 	<p>"Ms. Perry, this is the dog for me!" Becca said.</p> <p>The ad said "friendly puppies" for sale.</p> <p>I saw the idea in the article "Keeping Your Pet Happy."</p> <p>Now I'm on the chapter "Working Dogs" in my book.</p>
<p>Use periods and commas inside quotation marks.</p>	<p>"Many dogs are good with people," Ms. Perry said. "You just have to decide if you want to big dog or a little one."</p>



Apostrophes

<p>Use an apostrophe when you write a possessive noun.</p>	<p>My neighbor's dog is huge.</p> <p>The Smiths' yard is just big enough for him.</p>
<p>Use an apostrophe to replace the letter or letters left out in a contraction.</p>	<p>Let's go back to the pet store.</p> <p>I'll look some more for the best pet for me.</p>

Picture Dictionary

The definitions are for the words as they are introduced in the selections of this book.

Pronunciation Key

Say the sample word out loud to hear how to say, or pronounce, the symbol.

Symbols for Consonant Sounds	Symbols for Short Vowel Sounds	Symbols for R-controlled Sounds	Symbols for Variant Vowel Sounds
b box	a hat	ar barn	ah father
ch chick	e bell	air chair	aw ball
d dog	i chick	ear ear	oi boy
f fish	o box	ir fire	oo book
g girl	u bus	or corn	ow cow
h hat	th Earth	ur girl	ü fruit
j jar	th father		
k cake	v vase		
ks box	w window		
kw queen	hw whale		
l bell	y yarn		
m mouse	z zipper		
n pan	zh treasure		
ng ring			

Parts of an Entry

The **entry** shows how the word is spelled.

The **pronunciation** shows you how to say the word and how to break it into syllables.

The **picture** helps you understand more about the meaning of the word.

benefit

(be-nu-fit) *noun*

A **benefit** is something that is helpful.



One **benefit** of rain is that it helps the flowers grow.

part of speech

The **definition** gives the meaning of the word.

The **sample sentence** uses the word in a way that shows its meaning.

accomplish

(u-kom-plish) *verb*
To **accomplish** means to finish something that you want to do.



What did she **accomplish**?

achieve

(u-chev) *verb*
To **achieve** means to get something that you work for.



She worked hard to **achieve** her wish of winning first place.

action

(ak-shun) *noun*
An **action** is something that you do.



Their **actions** made the park a clean place to play.

advertisement

(ad-vur-tiz-munt) *noun*
Advertisements can be photos, pictures, or even short movies that give information and try to make people buy things.

The **advertisement** made my dad want to buy that new car.

agriculture

(a-gri-kul-chur) *noun*
The work of growing crops and raising animals for people to eat is called **agriculture**.



Many people who live outside of cities and towns work in **agriculture**.

alter

(awl-tur) *verb*
When you **alter** something, you change it.



She **alters** the dress to make it shorter.

alternative

(awl-tur-nu-tiv) *noun*
An **alternative** is another choice.



An apple is a healthy **alternative** to candy.

amount

(u-mownt) *noun*
The **amount** of something is how much of it there is.



Three hundred jelly beans is a large **amount** of candy.

area

(air-ē-u) *noun*
An **area** is a part of a place.



A classroom can have an **area** for reading.

artist

(ar-tist) *noun*
An **artist** is someone who is skilled at drawing, painting, making things, or performing.



This **artist** paints what she sees outdoors.

balance

(ba-luns) *noun*
When things are in **balance**, they are even.



The two sides of the scale are in **balance**.

behavior

(bi-hā-vyur) *noun*
Behavior is what a person or animal does.



Squirrels store nuts for the winter. It's part of their **behavior**.

benefit

(be-nu-fit) *noun*
A **benefit** is something that is helpful.



One **benefit** of rain is that it helps the flowers grow.

blossom

(blah-sum) *noun*
A **blossom** is the flower of a seed plant.



This **blossom** comes from an apple tree.

buyer

(bi-ur) *noun*
A **buyer** is someone who gets something by paying money for it.



He wants a **buyer** for his flowers.

carve

(karv) *verb*
To **carve** is to make something by cutting.



Dad **carves** the pumpkin while I watch.

challenge

(cha-lun) *noun*
A **challenge** is something that is hard to do.



It is a **challenge** to climb up a rope.

characteristic

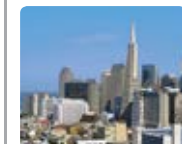
(kair-ik-tu-ris-tik) *noun*
A **characteristic** is how something looks or what something does.



A **characteristic** of this plant is white flowers.

city

(si-tē) *noun*
A **city** is a very large town.



San Francisco is a large **city** in California.

combine

(kum-bin) *verb*
When you **combine** things, you mix them together.



What foods does she **combine**?

communicate

(ku-myū-ni-kāt) *verb*
When you **communicate**, you share words or feelings.



She **communicates** with a friend.

competition

(kom-pu-ti-shun) *noun*
A **competition** is a contest or struggle between two or more people or animals.



These pelicans are in **competition** for food.

composition

(kom-pu-zi-shun) *noun*
Composition is what things are made of.



The **composition** of mud is dirt and water.

conditions ▶ **crop**

conditions (kun-di-shunz) *noun*
When **conditions** are right, good things happen.




Clear skies and wind are good **conditions** for sailing.

control (kun-tröl) *verb*
To **control** means to make a person or thing do what you want.



The boys **control** where the car goes.

create (kre-ät) *verb*
To **create** means to make something new.




She **creates** a picture.

conservation (kon-sur-vä-shun) *noun*
Conservation means the opposite of waste.



Conservation of water is important.

cooperation (kö-ah-pu-rä-shun) *noun*
Cooperation is when people work together.



It takes **cooperation** to row the boat quickly.

continent (kon-tu-nunt) *noun*
A **continent** is one of the major divisions of land on Earth.



Africa is one of seven **continents**.

core (kor) *noun*
The **core** is the middle of something.



An apple **core** is the center part of an apple.

crop (krop) *noun*
A **crop** is a large amount of plants a farmer grows, usually for food.




This farm had a very large orange **crop** this year.

608

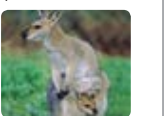
cycle ▶ **difference**

cycle (si-kuil) *noun*
A **cycle** is a set of events that happen over and over again in a pattern.




This diagram shows the life **cycle** of a frog.

depend (di-pend) *verb*
To **depend** means to need something or someone for support.




A baby **depends** on its mother.

develop (di-vel-up) *verb*
When something **develops**, it grows over time.




The small plant will **develop** into a large tree.

desert (de-zurt) *noun*
A **desert** is a hot, dry area where few plants grow.




The **desert** gets very little rain.

decrease (di-kres) *verb*
When something **decreases** it becomes smaller in number, amount or in size.




The amount **decreases** after each slice is taken away.

destination (des-tu-nä-shun) *noun*
A **destination** is the place you are traveling to.



They look for their **destination** on a map.

difference (di-fu-runts) *noun*
To make a **difference** is to make something better.




They are making a **difference**. They are cleaning oil off the bird's body.

609


direction ▶ **ecosystem**

direction (du-rek-shun) *noun*
When you move toward something, you move in that **direction**.




The arrow shows the **direction** of the road.

discover (dis-ku-vur) *verb*
When you **discover** something, you find it.




She **discovers** an insect on this plant.

distance (dis-tunts) *noun*
The **distance** is the amount of space between two places.




The **distance** between A and B is two inches.

diversity (du-vur-su-tē) *noun*
Diversity means a lot of different people or things.




Our school has a great **diversity** of people.

drought (drowt) *noun*
A **drought** is a long time of very dry weather.




The river is dry because of a **drought**.

duty (dü-tē) *noun*
When you do your **duty**, you do what you are supposed to do.




The boy is doing his **duty** by throwing away his trash.

earthquake (urth-kwäk) *noun*
An **earthquake** is a sudden violent shaking of Earth that may cause damage.




An **earthquake** damaged this building.

ecosystem (ē-kō-sis-tum) *noun*
An **ecosystem** is a group of animals and plants, the place they live in, and how they act together.



This alligator is part of this wetland's **ecosystem**.




This gila monster is part of this desert's **ecosystem**.

610

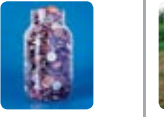
endurance ▶ **feet**

endurance (in-dur-uns) *noun*
When you have **endurance**, you keep doing something.




A long race takes **endurance**.

estimate (es-tu-mät) *verb*
When you make a guess about something, you **estimate**.




Can you **estimate** how many coins are in the jar?

environment (in-vi-run-munt) *noun*
Your **environment** is the kind of place where you live.




This is a hot, dry **environment**.

erupt (i-rupt) *verb*
When a volcano **erupts**, it throws out smoke, rocks, hot ashes, and lava.




It is dangerous to be nearby when a volcano **erupts**!

explore (ik-splor) *verb*
To **explore** means to go somewhere to learn about people or things.




He **explores** a new area.

express (ik-spres) *verb*
To **express** a thought or an emotion is to say or show it.




She **expresses** her love for her dog.

farmer (far-mur) *noun*
A **farmer** is someone who grows crops or raises animals.




The **farmer** picks carrots from the field.

feelings (fē-lingz) *noun*
Feelings are how you experience something.



Happiness and surprise are kinds of **feelings**.

feet (fēt) *noun*
Feet are units of length. One foot is twelve inches long.




He is almost four **feet** tall.

611

field ➤ **freeze**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

field (fi:ld) *noun*
A **field** is an open space of land, which is sometimes used to plant crops.




This is a **field** of lettuce.

flow (fləʊ) *verb*
To **flow** means to move along smoothly.




The ice cream **flows** from the machine into the cone.

force (fɔ:rs) *noun*
Force means power or strength.




The **force** of the wind bends this tree.

food chain (fu:d tʃeɪn) *noun*
A **food chain** is a series of animals and plants in which each one feeds on the one below it.




In some **fields**, farm animals eat grass.

firm (fɜ:m) *adjective*
Something that is **firm** is hard.




You can skate on ice because it is **firm**.

form (fɔ:m) *noun*
A **form** is a distinct state of matter.




Steam is one **form** of water.

freeze (fri:z) *verb*
To **freeze** is to become solid or icy at a very low temperature.



Which fish in the cartoon stands for the "shark" in an ocean **food chain**?



We **freeze** water to make ice cubes for iced tea.

612

future ➤ **heritage**

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

future (fyū-ʧʊr) *noun*
The **future** is what will happen tomorrow or sometime after that.



My twelfth birthday is in the **future**.

globe (glɔ:b) *noun*
A **globe** is a sphere with a map of the world on it.



We can locate different places on the **globe**.

generation (je-nu-rə-ʃʊn) *noun*
A **generation** is made up of people born around the same year.



They are part of different **generations**.

goal (gəʊl) *noun*
A **goal** is something that you want to do.



His **goal** is to catch the ball.

gift (gɪft) *noun*
A **gift** is something you give to someone.



An act of kindness can be a **gift**.

ground (graʊnd) *noun*
Ground, or land, is the solid part of Earth's surface.



He plants flowers in the **ground**.

growth (grəʊθ) *noun*
The **growth** of something is how much bigger it gets.



The ruler shows the **growth** of the plant.

harvest (hɑ:vst) *verb*
When you **harvest**, you are gathering the crops that are ripe or ready to be picked.



She **harvests** the ripe strawberries.

heritage (heɪr-ɪ-tij) *noun*
Your **heritage** is the traditions, ideas, and language of your ancestors.




People of our **heritage** celebrate Cinco de Mayo.

613

identify ➤ **journey**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

identify (i-den-tu-fi) *verb*
When you **identify** something, you tell what it is.




She wants to **identify** a type of bird.

increase (in-kri:s) *verb*
To **increase** means to grow in size or in number.




When our dog eats too much food, its weight **increases**.

island (i-lənd) *noun*
An **island** is a piece of land completely surrounded by water.




This **island** is in the Caribbean Sea.

impact (im-pəkt) *noun*
What you do has an **impact** on things.




The children have a positive **impact** on the park.

individual (in-du-vi-ju-wul) *noun*
An **individual** is one person.




This **individual** is reading on her own.

improve (im-pru:v) *verb*
To **improve** something means to make it better.




They **improve** the beach when they clean it.

interact (in-tur-əkt) *verb*
To **interact** means to act together.



The students **interact** with each other to do a science project.

journey (ju:ni) *noun*
A **journey** is a long trip.




Horses pulled covered wagons in the long, hard **journey** west.

614

kilometer ➤ **magma**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

kilometer (ku-ləh-mu-tər) *noun*
A **kilometer** is a unit of measurement. Its length equals 1,000 meters.




The Golden Gate Bridge is about 1 **kilometer** long.

learn (lə:n) *verb*
To **learn** means to find out how to do something.




You can **learn** to play music.

kindness (kɪnd-nəs) *noun*
You show **kindness** when you are nice to someone.




Teddy shows **kindness** when he helps his mom.

level (le:vəl) *noun*
The **level** of something is how high or low it is.




The **level** of milk is one half cup.

lava (lə-vu) *noun*
Lava is the hot, liquid rock that comes out of a volcano when it erupts.




The **lava** flows from the volcano's crater.

liquid (li-kwɪd) *adjective*
Something that is **liquid** can be poured.



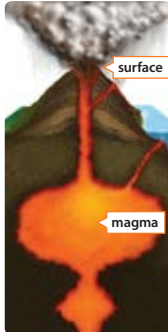
Milk is a **liquid** substance.

location (lə-kə-ʃʊn) *noun*
A **location** is a place or a position.



This is a good **location** for looking at the clouds.

magma (mæg-mu) *noun*
Magma is melted rock found beneath Earth's surface.




Magma becomes lava when it flows out of a volcano.

615


market ➤ **nature**

market
(mar-kut) *noun*
A **market** is a place where people go to buy and sell food and other things.




You can buy fruits and vegetables at this **market**.

meter
(mē-tur) *noun*
A **meter** is the basic unit of measurement in the metric system. It is equal to about three feet.




A baseball bat is about one **meter** long.

money
(mū-nē) *noun*
Money is the coins and paper bills people use for buying things.




This is enough **money** to buy a t-shirt.

measurement
(me-zhur-munt) *noun*
Measurement is the process of finding out the size, weight, or amount of something.




This scale is for the **measurement** of body weight.

melt
(melt) *verb*
When something **melts**, it changes from a solid to a liquid.




Ice cream **melts** quickly.

method
(me-thud) *noun*
A **method** is a way of doing something.




Is using your fingers to count a good **method**?

music
(myū-zik) *noun*
Music is a pleasing group of sounds.




She make **music** with this instrument.

mixture
(miks-chur) *noun*
A **mixture** is something made by combining different things together.



Add flour to this cake **mixture**.

nature
(nā-chur) *noun*
Nature means things like rivers, trees, and animals.




She likes to study **nature**.

616


need ➤ **perform**

need
(nēd) *verb*
When you **need** something, you cannot live without it.




People **need** to drink water.

negative
(ne-gu-tiv) *adjective*
Something that is **negative** is bad.




Screaming at someone is a **negative** action.

neighborhood
(nā-bur-hood) *noun*
A **neighborhood** is the small area in a town around where a person lives.



Children like to play in the **neighborhood**.

ocean
(ō-shun) *noun*
The **ocean** is the large amount of salt water that covers most of Earth's surface.




The blue area on the globe shows the different **oceans**.

offer
(aw-fur) *verb*
An **offer** is saying you would like to help someone or give someone something.




She **offers** food to her friends.

organism
(or-gu-ni-zum) *noun*
An **organism** is a living thing.




This leaf and insect are both **organisms**.

pay
(pā) *verb*
To **pay** is to give money for something.



He will **pay** her for the sandwich.

perform
(pur-form) *verb*
When you **perform**, you put on a show for a group of people.




The girls **perform** on stage.

617


plate ➤ **prepare**

plate
(plāt) *noun*
A **plate** is one of many sheets of rock that make up Earth's outer crust.




Moving **plates** can cause an earthquake.

plow
(plow) *verb*
To **plow** is to break up and turn over the soil in a field.




Mules help farmers **plow** the fields.

popular
(pah-pyu-lur) *adjective*
When many people like a place or a thing, it is **popular**.




This restaurant is **popular**.

plenty
(plen-tē) *noun*
When you have **plenty** of something, you have a lot of it.




The picture shows **plenty** of fruit.

power
(pow-ur) *noun*
If something has **power**, it is strong.




Strong waves have the **power** to destroy a building.

prepare
(pri-pair) *verb*
To **prepare** means to get ready for something.



She **prepares** for her trip.

positive
(pah-zu-tiv) *adjective*
Something that is **positive** is good for you.



Exercise is a **positive** activity.

618

preservation ➤ **purpose**

preservation
(pre-zur-vā-shun) *noun*
Preservation is the act of keeping something safe for a long time.



The **preservation** of old documents is important.

process
(prah-ses) *noun*
When you follow a **process**, you do something step by step.



He follows a **process** to put the model together.

pressure
(pre-shur) *noun*
When one thing pushes against another, it makes **pressure**.



Pressure from the nutcracker causes the nuts to crack open.

problem
(prah-blum) *noun*
A **problem** is a difficult situation that needs to be figured out.



A broken toy is a **problem**.

produce
(pru-dūs) *verb*
To **produce** means to make something.



This factory **produces** cars.

protect
(pru-tekt) *verb*
You **protect** something when you keep it safe.



Sharp spines **protect** the plant from animals.

purpose
(pur-pus) *noun*
A **purpose** is the reason for doing something.




What is the **purpose** of studying for a test?

619


rainforest ➤ **resources**

R

rainforest
(rān-for-ust) *noun*
A **rainforest** is a thick, tropical forest where a lot of rain falls.




receive
(ri-sēv) *verb*
To **receive** is to get something from someone.




She received my package in the mail today.

rescue
(res-kyū) *verb*
When you **rescue** someone, you save the person.




A dog helps to rescue a skier.

region
(rē-jun) *noun*
A **region** is an area.




There are many regions in the United States.

represent
(re-pri-zent) *verb*
To **represent** means to stand for.




A heart represents love.

resources
(rē-sors-uz) *noun*
Resources are things that you can use.




A library has many resources.

react
(rē-akt) *verb*
When things happen, you usually **react** to them.




The child reacts to the snowball.


rainforests are home to lots of interesting wildlife.




A fireman rescues a girl from a burning building.



This drummer keeps the rhythm of the song.




Food is scarce in this store.



620


reward ➤ **scarce**

reward
(ri-word) *noun*
A **reward** is a gift or prize for doing something well.




He gives the dog a reward.

rhythm
(ri-ṭhum) *noun*
Rhythm is a regular, repeated beat in music, poetry, or dance.




This drummer keeps the rhythm of the song.

river
(ri-vur) *noun*
A **river** is a large, natural stream of water.




This river runs through the land.

rock
(rok) *noun*
A **rock** is a piece of stone.




She is holding a rock.

root
(riit) *noun*
A **root** is the part of a plant that grows under the soil.




People eat the root of the carrot plant.

sand
(sand) *noun*
Sand is very tiny pieces of rock that make up beaches and deserts.



It is fun to play in the sand.


scarce
(skairs) *adjective*
When something is **scarce**, it is hard to find or get.



621


seed ➤ **solid**

seed
(sēd) *noun*
A **seed** is the small part of a plant from which a new plant can grow.



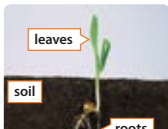
This seed is beginning to grow.

shore
(shor) *noun*
The **shore** is the land at the edge of an ocean, a river, or a lake.




Seashells wash up on the shore.

soil
(soil) *noun*
Soil is the dirt in which plants grow.




The roots will grow in soil.

seller
(se-lur) *noun*
A **seller** is someone who has things people can buy.




This seller has many hats that you can buy.

signal
(sig-nul) *noun*
A **signal** is something that tells you what to do.




The green light is a signal to walk.

sense
(sens) *verb*
When you **sense** something, you know it without being told.




A cat can sense danger.

solid
(sah-lud) *adjective*
Something that is **solid** is firm.



The chair is solid. You can sit on it.

solid
(sah-lud) *adjective*
Something that is **solid** is firm.




The sidewalk is solid. You can stand on it.

622


solution ➤ **substance**

solution
(su-lū-shun) *noun*
A **solution** is the answer to a problem.




His solution is to change the tire.

state
(stāt) *noun*
The **state** of a person or thing is the way it is at a certain time.




He is in a happy state.

strategy
(stra-tū-jē) *noun*
A **strategy** is a plan for success.




She has a strategy for winning.

style
(stiil) *noun*
Style is a way of doing something.




He paints in a colorful style.

sprout
(sprowt) *noun*
A **sprout** is a young plant or the new growth on a plant.




These sprouts are growing out of the soil.

storyteller
(stor-ē-te-lur) *noun*
A **storyteller** tells tales to entertain people.



The children listen to the storyteller.

substance
(sub-stuns) *noun*
Substance is the material something is made of.




Snow is a cold substance.

623

supply > **thermometer**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

supply (sū-plī) *noun*
A **supply** is the amount you have of something.




They have a large **supply** of canned peaches.

surface (sur-fus) *noun*
The **surface** is the outside part of something.




The **surface** of this ball is bumpy.




The **surface** of this watermelon is smooth.

sustain (sū-stān) *verb*
To **sustain** means to keep something or someone alive or in existence.



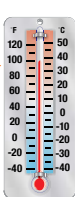
A mother bird brings food to **sustain** her chicks.

tale (tāl) *noun*
A **tale** is a story about things that are made up.




U

temperature (tem-pur-chur) *noun*
The **temperature** of something is how hot or cold it is.




hot

The **temperature** is hot.



The **temperature** outside is very cold.

thermometer (hur-mah-mu-tur) *noun*
A **thermometer** is used to measure temperature.



The doctor uses a **thermometer** to check for a fever.

624

tradition > **unit**

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

tradition (tru-di-shun) *noun*
A **tradition** is something that people have done for a long time and continue to do.



Traditions are important to many families.



U

tsunami (sū-nah-mē) *noun*
A **tsunami** is a huge, dangerous, ocean wave. Underwater earthquakes cause tsunamis.



The **tsunami** crashes into buildings and floods the city.

unique (yū-nēk) *adjective*
Unique things are different from other things.



The yellow flower is **unique**.



What is **unique** about this?

unit (yū-nut) *noun*
A **unit** is an amount used in measuring or counting.



one inch


An inch is a **unit** of length.

625

value > **warn**


a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

value (val-yū) *verb*
When you **value** something, you care about it.




The girl loves and **values** her dog.

vary (vair-ē) *verb*
To **vary** something is to change it often.




I like to **vary** my lunches.

vine (vīn) *noun*
A **vine** is a plant with a long stem that winds its way up trees or fences or runs along the ground.



The **vine** grows up the tree.


volcano (vol-kā-nō) *noun*
A **volcano** is a mountain that can erupt. It has a large hole at the top called a crater. When a volcano erupts it shoots out hot lava, burning rocks, ash, and hot gases.



gases
crater
lava


This **volcano** is erupting.

volunteer (vah-lun-tear) *noun*
A **volunteer** is someone who wants to help or do a job without being paid for it.




This **volunteer** is helping to put away books.

want (wawnt) *verb*
To **want** something is to hope or wish for it.



He **wants** to get a guitar like this one.

warn (warn) *verb*
To **warn** people is to tell them that something bad may happen.




The crossing guard **warns** people to stop.

626

water > **wood**

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z


water (wā-tur) *noun*
Water is a clear liquid that you can drink or use to wash with.



lake

Water falls from the sky and fills oceans, lakes, and rivers.


wave (wāv) *noun*
A **wave** is a vibration through the air or water.



ocean
beach
wave

The **wave** is crashing on the beach.


weed (wēd) *noun*
A **weed** is a wild plant that grows where it is not wanted.



dandelion


These dandelions are **weeds**.

wetland (wet-land) *noun*
A **wetland** is a place where there is a lot of moisture or water in the soil.




Many plants grow in a **wetland**.


wood (wood) *noun*
Wood is the hard material that tree trunks and branches are made of.



He is cutting the tree so people can use its **wood**.



This man is making a table from **wood**.



water lily

627

Anthology Index

Index

A

Activate prior knowledge 3, 71, 143, 209, 275, 343, 346, 413, 483

Academic vocabulary 7, 37, 75, 105, 147, 177, 213, 243, 279, 311, 347, 377, 417, 447, 487, 523

Action verbs
see *Verbs*

Adjectives 307, 590, 591, 597
possessive 335, 339

Adverbs 443, 597

Affixes
see *Prefixes, Suffixes*

Alphabetical order 28

Alphabetizing
see *Alphabetical order*

Analyze 545

Answer questions 68, 72, 73, 129, 140, 147, 206, 272, 340, 410, 480, 515, 543, 552

Antonyms 300
see also *Context clues, using to determine meaning*

Apply 97, 99, 101

Articles 307, 586

Artist's style 463

Ask questions
of text 29, 76, 83, 108, 117, 129, 488, 515, 524, 543, 564
of others 72, 73, 147, 407
see also *Speaking*

Author's purpose 125, 257, 226

Author's style 53, 163, 231, 297, 363, 505

628

Page 628

B

Build Background 3, 71, 143, 209, 275, 343, 413, 483

C

Capital letters 599, 600

Cause and effect 83, 106, 113, 115, 119, 123, 127, 133, 310, 317, 321, 323, 327, 331, 446, 455, 465, 467, 469

Chant 4, 240, 308

Character's motive 15, 490, 497, 501, 511, 515

Characters, story 10, 150, 261, 278, 299, 548
actions 21, 25, 31, 238, 265
interactions 157, 263
motive
see *Character's motive*

Clarify 15, 38, 39, 45, 57, 59, 131, 235, 261, 393, 511, 517, 564

Classify 341, 355, 362, 387, 529, 535
details 346, 365, 367, 369, 371
words 260

Cognates 558

Commands, give and carry out
See *Listening; Speaking*

Compare
and contrast 74, 93, 95
causes 546
characters 95, 238
ecosystems 134
genres 32, 102, 172
language 372
media 306
points of view 62

purposes 266
settings 518
text features 200, 334
texts 232, 442, 472
themes 404

Comparisons, making 7, 34, 35, 36, 37, 54, 55, 61, 93, 164, 169, 201, 232, 311, 377

Compound words
See *Vocabulary, strategies*

Conclusions, drawing
see *Synthesize*

Connections, making 488, 524, 565
text to own experiences 131, 280, 281, 285, 291, 301, 303, 305, 312, 313, 317, 319, 323, 325, 331, 401, 509
text to text 29, 97, 167, 235, 301, 312, 333, 367, 437, 509
text to larger community 57, 129, 197, 261, 329, 312, 397, 467, 541

Content vocabulary
see *Vocabulary*

Context clues, using to determine meanings
antonym 559
definition 559
examples 559
homographs 540
multiple meaning words 166
restatement 559
synonym 559
unfamiliar words 243

Contractions 103, 593, 603

Conventions, in writing 579
capitalization 574

see also *Capital letters*

paragraph indentation
parts of speech
adjectives
see *Adjectives*

adverbs
see *Adverbs*

articles
see *Articles*

conjunctions 135, 139
nouns
see *Nouns*

prepositions
see *Prepositions*

pronouns
see *Pronouns*

verbs
see *Verbs*

punctuation
apostrophes 103, 335, 339, 574, 603
comma 135, 139, 602
exclamation point 601
period 601
question mark, 601
quotation marks 574, 603
sentences 26, 33, 63, 94, 103, 126, 135, 164, 173, 194, 232, 239, 258, 267, 307, 373, 405, 434, 443, 464, 519, 574

spelling
see *Spelling*

subject-verb agreement
see *Verbs*

Creative projects 3, 27, 69, 71, 141, 143, 165, 207, 209, 273, 275, 278, 327, 341, 343, 411, 413, 435, 481, 483, 553

629

Page 629

Index, continued

Critical thinking 26, 54, 94, 126, 164, 194, 232, 258, 298, 326, 364, 394, 434, 464, 506, 538

Culture and traditions
blues, the 367–371
Cinco de Mayo 344
Cruz, Celia 350–365
Hawaii 397–403
Jefferson, Blind Lemon 367–371
Lindsey, Elizabeth 397–399
music 345, 350–363, 367–371
Shotridge, Israel 380–389
totem pole 380–393, 394, 395

D

Determine importance 214, 215, 227, 237, 244, 488, 524
identify main idea and details 57, 61, 87, 123, 125, 136, 137, 171, 183, 187, 189, 191, 193, 195, 202, 203, 253, 305, 319, 336, 337, 467, 537, 541, 564
summarize 27, 119, 195, 244, 245, 249, 251, 253, 263, 327, 465, 507, 539, 501, 507, 539, 545, 564

Determine meanings
see *Dictionary, meanings*

Details
see *Determine importance*

Dialogue 72, 174, 276, 278, 282, 298, 299, 344, 462, 484

Dictionary
meanings 56
pronunciation 128
spelling 574
syllabication 96

630

Page 630

Directions, multi-step
explaining 376, 395, 411
following 376, 411

Drama 285, 296
elements of 282

E

Ecosystems
food chain 115
Hogan, Zeb 129–133
megafish 129–133
Mekong River 129–133
sea life 104
tide pools 104, 106
wolves 110–125
Yellowstone National Park 110–125

Evaluate 121, 439

Evidence
See *Opinion/evidence*

Exclamation 103, 580

Explain fact vs. fiction 325

F

Facts, locating in text 38, 126, 134, 194, 326, 372

Fluency
expression 27, 95, 165, 299, 365, 465
intonation 55, 233, 327, 395, 435, 507
phrasing 127, 195, 259, 539

Forces of nature
earthquakes 444, 445, 474–475
island formation 420–433
Mount St. Helens 419

Peter, Carsten 437–441
tsunamis 449, 467–471
volcano 414, 415, 419, 422, 437–441

Future tense 547, 596

G

Generalizations
see *Synthesize*

Genres
article 202
autobiography 40, 54, 62,
biography 57, 62, 367, 372
blog 197, 341
caption 194, 335, 473
circular story 504
description 140, 419
descriptive article 380, 394
dialogue 72, 174, 276, 278, 282, 298, 299, 344, 462, 465, 484
diary 525
e-mail 302, 303, 313, 481
fable 77, 261
fact sheet 449, 480
folk tale 397, 400, 509, 514
haiku 167, 168, 170, 172, 207
historical fiction 450, 464
human interest feature 129, 526, 538
humorous story 78, 94, 102
instructions 379, 411
interview 329, 334, 406, 411
journal 149, 206, 506
legend 390
letter 39, 54, 411, 489, 538
literary response 336
myth 509, 510

narrative poem 420, 434
nonfiction 180
online article 467
online chat 349
personal narrative 64, 215, 410
persuasive article 246, 258
persuasive essay 268, 364
persuasive speech 245, 259
photo-essay 437
play 282, 283–285, 296, 298
poem 29, 32, 167, 168, 170, 172, 207, 414
profile 397, 541
realistic fiction 10, 26, 150, 164, 216, 232, 235, 490, 506
report 109, 179
research report 474
riddle 97–101, 102, 141
science article 110, 126, 180, 194, 314, 326, 334
skit 141
song lyrics 350, 364, 372, 411
story 32, 172, 548, 552
summary 136
Web-based news article 301

Goal 49, 52, 133, 486, 507, 513, 517, 518, 521

Goals
Argentina 541–545
Ceruti, Constanza 541–545
Cuba 514–517
Eruç, Erden 526–537
Greece 509–513
math 485

631

Page 631

Rhyme 420, 425
Rhythm 420, 433
Riddles 97–101, 102, 141
Roots 436, 561

S

Sensory language 171, 350, 359, 441, 435

Sentences, types of
 command **103, 104**, 580
 complete **33**, 581, 582
 compound **135**, 139
 concluding 202
 exclamations **103**, 580
 negative 580
 question **103**, 580
 statements **103**, 580
 subject and predicate **63**, 581
 subject-verb agreement **63**, 239, 267, 271, 581
 topic sentence 137, 202, 474

Sequence 6, 27, **146**, 153, **165**, 465, 531

Setting 78, 89, 548

Singular Nouns
see Nouns

Song 34, 104, 144, 210, 374, 444, 520

Speaking
 ask and answer questions 68, 69, **72**, 73, 77, 94, **104**, 109, 140, 141, 177, 206, 272, 273, 306, 340, 365, 409, 410, 411, 480, 522, 552
 ask for and give advice 484, 485, 506
 ask for and give information 39, 54, 62, **144**, 145, 146, 164, 176, 179,

344, 345, 364, 365
 collaborate with peers 55, 65, 67, 137, 139, 203, 205, 209, 233, 269, 271, 310, 337, 339, 407, 409, 416, 477, 479, 549, 550
 describe 27, 95, 275, 299, 345, 349
 actions **276**, 277, 298
 places 308, 309, **326**, 346, 416, 521
 define 143, **174**, 175, **194**
 engage in conversations 273
 explain 27, 39, 113, 141, 143, **174**, 175, **194**, 207, 215, 232, 259, 299, 309, 334, 395, 413, 419, 435, 489, 507, 524, 539
 express
 feelings 3, **210**, 211, 232, 347
 ideas 3, 32, 62, 102, 134, 172, 200, 238, 306, 372, 395, 419, 404, 442, **444**, 445, 446, **464**, 472, 518, 546
 intentions **520**, 521, **538**
 opinions 242, 258, 259, 266, 339, **444**, 445, **464**
 wants and needs 26, **210**, 211, 232
 give
 commands 103, **104**, 105, 126, 580
 instructions 374, **375**, 376, **394**, 395
 presentations 67, 139, 205, 271, 339, 341, 409, 481, 551
 identify objects, people, and places 63, 135, 201, 239, 244, 335, 349, 416, 519
 make
 comments 273, 339, 573
 comparisons **34**, 35, 36, 37, 54, 62, 74, 311, 377, 404
 inferences 149
 narrate 212, 414, 415, 416, 434
 persuade 209, **240**, 241, 259
 predictions, making/confirming 9
 provide suggestions 66, 138, 204, 270, 338, 408, 479, 550
 read aloud
 see Reading aloud
 retell **4**, 5, 26, 27, 66, 127, 138, 165, 204, 270, 338, 376, 395, 408, 560, 573
 share information 5, 7, 27, 34, 35, 36, 37, 39, 54, 55, 67, 69, 71, 74, 103, 105, 134, 141, 143, 144, 145, 146, 173, 175, 179, 195, 200, 207, 241, 266, 277, 281, 306, 310, 313, 327, 341, 343, 349, 365, 375, 379, 435, 445, 449, 472, 486, 489, 525,
 summarize 127, 195, 327, 465, 507, 539
 tell a story 4, 6, 75, 212, **414**, 415, 416, 434, 447
 tell about
 a photograph 195
 an article/story 7, 75, 147, 213, 279, 347, 417, 487
 use a variety of grammatical structures 4, 5, 9, 34, 35, 39, 55, 72, 77, 104, 105, 109, 138, 144, 145, 149, 174, 175, 179, 204, 210, 211, 215, 240, 241, 245, 269, 270, 276, 277, 281, 309, 313, 338, 344, 345, 349, 365, 374, 375, 379, 408, 414, 415, 419, 444, 445, 449, 484, 485, 520, 521, 550
 see also Vocabulary

Spelling 239, 574
 adding endings 63, 67, 173, 201, 205, 239, 271, 307, 443, 519, 551
 compound words 466, 560
 contractions 593
 homophones 396
 using electronic resources to check 574

Stage directions 282, 298

Steps in a process 199, 249, **376**, 385, 387, **395**
 Strategies for reading comprehension
see Ask questions, Determine importance, Make connections, Make inferences, Plan and monitor, Synthesize, Visualize
 choosing **488**, 525
 using **524**, 525

Strategies for learning language
 ask for help and try out language 556
 listen actively 556
 think about what you are learning 557
 use and watch for gestures and body language 557

Study card 37, 177, 377

Subject and predicate **33**, **63**, 239
 complete predicate 581
 complete subject 581
 compound predicate 581
 compound subject 581
 simple predicate 581
 simple subject 581

Suffixes **196**, 561

Summarize
see Determine importance

Syllables 96

Synonyms **328**
see also Context clues, using to determine meaning

Synthesize 488, 524
 Draw conclusions 329, 399, **418**, 419, 425, 434, 437, 471, 537, 565
 Form generalizations 333, **448**, 449, 455, 469, 535, 543, 565

T

Test-taking strategies 26, 54, 94, 126, 164, 194, 232, 258, 298, 326, 364, 394, 434, 464, 506, 538

Text features **334**
 captions 106, 180, 200, 435, 439
 compass rose 526, 533
 diagram 314, 321, 471
 dialogue 282, 285, 298, 450, 462
 heading
 see section heading
 illustrations 507
 labels 314
 map legend 526, 531, 538
 map 526, 531
 photographs 129, 180, 185, 255, 437
 sections 246
 section heading 137, 246, 251
 setting 78, 89
 stage directions 282, 296, 298
 subtitle 380, 383, 389
 time line 110, 115, 121
 title 137, 380, 389, 397, 401

Textual evidence 39, 77, 109, 238, 242, 259, 268, 269, 270, 372, 419, 442, 472

Theme **212**, 230, **233**, 237, 265, 404

Topic 65, 136, 137, 203, 244, 260, 266, 269, 312, 313, 337, 407, 476, 508, 549

Transition words 27

V

Verbs 574
 action 67, **239**, 271, 592
 future tense **547**
 helping 547
 irregular 267, **519**, 595
 past tense **519**, 551, 595
 present-progressive tense 594
 present tense 67, **239**, 267, 271, 594
 regular 519, 551, 595
 subject-verb agreement **63**, 67, 239, 267, 271, 574
to be forms **267**, 592
to have forms **267**, 592

Visualize 329, **348**, 349, 355, 369, 371, **378**, 379, 383, 389, 393, 399, 403, 429, 488, 524, 513, 533, 565

Vocabulary
 academic
 see Academic vocabulary
 math **485**
 science **73**, **105**, **145**, **175**, **277**, **309**, **415**, **445**
 social studies 5, 35, **211**, **241**, **345**, **375**, **521**
 strategies
 ask and answer questions 523
 cognates,
 see Cognates
 compound words **460**, 560
 context clues
 see Context clues, using to determine meaning
 feelings chart 347
 figurative language: similes 562

538, 547
 sentences 395, 417
 complete 26, 33, 55, 63, 94, 103, 126, 135, 141, 164, 173, 194, 195, 232, 239, 242, 258, 267, 307, 364, 373, 405, 434, 443, 464, 506, 519
 compound 135
 simple 33, 63, 173, 194, 239, 258, 267, 307, 373, 405, 443, 464, 519
 see also Writing forms

Writing forms
 article **202**
 autobiography 54
 biography 69
 blog 341
 caption 194, 207, 335, 435, 473
 description 140, 272
 dialogue 141, 233, 273, 298, 465, 465
 e-mail 481, 575
 explanation 340
 fable 77, 261
 fact sheet 480
 haiku 207
 humorous story 94
 interview **406**
 journal 149, 206, 506
 instructions 379, 411
 letter 54, 273, 411, 538
 list 201, 553
 literary response **336**
 narrative poem 434
 personal narrative **64**, 410
 persuasive essay **268**, 364
 plan 68
 play 298

Writing
 questions 103, 394, 406
 paragraphs 54, 68, 69, 140, 206, 272, 233, 326, 340, 341, 364, 410, 480,

figurative language: metaphors 562
 figurative language:
 personification 562
 Greek and Latin roots
 see Greek and Latin roots
 idioms 563
 key word 147, 213
 prefixes
 see Prefixes
 study card
 see Study card
 suffixes
 see Suffixes
 telling a story 75, 447
 vocabulary example chart 7, 487
 word families
 see Word families
 word parts 560
 word map 311
 word web 107, 279
 write a sentence 243, 417

W

Word category **508**

Word families 558

Working together
 agriculture 241
 sustainable 246–257
 Brazil 246–257
 Segura, Paola 246–257
 Simões, Cid 246–257

Writing
 questions 103, 394, 406
 paragraphs 54, 68, 69, 140, 206, 272, 233, 326, 340, 341, 364, 410, 480,

Index, continued

poem 207
realistic fiction 26
research report 474
riddle 97, 98, 101, 102, 141
science article 126, 326
skit 141, 273
song lyrics 364, 411
story 552, 548
summary 136
see also Researching

Writing models

article 202
description 419
diary 525
e-mail 313
fable 77
fact sheet 449
human interest feature 538
instruction 379
interview 406
journal 149
letter 39, 489
literary response 336
online chat 349
personal narrative 64, 215
persuasive essay 268
persuasive speech 245
report 109, 179
research report 474–475
story 9, 281, 548
summary 136

Writing process

drafting 65, 137, 203, 269, 337, 407, 478, 549, 572
editing 67, 139, 205, 271, 339, 409, 479, 551, 574
revising 66, 138, 204, 270, 338, 407, 479, 550, 573
prewrite
gather information 566
books 567
encyclopedias 568
experts 569
Internet 570
magazines 569
planning 65, 137, 203, 269, 337, 407, 476, 477, 549, 566
organizing 65, 137, 203, 269, 337, 407, 476, 477, 478, 549
cluster 571
outline 571
publishing 67, 139, 205, 271, 339, 409, 479, 551, 575

Writing traits

development of ideas 577
focus and coherence 576
organization 578
voice 579
written conventions 579

Index of Authors

Aesop 261
Alarcón, Francisco X. 29
Anderson, Kristine F. 381
Beem, Chris 437
Blackaby, Susan 390
Boelts, Maribeth 11
Boylan, Janine 397
Brook, Nora 329
Chamberlin, Mary and Rich 217
Costigan, Shirleyann 261
Coy, John 151, 163
Dorros, Arthur 79
Fox, Catherine Clarke 527
Hirschmann, Kris 315
Kennedy, Phillip 57
Kroll, Virginia 451
Lewis, Libby 367
Lin, Grace 235
Lipp, Frederick 491, 505
López, Guadalupe 541
MacDonald, Margaret Read 514
Montes, Marisa 283, 297
Mora, Pat 167
Patent, Dorothy Hinshaw 111
Pellier, Colleen 510
Quintana, Juan 247
Sandler, Michael 129
Schaefer, Lola M. 421
Sciurba, Katie 351, 363
Sengel, Elizabeth 181
Thaler, Mike 97
Winkler, Henry 40, 53

Index of Illustrators

Ajhar, Brian 283
Bernasconi, Pablo 261
Cairns, Julia 217, 231
Colón, Raúl 510, 514
Felstead, Cathie 421
Fisher, Carolyn 151
Gaillard, Jason 491
Greenseid, Diane 79
Hall, Amanda 390
Hartman, Cassie 111
Hartman, Dan 111
Jones, Noah Z. 11
Lee, Jared 97
Li, Xiaojun 451, 463
Lin, Grace 235
Masse, Josée 29
Peter, Carsten 437
Rodriguez, Edel 351
Yang, Belle 400

Research Base and Bibliography

Language and Literacy

- Asher, J., & Price, B.** (1967). The learning strategy of total physical response: Some age differences. *Child Development*, 38, 1219–1227.
- Asher, J.** (1969). The total physical response approach to second language learning. *The Modern Language Journal*, 53, 1.
- Au, K.** (2006). *Multicultural issues and literacy achievement*. Mahwah, NJ: Lawrence Erlbaum.
- August, D., & Hakuta, K.** (1998). *Educating language-minority children*. Washington, DC: National Research Council.
- August, D., & Shanahan, T. (Eds.)**. (2006). *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth*. Mahwah, NJ: Erlbaum.
- August, D. L., & Shanahan, T.** (2006). Synthesis: Instruction and professional development. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Bailey, A. (Ed.)**. (2006). *The language demands of school: Putting academic English to the test*. New Haven, CT: Yale University Press.
- Bauman, J. F., Russell, N.S., & Jones, L. A.** (1992). Effects of think-aloud instruction on elementary students' comprehension abilities. *Journal of Reading Behavior*, 24 (2), 143–172.
- Berg, C.** (1999). The effects of trained peer response on esl students' revision types and writing quality. *Journal of Second Language Writing*, 8 (3), 215–241.
- Bicais, J., & Correira, M. G.** (2008). Peer-learning spaces: A staple in the English learner's tool kit for developing language and literacy. *Journal of Research in Childhood Education*, 22(4), 363–375.
- Biemiller, A.** (1999). *Language and reading success*. Newton Upper Falls, MA: Brookline Books.
- Blum-Kulka, S., & Snow, C. E.** (2004). Introduction: The potential of peer talk. *Discourse Studies*, 6(3), 291–306.
- Brice, A., & Roseberry-McKibben, C.** (1999). Turning frustration into success for English language learners. *Educational Leadership*, 56(7), 53–55.
- Brown, A., Campoine, J., and Day, J.** (1981). Learning to learn: On training students to learn from texts. *Educational Researcher*, 10, 14–24.
- Bruner, J., Goodnow, J., & Austin, G. A.** (1967). *A study of thinking*. New York: Science Editions.
- Callow, J.** (2008, May). Show me: principles for assessing students' visual literacy. *The Reading Teacher*, 61(8), 616–626.
- Celce-Murcia, M., Brinton, D., & Goodwin, J.** (1996). *Teaching pronunciation: A reference for teachers of English to speakers of other languages*. Cambridge: Cambridge University Press.
- Chamot, A. U., & O'Malley, J. M.** (1994) *The calla handbook: implementing the cognitive academic language learning approach*. White Plains, NY: Addison Wesley Longman.
- Collier, V. P.** (1995). *Promoting academic success for ESL students: Understanding second language acquisition for school*. Elizabeth, NJ: New Jersey Teachers of English to Speakers of Other Languages-Bilingual Educators.
- Collier, V. P., & Thomas, W. P.** (1989). How quickly can immigrants become proficient in school English? *Journal of Educational Issues of Language Minority Students*, 5, 26–38.
- Crandall, J. (Ed.)**. 1987. *ESL through content area instruction: mathematics, science, social studies*. Englewood Cliffs, NJ: Prentice Hall.
- Cummins, J.** (2000). *Language, power and pedagogy: Bilingual children in the crossfire*. Buffalo, NY: Multilingual Matters.
- Cunningham-Flores, M.** (1998). *Improving adult esl learners' pronunciation skills*. National Center for ESL Literacy Education.
- Day, J. P.** (2002). We learn from each other: Collaboration and community in a bilingual classroom. In R. Allington & P. H. Johnston (Eds.), *Reading to learn: Lessons learned from exemplary fourth-grade classrooms* (pp. 99–122). New York: Guildford Press.
- Diaz-Rico, L. T., & Weed, K. Z.** (2002). *The crosscultural, language, and academic development handbook: A complete K–12 reference guide*. Boston, MA: Allyn & Bacon.
- Dickinson, D. K., & Tabors, P. (Eds.)**. (2001). *Beginning literacy with language*. Baltimore: Brookes.
- Dong, Y. R.** (2006/2007). Learning to think in English. *Educational Leadership, Best of 2006–2007*, 9–13.
- Dressler, C.** (2006). First and second-language literacy. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Droop, M., & Verhoeven, L.** (2003). Language proficiency and reading ability in first- and second-language learners. *Reading Research Quarterly*, 38(1), 78–103.
- Dutro, S., & Moran, C.** (2002). Rethinking English language instruction: An architectural approach. In G. Garcia (Ed.), *English learners reading at the highest level of English literacy*. Newark, DE: International Reading Association.
- Echevarria, J., Short, D., & Vogt, M.** (2008). *Making content comprehensible. The sheltered instruction observation protocol*. Boston, MA: Pearson.
- Echevarria, J., Vogt, M. A., & Short, D. J.** (2004). *Making content comprehensible for English learners: The SIOP model* (2nd ed.). Boston, MA: Allyn & Bacon.
- Feldman, K., & Kinsella, K.** (2005). *Create an active participation classroom. The CORE Reading Expert*. Retrieved from www.corelearn.com/pdfs/Newsletters/CORE%202005%20Spring%20Newsletter.pdf. **Fillmore, L. W.** (2004). *The role of language in academic development*. In Excerpts from a presentation by Lily Wong Fillmore at the Closing the Achievement Gap for EL Students conference. Santa Rosa, CA: Sonoma County Office of Education. Retrieved from www.scoe.k12.ca.us/aiming_high/docs/AH_language.pdf.

- Fitzgerald, J.** (1995). English-as-a-second-language learners' cognitive reading processes: A review of research in the United States. *Review of Educational Research*, 65, 145–190.
- Fitzgerald, J.** (1993). Literacy and students who are learning English as a second language. *The Reading Teacher*, 46, 638–647.
- Francis, D., Lesaux, N., & August, D.** (2006). Language instruction. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 365–413). Mahwah, NJ: Erlbaum.
- Francis, D. J., Rivera, M., Lesaux, N., Kieffer, M., & Rivera, H.** (2006). *Practical guidelines for the education of English language learners: Research-based recommendations for instruction and academic interventions*. Retrieved from www.centeroninstruction.org/files/ELL1-Interventions.pdf.
- Gambrell, L. B., Morrow, L. M., & Pressley, M. (Eds.)**. (2007) *Best Practices in Literacy Instruction*. New York: Guilford.
- Garcia, G., & Beltran, D.** (2005) Revisioning the blueprint: Building for the academic success of English learners. In G. Garcia (Ed.), *English learners: Reaching the highest levels of English literacy*. Newark: DE: International Reading Association.
- Genesee, F., Lindholm-Leary, K., Saunders, W., & Christian, D.** (2006). *Educating English language learners: A synthesis of research evidence*. New York: Cambridge University Press.
- Genesee, F. & Geva, E.** (2006). Cross-linguistic relationships in working memory, phonological processes, and oral language. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Gersten, R., & Baker, S.** (2000). What we know about effective instructional practices for English-language learners. *Exceptional Children*, 66, 454–470.
- Gibbons, P.** (2002). *Scaffolding language, scaffolding learning: Teaching second language learners in the mainstream classroom*. Portsmouth, NH: Heinemann.
- Girard, V.** (2005). English learners and the language arts. In V. Girard (Ed.), *Schools moving up: A WestEd initiative*. Retrieved November 8, 2006, from www.schoolsmovingup.net/cs/wested/view/e/140
- Goldenberg, C.** (2006). *Improving achievement for English learners: Conclusions from 2 research reviews*. Retrieved from www.colorincolorado.org/article/12918
- Goldenberg, C.** (2004). *Successful school change: Creating settings to improve teaching and learning*. New York: Teachers College Press.
- Goldenberg, C.** (1992–1993). Instructional conversations: promoting comprehension through discussion, *The Reading Teacher*, 46 (4), 316–326.
- Goldenberg, C., Rueda, R., & August, D.** (2006). Sociocultural influences on the literacy attainment of language-minority children and youth. In D. August & T. Shanahan (Eds.), *Developing literacy in second-language learners: Report of the National Literacy Panel on Language-Minority Children and Youth* (pp. 269–318). Mahwah, NJ: Erlbaum.
- High, J.** (1993). *Second language learning through cooperative learning*. San Clemente, CA: Kagan Publishing.
- Hill, J., & Flynn, K.** (2006). *Classroom instruction that works with English language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Johnson, D., & Johnson, R.** (1995). *Creative controversy: Intellectual challenge in the classroom* (3rd ed.). Edina, MN: Interaction Book Company.
- Kagan, S.** (1990). Cooperative learning for students limited in language proficiency. In M. Brubaker, R. Payne & K. Rickett (Eds.), *Perspectives on small group learning*. Oakville, Ontario, Canada.
- Kagan, S.** (1992). *Cooperative learning*. San Juan Capistrano, CA: Kagan Cooperative Learning.
- Kim, Y., & Turner, J. D.** (2006). Creating literacy communities in multicultural and multilingual classrooms: Lessons learned from two European American elementary teachers. In R.T. Jimenez & V.O. Pang (Eds.), *Race, Ethnicity, and Education Volume 2: Language and Literacy in Schools* (pp.219–236). Westport, CT: Praeger Publishing Group.
- Kirschner, P. A., Sweller, J., and Clark, R. E.** (2006). Why minimal guidance during instruction does not work: An analysis of the failure of constructivist, discovery, problem-based, experiential, and inquiry-based teaching. *Educational Psychologist*, 41, 75–86.
- Krashen, S.** (1987). *Principles and practices in second language acquisition*. New York: Prentice-Hall.
- Leeman, J.** (2003). Recasts and second language development: Beyond negative evidence. *Studies in Second Language Acquisition*, 25, 37–63.
- Lesaux, N. K.** (2006). Development of literacy of language minority learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Lesaux, N., & Siegel, L.** (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39, 1005–1019.
- Lesaux, N. K., Lipka, O., & Siegel, L.S.** (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 19(1), 99–131.
- Lesaux, N. K. & Crosson, A.C.** (2005). Addressing variability and vulnerability: Promoting the academic achievement of English learners in San Diego. In R. Hess (Ed.), *Urban reform: Lessons from San Diego*(pp. 263–281). Cambridge, MA: Harvard Education Press.
- Lyman, F. T.** (1981). The responsive classroom discussion: The inclusion of all students. In A. Anderson (Ed.), *Mainstreaming Digest* (pp. 109–113). College Park: University of Maryland Press.
- Marzano, R. J., Pickering, D. J., & Pollock, J. E.** (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Marzano, R.** (2004). *Building academic background*. Alexandria, VA: MCREL, ASCD.
- Mayer, R.** (2003). *Learning and instruction*. New Jersey: Pearson Education, Inc.

- Medina-Jerez, W., Clark, D.B., Medina, A., & Ramirez-Marin, F.** (2007). Science for ELLs: Rethinking our approach. *The Science Teacher*, 74, 52–56.
- Miller, J. F., Heilmann, J., Nockerts, A., Iglesias, A., Fabiano, L., & Francis, D. J.** (2006). Oral language and reading in bilingual children. *Learning Disabilities Research & Practice*, 21, 30–43.
- Morrison Institute for Public Policy.** (2006). *Why some schools with Latino children beat the odds and others don't*. Tempe, AZ: Author.
- National Research Council.** (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.
- Novak, J. D.** (1995). Concept mapping: a strategy for organizing knowledge. In S. M. Glynn & R. Duit (eds.), *Learning Science in the Schools: Research Reforming Practice*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Pearson, P. D., & Gallagher, G.** (1983). The gradual release of responsibility model of instruction. *Contemporary Educational Psychology*, 8, 112–123.
- Powell, M.** (1996). *Presenting in English*. Hove: Language Teaching Publications.
- Saenz, L. M., Fuchs, L. S., & Fuchs, D.** (2005). Peer-assisted learning strategies for English language learners with learning disabilities. *Exceptional Children*, 71, 231–247.
- Rousculp, E. E., & Maring, G. H.** (1992). Portfolios for a community of learners. *Journal of Reading*, 35, 378–385.
- Samway K., & McKeon, D.** (2007). *Myths and realities: best practices for English language learners*. Portsmouth NH: Heineman.
- Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent-English proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99(4), 277–301.
- Saunders, W. M., Foorman, B. P., & Carlson, C. D.** (2006). Do we need a separate block of time for oral English language development in programs for English learners? *The Elementary School Journal*, 107, 181–198.
- Scarcella, R.** (2003). *Academic English: A conceptual framework*. Los Angeles: Language Minority Research Institute.
- Scarcella, R.** (2003). *Accelerating academic English: A focus on the English learner*. Oakland, CA: Regents of the University of California.
- Schleppegrell, M. J.** (2001). Linguistic features of the language of schooling. *Linguistics and Education*, 12, 431–459.
- Schleppegrell, M. J.** (2004). *The language of schooling: A functional linguistics perspective*. Mahwah, NJ: Erlbaum.
- Seidlitz, J.** (2008) *Navigating the ELPS: Using the new standards to improve instruction for English language learners*. San Antonio, TX: Canter Press.
- Seidlitz, J. & Perryman, B.,** (2008) *Seven steps to building an interactive classroom: Engaging all students in academic conversation*. San Antonio TX: Canter Press.
- Shanahan, T. & Beck, I.L.** (2006). Effective literacy teaching for English-language learners. In D. L. August & T. Shanahan (Eds.), *Developing literacy in a second language: Report of the National Literacy Panel*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Snow, C. E., & Fillmore, L. W.** (2000). *Clearinghouse on languages and linguistics*. Retrieved from www.cal.org/ericcll/teachers/teacher.pdf.
- Tabors, P., Paez, M., & Lopez, L.** (2003). Dual language abilities of bilingual four- year olds: Initial findings from the Early Childhood Study of language and literacy development of Spanish-speaking children. *NABE Journal of Research and Practice*, 1(1), 70–91.
- Taba, H.** (1962). *Curriculum development: Theory and practice*. New York: Harcourt Brace & World.
- Thornbury, S.** (2005). *How to teach speaking*. Essex, England: Pearson.
- Turner, J. D., & Kim, Y.** (2005). Learning about building literacy communities in multicultural and multilingual communities from effective elementary teachers. *Literacy Teaching and Learning*, 10, 21–42.
- Turner, J.** (2007). Beyond cultural awareness: Prospective teachers' visions of culturally responsive teaching. *Action in Teacher Education*, 29(3), 12–24.
- Uchikoshi, Y.** (2005). Narrative development in bilingual kindergarteners: Can Arthur help? *Developmental Psychology*, 41, 464–478.
- Vail, N. J. and Papenfuss, J.** (1993). *Daily oral language plus*. Evanston, IL: McDougal, Littell.
- Vaughn, S., Cirino, P. T., Linan- Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al.** (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449–487.
- Weaver, C.** (1996). *Teaching grammar in context*. Portsmouth, NH: Boynton, Cook Publishers.
- Wennerstrom, A.** (1993). Content-based pronunciation. *TESOL Journal*, 1(3), 15–18.
- Wong-Fillmore, L. & Snow, C.** (2000). *What teachers need to know about language*. Washington, DC: ERIC Clearinghouse on Languages and Linguistics.
- Zwiers, J.** (2008). *Building Academic Language*. Newark, DE: Jossey-Bass/International Reading Association.

Vocabulary

- August, D., Carlo, M., Dressler, C., & Snow, C.** (2005). The critical role of vocabulary development for English language learners. *Learning Disabilities Research and Practice*, 20, 50–57.
- Bauman, J. F., & E. Kame'enui (Eds.).** (2004). *Vocabulary Instruction: Research to Practice*. New York: Guilford.
- Bear, D. R., Invernizzi, M., Templeton, S., & Johnson, F.** (2004). *Words their way: Word study for phonics, vocabulary, and spelling instruction (2nd Ed.)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Beck, I. L., McKeown, M.G., & Kucan, L.** (2002). *Bringing words to life*. New York: The Guilford Press.
- Beck, I. L., & McKeown, M. G.** (1991). Conditions of vocabulary acquisition. In R. Barr, M. L. Kamil, P. B. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2, pp. 789–814). White Plains, NY: Longman.

- Beck, I. L., McKeown, M. G., & Omanson, R. C.** (1987). The effects and uses of diverse vocabulary instructional techniques. In M.G. McKeown & M.E. Curtis (Eds.), *The nature of vocabulary acquisition* (pp.147–163). Mahwah, NJ: Lawrence Erlbaum Associates.
- Biemiller, A.** (2004). Teaching vocabulary in the primary grades: Vocabulary instruction needed. In J.F. Baumann & E. Kame'enui (Eds.), *Vocabulary instruction: Bringing research to practice* (pp.209–242). Mahwah, NJ: Lawrence Erlbaum Associates.
- Blachowicz, C. L. Z., & Fisher, P. J. L.** (2000). Vocabulary instruction. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research* (Vol. 3, pp. 503–523). White Plains, NY: Longman.
- Blachowicz, C. L. Z., Fisher, P. J. L., Ogle D., & Watts-Taffe, S.** (2006). Vocabulary: Questions from the classroom. *Reading Research Quarterly*, 41, 524–539.
- Carlo, M. S., August, D., McLaughlin, B., Snow, C. E., Dressler, C., Lippman, D. N., Lively, T. J., & White, C. E.** (2004). Closing the gap: Addressing the vocabulary needs of English-language learners in bilingual and mainstream classrooms. *Reading Research Quarterly*, 39, 188–215.
- Carlo, M. S., August, D., & Snow, C. E.** (2005). Sustained vocabulary-learning strategies for English language learners. In E. H. Hiebert & M. Kamil (Eds.), *Teaching and learning vocabulary: Bringing research to practice* (pp.137–153). Mahwah, NJ: Lawrence Erlbaum Associates.
- Coxhead, A.** (2000). A new Academic Word List. *TESOL Quarterly*, 34(2): 213–238.
- Eyraud, K., Giles, G., Koenig, S., & Stoller, F.** (2000). The word wall approach: Promoting L2 vocabulary learning. *English Teaching Forum*, 38, pp. 2–11.
- Graves, M. F.** (2006). *The vocabulary book: Learning and instruction*. New York: Teacher's College Press.
- Harrington, M. J.** (1996). Basic instruction in word analysis skills to improve spelling competence. *Education*, 117, 22. Available at: www.questia.com.
- Kieffer, M. J., & Lesaux, N. K.** (in press). Breaking down words to build meaning: Morphology, vocabulary, and reading comprehension in the urban classroom. *The Reading Teacher*.
- Lehr, F., Osborn, J., & Hiebert, E. H.** (2004). *A focus on vocabulary*. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/vocabularyforum.asp.
- Nagy, W. E., & Scott, J. A.** (2000). Vocabulary processes. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research: Vol. 3* (pp. 269–284). New York: Longman.
- Nagy, W. E., & Stahl, S. A.** (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Roser, N., & Juel, C.** (1982). Effects of vocabulary instruction on reading comprehension. In J.A. Niles & L.A. Harris (Eds.), *Yearbook of the National Reading Conference: Vol. 31. New inquiries in reading research and instruction* (pp. 110–118). Rochester, NY: National Reading Conference.
- Ruddell, M. R., & Shearer, B. A.** (2002). “Extraordinary,” “tremendous,” exhilarating,” “magnificent”: Middle school at-risk students become avid word learners with the vocabulary-self collection strategy (VSS). *Journal of Adolescent and Adult Literacy*, 45(4), 352–363.
- Stahl, S. A.** (1999). *Vocabulary development*. Cambridge, MA: Brookline Books.
- Stahl, S. A., & Nagy, W. E.** (2006). *Teaching word meanings*. Mahwah, NJ: Lawrence Erlbaum Associates.
- White, T., Sowell, J., & Yanagihara, A.** (1989). Teaching elementary students to use word-part clues. *The Reading Teacher*, 42, 302–308.
- Wixson, K. K.** (1986). Vocabulary instruction and children's comprehension of basal stories. *Reading Research Quarterly*, 21(3) 317–329.

Reading

- Allington, R. L.** (2001). *What really matters for struggling readers: Designing research-based programs*. New York, NY: Addison Wesley Educational Publishers Inc.
- Baker, L.** (2004). Reading comprehension and science inquiry: Metacognitive connections. In E.W. Saul (Ed.), *Crossing borders in literacy and science instruction: Perspectives on theory and practice*. Newark, DE: International Reading Association; Arlington, VA: National Science Teachers Association (NSTA) Press.
- Beck, I. L.** (2006). *Making sense of phonics: The hows and whys*. New York: Guilford Press.
- Beck, I. L., & McKeown, M. G.,** (2001). Inviting students into the pursuit of meaning. *Educational Psychology Review*, 13(3), 225–241.
- Beck, I. L., McKeown, M. G., Hamilton, R. L., and Kucan, L.** (1997). *Questioning the Author: An approach for enhancing student engagement with text*. Delaware: International Reading Association.
- Boulware, B. J., & Crow, M.** (2008, March). Using the concept attainment strategy to enhance reading comprehension. *The Reading Teacher*, 61(6), 491–495.
- Cain, K. & Oakhill, J.** (1998). Comprehension skill and inference-making ability: Issues and causality. In C. Hulme and R.M. Joshi (Eds.), *Reading and spelling: Development and disorders*. London: Lawrence Erlbaum.
- Cain, K. & Oakhill, J.** (2000). Inference making ability and its relation to comprehension failure in young children. *Reading and Writing: An Interdisciplinary Journal*, 11,489–503.
- Calhoon, M. B., Al Otaiba, S., Cihak, D., King, A., & Avalos, A. C.** (2006). *Effects of a peer-mediated program on reading skill acquisition for two-way bilingual first grade classrooms*. Manuscript submitted for publication.
- Cirino, P. T., Vaughn, S., Linan-Thompson, S., Cardenas-Hagan, E., Fletcher, J. M., & Francis, D. J.** (2007). *One year follow-up outcomes of Spanish and English interventions for English language learners at-risk for reading problems*. Manuscript submitted for publication.
- Crawford, E. C., & Torgesen, J. K.** (2006). *Teaching all students to read: Practices from Reading First schools with strong intervention outcomes*. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.

- Cunningham, A. E., & Stanovich, K.** (1998). *What reading does to the mind*. *American Educator*, 22 (1), 8–15.
- Denton, C. A., Anthony, J. L., Parker, R., & Hasbrouck, J. E.** (2004). Effects of two tutoring programs on the English reading development of Spanish-English bilingual students. *The Elementary School Journal*, 104, 289–305.
- Dole, J., Duffy, G., Roehler, L., & Pearson, P.** (1991). Moving from the old to the new: Research in reading comprehension instruction. *Review of Educational Research*, 61, 239–264.
- Duke, N. K., & Pearson, P. D.** (2002). Effective practices for developing reading comprehension. In A. E. Farstrup & S. J. Samuels (Eds.), *What research has to say about reading instruction* (3rd ed.) (pp. 205–242). Newark, DE: International Reading Association.
- Fielding, L., Kerr, N., & Rosier, P.** (2007). *Annual growth for all students, catch-up growth for those who are behind*. Kennewick, WA: The New Foundation Press.
- Garcia, G. E.** (2000). Bilingual children's reading. In M. L. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of reading research: Volume III* (pp. 813–834). Mahwah, NJ: Lawrence Erlbaum Associates.
- Gerber, M., Jimenez, T., Leafstedt, J., Villaruz, J., Richards, C., & English, J.** (2004). English reading effects of small-group intensive instruction in Spanish for K–1 English learners. *Learning Disabilities Research & Practice*, 19(4), 239–251.
- Head, M., & Readence, J.** (1986). Anticipation guides: Meaning through prediction. In E. Dishner, T. Bean, J. Readence, & D. Moore (Eds.), *Reading in the Content Areas*, Dubuque, IA: Kendall/Hunt.
- Kosanovich, M., Ladinsky, K., Nelson, L., & Torgesen, J.** (2006). *Differentiated reading instruction: Small group lesson structures for all students*. Tallahassee, FL: Florida Center for Reading Research. Available at: www.fcrr.org.
- Lehr, F. & Osborne, J.** (2006). *Focus on comprehension*. Honolulu, HI: Pacific Regional Educational Laboratory. Available at: www.prel.org/programs/rel/comprehensionforum.asp.
- Lesaux, N. K., & Kieffer, M. J.** (in press). Sources of reading comprehension difficulties for language minority learners and their classmates in early adolescence. *American Educational Research Journal*.
- Lesaux, N. K., & Siegel, L. S.** (2003). The development of reading in children who speak English as a second language. *Developmental Psychology*, 39(6), 1005–1019.
- Lesaux, N. K., Lipka, O., & Siegel, L. S.** (2006). Investigating cognitive and linguistic abilities that influence the reading comprehension skills of children from diverse linguistic backgrounds. *Reading and Writing: An Interdisciplinary Journal*, 19, 99–131.
- Linan-Thompson, S., & Hickman-Davis, P.** (2002). Supplemental reading instruction for students at risk for reading disabilities: Improve reading 30 minutes at a time. *Learning Disabilities Research and Practice*, 17(4), 242–251.
- Linan-Thompson, S., Vaughn, S., Hickman-Davis, P., & Kouzekanani, K.** (2003). Effectiveness of supplemental reading instruction for second-grade English language learners with reading difficulties. *The Elementary School Journal*, 103(3), 221–238.
- McMaster, K. L., Kung, H., Han, I., & Cao, M.** (in press). Peer-assisted learning strategies: A “tier 1” approach to promoting responsiveness to beginning reading instruction for English learners. *Exceptional Children*.
- McKeown, M. G., Beck, I. L., & Worthy, M. J.** (1993). Grappling with text ideas: Questioning the author. *Reading Teacher*, 46, 560–66.
- National Reading Panel.** (2000). *Report of the National Reading Panel: Teaching children to read*. Bethesda, MD: National Institute of Child Health and Human Development.
- Ogle, D. S.** (1986). K-W-L group instructional strategy. In A. S. Palincsar, D. S. Ogle, B. F. Jones, & E. G. Carr (Eds.), *Teaching reading as thinking*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Palincsar, A. S., & Brown, A. L.** (1985). Reciprocal teaching: Activities to promote reading with your mind. In T. L. Harris & E. J. Cooper (Eds.), *Reading thinking and concept development: Strategies for the classroom*. New York: The College Board.
- Pressley, M.** (2000). What should comprehension instruction be the instruction of? In M. Kamil, P. B. Mosenthal, P. D. Pearson, & R. Barr (Eds.), *Handbook of Reading Research: Vol. 3* (pp. 545–561). Mahwah, NJ: Lawrence Erlbaum Associates.
- Pressley, M., & Afflerbach, P.** (1995). *Verbal protocols of reading: The nature of constructively responsive reading*. Hillsdale, NJ: Erlbaum.
- Proctor, C. P., Carlo, M., August, D., & Snow, C.** (2005). Native Spanish-speaking children reading in English: Toward a model of comprehension. *Journal of Educational Psychology*, 97, 246–256.
- Quiroga, T., Lemos-Britton, Z., Mostafapour, E., Abbott, R. D., & Berninger, V. W.** (2002). Phonological awareness and beginning reading in Spanish-speaking ESL first graders: Research into practice. *Journal of School Psychology*, 40, 85–111.
- Riedel, B. W.** (2007). The relation between DIBELS, reading comprehension, and vocabulary in urban, first grade students. *Reading Research Quarterly*, 42, 460–466.
- Saunders, W. M., & Goldenberg, C.** (1999). Effects of instructional conversations and literature logs on limited- and fluent- English-proficient students' story comprehension and thematic understanding. *Elementary School Journal*, 99, 277–301.
- Schlick Noe, K., & Johnson, N.** (1999). *Getting started with literature circles*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Slavin, R., & Cheung, A.** (2005). A synthesis of research on language of reading instruction for English language learners. *Review of Educational Research*, 75, 247–284.
- Snow, C. E., Burns, M. S., & Griffin, P.** (Eds.). (1998). *Preventing reading difficulties in young children*. Washington, DC: National Academy Press.
- Swanson, H. L., Sáez, L., & Gerber, M.** (2004). Do phonological and executive processes in English learners at risk for reading disabilities in grade 1 predict performance in grade 2? *Learning Disabilities Research & Practice*, 19, 225–238.
- Taylor, W.** (1953). Close procedure a new tool for measuring readability. *Journalism Quarterly*, 30, 415–433.

Torgesen, J. K. (2006). *A principal's guide to intensive reading interventions for struggling readers in early elementary school*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Turner, J., & Chapman, J. (1995). Context use in early reading development: Premature exclusion of a source or individual differences? *Issues in Education*, 1, 97–100.

Vaughn, S., Cirino, P. T., Linan-Thompson, S., Mathes, P. G., Carlson, C. D., Cardenas-Hagan, E., et al. (2006). Effectiveness of a Spanish intervention and an English intervention for English language learners at risk for reading problems. *American Educational Research Journal*, 43, 449–487.

Vaughn, S., Mathes, P., Linan-Thompson, S., Cirino, P., Carlson, C., Pollard-Durodola, S., et al. (2006). Effectiveness of an English intervention for first-grade English language learners at risk for reading problems. *Elementary School Journal*, 107, 153–180.

Vaughn, S., Linan-Thompson, S., & Hickman-Davis, P. (2003). Response to treatment as a means for identifying students with reading/learning disabilities. *Exceptional Children*, 69, 391–410.

Vaughn, S., Mathes, P., Linan-Thompson, S., & Francis, D. (2005). Teaching English language learners at risk for reading disabilities to read: Putting research into practice. *Learning Disabilities Research and Practice*, 20(1), 58–67.

Verhoeven, L. (1990). Acquisition of reading in a second language. *Reading Research Quarterly*, 25, 90–114.

Verhoeven, L. T. (2000). Components in early second language reading and spelling. *Scientific Studies of Reading*, 4, 313–330.

Willhelm, J. (2002). *Action strategies for deepening comprehension*. New York: Scholastic.

Writing

Britton, J. (1983). Writing and the story of the world. In B. Kroll & E. Wells (Eds.), *Explorations in the development of writing theory, research, and practice* (p. 3–30). New York: Wiley.

Calderón, M., Hertz-Lazarowitz, R., & Slavin, R. (1998). Effects of bilingual cooperative integrated reading and composition on students transitioning from Spanish to English reading. *Elementary School Journal*, 99, 153–165.

Celce-Murcia, M. (2002). On the use of selected grammatical features in academic writing. In M. C. Colombi & M. J. Schleppegrell (Eds.), *Developing advanced literacy in first and second languages* (pp. 143–158). Mahwah, NJ: Erlbaum.

Cunningham, P., & Allington, R. (2003). *Classrooms that work*. New York: Pearson Education, Inc.

Dyson, A. H. (1989). *Multiple worlds of child writers: Friends learning to write*. New York: Teachers College Press.

Elbow, P. (1998). *Writing with power*. Oxford: Oxford University Press.

Fisher, D., & Frey, N. (2008). Releasing responsibility. *Educational Leadership*, 66(3), 32–37.

Fisher, D., & Frey, N. (2007). *Scaffolded writing instruction: Teaching with a gradual-release framework*. New York: Scholastic.

Fisher, D., Frey, N., & Rothenberg, C. (2008). *Content area conversations: How to plan discussion-based lessons for diverse language learners*. Alexandria, VA: Association for Supervision and Curriculum Development.

Fearn, L., & Farnan, N. (2001). *Interactions: Teaching writing and the language arts*. Boston: Houghton Mifflin.

Kirby, D., Kirby, D. L., & Liner, T. (2004). *Inside out: Strategies for teaching writing*. Portsmouth, NH: Heinemann.

McCarrier, A., Pinnell, G. S., & Fountas, I. C. (2000). *Interactive writing: How language and literacy come together, K–2*. Portsmouth, NH: Heinemann.

Samway, K. (2006). *When English language learners write: connecting research to practice*. Portsmouth: Heineman.

Schleppegrell, M. J., & Go, A. L. (2007). Analyzing the writing of English learners: A functional approach. *Language Arts*, 84(6), 529–538.

Strong, W. (2001). *Coaching writing: The power of guided practice*. Portsmouth, NH: Heinemann-Boynton/Cook.

Fluency

Breznitz, Z. (2006). *Fluency in reading*. Mahwah, NJ: Lawrence Erlbaum Associates.

Crosson, A. C., & Lesaux, N. K. (in press). Revisiting assumptions about the relationship of fluent reading to comprehension: Spanish-speakers' text-reading fluency in English. *Reading and Writing: An Interdisciplinary Journal*.

Downhower, S. L. (1987). Effects of repeated reading on second grade transitional readers' fluency and comprehension. *Reading Research Quarterly*, 22(4), 389–406.

Geva, E., & Yaghoub-Zadeh, Z. (2006). Reading efficiency in native English-speaking and English-as-a-second-language children: The role of oral proficiency and underlying cognitive-linguistic processes. *Scientific Studies of Reading*, 10, 31–57.

Kuhn, M. R. (2005). Helping students become accurate, expressive readers: Fluency instruction for small groups. *The Reading Teacher*, 58, 338–344.

Kung, S. H. (2009). *Predicting the success on a state standards test for culturally and linguistically diverse students using curriculum-based oral reading measures*. Unpublished doctoral dissertation, University of Minnesota.

LaBerge, D., & Samuels, S. J. (1974). Toward a theory of automatic information processing in reading. *Cognitive Psychology*, 6, 293–323.

Maurice, K. (1983). The fluency workshop. *TESOL Newsletter*, 17, 4.

Osborn, J., Lehr, F., & Hiebert, E. H. (2003). *A Focus on Fluency*. Honolulu, HI: Pacific Resources for Education and Learning. Available at www.prel.org/programs/rel/rel.asp.

Pikulski, J., & Chard, D. (2005). Fluency: the bridge between decoding and reading comprehension. *The Reading Teacher*, 58, 510–521.

Samuels, S. J., & Farstrup, A. E. (2006). *What research has to say about fluency instruction*. Newark, DE: International Reading Association.

Schilling, S. G., Carlisle, J. F., Scott, S. E., & Zeng, J. (2007). Are fluency measures accurate predictors of reading achievement? *The Elementary School Journal*, 107, 429–448.

Vaughn, S., Chard, D. J., Bryant, D. P., Coleman, M., Tyler, B. J., Linan-Thompson, S., & Kouzekanani, K. (2000). Fluency and comprehension interventions for third-grade students. *Remedial and Special Education*, 21(6), 325–335.

Technology

Fisher, D., & Frey, N. (in press). *Literacy 2.0: Language, literacy and learning in a new century* [working title]. Bloomington, IN: Solution Tree.

Gee, J. P. (2007). *What video games have to teach us about learning and literacy*. New York: Palgrave Macmillan.

International Reading Association. (May 2009). *New literacies and 21st century technologies: A position statement of the International Reading Association*. Newark, DE: Author. Used with permission.

Leu, D. J., O’Byrne, W. I., Zawilinski, L., McVerry, J. G., & Everett-Cacopardo, H. (2009). Expanding the new literacies conversation. *Educational Researcher*, 38(4), 264–269.

Mayer, R. E. (2001). *Multimedia learning*. New York: Cambridge University Press. Partnership for 21st Century Skills. (2009). Framework for 21st century learning. Retrieved from www.21stcenturyskills.org/index.php?option=com_content&task=view&id=254&Itemid=120.

Ybarra, R. & Green, T. (2003). Using technology to teach ESL/EFL students to develop language skills. *The Internet TESL Journal*, 9, n.p.

Assessment

Afflerbach, P. (2007). *Understanding and using reading assessment K–12*. Newark, DE: International Reading Association.

Carpenter, S. K., Pashler, H., Cepeda, N. J., and Alvarez, D. (2007). Applying the principles of testing and spacing to classroom learning. In D. S. McNamara and J. G. Trafton (Eds.), *Proceedings of the 29th Annual Cognitive Science Society* (p. 19). Nashville, TN: Cognitive Science Society.

Carpenter, S. K., Pashler, H., Wixted, J. T., and Vul, E. (in press). The effects of tests on learning and forgetting. *Memory & Cognition*.

Dempster, F. N., & Perkins, P. G. (1993). Revitalizing classroom assessment: Using tests to promote learning. *Journal of Instructional Psychology*, 20, 197–203.

Dominguez de Ramirez, R., & Shapiro, E. S. (2006). Curriculum-based measurement and the evaluation of reading skills of Spanish-speaking English language learners in bilingual education classrooms. *School Psychology Review*, 35, 356–369.

Edwards, P., Turner, J. D., & Mokhtari, K. (2008). Balancing the assessment of and the assessment for learning in support of student literacy achievement. *Reading Teacher*, 61, 682–684.

Fisher, D., & Frey, N. (2007). *Checking for understanding: Formative assessment techniques for your classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.

Frey, N., & Heibert, E. (2002). Teacher-based assessment of literacy learning. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp.608–618. Mahwah, NJ: Lawrence Erlbaum.

Gersten, R., Dimino, J., & Jayanthi, M. (in press). Development of a classroom observational system. In B. Taylor & J. Ysseldyke (Eds.), *Reading instruction for English language learners: The Bond symposium*. New York: Teachers College.

Goodman, Y. (2002). Informal methods of evaluation. In J. Flood, D. Lapp, J. R. Squire, & J. M. Jensen (Eds.), *Handbook of Research on the Teaching of English Language Arts* (2nd ed.), pp. 600–607. Mahwah, NJ: Lawrence Erlbaum.

Johnston, P. (2005). Literacy assessment and the future. *The Reading Teacher*, 58(7), 684–686.

Limbos, M. (2006). Early identification of second language students at risk for reading disability. *Dissertation Abstracts International*, 66 (10-A), 3566A.

Schumm, J. S. & Arguelles, M. E. (2006). No two learners are alike: The importance of assessment and differentiated instruction. In J. S. Schumm (Ed.), *Reading assessment and instruction for all learners*. New York: Guilford Press.

Torgesen, J. K. (2006). *A comprehensive K–3 reading assessment plan: Guidance for school leaders*. Portsmouth, NH: RMC Research Corporation, Center on Instruction. Available at: www.centeroninstruction.org.

Townsend, D., Lee, E., & Chiappe, P. (2006). *English or Spanish? The efficacy of assessing Latinola children in Spanish for risk of reading disabilities*. Paper presented at the meeting of the Society for the Scientific Study of Reading, Vancouver, BC, Canada.

Wiley, H. I., & Deno, S. L. (2005). Oral reading and maze measures as predictors of success for English learners on a state standards assessment. *Remedial and Special Education*, 26, 207–214.

Scope and Sequence

Reading	Grade					
	K	1	2	3	4	5
LITERATURE						
Key Ideas and Details						
Retell or Explain a Story	●	●	●	●	●	●
Analyze Story Elements	●	●	●	●	●	●
Plot	●	●	●	●	●	●
Characters	●	●	●	●	●	●
Setting	●	●	●	●	●	●
Theme, Lesson, or Moral		●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Summarize Texts	●	●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Draw Generalizations			●	●	●	●
Relate Ideas	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison	●	●	●	●	●	●
Cause/Effect		●	●	●	●	●
Goal/Outcome				●	●	●
Problem/Solution					●	●
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify Elements of Genre	●	●	●	●	●	●
Describe Structure of Stories, Dramas, and Poems			●	●	●	●
Identify Introduction and Conclusion			●	●	●	●
Identify Text Segments: Chapter, Scene, Stanza				●	●	●
Identify Elements of Poetry: Rhyme, Rhythm	●	●	●	●	●	●
Identify Elements of Poetry: Verse, Meter, Line Breaks					●	●
Identify Elements of Drama: List of Characters, Dialogue, Stage Directions					●	●
Compare Drama and Prose			●	●	●	●
Compare Poetry and Prose			●	●	●	●
Identify Author and Illustrator	●	●	●	●	●	●
Identify Narrator		●	●	●	●	●
Identify and Distinguish Points of View			●	●	●	●

Reading, continued	Grade					
	K	1	2	3	4	5
Integration of Knowledge and Ideas						
Analyze Text Elements	●	●	●	●	●	●
Use Information in Illustrations	●	●	●	●	●	●
Connect Text and Oral or Visual Presentation of Story or Versions of a Story	●	●	●	●	●	●
Analyze Visual or Multimedia Elements in a Text		●	●	●	●	●
Compare Ideas or Texts	●	●	●	●	●	●
Compare Fiction and Nonfiction	●	●	●	●	●	●
Compare Characters	●	●	●	●	●	●
Compare Settings	●	●	●	●	●	●
Compare Events	●	●	●	●	●	●
Compare Topics	●	●	●	●	●	●
Compare Themes				●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Literature at and Above Grade Level Complexity	●	●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●
INFORMATIONAL TEXT						
Key Ideas and Details						
Retell or Explain a Text	●	●	●	●	●	●
Use Reading Strategies	●	●	●	●	●	●
Preview and Make Predictions	●	●	●	●	●	●
Monitor Understanding	●	●	●	●	●	●
Ask and Answer Questions	●	●	●	●	●	●
Determine Importance: Identify the Topic, Main Idea, and Key Details	●	●	●	●	●	●
Determine Importance: Summarize		●	●	●	●	●
Make Inferences	●	●	●	●	●	●
Visualize	●	●	●	●	●	●
Make Connections	●	●	●	●	●	●
Synthesize: Draw Conclusions			●	●	●	●
Synthesize: Make Generalizations			●	●	●	●
Relate Ideas and Describe Text Structure	●	●	●	●	●	●
Logical Order	●	●	●	●	●	●
Chronology	●	●	●	●	●	●
Comparison		●	●	●	●	●
Cause/Effect		●	●	●	●	●
Problem/Solution, Goal/Outcome		●	●	●	●	●
Compare Text Structure					●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Craft and Structure						
Determine the Meaning of Words and Phrases in a Text	●	●	●	●	●	●
Identify and Use Text Features	●	●	●	●	●	●
Covers and Title Page	●	●	●	●	●	●
Table of Contents or Electronic Menus	●	●	●		●	
Headings and Subheadings		●	●	●	●	●
Topic Sentence			●	●	●	●
Glossaries and Indexes		●	●	●	●	●
Captions, Labels, Icons, Hyperlinks and Callouts		●	●		●	●
Graphs, Diagrams, Tables, and Maps		●	●		●	●
Sidebars				●	●	●
Distinguish Between Information in Illustrations and Information in Text	●	●	●	●	●	●
Identify Author and Illustrator	●	●	●		●	●
Identify Author's Purpose		●	●		●	●
Distinguish Points of View or Accounts				●	●	●
Integration of Knowledge and Ideas						
Use Information in Illustrations and Media	●	●	●	●	●	●
Interpret Information Presented in Multiple Formats					●	●
Identify and Distinguish Facts and Opinions		●	●	●	●	●
Identify Author's Reasons and Evidence	●	●	●	●	●	●
Explain Connections Within a Text		●	●	●	●	●
Compare Texts	●	●	●	●	●	●
Range of Reading and Level of Text Complexity						
Read and Comprehend Text at and above Grade Level Complexity		●	●	●	●	●
Participate in Shared Reading	●	●	●	●	●	●
Read Independently	●	●	●	●	●	●

Grade

Reading, continued

FOUNDATIONAL SKILLS

Print Concepts

	K	1	2
Understand Directionality of Text	●	●	●
Recognize the Relationship of Letters and Words to Speech	●	●	
Recognize and Name Alphabet Letters	●	●	
Know the Order of the Alphabet	●	●	
Identify Letters	●	●	●
Match Uppercase and Lowercase Letters	●	●	●
Identify a Word	●	●	●
Identify End Punctuation	●	●	●
Identify Title	●	●	●
Hold a Book and Turn the Pages	●	●	●
Identify Sentence Capitalization	●	●	●
Use Page Numbers	●	●	●
Identify Dialogue			●
Identify Indentions of Paragraphs			●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Phonological Awareness

Distinguish Long and Short Vowel Sounds	●	●	●
Isolate Words in a Sentence	●	●	●
Identify Syllables	●	●	●
Blend Syllables to Form a Word	●	●	●
Segment a Word into Syllables	●	●	●
Identify Rhyming Words	●	●	●
Generate Rhyming Words	●	●	●
Match Initial, Medial, and Final Sounds	●	●	●
Identify and Isolate Initial, Medial, and Final Sounds	●	●	●
Blend Onset and Rime	●	●	●
Blend Sounds to Form a Word	●	●	●
Segment a Word into Sounds	●	●	●
Manipulate Sounds in Words (Add, Delete, Substitute)	●	●	●

Scope and Sequence, continued

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition						
Identify Letter/Sounds and Read Words	●	●	●			
Consonants	●	●	●			
Short Vowels	●	●	●			
Long Vowels	●	●	●			
Consonant Blends and Digraphs	●	●	●			
Vowel Digraphs: <i>ai, ay, ee, ea, ie, igh, oa, ow, oo, ou, ui</i>	●	●	●			
<i>r</i> -Controlled Vowels: <i>ar, or, -ore, er, ir, ur, air, -are, eer, ear</i>		●	●			
Sounds for <i>-y</i> : /ē/, /ī/	●	●	●			
Diphthongs: <i>oi, oy, ou, ow</i>	●	●	●			
Variant Vowels: <i>aw, au, al, all, oo, ew, ea</i>	●	●				
Vowel Patterns: <i>-igh, -old, -alk</i>	●	●	●			
Vowel Patterns: <i>o, i, -ight</i>						●
Schwa						●
Soft <i>c</i>	●	●	●			
Soft <i>g</i>	●	●	●			
Silent Consonants <i>kn, wr, gn, mb</i>	●	●	●			
Plurals <i>-s, -es, -ies</i>		●	●			
Read Words with Spelling Patterns		●	●			
CVCe Word Patterns with <i>a, i, o, u, e</i>	●	●	●			
CV Word Patterns with <i>o, e</i>	●	●	●			
Short and Long Vowels in CVC and CVCe Word Patterns	●	●	●			
CVVC Word Patterns		●	●			
Read Multisyllabic Words		●	●			
Compound Words		●	●			
VCCV Syllable Division (<i>bas/ket, kit/ten</i>)		●	●			
VCCCV Syllable Division (<i>hun/dred</i>)		●	●			
VCV Syllable Division (<i>mu/sic, cab/in</i>)		●	●			
Words with Consonant + <i>le</i>		●	●			
Suffixes		●	●			
Prefixes		●	●			
Inflected Forms		●	●			
Syllable Types: <i>r</i> -Controlled, Consonant + <i>le</i> , Vowel Team, Vowel + Silent <i>e</i>		●	●			
Final Syllables with <i>-tion, -ture, -ent, -ant</i>						●



Use **Reach into Phonics** to provide intervention for foundational reading skills in grades 3–5.

Reading, continued	Grade					
	K	1	2	3	4	5
Phonics and Word Recognition, continued						
Use Decoding Strategies	●	●	●			
Blend Sounds to Decode Words						
Recognize Word Families and Similarly-Spelled Words	●	●	●			
Use Structural Clues		●	●			
Identify Syllable Types		●	●			
Recognize High Frequency Words	●	●	●			
Distinguish Between Similarly-Spelled Words	●	●	●			
Read Irregularly-Spelled Words	●	●	●			
Fluency						
Read with Purpose and Understanding	●	●	●	●	●	●
Read with Accuracy and Appropriate Rate	●	●	●	●	●	●
Use Phrasing		●	●	●	●	●
Read with Expression		●	●	●	●	●
Read with Correct Intonation		●	●	●	●	●
Read Instructional Level Materials Fluently	●	●	●	●	●	●
Use Context to Support Decoding	●	●	●	●	●	●

Writing

Text Types and Purposes						
Opinion Pieces	●	●	●	●	●	●
Informative/Explanatory Text	●	●	●	●	●	●
Interview			●	●	●	●
Letter or Email		●	●	●	●	●
Report			●	●	●	●
Persuasive Essay				●	●	●
Procedural Text		●	●	●	●	●
Explanatory Text		●	●	●	●	●
Narratives	●	●	●	●	●	●
Story or Account	●	●	●	●	●	●
Character Sketch				●	●	●
Poem		●	●	●	●	●
Tall Tale/Myth/Trickster Tale/Folk Tale			●	●	●	●
Science Fiction Story					●	●
Response Text	●	●	●	●	●	●
Write to Demonstrate Comprehension	●	●	●	●	●	●

Scope and Sequence, continued

Writing, continued	Grade					
	K	1	2	3	4	5
Writing Skills						
Organization and Purpose	●	●	●	●	●	●
Introduce a Topic	●	●	●	●	●	●
Write a Conclusion	●	●	●	●	●	●
Establish and Follow a Purpose	●	●	●	●	●	●
Identify Context for Formal and Informal English	●	●	●	●	●	●
State Main Ideas and Support with Details		●	●	●	●	●
Introduce and State an Opinion	●	●	●	●	●	●
Supply Reasons and Evidence		●	●	●	●	●
Write Facts, Definitions, and Details	●	●	●	●	●	●
Maintain Point of View					●	●
Use Persuasive Techniques or Language		●	●	●	●	●
Organize Writing	●	●	●	●	●	●
Sequence Events	●	●	●	●	●	●
Fiction			●	●	●	●
Include Dialogue					●	●
Tell About Events and Details	●	●	●	●	●	●
Introduce Characters or a Narrator				●	●	●
Word Choice	●	●	●	●	●	●
Use Signal Words		●	●	●	●	●
Use Concrete Words and Phrases		●	●	●	●	●
Use Sensory Words and Phrases		●	●	●	●	●
Use Figurative Language					●	●
Use Colorful Details to Elaborate				●	●	●
Use Linking Words		●	●	●	●	●
Use Quotations		●	●	●	●	●
Use Precise Language and Vocabulary				●	●	●
Use Your Own Words	●	●	●	●	●	●
Sentence Fluency	●	●	●	●	●	
Connect Ideas				●	●	●
Break Up Long Sentences				●	●	●
Combine Sentences				●	●	●
Vary Sentences		●	●	●	●	●
Production and Distribution of Writing						
Produce Writing for Specific Tasks, Purposes, and Audiences	●	●	●	●	●	●
Prewrite		●	●	●	●	●
Analyze a Model		●	●	●	●	●
Determine the Role, Audience, Form, and Topic		●	●	●	●	●
Organize Ideas		●	●	●	●	●

Writing, continued	Grade					
	K	1	2	3	4	5
Production and Distribution of Writing, continued						
Draft	●	●	●	●	●	●
Use Appropriate Development and Organization		●	●	●	●	●
Use Technology to Produce Writing	●	●	●	●	●	●
Demonstrate Keyboarding Skills					●	●
Revise	●	●	●	●	●	●
Respond to Peer Suggestions	●	●	●	●	●	●
Add, Combine, or Delete Details	●	●	●	●	●	●
Edit and Proofread		●	●	●	●	●
Publish and Present	●	●	●	●	●	●
Use Visuals or Multimedia to Enhance Meaning		●	●	●	●	●
Keep a Portfolio	●	●	●	●	●	●
Writing Traits						
Ideas		●	●	●	●	●
Organization		●	●	●	●	●
Voice		●	●	●	●	●
Word Choice		●	●	●	●	●
Sentence Fluency		●	●	●	●	●
Conventions		●	●	●	●	●
Presentation		●	●	●	●	●
Research to Build and Present Knowledge						
Create Research and Writing Projects	●	●	●	●	●	●
Recall or Gather Information	●	●	●	●	●	●
Choose and Focus a Topic	●	●	●	●	●	●
Develop Research Questions					●	●
Locate Sources of Information		●	●	●	●	●
Evaluate Information					●	●
Find Information in Sources			●	●	●	●
Take and Sort Notes			●	●	●	●
Distinguish Plagiarism from Quoting or Paraphrasing					●	●
Distinguish Relevant from Irrelevant Information		●	●	●	●	●
Integrate Information from Multiple Sources				●	●	●
Provide a List of Sources				●	●	●
Draw Evidence from Text to Support Analysis, Reflection, and Research				●	●	●
Range of Writing						
Write Routinely for a Variety of Tasks, Purposes, and Audiences	●	●	●	●	●	●

Scope and Sequence, continued

Speaking and Listening	Grade					
	K	1	2	3	4	5
Comprehension and Collaboration						
Engage in Collaborative Discussions	●	●	●	●	●	●
Follow Agreed-Upon Rules	●	●	●	●	●	●
Build on and Connect Others' Idea	●	●	●	●	●	●
Ask for Clarification	●	●	●	●	●	●
Come to Discussions Prepared	●	●	●	●	●	●
Explain and Review Ideas and Understanding	●	●	●	●	●	●
Restate Ideas	●	●	●	●	●	●
Elaborate	●	●	●	●	●	●
Evaluate Information Presented in Diverse Media and Formats	●	●	●	●	●	●
Analyze the Message			●	●	●	●
Identify or Describe Media Elements including Visual, Functional and Auditory Details		●	●	●	●	●
Ask and Answer Questions for Information, Clarification, or Understanding	●	●	●	●	●	●
Identify a Speaker's Reasons and Evidence					●	●
Presentation of Knowledge and Ideas						
Describe with Facts and Details	●	●	●	●	●	●
Tell a Story	●	●	●	●	●	●
Recount an Experience	●	●	●	●	●	●
Report on a Text or Topic	●	●	●	●	●	●
Present an Opinion					●	●
Speak Clearly, at an Appropriate Pace	●	●	●	●	●	●
Organize Ideas					●	●
Add Visual, Audio, or Multimedia Support	●	●	●	●	●	●
Produce Complete Sentences	●	●	●	●	●	●
Adapt Speech to the Context and Task	●	●	●	●	●	●

Language

Conventions of Standard English						
Print Upper and Lower Case Letters	●	●				
Sentences	●	●	●	●	●	●
Statements, Questions, Exclamations, and Commands	●	●	●	●	●	●
Negative Sentences	●	●	●	●	●	●
Compound Sentences		●	●	●	●	●
Complex Sentences				●	●	●
Complete Subject	●	●	●	●	●	●
Simple Subject	●	●	●	●	●	●
Compound Subject		●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Complete Predicate	●	●	●	●	●	●
Simple Predicate	●	●	●	●	●	●
Compound Predicate		●	●	●	●	●
Complete Sentences	●	●	●	●	●	●
Fragment/Dependent Clause					●	●
Independent Clause			●	●	●	●
Participial Phrases						●
Run-On Sentences			●	●	●	●
Subject-Verb Agreement	●	●	●		●	●
Parts of Speech	●	●	●	●	●	●
Nouns	●	●	●	●	●	●
Common and Proper		●	●	●	●	●
Count and Noncount		●	●	●	●	●
Plurals	●	●	●	●	●	●
Possessive		●	●	●	●	●
Abstract				●		
Articles/Determiners		●	●	●	●	●
Pronouns		●	●	●	●	●
Subject	●	●	●	●	●	●
Object	●	●	●	●	●	●
Demonstrative			●	●	●	●
Indefinite		●	●	●	●	●
Reflexive			●	●	●	●
Relative					●	
Possessive		●	●	●	●	●
Pronoun Agreement	●	●	●	●	●	●
Adjectives	●	●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	
Demonstrative	●	●	●	●	●	●
Predicate					●	●
Possessive		●	●	●	●	●
Indefinite		●	●	●	●	
Proper						●
Order within Sentences					●	●

Scope and Sequence, continued

Language, continued	Grade					
	K	1	2	3	4	5
Conventions of Standard English, continued						
Verbs	●	●	●	●	●	●
Action	●	●	●	●	●	●
Transitive/Intransitive	●	●	●	●	●	●
Linking			●	●	●	●
Modals			●	●	●	●
Helping			●	●	●	●
Present Tense	●	●	●	●	●	●
Past Tense (Regular and Irregular)		●	●	●	●	●
Future Tense		●	●	●	●	●
Present-Perfect Tense						●
Past-Perfect Tense						●
Future-Perfect Tense						●
Progressive Forms		●	●	●	●	●
Contractions		●	●	●	●	●
Adverbs		●	●	●	●	●
Comparative and Superlative			●	●	●	●
Relative					●	●
Adverbial Clauses					●	●
Prepositions	●	●	●	●	●	●
Prepositional Phrases			●	●	●	●
Conjunctions	●	●	●	●	●	●
Coordinating		●	●	●	●	●
Subordinating		●	●	●	●	●
Correlative						●
Interjections						●
Mechanics	●	●	●	●	●	●
Capitalization	●	●	●	●	●	●
End Punctuation	●	●	●	●	●	●
Abbreviations			●	●	●	●
Comma		●	●	●	●	●
Apostrophe			●	●	●	●
Quotation Marks				●	●	●
Underlining or Italics						●
Spelling	●	●	●	●	●	●
High Frequency Words	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Use Phonetic Knowledge to Spell	●	●	●	Use Reach into Phonics for foundational spelling skills in G3–5		
Consult Reference Materials to Check Spelling		●	●	●	●	●
Use Spelling Patterns	●	●	●	●	●	●

Language, continued	Grade					
	K	1	2	3	4	5
Knowledge of Language						
Compare Formal and Informal Uses of English	●	●	●		●	●
Recognize the Difference Between Spoken and Written English	●	●	●	●	●	
Choose Words and Phrases or Punctuation for Effect				●	●	●
Vary Sentences for Meaning, Interest, and Style		●	●	●	●	●
Vocabulary Acquisition and Use						
Determine Meanings of Unfamiliar and Multiple-Meaning Words	●	●	●	●	●	●
Acquire and Use Academic Vocabulary	●	●	●	●	●	●
Acquire and Use Domain-Specific Vocabulary	●	●	●	●	●	●
Use Inflections and Affixes	●	●	●	●	●	●
Use Context	●	●	●	●	●	●
Use Root Words		●	●	●	●	●
Use Prefixes and Suffixes		●	●	●	●	●
Use Individual Words Within Compound Words		●	●	●	●	●
Use a Glossary, Dictionary, and Thesaurus		●	●	●	●	●
Explore Word Relationships	●	●	●	●	●	●
Categorize Words	●	●	●	●	●	●
Identify Antonyms	●	●	●	●	●	●
Identify Synonyms	●	●	●	●	●	●
Identify Homographs					●	●
Identify Homophones					●	●
Connect Between Words and Their Uses	●	●	●	●	●	●
Distinguish Shades of Meaning	●	●	●	●	●	●
Identify Feeling Words and Sensory Words	●	●	●		●	●
Distinguish Literal from Nonliteral Meanings				●	●	●
Use Analogies					●	●
Figurative and Literary Language					●	●
Explain Similes and Metaphors					●	●
Identify Personification					●	●
Interpret Idioms, Expressions, Dialect, Adages, Proverbs, and Sayings					●	●

Grade 3 Common Core Standards

Reading

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Literature			
Key Ideas and Details	CC.3.Rlit.1	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 2: T76, T80–81, T82–83, T84–85, T89, T90–91, T94, T98, T100, SG8, SG9; Unit 4: T237a; Unit 7: T452–453, T457, T458, T459, T460–461, T462, T464
	CC.3.Rlit.2	(2) Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	Unit 1: T12–13, T20, T22, SG8, SG9, SG14, SG15; Unit 2: SG8, SG9; Unit 3: T152–153, T154–155, T158, T162, T164a, SG8, SG9, SG14, SG15; Unit 4: T211a, T222, T227, T230, T232a, T235, T236, T261, T262–263, T264–265, T267a, T267d, SG8, SG9, SG14, SG15; Unit 5: SG8, SG9; Unit 6: T396a, T396b, T402, T403a, T405g, SG8, SG9, SG20, SG26, SG27; Unit 7: T430, T456, T462, T464a, SG8, SG9, SG20, SG21; Unit 8: T498, T506a, T508a, T508b, T512–513, T514–515, T517a, SG8, SG9, SG14, SG15
	CC.3.Rlit.3	(3) Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	Unit 1: T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T25, T30, T33f, T33g, T33r, SG14, SG15; Unit 2: T80–81, T84–85, T89, T94a; Unit 3: T141i, T152–153, T154–155, T156, T162, T163; Unit 4: T220–221, T222, T223, T225, T227, T232a, T234a, T234b, T236, T237, T237a, T239a, T239b, T262–263, SG14, SG15; Unit 5: T276, T277a, T286–287, T288–289, T293, T294–295, T296, T298, T298a, SG8, SG9; Unit 7: T443o; Unit 8: T492–493, T496, T497, T499, T500, T502–503, T504, T506a, T508a, T508b, T509, T510–511, T512–513, T514–515, T519a, T519b, SG14, SG15
Craft and Structure	CC.3.Rlit.4	(4) Determine the meaning of words and phrases as they are used in a text, distinguishing literal from non-literal language.	Unit 1: T4, T5, T33a, T34, T35, SG14, SG15; Unit 2: T72, T73, T96a, T96b, T97, T98, T100, T101a, T103a, T103b, T103d, T104, T105; Unit 3: T144, T158, T165s, T166, T166c, T173c, T174, SG14, SG15; Unit 4: T210, T211, T240, T241; Unit 5: T276, T277, T308; Unit 6: T344, T350, T356, T374, T375; Unit 7: T415a, T420, T432, T440, T447, SG8, SG9, SG20, SG21; Unit 8: T484, T485, T494–495, T520, T521
	CC.3.Rlit.5	(5) Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.	Unit 1: T4, T20, T22, T26, T26a, T28a, T28b, T29, T30, T31a, T32, T33a, T33b, SG8, SG9; Unit 2: T84–85, T90–91, T103f, T103g; Unit 3: T154–155, T156, T159, T162, T164a, T166a, T166b, T167, T168–169, T170–171, T171a, T171b; Unit 4: T232a, T234a, T234b, T239a, T239b, SG14, SG15; Unit 5: T283, T284–285, T286–287, T293, T294–295, T296, T298, T298a, T333a; Unit 6: T364a, T397, T398–399, T400–401, T402, T403; Unit 7: T422–423, T424–425, T426–427, T431, T432, T434a, T443o, T445a, T446, T464a, T506a, T517a; Unit 8: T519f, T519g
	CC.3.Rlit.6	(6) Distinguish their own point of view from that of the narrator or those of the characters.	Unit 1: T29, T30; Unit 3: T162; Unit 4: T217, T226, T228–229, T235, T267a, T267b, T267f, T267g; Unit 7: T464; Unit 8: T519a, T519b, T519d
Integration of Knowledge and Ideas	CC.3.Rlit.7	(7) Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	Unit 2: T97, T99; Unit 6: T352–353, T354–355, T359, T392, T396c, T405a, T405b, T405d; Unit 7: T426–427, T432, T450, T458, T463a; Unit 8: T500
	CC.3.Rlit.9	(9) Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	Unit 2: T69j; Unit 4: T233j, T239a, T239b, T239f, T239g, T267g; Unit 5: T273j; Unit 7: T411j; Unit 8: T507i
Range and Level of Complexity	CC.3.Rlit.10	(10) By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.	Unit 1: T1i, T8, T11, T12–13, T14–15, T16–17, T18–19, T20, T23, T24, T27j, T31a, T32, SG8, SG9, SG14, SG15; Unit 2: T69j, T73a, T79, T80–81, T82–83, T84–85, T89, T90–91, T95j, SG8, SG9; Unit 3: T141j, T145a, T146, T148, T149, T151, T152–153, T154–155, T156, T157, T158, T159, T160–161, T162, T163, T164, T164a, T167, T168–169, T170–171, T173r, SG8, SG9, SG14, SG15; Unit 4: T207j, T217, T218–219, T220–221, T222, T225, T226, T227, T228–229, T230, T231, T232a, T233j, T235, T236, T239a, T239b, T239r, T260a, T260b, T265a, SG8, SG9, SG14, SG15; Unit 5: T273j, T280, T281, SG8, SG9; Unit 6: T341j, T348, T373r, T400–401, T402, SG8, SG9, SG20, SG26, SG27; Unit 7: T411j, T443p, T445a, T452–453, T454–455, T457, T458, T459, T460–461, T462, T463; Unit 8: T481j, T485a, T488, T491, T492–493, T494–495, T496, T499, T500, T501, T502–503, T504, T505, T507j, T509, T510–511, T512–513, T514–515, SG8, SG9, SG14, SG15



Search for activities that meet each
Common Core Standard. [NGReach.com](https://www.ngreach.com)

Reading, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Informational Text			
Key Ideas and Details	CC.3.Rinf.1	(1) Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	Unit 2: T108, T109, T112–113, T116–117, T122–123, T129, T130–131, SG20, SG21, SG26, SG27; Unit 6: SG16, SG17; Unit 7: T437, T438, T439, T440, T467, T468, T469, T470; Unit 8: SG10, SG11, SG16, SG17
	CC.3.Rinf.2	(2) Determine the main idea of a text; recount the key details and explain how they support the main idea.	Unit 1: T27j, T58–59, SG4, SG5, SG10, SG11, SG20, SG21, SG26, SG27; Unit 2: T128a, T128b, T129, T130–131, T135a, T135b, SG4, SG5, SG10, SG11, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T175a, T176, T182–183, T184–185, T186, T188, T189, T191, T192, T193, T194a, T201a, T201b, T201d, T201f, T201g, SG4, SG5, SG20, SG21, SG26, SG27; Unit 4: T244, T248–249, T250–251, T252, T255, T256, T258a, SG10, SG11, SG20, SG21, SG26, SG27; Unit 5: T307d, T324, SG14, SG15, SG16, SG17, SG26, SG27; Unit 6: T368, T390, SG10, SG11, SG14, SG15, SG21, SG26, SG27; Unit 7: T465j, T466a, T466b, SG14, SG15, SG26, SG27; Unit 8: T521a, T522, T528, T530, T533, T534–535, T538a, SG20, SG21, SG26, SG27
	CC.3.Rinf.3	(3) Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	Unit 2: T105a, T112–113, T114–115, T116–117, T118–119, T121, T122–123, T133a, SG20, SG21, SG22, SG23; Unit 3: T173a, T173b, T173d, T173f, T173g, T173h, T180, T182–183, T184–185, T186, T187, T189, T190, T191, T192, T193, T194, T194a, T197, T198, SG10, SG11; Unit 4: T244, SG20, SG21, SG22, SG23, SG26, SG27; Unit 5: T309a, T316–317, T321, T323, T324, T326a, T335a, T335b, SG4, SG5, SG20, SG21; Unit 6: T368, T375a, T384–385, T386–387, T392, T394a, SG21, SG22, SG23; Unit 7: T435j, T436a, T436b, T443a, T443b, T443f; Unit 8: T521a, T538a, T540a, T540b, T545a, T547a, T547b, SG4, SG5, SG20, SG21, SG26, SG27
Craft and Structure	CC.3.Rinf.4	(4) Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	Unit 1: T4, T5, T6a, T7, T34, T35, T36a, T37; Unit 2: T72, T73, T74a, T75, T104, T105, T106a, T107; Unit 3: T144, T145, T146a, T147, T174, T175, T176a, T177, T193a; Unit 4: T210, T211, T212a, T213, T240, T241, T242a, T243; Unit 5: T276, T277, T278a, T279, T308, T309, T310a, SG22, SG23; Unit 6: T344, T345, T346a, T347, T374, T375, T376a, T377; Unit 7: T415a, T416, T417, T444, T445, T446a, T447, T465s, T466, T466c, T473c, T473e; Unit 8: T484, T485, T486a, T487, T520, T521, T522a, T523
	CC.3.Rinf.5	(5) Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	Unit 1: T55h, T57; Unit 2: T103y, T103z, T114–115, T116–117, T121, T122–123, T127a, T129; Unit 3: T165i, T181, T182–183, T184–185, T189, T191, T196a, T196b, T197, T198, T199a, T201a, T201b, T201d, SG22, SG23, SG26, SG27; Unit 4: T246, T247, T250–251, T252; Unit 5: T301, T303, T307a, T307b, T315, T316–317, T328a, T328b, T330, T331, T332, T335f, T335g, SG10, SG11, SG26, SG27; Unit 6: T381, T382–383, T384–385, T386–387, T388–389; Unit 7: T443p, T467, T468; Unit 8: T527, T528, T530, T531, T534–535
	CC.3.Rinf.6	(6) Distinguish their own point of view from that of the author of a text.	Unit 1: T41, T48, T53a, T56a, T56b, T57, T58–59; Unit 2: T135f, T135g; Unit 3: T194; Unit 4: T250–251, SG16, SG17; Unit 5: T330, T331; Unit 8: T547f, T547g
Integration of Knowledge and Ideas	CC.3.Rinf.7	(7) Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	Unit 3: T196a, T196b, SG26, SG27; Unit 4: SG4, SG5; Unit 5: T314, T315, T321, T322, T323; Unit 6: T366a, T366b, T371a, T373a, T373b, T373g, T394, SG14, SG15; Unit 7: T468, SG4, SG5, SG10, SG11; Unit 8: T540c, SG22, SG23
	CC.3.Rinf.8	(8) Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	Unit 1: T35a, T42–43, T52, T54a, T55, SG20, SG21, SG22, SG23, SG26, SG27; Unit 2: T126b; Unit 3: T173a, T173b, T190, T191, T198, SG16, SG17; Unit 4: SG22, SG23; Unit 5: SG20, SG21; Unit 6: SG4, SG5, SG21; Unit 7: T416a, T443f, T443g, SG14, SG15, SG22, SG23; Unit 8: T521a
	CC.3.Rinf.9	(9) Compare and contrast the most important points and key details presented in two texts on the same topic.	Unit 1: T61a, T63f, T63g, SG16, SG17; Unit 2: T133a, SG16, SG17; Unit 3: T173g, T173h, T201g; Unit 5: T300a, T300b, T301, T303, T304, T305a, T307f, T307g, SG14, SG15; Unit 6: T402; Unit 7: T435q, T435r, T441a, T442, T443g, T443h, T443p, T471a, T472, T473g, T473h, SG16, SG17; Unit 8: T545a
Range and Level of Text Complexity	CC.3.Rinf.10	(10) By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.	Unit 1: T1i, T27j, T33r, T38, T41, T42–43, T47, T48, T49, T50–51, T52, T53, T53a, T55h, T56a, T56b, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 2: T103r, T127h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; Unit 3: T141j, T165j, T173r, T195h, T197, T198, SG20, SG21, SG26, SG27; Unit 4: T207j, T233j, T239r, T241a, T259h, T260a, T260b, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27; Unit 5: T273j, T299j, T307r, T312, T326a, T327, T327h, SG5, SG11, SG14, SG15, SG17, SG20, SG21, SG23, SG26, SG27; Unit 6: T341j, T365j, T373g, T373r, T378, T395h, T397, T398–399, T402, SG5, SG11, SG14, SG15, SG17, SG21, SG23; Unit 7: T418, T448, T465j, T473a, T473b, T473f, T473g, T473h, SG5, SG11, SG14, SG15, SG17, SG23, SG26, SG27; Unit 8: T481j, T507j, T519r, T524, T527, T528, T529, T530, T531, T533, T534–535, T539h, T541, T542–543, T547a, T547b, T547f, T547g, SG5, SG11, SG17, SG20, SG21, SG23, SG26, SG27

Grade 3 Common Core Standards

Reading, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Foundational Skills			
Phonics and Word Recognition	CC.3.Rfou.3	(3) Know and apply grade-level phonics and word analysis skills in decoding words.	Unit 1: T1i, T1l, T1m, T27j, T27m, T27n, T33r, T33u, T33v, T55h, T55k, T55l; Unit 2: T69j, T69k, T69l, T69m, T69n, T95j, T95k, T95l, T95m, T95n, T96, T96c, T103c, T103e, T103r, T103s, T103t, T103u, T103v, T127h, T127l, T127q, T128, T128c, T135c, T135e; Unit 3: T141j, T165j, T165m, T166c, T173r, T173u, T173v, T195g, T195h, T195k, T195l, T196, T196c, T201c, T201e; Unit 4: T207j, T207k, T207l, T207m, T207n, T233j, T233k, T233l, T233m, T239r, T239s, T239t, T259h, T259i, T259j; Unit 5: T273j, T273k, T273l, T273m, T273n, T299j, T299k, T299l, T299m, T299n, T307r, T307s, T307t, T307u, T307v, T327h, T327i, T327j, T327k, T327l; Unit 6: T341j, T341k, T341l, T341n, T365j, T365k, T365l, T365m, T365n, T373r, T373s, T373t, T373u, T373v, T395h, T395i, T395j, T395k, T395l; Unit 7: T411j, T411k, T411l, T411m, T411n, T435j, T435m, T435n, T443b, T443p, T443s, T443t, T465j, T465m, T465s, T466, T466c; Unit 8: T481j, T481k, T481l, T481n, T507i, T507j, T507k, T507l, T507n, T509, T519b, T519r, T519u, T519v, T539h, T539k
	CC.3.Rfou.3.a	(a) Identify and know the meaning of the most common prefixes and derivational suffixes.	Unit 3: T195g, T196, T196c, T201c, T201e; Unit 4: T233s, T234, T234c, T239c, T239e; Unit 8: T481m, T481n, T507m, T507n
	CC.3.Rfou.3.b	(b) Decode words with common Latin suffixes.	Unit 8: T418l, T507k, T507l, T519t, T539j
	CC.3.Rfou.3.c	(c) Decode multi-syllable words.	Unit 2: T128c, T135c, T135e; Unit 3: T165k, T165l; Unit 4: T207m, T207n, T233m; Unit 5: T273m, T299n, T307w, T327k; Unit 6: T341k, T341l, T341m, T365n, T373u, T395l; Unit 7: T443q, T443r, T465i, T465k, T465l, T465s, T466, T466c, T473c; Unit 8: T481m, T481n, T507m, T507n, T519s, T519t, T519u, T539j, T539k, T539l
	CC.3.Rfou.3.d	(d) Read grade-appropriate irregularly spelled words.	Unit 1: T1j, T1k, T33s, T33t, T55i, T55j; Unit 2: T69k, T69l, T95k, T95l, T103s, T103t, T127i, T127j; Unit 3: T141k, T141l, T165k, T165l, T173s, T173t, T195i, T195j; Unit 4: T259i, T259j; Unit 5: T273k, T273l, T299k, T299l, T307s, T307t, T327i, T327j; Unit 6: T341k, T341l, T365k, T365l, T373s, T373t, T395i, T396j; Unit 7: T411k, T411l, T435k, T435l, T443q, T443r, T465k, T465l; Unit 8: T481k, T481l, T507k, T507l, T519s, T519t, T539j
Fluency	CC.3.Rfou.4	(4) Read with sufficient accuracy and fluency to support comprehension.	Unit 1: T5a, T8, T12–13, T28a, T29, T31a, T33b, T35a, T38, T42–43, T56a, T57, T62, T63b; Unit 2: T73a, T76, T80–81, T96a, T97, T101a, T103b, T105a, T108, T112–113, T128a, T129, T134, T135b; Unit 3: T145a, T148, T152–153, T166a, T167, T172, T173b, T175a, T178, T182–183, T196a, T197, T200; Unit 4: T211a, T214, T218–219, T234a, T235, T238, T239b, T241a, T244, T248–249, T260a, T261, T266, T267b; Unit 5: T277a, T280, T286–287, T300a, T301, T306, T307b, T309a, T312, T316–317, T328a, T329, T334, T335b; Unit 6: T345a, T348, T352–353, T366a, T367, T372, T373b, T375a, T378, T382–383, T396a, T397, T404, T405b; Unit 7: T415a, T422–423, T436a, T437, T442, T445a, T448, T452–453, T457, T465, T466a, T467, T471a, T473b; Unit 8: T485a, T488, T494–495, T508a, T518, T521a, T524, T528, T533, T539, T540a, T541, T546, T547b
	CC.3.Rfou.4.a	(a) Read on-level text with purpose and understanding.	Unit 1: T12–13, T23, T42–43, T47; Unit 4: T214, SG8, SG9, SG14, SG15; Unit 6: T397; Unit 7: T437, T452–453, T457, T467; Unit 8: T541, T547b
	CC.3.Rfou.4.b	(b) Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.	Unit 1: T1i, T12–13, T23, T27, T27i, T28a, T29, T31a, T33b, T33d, T33l, T33r, T42–43, T47, T54a; Unit 2: T69j, T80–81, T89, T95, T103r, T112–113, T121, T127; Unit 3: T141i, T141j, T152–153, T159, T164a, T165, T166a, T167, T172, T173b, T173r, T182–183, T189, T195; Unit 4: T207j, T218–219, T225, T233, T234a, T235, T238, T239b, T239r, T248–249, T255, T258a, T259h; Unit 5: T273j, T286–287, T293, T299, T307r, T316–317, T321, T326a; Unit 6: T341j, T352–353, T357, T365, T366a, T367, T372, T373r, T382–383, T391, T395; Unit 7: T411j, T422–423, T435, T436a, T437, T442, T443b, T443p, T466a, T467, T471a, T473b; Unit 8: T481j, T494–495, T499, T507, T507i, T508a, T509, T518, T519b, T519r, T540a, T541, T546, T547b
	CC.3.Rfou.4.c	(c) Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	Unit 6: T405a, T405e; Unit 8: T539q, T540, T540c, T547c, T547e

Writing

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Text Types and Purposes	CC.3.W.1	(1) Write opinion pieces on topics or texts, supporting a point of view with reasons.	Unit 4: T233b, T233c, T258, T259g, T259o, T259p, T268, T269, T270, T273; Unit 5: T327o, T320p, T337, T338, T339; Unit 6: T341i, T373g, T388–389, T403; Unit 7: T434, T471; Unit 8: T481q, T481r, T507b, T507c, T516–517, T547d
	CC.3.W.1.a	(a) Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.	Unit 4: T259o, T259p, T268, T269, T270; Unit 5: T320p, T327o, T337, T338, T339; Unit 8: T507b
	CC.3.W.1.b	(b) Provide reasons that support the opinion.	Unit 4: T233b, T233c, T259o, T259p, T268, T269, T270, T273; Unit 5: T337, T338; Unit 6: T373g, T388–389, T403; Unit 7: T434; Unit 8: T481q, T481r
	CC.3.W.1.c	(c) Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.	Unit 4: T242, T259o, T259p, T268, T269, T270; Unit 5: T337, T338; Unit 6: T341i; Unit 7: T471; Unit 8: T481q, T481r, T497, T516–517
	CC.3.W.1.d	(d) Provide a concluding statement or section.	Unit 5: T327p, T337, T338; Unit 8: T507b, T507c
	CC.3.W.2	(2) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	Unit 1: T55g, T68, T69; Unit 2: T69i, T103q, T127g, T137, T138; Unit 3: T141i, T165j, T173q, T173r, T195g, T195h, T195o, T195p, T202, T203, T204, T205; Unit 4: T207j, T259h; Unit 5: T273j, T299q, T299r, T307i, T307j, T307k, T307l, T307q, T307r, T327g; Unit 6: T373j, T373k, T373l, T395h; Unit 7: T465i, T465q, T465r, T478; Unit 8: T481i, T507i, T507j, T519q
	CC.3.W.2.a	(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Unit 1: T55h; Unit 2: T69i, T103r, T127g, T137, T138; Unit 3: T141j, T165j, T173r, T195o, T195p, T202, T203; Unit 4: T233i, T259g; Unit 5: T273j, T299j, T299q, T299r, T307j, T327g, T336, T337, T338; Unit 6: T395o, T395p, T406, T407; Unit 7: T435q, T435r, T465q, T465r, T478; Unit 8: T481i, T519q, T539a, T539b, T553
	CC.3.W.2.b	(b) Develop the topic with facts, definitions, and details.	Unit 2: T127o, T127p, T137, T138; Unit 3: T203, T204; Unit 5: T307j, T307k, T307q; Unit 7: T465q, T465r, T476, T476a, T478
	CC.3.W.2.c	(c) Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Unit 3: T141q, T141r; Unit 7: T465q, T465r
	CC.3.W.2.d	(d) Provide a concluding statement or section.	Unit 6: T373k
	CC.3.W.3	(3) Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	Unit 1: T1h, T27b, T27c, T65, T66; Unit 2: T95b, T95c, T103q; Unit 3: T141q, T141r, T165a, T165b, T165c, T165d, T165q, T165r; Unit 5: T307q, T341; Unit 6: T373q, T395g; Unit 7: T411i, T416, T465b; Unit 8: T481i, T519j, T519k, T519l, T548, T549, T550
	CC.3.W.3.a	(a) Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.	Unit 1: T1p, T1q, T27a, T27b, T27c, T55b, T65, T66; Unit 2: T103q; Unit 4: T233q, T233r, T239j, T239k; Unit 5: T307q; Unit 7: T465b; Unit 8: T507i, T507q, T507r, T519j, T519k, T548, T549, T550
	CC.3.W.3.b	(b) Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	Unit 1: T27c, T27q, T27r, T33i, T33j, T33k, T55b, T65, T66; Unit 2: T95b, T95c, T141; Unit 4: T231a, T273; Unit 5: T273i, T273q, T273r, T290–291, T297a, T299i; Unit 7: T443w, T443x, T465b, T465c; Unit 8: T505a, T507i, T507q, T507r
	CC.3.W.3.c	(c) Use temporal words and phrases to signal event order.	Unit 1: T1q, T55b; Unit 7: T435i, T436b, T443d
	CC.3.W.3.d	(d) Provide a sense of closure.	Unit 1: T1q, T66; Unit 3: T207; Unit 8: T539o, T539p
	Production and Distribution of Writing	CC.3.W.4	(4) With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
CC.3.W.5		(5) With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.)	Unit 1: T1o, T27a, T27b, T27c, T27d, T27p, T33i, T33j, T33k, T33l, T33x, T55n, T64, T65, T66; Unit 2: T69p, T95a, T95b, T95c, T95d, T95i, T95p, T103i, T103j, T103k, T103l, T103x, T127n, T136, T137, T138; Unit 3: T141i, T141p, T165a, T165b, T165c, T165d, T165p, T173i, T173j, T173k, T173l, T173x, T195n, T202, T203, T204, T205; Unit 4: T207p, T233a, T233b, T233c, T233d, T233p, T239i, T239j, T239k, T239l, T239x, T259n, T268, T269, T270; Unit 5: T273p, T299p, T307i, T307j, T307k, T307l, T307x, T327m, T336, T337, T338, T339; Unit 6: T341p, T365a, T365b, T365c, T365d, T365p, T373i, T373j, T373k, T373l, T373x, T395n, T406, T407, T408, T409; Unit 7: T411p, T435b, T435c, T435d, T435p, T465a, T465b, T465c, T465d, T465p, T476, T476a, T477, T478, T479; Unit 8: T481p, T507a, T507b, T507c, T507d, T507p, T519i, T519j, T519k, T519l, T519x, T539n, T548, T549, T550
CC.3.W.6		(6) With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.	Unit 2: T95j, T127b; Unit 3: T165a, T165b, T165c, T165d, T173i, T173j, T173k, T173l, T195b, T195g, T195o, T195p; Unit 4: T239y, T239z; Unit 6: T365a, T365b, T365c, T365d, T373i, T373j, T373k, T373l, T406, T407, T408, T409; Unit 7: T465b, T465c, T465d

Grade 3 Common Core Standards

Writing, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Research to Build and Present Knowledge	CC.3.W.7	(7) Conduct short research projects that build knowledge about a topic.	Unit 1: T33q, T33z, T55a; Unit 2: T103y, T103z; Unit 3: T141j, T173q, T173y, T173z, T195a, T195b, T195h, T202; Unit 4: T239y, T239z, T259a; Unit 5: T327a, T327b; Unit 6: T373i, T373j; Unit 7: T411j, T435i, T435q, T443i, T476, T476a; Unit 8: T519j, T539a, T539b
	CC.3.W.8	(8) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.	Unit 1: T1i, T33q, T33z, T55a, T55h; Unit 2: T69j, T103r, T127a, T127b; Unit 3: T141i, T141j, T165i, T165j, T173q, T173r, T173y, T173z, T195a, T195b, T195h, T202, T203; Unit 4: T259a, T259b; Unit 5: T299i, T299j, T307y, T307z, T327a, T327b; Unit 6: T341j, T373i, T373j, T373y, T373z, T395a, T395b, T395g; Unit 7: T411j, T435i, T435q, T435r, T443i, T443j, T443p, T465i, T476a, T477, T478; Unit 8: T519j, T519y, T519z, T539a, T539b
Range of Writing	CC.3.W.10	(10) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Unit 1: T1h, T6, T8, T9, T21, T25, T26, T27b, T27c, T27i, T31, T33c, T33d, T33g, T33j, T33k, T33q, T34, T38, T39, T44–45, T53a, T54, T55g, T56b, T60–61, T63d, T63f, T65, T66, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T69i, T69q, T69r, T74, T76, T77, T86–87, T92–93, T94, T95i, T95j, T95q, T95r, T96b, T100, T101, T103d, T103g, T106, T108, T118–119, T124–125, T126, T127g, T128b, T132–133, T135d, T135g, T140, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T146, T148, T149, T157, T163a, T164, T165a, T165b, T165c, T165d, T165i, T166b, T170–171, T173d, T173g, T173i, T173j, T173k, T173l, T176, T178, T179, T187, T193, T194, T195g, T199, T201d, T201g, T202, T203, T204, T205, T206, T207, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T207i, T207q, T207r, T212, T214, T215, T223, T233b, T233c, T233i, T234b, T237, T239d, T239g, T239j, T239k, T239q, T239r, T242, T244, T245, T253, T257, T258, T260b, T264–265, T267d, T267g, T268, T269, T270, T272, T273, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T273i, T278, T280, T281, T298, T299i, T300b, T305, T307d, T307g, T307i, T307j, T307k, T307l, T310, T312, T313, T318–319, T325, T326, T328b, T333, T335d, T335g, T336, T337, T338, T339, T340, T341, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T341i, T346, T348, T349, T354–355, T363a, T364, T365a, T365b, T365c, T365d, T365i, T365j, T366b, T371, T373i, T373j, T373k, T373l, T373q, T376, T378, T379, T393, T394, T396b, T403, T405d, T405g, T406, T407, T408, T409, T410, T411, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T418, T428–429, T433, T436b, T441, T443d, T443g, T443o, T446, T448, T449, T454–455, T463a, T464, T466b, T473d, T473g, T480, T481, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T486, T488, T489, T497, T505a, T506, T507b, T507c, T508b, T519d, T519g, T519j, T519k, T522, T524, T525, T531, T536–537, T538, T539g, T540b, T544–545, T547d, T547g, T548, T549, T550, T552, T553, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27

Speaking and Listening

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Comprehension and Collaboration	CC.3.SL.1	(1) Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	Unit 1: T1h, T10, T26, T27i, T27s, T28c, T32, T33h, T33r, T36a, T46, T55g, T55q, T56c, T62, T63f, T63h; Unit 2: T69i, T88, T102, T103h, T107, T110, T120, T128c, T133a, T134, T135h, T141; Unit 3: T141i, T150, T165i, T165j, T166c, T170–171, T172, T173q, T173r, T180, T194, T195b, T195g, T195h, T195q, T196c, T200, T201, T201h; Unit 4: T210, T216, T224, T232, T233, T233i, T234c, T239d, T239h, T242a, T254, T258, T259, T259g, T259q, T260c, T266, T267h, T273; Unit 5: T273i, T276, T277, T277a, T282, T292, T298, T299, T299i, T299j, T299s, T300c, T306, T314, T315, T321, T326, T327, T327g, T327h, T327q, T328c, T334; Unit 6: T341i, T350, T351, T356, T365s, T372, T373r, T380, T394, T395h, T396c, T404, T405d; Unit 7: T420, T435i, T435j, T446a, T465i, T465j; Unit 8: T481i, T481j, T490, T506, T507s, T508c, T518, T519q, T519r, T520, T526, T539g, T539q, T540c, T546
	CC.3.SL.1.a	(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.	Unit 1: T63d, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 2: T96c, T106a, T127h, T140, T141, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 3: T163b, T164, T165, T165i, T173q, T201d, T201h, T206, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 4: T232, T239d, T258, T259, T266, T272, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 5: T273i, T299i, T307h, T335h, T340, T341, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 6: T373h, T395q, T410, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 7: T412, T413, T434, T443h, T465j, T473h, T480, T481, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27; Unit 8: T519h, T547h, T552, T553, SG8, SG9, SG14, SG15, SG20, SG21, SG26, SG27
	CC.3.SL.1.b	(b) Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	Unit 1: T27s, T36a, T55q; Unit 3: T195q; Unit 4: T238, T239h, T267h; Unit 5: T327q; Unit 7: T411i
	CC.3.SL.1.c	(c) Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	Unit 1: T27s, T33z; Unit 2: T69i, T72, T95i, T106a, T127q, T135h; Unit 3: T145, T146a, T147, T165s, T207; Unit 4: T273; Unit 5: T278a; Unit 6: T350, T351, T365s, T409, T410, T411; Unit 7: T443d; Unit 8: T552, T553
	CC.3.SL.1.d	(d) Explain their own ideas and understanding in light of the discussion.	Unit 1: T26, T40, T54; Unit 2: T69i, T95i, T126, T127q; Unit 3: T141i, T146a, T147, T148, T165i, T173q, T176a, T195g; Unit 4: T210, T240, T241, T242a, T254, T258, T259, T266; Unit 5: T299s, T306, T334; Unit 6: T372; Unit 7: T416a, T435s, T444, T445, T465s; Unit 8: T486a, T518
	CC.3.SL.2	(2) Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	Unit 1: T2, T3, T36a; Unit 2: T70, T71, T127g, T135a, T135b, T135d; Unit 3: T142, T173h; Unit 4: T207i, T208, T209, T233j, T239q, T259g; Unit 5: T307d; Unit 6: T342, T346a, T373d, T373q, T405d, T410, T411; Unit 7: T411i, T435j, T443p, T465i, T465s, T473d; Unit 8: T482, T483, T538, T539g
	CC.3.SL.3	(3) Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	Unit 1: T33q, T33z, T40, T55b, T55g, T68, T69; Unit 2: T72, T127g; Unit 3: T145, T146a, T147, T148, T174; Unit 4: T239q, T240, T273; Unit 5: T307q, T310a, T327b; Unit 6: T341i, T344, T345, T346a, T364, T365, T365i, T395g, T411; Unit 7: T435j, T465i; Unit 8: T481i, T484, T485, T519q, T522a
Presentation of Knowledge and Ideas	CC.3.SL.4	(4) Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	Unit 1: T1h, T4, T5, T6a, T22, T26, T27, T33q, T34, T54, T55, T55b, T55g, T68, T69; Unit 2: T74a, T94, T95, T95s, T126; Unit 3: T158, T162, T173d, T195b, T207; Unit 4: T207i, T207j, T212a, T233i, T233s, T259b, T267d, T272; Unit 5: T306, T307q, T308, T327b, T327g, T334, T341; Unit 6: T341j, T356, T365s, T373q, T395b, T395g, T405d; Unit 7: T414, T415, T435j, T443j, T443p, T465j, T472; Unit 8: T507d, T507s, T519d, T532, T539b, T539h, T547d
	CC.3.SL.5	(5) Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.	Unit 1: T1h, T27i, T33i, T55b; Unit 2: T127b, T140, T141; Unit 3: T195b, T206; Unit 4: T207i, T272; Unit 5: T273i, T299, T307r; Unit 6: T365d, T365i, T373q, T395b, T409; Unit 7: T435j, T443p, T465j, T479, T480, T481; Unit 8: T507i, T519i, T519q, T539h, T551
	CC.3.SL.6	(6) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 on pages 28 and 29 for specific expectations.)	Unit 2: T78, T95j, T103q, T104, T105, T126, T127g; Unit 7: T435i; Unit 8: T520

Grade 3 Common Core Standards

Language

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Conventions of Standard English	CC.3.L.1	(1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Unit 1: T1n, T1o, T27d, T27o, T27p, T32a, T33, T33l, T33w, T33x, T55m, T55n, T55o, T55p, T62a, T63, T66; Unit 2: T95d, T102a, T103, T103q, T103w, T103x, T127m, T127n, T134a, T135, T138; Unit 3: T141o, T141p, T165d, T165o, T165p, T172a, T173, T173l, T173u, T173w, T173x, T195m, T195n, T199, T200a, T201, T204, T207; Unit 4: T207o, T207p, T233d, T233o, T233p, T238a, T239, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; Unit 5: T273o, T273p, T299o, T299p, T306a, T307, T307l, T307w, T307x, T327m, T327n, T334a, T335, T338; Unit 6: T341o, T341p, T365d, T365o, T365p, T372a, T373, T373l, T373w, T373x, T395m, T395n, T404a, T405, T408; Unit 7: T411o, T411p, T433, T434, T435o, T435p, T442a, T443, T443u, T443v, T465o, T465p, T472a, T473; Unit 8: T481o, T481p, T507d, T507o, T507p, T518a, T519, T519w, T519x, T539m, T539n, T546a, T547, T550
	CC.3.L.1.a	(a) Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.	Unit 1: T1n, T1o, T27d, T27o, T27p, T33l, T33w, T33x; Unit 3: T173l, T204; Unit 4: T207o, T207p, T239w, T239x, T259m, T259n; Unit 5: T273o, T273p, T299o, T299p, T306a, T307w, T307x; Unit 6: T341o, T341p, T365o, T365p, T373w, T373x, T395m, T395n, T404a, T405; Unit 7: T411o, T411p, T435o, T435p, T442a, T443u, T443v; Unit 8: T481o, T481p, T539m, T539n
	CC.3.L.1.b	(b) Form and use regular and irregular plural nouns.	Unit 3: T165o, T165p, T172a, T173, T173l, T173w, T173x, T195m, T195n, T200a, T201, T204; Unit 4: T259g
	CC.3.L.1.c	(c) Use abstract nouns (e.g., childhood).	Unit 1: T1o
	CC.3.L.1.d	(d) Form and use regular and irregular verbs.	Unit 4: T233d, T239l, T239w, T239x, T259m, T259n, T266a, T267, T270; Unit 8: T481o, T481p, T507d, T507o, T507p, T518a, T519, T519l, T519w, T519x, T550
	CC.3.L.1.e	(e) Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.	Unit 4: T233o, T233p, T238a, T239, T239u, T259k; Unit 8: T481o, T481p, T507d, T507o, T507p, T518a, T519, T519l, T519w, T519x, T539m, T539n, T546a, T547, T550
	CC.3.L.1.f	(f) Ensure subject-verb and pronoun-antecedent agreement.	Unit 1: T55m, T55n, T62a, T63, T66; Unit 4: T238a, T239, T239w, T239x, T259m, T259n, T266a, T267; Unit 6: T341o, T341p, T365d, T373l, T408; Unit 8: T519w
	CC.3.L.1.g	(g) Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.	Unit 5: T273o, T273p, T299o, T299p, T306a, T307l; Unit 7: T411p, T435d, T442a, T443, T443u, T443v
	CC.3.L.1.h	(h) Use coordinating and subordinating conjunctions.	Unit 2: T127m, T127n, T134a, T135; Unit 3: T141o, T141p
	CC.3.L.1.i	(i) Produce simple, compound, and complex sentences.	Unit 2: T95j, T103w, T103x, T127m, T127n, T134a, T135, T138; Unit 3: T141o, T141p, T165d; Unit 4: T234c; Unit 6: T365q, T365r
	CC.3.L.2	(2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Unit 1: T1l, T1m, T1n, T1o, T27m, T27n, T32a, T33, T33u, T55k; Unit 2: T69m, T69n, T69o, T69p, T95m, T95o, T95p, T102a, T103, T103l, T103v, T127l, T127m, T127n, T134a, T135; Unit 3: T141m, T141p, T165d, T165n, T165o, T165p, T172a, T173, T173l, T173u, T173v, T173w, T173x, T195n, T200a, T201; Unit 4: T207m, T207n, T233m, T233n, T238a, T239, T239s, T239t, T239v, T259k, T259l; Unit 5: T273m, T273n, T299n, T307v, T327k, T327m, T327n; Unit 6: T341m, T365n, T373v, T395k, T395l; Unit 7: T411m, T435n, T443t, T454–455, T465m, T465n; Unit 8: T481m, T481n, T481o, T481p, T507d, T507m, T507n, T507o, T507p, T518a, T519, T519u, T519v, T539k, T539l
	CC.3.L.2.a	(a) Capitalize appropriate words in titles.	Unit 2: T69o, T69p
	CC.3.L.2.b	(b) Use commas in addresses.	Unit 2: T69o, T69p
	CC.3.L.2.c	(c) Use commas and quotation marks in dialogue.	Unit 2: T69p, T95d, T141; Unit 4: T273; Unit 7: T443w, T443x, T465c
	CC.3.L.2.d	(d) Form and use possessives.	Unit 5: T327m, T327n, T334a, T335, T338; Unit 6: T341m, T365n, T395l, T408
	CC.3.L.2.e	(e) Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Unit 1: T1j, T1k, T1m, T27k, T27l, T27n, T33s, T33t, T33u, T55i, T55j, T55l; Unit 2: T69k, T69l, T69n, T95k, T95l, T95n, T103s, T103t, T103v, T127i, T127j, T127k, T127l; Unit 3: T141k, T141l, T141n, T165k, T165l, T165m, T165n, T173s, T173t, T173v, T195i, T195j, T195k; Unit 4: T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T239v, T259i, T259j, T259l; Unit 5: T273k, T273l, T273n, T299k, T299l, T299m, T299n, T307s, T307t, T307v, T327i, T327j, T327l; Unit 6: T341k, T341l, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; T365m, T373s, T373t, T373u, T373v, T395i, T395j, T395l; Unit 7: T411k, T411l, T411m, T411n, T435k, T435l, T435n, T443r, T465l, T465n; Unit 8: T481k, T481l, T481n, T507k, T507l, T507n, T519s, T519t, T539j, T539l
	CC.3.L.2.f	(f) Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.	Unit 1: T1j, T1k, T1l, T1m, T27k, T27l, T27m, T33s, T33t, T33u, T33v, T55i, T55j, T55l; Unit 2: T69k, T69l, T69m, T95k, T95l, T95n, T103s, T103t, T103u, T103v, T127i, T127j, T127k, T127l; Unit 3: T141k, T141l, T141m, T141n, T165k, T165l, T165m, T173s, T173t, T173u, T173v, T195i, T195j, T195k, T195l; Unit 4: T207k, T207l, T207n, T233k, T233l, T233n, T239s, T239t, T239u, T259i, T259j, T259k, T259l; Unit 5: T273k, T273l, T273m, T299k, T299l, T299m, T307s, T307t, T327i, T327j, T327l; Unit 6: T341k, T341l, T341m, T341n, T365k, T365l, T365m, T373s, T373t, T373u, T395i, T395j, T395l; Unit 7: T411k, T411l, T411m, T411n, T435k, T435l, T435m, T443r, T443s, T443t, T465l, T465m, T465n; Unit 8: T519s, T519t, T519u
	CC.3.L.2.g	(g) Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	Unit 1: T1l, T27n, T27s, T28, T28c, T33c, T33e, T33v, T55l; Unit 2: T69n, T95n, T96, T103c, T127l; Unit 3: T141n, T165n, T173v, T195l; Unit 4: T207m, T207n, T233n, T239v, T259l; Unit 5: T273n, T307v, T327k; Unit 6: T373v; Unit 7: T411i, T411q, T411r, T435n, T443s, T443t, T465n; Unit 8: T481m, T507m, T519u, T519v, T539k

Language, continued

Strand	Code	Standards Text	Grade 3 Units 1–8 Standards Correlations
Knowledge of Language	CC.3.L.3	(3) Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Unit 1: T27d, T27q, T27r, T32a, T33, T33l, T62a, T63, T66, T68, T69; Unit 2: T95d, T95q, T95r, T102a, T103, T103l, T134a, T135, T138; Unit 3: T165d, T172a, T173, T173l, T200a, T201, T204; Unit 4: T233d, T238a, T239, T239l, T266a, T267, T270; Unit 5: T302, T306a, T307, T307l, T334a, T335, T338; Unit 6: T341q, T341r, T345a, T352–353, T359, T362, T363a, T363b, T364, T364a, T365d, T372a, T373, T373a, T373b, T373c, T373d, T373l, T404a, T405, T408, T410, T411, SG6, SG7, SG24, SG25; Unit 7: T411i, T411q, T411r, T435c, T435d, T442a, T443, T472a, T473; Unit 8: T507d, T518a, T519, T546a, T547, T550
	CC.3.L.3.a	(a) Choose words and phrases for effect.	Unit 1: T27q, T27r, T28b, T33d, T68, T69; Unit 2: T95q, T95r, T103i, T103j, T103k, T141; Unit 3: T165q, T165r; Unit 5: T273i, T335e; Unit 6: T341q, T341r, T365a, T365b, T365c, T373a, T373b, T373c, T373d, T410, T411; Unit 7: T411i, T411q, T411r, T435a, T435b, T435c
	CC.3.L.3.b	(b) Recognize and observe differences between the conventions of spoken and written standard English.	Unit 1: T55o, T55p; Unit 2: T140; Unit 3: T206; Unit 4: T272, T273; Unit 7: T443o, T443w, T443x, T480, T481
Vocabulary Acquisition and Use	CC.3.L.4	(4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.	Unit 1: T4, T5, T6a, T7, T33a, T34, T35, T36a, T37, T55q, T56, T56c, T63c, T63e; Unit 2: T74a, T75, T95i, T95j, T97, T98, T100, T103q, T106a, T107; Unit 3: T146a, T147, T165s, T166, T166c, T173c, T173e, T176a, T177; Unit 4: T212a, T213, T231b, T242a, T243; Unit 5: T278a, T279, T310a, T311, T328c; Unit 6: T346a, T347, T376a, T377; Unit 7: T417, T435s, T436, T436c, T443c, T443e, T444, T445, T465s, T466, T466c, T473c, T473e; Unit 8: T486a, T487, T522a, T523
	CC.3.L.4.a	(a) Use sentence-level context as a clue to the meaning of a word or phrase.	Unit 3: T165s, T166, T173c, T173e; Unit 5: T327q, T328, T328c
	CC.3.L.4.b	(b) Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).	Unit 3: T195g, T195q, T195r, T196c, T201c, T201e; Unit 4: T233s, T234, T234c, T239c, T239e
	CC.3.L.4.c	(c) Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).	Unit 4: T233s, T234, T234c, T239c, T239e; Unit 7: T435s, T436, T436c, T443c, T443e
	CC.3.L.4.d	(d) Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	Unit 1: T55q, T56, T56c, T63c, T63e; Unit 2: T96, T103c, T103q, T127q, T128, T135c, T135e; Unit 5: T307c, T307e, T327g; Unit 6: T365i, T395g; Unit 8: T519e, T540c
	CC.3.L.5	(5) Demonstrate understanding of word relationships and nuances in word meanings.	Unit 3: T165s, T166, SG14, SG15; Unit 4: T259q, T260, T260c, T267c, T267e; Unit 5: T299s, T300, T300c, T307c, T307e, T327g, T328, T328c, T335c, T335e; Unit 6: T348, T349, T395q, T396, T396c; Unit 7: T411i, T411q, T411r, T420, T435c, T465s, T466, T466c, T473c, T473e; Unit 8: T507s, T508, T508c, T519c, T519e
	CC.3.L.5.a	(a) Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).	Unit 2: T141; Unit 6: T365s, T366, T366a, T366b, T366c, T368, T370, T373a, T373c, T373e
	CC.3.L.5.b	(b) Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).	Unit 6: T344, T345a, T350, T352–353, T356, T358, T359, T360–361, T362, T363a, T364, T364a, SG6, SG7
	CC.3.L.5.c	(c) Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).	Unit 5: T328, T328c, T335c; Unit 8: T508c, T519c, T519e
	CC.3.L.6	(6) Acquire and use accurately grade-appropriate conversational, general academic, and domain specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).	Unit 1: T1h, T4, T5, T6a, T7, T10, T22, T25a, T27i, T31a, T33q, T34, T35, T36a, T37, T40, T46, T53b, T55q, T55q, T56, T56c, T61a, T63c, T63e, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 2: T69i, T72, T73, T74a, T75, T78, T88, T93a, T95i, T101a, T103q, T104, T105, T106a, T107, T110, T120, T125a, T127g, T133a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 3: T141i, T144, T145, T146a, T147, T150, T158, T163b, T165i, T165s, T166, T171a, T173q, T174, T175, T176a, T177, T180, T188, T193a, T195g, T199a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 4: T207i, T210, T211, T212a, T213, T216, T224, T231b, T233i, T237a, T239q, T240, T241, T242a, T243, T246, T254, T257a, T259g, T259q, T260, T260c, T265a, T267c, T267e, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 5: T273i, T276, T277, T278a, T279, T282, T292, T297b, T299i, T299s, T305a, T307q, T308, T309, T310a, T311, T314, T320, T321, T325a, T327, T327g, T333a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 6: T341i, T344, T345, T346a, T347, T350, T352–353, T356, T363b, T365i, T371a, T373q, T374, T375, T376a, T377, T380, T390, T393a, T395g, T395q, T403a, T410, T411, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 7: T411i, T414, T415, T415a, T416a, T417, T420, T430, T433a, T435i, T435j, T441a, T443o, T444, T445, T446a, T447, T450, T456, T463b, T465i, T471a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25; Unit 8: T481i, T484, T485, T486a, T487, T490, T498, T505b, T507i, T507s, T508, T517a, T519q, T520, T521, T522a, T523, T526, T532, T537a, T539g, T539q, T540, T545a, SG5, SG6, SG7, SG11, SG12, SG13, SG17, SG18, SG19, SG23, SG24, SG25

Program Features and Resources Index

A

Academic talk T6a, T10, T22, T27s, T28c, T32, T33d, T33h, T34, T40, T46, T54, T55q, T56c, T62, T63d, T63h, T68, T72, T74a, T78, T88, T94, T95s, T96c, T102, T103d, T103h, T104, T106a, T110, T120, T126, T127q, T128c, T134, T135d, T135h, T140, T144, T146a, T150, T158, T164, T165s, T166c, T172, T173d, T173h, T174, T176a, T180, T188, T194, T195q, T196c, T200, T201d, T201h, T206, T212a, T216, T224, T232, T233s, T234c, T239d, T239h, T240, T242a, T246, T254, T258, T259q, T260c, T266, T267d, T267g, T272, T276, T278a, T282, T292, T298, T299s, T300c, T306, T307d, T308, T310a, T314, T320, T326, T327q, T328c, T334, T335d, T335h, T340, T346a, T350, T351, T356, T364, T365s, T366c, T372, T373d, T373h, T374, T376a, T380, T381, T390, T394, T395q, T396c, T404, T405d, T405h, T410, T414, T416a, T420, T430, T434, T435s, T436c, T442, T443d, T443h, T444, T446a, T450, T456, T464, T465s, T466c, T472, T473d, T480, T484, T486a, T490, T498, T506, T507s, T508c, T518, T520, T522a, T526, T532, T538, T539q, T540c, T546, T552

Assessment A1.1–A1.46, A2.1–A2.46, A3.1–A3.45, A4.1–A4.44, A5.1–A5.46, A6.1–A6.46, A7.1–A7.48, A8.1–A8.46

Audio

chant T4

Read with Me T10, T11, T23, T25a, T35, T37, T40, T41, T46, T78, T79, T88, T89, T93a, T94, T104, T105, T110, T111, T120, T121, T150, T151, T163b, T180, T181, T188, T189, T193a, T216, T224, T231b, T232, T246, T247, T254, T255, T282, T283, T292, T293, T297b, T298, T309, T311, T314, T315, T320, T321, T350, T351, T356, T357, T363b, T375, T380, T381, T390, T391, T420, T421, T428–429, T430, T431, T433a, T434, T443o, T450, T451, T456, T457, T463b, T490, T491, T498, T499, T505b, T521, T526, T527, T532, T533

Sing with Me T4, T34, T72, T144, T145, T159, T174, T175, T210, T240, T276, T277, T308, T344, T345, T374, T414, T415, T444, T445, T484, T485, T520

Author and Illustrator profiles T53, T163, T231, T297, T363, T463, T505

Author study T27j, T33r, SG1.68, T69j, T95j, SG2.68, SG3.68, T233j, SG4.68, T273j, T297, SG5.68, T411j, SG7.68, SG8.68

B

Big question T1a, T2, T27s, T33h, T63h, T68, T69b, T70, T71, T95s, T103h, T127q, T135h, T140, T141b, T142, T143, T165s, T173h, T195q, T201h, T207b, T208, T233s, T239h, T259q, T267g, T273b, T274, T275, T299s, T327q, T334, T335h, T340, T341b, T342, T343, T365s, T373h, T395q, T405h, T410, T411b, T411f, T411h, T413, T435s, T443h, T465s, T481b, T482, T483, T507s, T539q

C

Centers *see Learning stations*

Comprehension Coach *see Technology*

Cooperative learning

corners T106a, T310a, T320

fishbowl T6a, T22, T27s, T46, T158, T188, T224, T242a, T254, T278a, T327q, T356, T430, T450, T456, T472, T498, T532

inside-outside circle T63h, T74a, T103h, T146a, T173h, T307h, T320, T373h, T443h, T486a

jigsaw T266

numbered heads together T40, T88, T95s, T127q, T176a, T292, T306, T390, T395q, T420, T465s

roundtable T55q, T120, T134, T165s, T195q, T233s, T299s, T365s, T376a, T442, T526, T539q

team word webbing T172, T238

think, pair, share T10, T33h, T36a, T62, T78, T102, T103d, T110, T150, T180, T201h, T216, T239h, T246, T259q, T282, T314, T335h, T350, T372, T380, T396c, T405h, T416a, T435s, T446a, T490, T522a, T546

three-step interview T32, T135h, T212a, T267h, T346a, T404, T414, T507s, T518

Cross-Curricular Teamwork Activities *see Learning stations*

D

Daily language arts *see Grammar; Spelling; Writing*

Daily spelling and word work *see Spelling*

Daily writing skills *see Writing*

Decodable readers T27k, T55i, T95k, T127i, T165k, T195i, T233k, T239s, T259i, T299k, T327i, T341k, T365k, T395i, T435k, T465k, T539i

Differentiation strategies

above level T7, T11, T21, T23, T26a, T27c, T28, T31, T32a, T33d, T33k, T33x, T41, T47, T49, T54a, T56, T62a, T63g, T66, T69p, T75, T80–81, T86–87, T89, T92–93, T94a, T95p, T103d, T103w, T111, T127b, T127n, T128b, T134a, T135d, T135g, T137, T145, T151, T152–153, T157, T163a, T164a, T165c, T166, T170–171, T172a, T173g, T173x, T181, T187, T193, T195b, T195m, T196, T200a, T201g, T203, T217, T218–219, T225, T228–229, T232a, T238a, T239d, T239w, T245, T247, T260b, T266a, T267d, T270, T281, T283, T290–291, T297a, T298a, T299c, T307g, T307j, T313, T315, T325, T326a, T328, T333, T334a, T335g, T345, T347, T351, T359, T360–361, T364a, T371, T373g, T373j, T381, T393, T395m, T396b, T421, T431, T434a, T435c, T435p, T436b, T441, T443j, T447, T457, T459, T464a, T465p, T471, T473d, T487, T491, T492–493, T497, T501, T502–503, T505a, T506a, T507b, T508, T516–517, T519j, T527, T539b, T539m, T544–545, T546a

advanced T366

below level T1o, T11, T12–13, T14–15, T27b, T27o, T27p, T28, T31, T32a, T33g, T33j, T35, T41, T49, T50–51, T54a, T55b, T55m, T60–61, T63g, T65, T69o, T77, T82–83, T94a, T95b, T95o, T96, T96b, T101, T103g, T103k, T103w, T111, T118–119, T121, T124–125, T126b, T127m, T132–133, T134a, T137, T141p, T149, T151, T152–153, T159, T165b, T165p, T166, T173d, T173g, T173k, T175, T181, T184–185, T189, T191, T194a, T195b, T195n, T196b, T199, T203, T207o, T211, T213, T217, T220–221, T227, T229b, T231a, T232a, T233c, T233o, T233p, T234b, T237, T239d, T239k, T243, T247, T248–249, T255, T258a, T259b, T259m, T260, T264–265, T266a, T267d, T267g, T269, T273o, T279, T283, T294–T295, T300b, T304, T306a, T307d, T309, T315, T321, T323, T325, T326a, T328, T328b, T333, T335d, T338, T341o, T349, T351, T354–355, T357, T360–361, T364a, T365o, T366b, T371, T372a, T373g, T373w, T375, T377, T381, T382–383, T394a, T395m, T396b, T403, T404a, T405d, T408, T418, T421, T431, T433, T434a, T435b, T435o, T436b, T441, T443g, T454–455, T457, T463a, T464a, T466a, T471, T472a, T477, T478, T481p, T489, T491, T497, T499, T501, T502–503, T505a, T506a, T507b, T507o, T508b, T521, T523, T525, T527, T529, T533, T538a, T539b, T540b, T544–545, T546a, T548

English learners T7, T12–13, T14–15, T21, T23, T25, T26a, T28b, T33d, T33w, T35, T37, T47, T53a, T55b, T55n, T56b, T60–61, T62a, T63d, T65, T73, T75, T82–83, T86–87, T89, T92–93, T95o, T96b, T101, T102a, T103d, T103j, T105, T107, T109, T112–113, T118–119, T121, T124–125, T126b, T128b, T132–133, T135d, T135g, T138, T141o, T145, T147, T154–155, T157, T159, T164a, T165o, T166b, T170–171, T172a, T173d, T173j, T173w, T175, T177, T182–183, T187, T189, T193, T194a, T196b, T199, T200a, T201d, T204, T207p, T211, T213, T215, T220–221, T223, T225, T233b, T234, T238a, T239g, T241, T243, T248–249, T253, T255, T258a, T259m, T260, T264–265, T267g, T273p, T277, T279, T286–287, T293, T297a, T298a, T299p, T300, T300b, T306a, T307d, T307x, T309, T311, T321, T327b, T335d, T337, T341p, T345, T347, T357, T363a, T365b, T365p, T366, T372a, T373d, T373w, T373x, T375, T377, T382–383, T384–385, T391, T394a, T395b, T396, T403, T404a, T405d, T411o, T415, T417, T418, T422–423, T436, T442a, T443d, T443j, T443u, T445, T447, T459, T463a, T464a, T465b, T465o, T466a, T472a, T473d, T478, T481o, T485, T487, T496, T499, T506a, T507p, T508b, T516–517, T518a, T519x, T521, T523, T529, T531, T533, T536–537, T538a, T539m, T540, T540b

on level T11, T41, T111, T151, T181, T217, T247, T283, T315, T351, T381, T421, T491, T527

leveled reading selections SG4–SG27 (in each volume)

special needs T1n, T18–19, T25, T26a, T27o, T28b, T33w, T39, T50–51, T54a, T55m, T56, T63d, T66, T69o, T73, T80–81, T94a, T103g, T112–113, T126b, T127b, T127m, T128, T138, T141o, T147, T154–155, T163a, T164a, T165o, T166b, T173w, T177, T179, T182–183, T184–185, T191, T195m, T196, T201d, T201g, T204, T218–219, T223, T227, T228–229, T231a, T232a, T233o, T234b, T237, T239g, T239j, T253, T257, T258a, T259b, T259m, T260b, T273o, T277, T286–287, T290–291, T293, T294–T295, T298a, T299o, T300, T307g, T307k, T311, T323, T326a, T327b, T327m, T327n, T328b, T334a, T335g, T341o, T354–355, T359, T363a, T364a, T366b, T373d, T373k, T379, T384–385, T391, T393, T394a, T395b, T395m, T396, T407, T434a, T442a, T443g, T443u, T445, T465o, T466, T485, T492–493, T496, T507o, T508, T518a, T519w, T531, T536–537, T538a, T539m, T540, T550

Digital Library *see Technology*

F

Family Newsletter T2, Fam Newsletter 1, T70, T127g, Fam Newsletter 2, T141j, T142, T146a, T158, T165i, Fam Newsletter 3, T208, T212a, Fam Newsletter 4, T274, T278a, Fam Newsletter 5, T342, T344, T345, T376a, Fam Newsletter 6, T412, T417, Fam Newsletter 7, T482, T486a, Fam Newsletter 8

Fiction books *see Small Group Reading*

Fluency *see Skills index*

G

Grammar T1n–T1o, T6, T9, T21, T25, T26, T27c, T27o–T27p, T28b, T30, T33, T33c, T33g, T33k, T33w–T33x, T36, T38, T44–45, T53a, T54, T55b, T55m–T55n, T56b, T60–61, T63, T63c, T63g, T66, T69n–T69o, T74, T76, T84–85, T90–91, T94, T95c, T95o–T95p, T96b, T100, T103, T103c, T103g, T103k, T103w–T103x, T106, T109, T116–117, T124–125, T126, T127b, T127m–T127n, T128b, T132–133, T135,

T135c, T135g, T138, T141o–T141p, T146, T148, T157, T163a, T164, T165c, T165o–T165p, T166b, T167, T173, T173c, T173g, T173k, T173w–T173x, T176, T178, T187, T193, T194, T195m–T195n, T196b, T198, T201, T201c, T201g, T202, T207o–T207p, T212, T214, T222, T231a, T232, T233c, T233o–T233p, T234b, T239, T239c, T239g, T239k, T239w–T239x, T242, T244, T253, T257, T258, T259b, T259m–T259n, T260b, T264–265, T267, T267c, T267g, T270, T273o–T273p, T278, T281, T288–289, T297a, T298, T299c, T299o–T299p, T300b, T304, T307, T307c, T307g, T307k, T307w–T307x, T310, T313, T318–319, T325, T326, T327b, T327m–T327n, T328b, T332, T335, T335b, T335g, T338, T341o–T341p, T346, T349, T352–353, T363a, T364, T365c, T365o–T365p, T366b, T371, T373, T373c, T373g, T373k, T373w–T373x, T376, T379, T388–389, T393, T394, T395b, T395m–T395n, T396b, T403, T405, T405c, T405g, T408, T411o–T411p, T416, T419, T428–429, T433, T434, T435c, T435o–T435p, T436b, T440, T443, T443c, T443g, T443u–T443v, T446, T449, T454–455, T463a, T465, T465c, T465o–T465p, T466b, T471, T473, T473c, T478, T481o–T481p, T486, T489, T497, T505a, T507b, T507o–T507p, T508b, T516–517, T519, T519k, T519w–T519x, T522, T525, T531, T536–537, T538, T539b, T540b, T544–545, T547, T550

I

Independent work *see Learning stations*

Interactive whiteboard lessons *see Technology*

Interactive whiteboard tips *see Technology: eVisuals*

L

Language and Literacy Teamwork Activities *see Learning stations*

Learning stations

author studies T27j, T33r, T69j, T95j, T233j, T273j, T411j

Cross-Curricular Teamwork Activities T1h, T1i, T33q, T55h, T69i, T69j, T103r, T127h, T141j, T165j, T173q, T173r, T207j, T233j, T239q, T239r, T273j, T299j, T307g, T307r, T341i, T365j, T373q, T373r, T435i, T435j, T443p, T465i, T465j, T481i, T481j, T507j, T519r, T539g, T539h

independent work T1i–T1j, T27i–T27j, T33q–T33r, T55g–T55h, T69i–T69j, T95i–T95j, T103q–T103r, T127g–T127h, T141i–T141j, T165i–T165j, T173q–T173r, T195g–T195h, T207i–T207j, T233i–T233j, T239q–T239r, T259g–T259h, T273i–T273j, T299i–T299j, T327g–T327h, T341i–T341j, T365i–T365j, T373q–T373r, T395g–T395h, T435i–T435j, T443o–T443p, T465i–T465j, T481i–T481j, T507i–T507j, T519q–T519r, T539g–T539h

Language and Literacy Teamwork Activities T1h, T27i, T27j, T33q, T55g, T69i, T95i, T95j, T103q, T127g, T141i, T165i, T173q, T195g, T207i, T233i, T259g, T273i, T299i, T307g, T327g, T365i, T395g, T411i, T435i, T465i, T507i, T519q

online activities T1i–T1j, T27i–T27j, T33q–T33r, T55g–T55h, T69i–T69j, T95i–T95j, T103q–T103r, T127g–T127h, T141i–T141j, T165i–T165j, T173q–T173r, T195g–T195h, T207i–T207j, T233i–T233j, T239r–T239s, T259g–T259h, T273i–T273j, T299i–T299j, T307q–T307r, T327g–T327h, T341i–T341j, T365i–T365j, T373q–T373r, T395g–T395h, T411i–T411j, T435i–T435j, T443o–T443p, T465i–T465j, T481i–T481j, T507i–T507j, T519q–T519r, T539g–T539h

Lesson planners

unit skills at a glance T1d–T1e, T69e–T69f, T141e–T141f, T207e–T207f, T273e–T273f, T341e–T341f, T411e–T411f, T481e–T481f

weekly planners T570g–T570h, T1f–T1g, T27g–T27h, T33o–T33p, T55e–T55f, T69g–T69h, T95g–T95h, T103o–T103p, T127e–T127f, T141g–T141h, T165g–

T165h, T173o–T173p, T195e–195f, T207g–T207h, T233g–T233h, T239o–T239p, T259e–T259f, T273g–T273h, T299g–T299h, T307o–T307p, T327e–T327f, T341g–T341h, T365g–T365h, T373o–T373p, T395e–T395f, T411g–T411h, T435g–T435h, T443m–T443n, T465g–T465h, T481g–T481h, T507g–T507h, T519o–T519p

see also Technology: online lesson planners

M

Mark-up reading *see Technology: interactive whiteboard lessons*

My Vocabulary Notebook *see Technology*

N

Nonfiction books *see Small group reading*

O

Online lesson planner *see Technology*

Online resources *see Technology*

P

Phonics *see Reach into Phonics; Skills index*

Power Writing *see Writing*

R

Reach into Phonics T1k, T27l, T33t, T55j, T69l, T95l, T103t, T127j, T141l, T165l, T173t, T195j, T207l, T233l, T239t, T259j, T273l, T299l, T307t, T327j, T341l, T365l, T373t, T395j, T411l, T435j, T435l, T443p, T443r, T465j, T465l, T481l, T507l, T519s, T539j

Research

projects T55a–T55b, T127a–T127b, T195a–T195b, T259a–T259b, T327a–T327b, T395a–T395b, T443i–T443j, T539a–T539b

skills T33y–T33z, T103y–T103z, T173y–T173z, T239y–T239z, T259o–T259p, T299q, T307y–T307z, T327o–T327p, T373y–T373z, T395o, T435q–T435r, T519y–T519z

Reteaching RT1.1–RT1.13, RT2.1–RT2.13, RT3.1–RT3.13, RT4.1–RT4.14, RT5.1–RT5.15, RT6.1–RT6.14, RT7.1–RT7.15, RT8.1–RT8.15

Routines 1:BP28–BP56, 2:SG2–SG3

S

Scope and Sequence S&S1–S&S12

Small group reading

assessment SG56–SG59 (in each unit)

Explorer books SG4–SG5, SG10–SG11, SG16–SG17, SG22–SG23 (in each unit)

fiction books SG1.6–SG1.9, SG1.12–SG1.15, SG2.18–SG2.21, SG2.24–SG2.27, SG3.18–SG3.21, SG3.24–SG3.27, SG4.18–SG4.21, SG4.24–SG4.27, SG5.18–SG5.21, SG5.24–SG5.27, SG6.18–SG6.21, SG6.24–SG6.27, SG7.18–SG7.21, SG7.24–SG7.27, SG8.6–SG8.9, SG8.12–SG8.15

independent reading SG68 (in each unit)

masters SG28–67 (in each unit)

nonfiction books SG1.18–SG1.21, SG1.24–SG1.27, SG2.6–SG2.9, SG2.12–SG2.15, SG3.6–SG3.9, SG3.12–SG3.15, SG4.6–SG4.9, SG4.12–SG4.15, SG5.6–SG5.9, SG5.12–SG5.15, SG6.6–SG6.9, SG6.12–SG6.15, SG7.6–SG7.9, SG7.12–SG7.15, SG8.18–SG8.21, SG8.24–SG8.27

Spelling T1l–T1m, T6, T9, T21, T25, T26, T27c, T27m–T27n, T28b, T30, T33, T33c, T33g, T33k, T33u–T33v, T36, T38, T44–45, T53a, T54, T55b, T55k–T55l, T56b, T60–61, T63, T63c, T63g, T66, T69l–T69m, T74, T76, T84–85, T90–91, T94, T95c, T95m–T95n, T96b, T100, T103, T103c, T103g, T103k, T103u–T103v, T106, T109, T116–117, T124–125, T126, T127b, T127k–T127l, T128b, T132–133, T135, T135c, T135g, T138, T141m–T141n, T146, T148, T157, T163a, T164, T165c, T165m–T165n, T166b, T167, T173, T173c, T173g, T173k, T173u–T173v, T176, T178, T187, T193, T194, T195k–T195l, T196b, T198, T201, T201c, T201g, T202, T207m–T207n, T212, T214, T222, T231a, T232, T233c, T233m–T233n, T234b, T239, T239c, T239g, T239k, T239u–T239v, T242, T244, T253, T257, T258, T259b, T259k–T259l, T260b, T264–265, T267, T267c, T267g, T270, T273m–T273n, T278, T281, T288–289, T297a, T298, T299c, T299m–T299n, T300b, T304, T307, T307c, T307g, T307k, T307u–T307v, T310, T313, T318–319, T325, T326, T327b, T327k–T327l, T328b, T332, T335, T335b, T335g, T338, T341m–T341n, T346, T349, T352–353, T363a, T364, T365c, T365m–T365n, T366b, T371, T373, T373c, T373g, T373k, T373u–T373v, T376, T379, T388–389, T393, T394, T395b, T395k–T395l, T396b, T403, T405, T405c, T405g, T408, T411m–T411n, T416, T419, T428–429, T433, T434, T435c, T435m–T435n, T436b, T440, T443, T443c, T443g, T443s–T443t, T446, T449, T454–455, T463a, T465, T465c, T465m–T465n, T466b, T471, T473, T473c, T478, T481m–T481n, T486, T489, T497, T505a, T507b, T507m–T507n, T508b, T516–517, T519, T519k, T519u–T519v, T522, T525, T531, T536–537, T538, T539b, T540b, T544–545, T547, T550

T

Technology

building background videos and interactive T2, T70, T142, T208, T274, T299s, T342, T345, T412, T465s, T466a, T466b, T482

Comprehension Coach T1i, T11, T23, T25a, T26, T27, T33r, T35, T37, T41, T47, T54a, T55, T69j, T79, T89, T93a, T94, T95, T103r, T105, T111, T121, T127, T141j, T151, T159, T164, T165, T173r, T181, T188, T189, T193a, T194, T195, T207j, T217, T225, T231b, T232, T233, T239r, T247, T255, T258a, T259, T273j, T283, T293, T298, T299, T307r, T309, T311, T315, T321, T326a, T341l, T351, T357, T363b, T364, T365, T373r, T375, T381, T391, T411j, T421, T428–429, T430, T431, T433a, T434, T435, T443p, T451, T457, T465, T481j, T491, T499, T505b, T506, T507, T519r, T521, T527, T533

Digital Library T1h, T4, T6a, T22, T27i, T33z, T34, T36a, T46, T53b, T55g, SG1.6, SG1.7, SG1.12, SG1.24, SG1.25, T69i, T69j, T72, T74a, T88, T95i, T103q, T104, T106a, T120, T125a, SG2.6, SG2.7, SG2.12, SG2.13, SG2.18, SG2.19, SG2.24, SG2.25, T141i, T144, T146a, T158, T165i, T173r, T174, T176a, T188, T194, T195h, T195o, T195p, T195q, SG3.6, SG3.7, SG3.12, SG3.13, SG3.18, SG3.19, SG3.24, SG3.25, T207j, T210, T212a, T233i, T233j, T239q, T240, T242a, T254, T257a, T259g, SG4.6, SG4.7, SG4.12, SG4.13, SG4.25, T273i, T276, T278a, T299j, T307q, T308, T310a, T320, T325a, T328b, SG5.24, SG5.25, T341i, T344, T346a, T365j, T373q, T374, T376a, T390, T393a, T395g, SG6.12, SG6.18, SG6.24, T411i, T416a, T435i, T444, T446a, T456, T465i, T465s, SG7.6, SG7.7, SG7.12, SG7.13, SG7.18, SG7.19, SG7.24, SG7.25, T481j, T484, T486a, T520, T522a, T532, T537a, T539g, SG8.1, SG8.6, SG8.7, SG8.13, SG8.18, SG8.19, SG8.24, SG8.25

eAssessment T26, T94, T164, T194, T232, T298, T364, T394, T434, T506

eEdition T2, T3, T4, T6a, T11, T16–17, T23, T25a, T26, T26a, T27s, T28, T28c, T29, T30, T31a, T32, T34, T35, T36a, T37, T41, T47, T48, T54a, T55q,

Program Features and Resources Index, continued

T56, T56c, T57, T61a, T62, T62a, T64, T70, T71, T72, T73, T74a, T75, T76, T79, T89, T93a, T94, T94a, T95s, T96, T97, T99, T101a, T102, T102a, T104, T105, T106a, T107, T108, T111, T114–115, T121, T125a, T126b, T127q, T128, T129, T133a, T134, T134a, T136, T141i, T142, T144, T145, T146a, T147, T148, T151, T159, T160–161, T163b, T164, T164a, T165s, T166, T166c, T167, T171a, T172, T174, T175, T176a, T177, T178, T181, T189, T190, T193a, T194, T194a, T195b, T195q, T196, T196c, T197, T199a, T200, T202, T208, T209, T210, T211, T212a, T213, T217, T225, T226, T230, T231b, T232, T232a, T233s, T234, T234c, T235, T236, T237a, T238, T238a, T240, T242a, T243, T244, T247, T255, T257a, T258a, T259q, T260, T260c, T261, T265a, T266, T266a, T274, T275, T276, T277, T278a, T279, T280, T283, T284–285, T293, T297b, T298, T298a, T299s, T300, T300c, T305a, T306, T306a, T308, T309, T310a, T311, T312, T315, T321, T322, T325a, T327q, T328, T328c, T329, T333a, T334, T334a, T336, T342, T343, T344, T345, T347, T348, T351, T357, T358, T363b, T364, T364a, T365s, T366, T366c, T367, T368, T371a, T372, T372a, T375, T376a, T377, T378, T381, T391, T392, T393, T393a, T394a, T395q, T396, T396c, T397, T403a, T404, T405, T412, T413, T414, T415, T416a, T417, T418, T421, T424–425, T428–429, T431, T433a, T434, T434a, T435s, T436, T436c, T437, T438, T439, T440, T441a, T442, T442a, T445, T446a, T447, T448, T451, T454–455, T457, T458, T463a, T463b, T464, T464a, T466, T466c, T467, T468, T471a, T472, T472a, T474–475, T480, T482, T483, T484, T485, T486a, T487, T488, T491, T499, T500, T505b, T506, T506a, T507s, T508, T508c, T509, T517a, T518, T520, T521, T522a, T523, T527, T533, T536–537, T537a, T539q, T540, T540c, T541, T545a, T546, T548

eVisual T1n, T1o, T1p, T1q, T4, T5a, T27a, T27o, T27q, T27s, T28a, T28c, T30, T31a, T32a, T33c, T33e, T33g, T33i, T33w, T33y, T34, T35a, T55b, T55m, T55n, T55o, T55q, T56a, T56c, T61a, T62a, T63a, T63c, T63e, T63g, T64, T69o, T69p, T69q, T72, T73a, T95a, T95k, T95o, T95q, T96a, T101a, T102a, T103c, T103e, T103g, T103i, T103w, T103x, T103y, T103z, T104, T105a, T127b, T127m, T127o, T127p, T128a, T134a, T135c, T135e, T135g, T136, T141o, T141q, T145a, T150, T165a, T165o, T165q, T166a, T172a, T173c, T173e, T173g, T173i, T173w, T173x, T173y, T174, T175a, T195m, T195n, T195o, T195q, T196a, T196c, T198, T199a, T200a, T201c, T201e, T201g, T202, T207o, T207p, T207q, T211a, T233, T233o, T233q, T233s, T234a, T237a, T238a, T239c, T239e, T239g, T239i, T239w, T239x, T239y, T241a, T259a, T259m, T259o, T259p, T259q, T260a, T266a, T267a, T267c, T267e, T267g, T268, T273o, T273p, T273q, T273r, T276, T277a, T299a, T299o, T299q, T299s, T300a, T300b, T302, T305a, T306a, T307c, T307e, T307g, T307i, T307w, T307x, T307y, T309a, T320, T322, T325, T327b, T327m, T327o, T327q, T328a, T333a, T334a, T335e, T335g, T336, T341o, T341q, T341r, T344, T345a, T365a, T365o, T365q, T365s, T366a, T366c, T371a, T372a, T373, T373e, T373g, T373w, T373y, T374, T375a, T395a, T395b, T395m, T395o, T395q, T396a, T396c, T402, T403a, T404a, T405c, T405e, T406, T411o, T411p, T411q, T414, T415a, T435a, T435o, T435p, T435q, T435s, T436a, T441a, T442a, T443a, T443c, T443e, T443g, T443j, T443u, T443v, T443w, T445a, T465a, T465o, T465q, T465r, T465s, T466a, T471a, T472a, T473c, T473e, T474–475, T481o, T481p, T481q, T484, T507a, T507o, T507q, T507s, T508a, T508c, T517a, T518a, T519i, T519w, T519x, T519y, T519z, T520, T521a, T522a, T525, T539a, T539b, T539m, T539o, T539q, T540a, T545a, T546a, T548

Interactive whiteboard lessons T33a–T33b, T63a–T63b, T103a–T103b, T135a–T135b, T173a–T173b, T201a–T201b, T239a–T239b, T267a–T267b, T307a–T307b, T335a–T335b, T373a–T373b,

T405a–T405b, T443a–T443b, T473a–T473b, T519a–T519b, T547a–T547b

Magazine Maker T27a–T27d, T33i–T33l, T95a–T95d, T103i–T103l, T165a–T165d, T173i–T173l, T233a–T233d, T239i–T239l, T299a–T299d, T307i–T307l, T365a–T365d, T373i–T373l, T435a–T435d, T465a–T465d, T507a–T507d, T519i–T519l, T548–T551

My Vocabulary Notebook T1h, T4, T7, T10, T22, T23, T27i, T33q, T34, T36a, T37, T40, T46, T53b, T55g, T55q, T63a, SG1.4, SG1.5, SG1.10, SG1.11, SG1.16, SG1.17, SG1.22, SG1.23, T69i, T72, T74a, T75, T78, T88, T95i, T103q, T104, T106a, T107, T110, T120, T125a, T127g, SG2.5, SG2.11, SG2.17, SG2.23, T141i, T144, T145, T147, T150, T151, T158, T159, T165i, T173q, T175, T177, T180, T181, T188, T195g, SG3.5, SG3.11, SG3.17, SG3.23, T207i, T210, T213, T216, T224, T233i, T239q, T240, T243, T246, T254, T257a, T259g, SG4.5, SG4.11, SG4.17, SG4.23, T273i, T276, T279, T282, T292, T299i, T307q, T308, T311, T314, T320, T325a, T327g, SG5.4, SG5.5, SG5.10, SG5.11, SG5.16, SG5.17, SG5.22, SG5.23, T341i, T344, T347, T350, T351, T356, T357, T365i, T373q, T374, T375, T377, T380, T381, T390, T391, T393a, T395g, SG6.5, SG6.11, SG6.17, SG6.23, T411i, T414, T417, T420, T428–429, T430, T431, T435i, T443o, T444, T446a, T447, T450, T456, T465i, SG7.2, SG7.5, SG7.11, SG7.17, SG7.23, T481i, T484, T485, T486a, T487, T490, T491, T498, T499, T507i, T519q, T520, T521, T522a, T523, T526, T527, T532, T533, T537a, T539g

online lesson planners T570h, T1g, T27h, T33p, T55f, T69h, T95g, T103p, T127f, T165h, T173p, T195f, T207h, T233h, T239p, T259f, T273h, T299h, T307p, T327f, T341h, T365h, T373p, T395f, T411h, T435h, T443n, T465h, T481h, T519p, T539f

phonics games T1i, T27j, T33r, T55h, T69j, T95j, T103r, T127h, T141j, T165j, T173r, T195h, T207j, T233j, T239r, T259h, T273j, T299j, T307r, T327h, T341l, T365j, T373r, T395h, T411j, T435j, T443p, T465j, T481j, T507j, T519j, T539h

videos T27i, T69i, T127g, T165i, T195g, T195h, T207i, T233j, T239q, T259g, T299i, T327g, T327h, T341i, T343, T373q, T395h, T411i, T411j, T483, T539g

vocabulary games T1h, T25a, T27i, T33q, T53b, T55g, T69i, T93a, T95i, T103q, T125a, T127g, T141i, T163b, T173q, T193a, T195g, T207i, T231b, T233i, T239q, T257a, T259g, T273i, T297b, T299i, T307q, T325a, T327g, T341i, T363b, T365i, T373q, T393a, T395g, T411i, T433a, T435i, T443o, T463b, T481i, T505b, T507i, T519q, T537a, T539g

Word Builder T1j, T27k, T27l, T33s, T55i, T69k, T95l, T103s, T127i, T141k, T165k, T165l, T173s, T195i, T207k, T233j, T233l, T239s, T239t, T259j, T273k, T299k, T299l, T307s, T327i, T327j, T341k, T341l, T365k, T373s, T395i, T411k, T435k, T435l, T443q, T465k, T481k, T507k, T507l, T519s, T539i

Test-taking strategies T26, T54, PM1.5, PM1.20, T94, PM2.5, PM2.20, T164, PM3.5, PM3.20, T232, T258, PM4.5, PM4.20, T298, T326, PM5.5, PM5.20, T364, T394, PM6.5, PM6.20, T434, T464, PM7.5, PM7.20, T506, PM8.5, PM8.21

U

Unit projects T3, T69, T71, T141, T143, T207, T209, T273, T275, T341, T343, T411, T413, T480, T483, T553

V

Vocabulary

academic T6a–T7, T31a, T36a–T37, T61a, T74a–T75, T101a, T106a–T107, T133a, T146a–T147, T171a, T176a–T177, T199a, T212a–T212b, T237a, T242a–T243, T265a, T278a–T279, T305a, T310a–T311, T333a, T346a–T347, T371a, T376a–T377, T403a, T416a–T417, T441a, T446a–T447, T471a, T486a–T487, T517a, T522a–T523, T545a

domain-specific T4–T5, T31a, T34–T35, T61a, SG1.5, SG1.11, SG1.17, SG1.23, T72–T73, T101a, T104–T105, T133a, T144–T145, T171a, T174–T175, T199a, T210–T211, T237a, T240–T241, T265a, SG4.5, SG4.11, SG4.17, SG4.23, T276–T277, T305a, T308–T309, T333a, SG5.5, SG5.11, SG5.17, SG5.23, T344–T345, T371a, T374–T375, T403a, SG6.5, SG6.11, SG6.17, SG6.23, T414–T415, T441a, T444–T445, T471a, SG7.5, SG7.11, SG7.17, SG7.23, T484–T485, T517a, T520–T521, T545a

story words SG3.6, SG3.7, SG4.12, SG4.13, SG7, SG7.6, SG7.12, SG7.18, SG7.24, SG13, SG18, SG19, SG25

strategies T27s–T28, T28c, T33c, T33e, T55q–T56, T56c, T63c, T63e, T95s–T96, T96c, T103c, T103e, T127q–T128, T128a, T135c, T135e, T165s–T166, T166c, T173c, T173e, T195q–T196, T196c, T201c, T201e, T233s–T234, T234c, T239c, T239e, T259q–T260, T260c, T267c, T267e, T299s–T300, T300c, T307c, T307e, T327q–T328, T365s–T366, T366c, T373c, T373e, T395q–T396, T396c, T405c, T405e, T435a–T436, T436c, T443c, T443e, T465s–T466, T466c, T473e, T476c, T507s–T508, T508c, T539q–T540, T540c

W

Weekly planners see *Lesson planners*

Writing

T328c

daily writing skills T1p–T1q, T6, T9, T21, T25, T26, T27c, T27q–T27r, T28b, T30, T33, T33c, T33g, T33k, T33y–T33z, T36, T38, T44–45, T53a, T54, T55b, T55o–T55p, T56b, T60–61, T63, T63c, T63g, T66, T69q–T69r, T74, T76, T90–91, T94, T95c, T95q–T95r, T96b, T100, T103, T103c, T103g, T103k, T103y–T103z, T106, T109, T116–117, T124–125, T126, T127b, T127o–T127p, T128b, T132–133, T135, T135c, T135g, T138, T141q–T141r, T146, T148, T157, T163a, T164, T165c, T165q–T165r, T166b, T167, T173, T173c, T173g, T173k, T173y–T173z, T176, T178, T187, T193, T194, T195o–T195p, T196b, T198, T201, T201c, T201g, T202, T207q–T207r, T212, T214, T222, T231a, T232, T233c, T233q–T233r, T234b, T239, T239c, T239g, T239k, T239y–T239z, T244, T253, T257, T259b, T259o–T259p, T260b, T264–265, T267, T267c, T267g, T270, T273q–T273r, T278, T281, T288–289, T297a, T299c, T299q–T299r, T300b, T304, T307, T307c, T307g, T307k, T307y–T307z, T310, T313, T318–319, T325, T326, T327b, T327o–T327p, T328b, T332, T335, T335b, T335g, T338, T341q–T341r, T346, T348–T349, T352–353, T354–355, T363a, T364, T365c, T365q–T365r, T366b, T371, T373, T373c, T373g, T373k, T373y–T373z, T376, T379, T388–389, T393, T394, T395b, T395o–T395p, T396b, T403, T405, T405c, T408, T411q–T411r, T416, T419, T428–429, T433, T434, T435c, T435q–T435r, T436b, T440, T443, T443c, T443g, T443w–T443x, T446, T449, T454–455, T463a, T465, T465c, T465q–T465r, T466b, T471, T473, T473c, T478, T481q–T481r, T486, T489, T497, T505a, T507q–T507r, T508b, T516–517, T519, T519k, T519y–T519z, T522, T525, T531, T536–537, T538, T539b, T540b, T544–545, T547, T550

modeled writing T27a, T33i, T64, T95a, T103i, T136, T165a, T173i, T202, T233a, T239i, T268, T299a, T307i, T336, T365a, T373i, T406, T435a, T465a, T474, T507a, T519i, T548

power writing T4, T6a, T10, T22, T25a, T27s, T28c, T31a, T33c, T33e, T34, T36a, T40, T46, T53b, T55q, T56c, T61a, T63a, T63c, T63e, T72, T74a, T78, T88, T93a, T95s, T96c, T101a, T103c, T103e, T104, T106a, T110, T120, T125a, T127q, T128c, T133a, T135c, T135e, T141r, T144, T146a, T150, T158, T165s, T166c, T171a, T173a, T173e, T174, T176a, T180, T188, T193a, T195q, T196c, T199a, T201c, T201e, T210, T212a, T216, T224, T231b, T233s, T234c, T237a, T239a, T239c, T239e, T240, T242a,

T246, T254, T257a, T259q, T260c, T265a, T267c, T267e, T276, T278a, T282, T292, T297b, T299s, T300c, T305a, T307a, T307c, T307e, T308, T310a, T314, T320, T325a, T327q, T328c, T333a, T335a, T335b, T335e, T344, T346a, T350, T356, T363b, T365s, T366c, T371a, T373e, T374, T380, T390, T393a, T395q, T396c, T403a, T405c, T405e, T414, T416a, T420, T430, T433a, T435s, T436c, T441a, T443c, T443e, T444, T446a, T450, T456, T463b, T465s, T466c, T471a, T473e, T484, T486a, T490, T498, T505a, T505b, T507s, T508c, T517a, T520, T522a, T526, T532, T537a, T539q, T540c, T545a

writing activities T6, T8–T9, T21, T25, T26, T28b, T31, T33, T33d, T33g, T36, T38–T39, T44–45, T53a, T56b, T60–61, T63, T63d, T63g, T68, T74, T76–T77, T84–85, T86–87, T92–93, T94, T96b, T100–T101, T103, T103d, T103g, T106, T108–T109, T118–119, T124–125, T126, T128b, T132–133, T135, T135d, T135g, T140, T146, T148–T149, T157, T163a, T164, T166b, T170–171,

T173, T173d, T173g, T176, T178–179, T187, T193, T194, T196b, T199, T201, T201d, T201h, T212, T214–215, T223, T231a, T232, T234b, T237, T239, T239d, T239g, T239h, T242, T244–T245, T253, T257, T258, T260b, T264–265, T267, T267d, T267g, T272, T278, T280–T281, T290–T291, T297a, T298, T300b, T305, T307, T307d, T307g, T310, T312–T313, T318–319, T325, T326, T328b, T333, T335, T335d, T335g, T346, T348–T349, T354–355, T363a, T364, T366b, T371, T373, T373d, T373g, T376, T378–T379, T388–389, T393, T394, T396b, T403, T405, T405d, T405g, T410, T416, T418, T428–429, T433, T434, T436b, T441, T443, T443d, T443g, T446, T448–449, T454–455, T463a, T464, T466b, T471, T473, T473d, T480, T486, T488, T488–489, T497, T505, T505a, T505b, T506, T507b, T508b, T516–517, T519, T522, T524, T531, T536–537, T538, T540b, T544–545, T547, T552

writing projects T27a–T27d, T33i–T33l, T64–T67, T95a–T95d, T103i–T103l, T136–T139, T165a–T165d, T173i–T173l, T202–T205, T233a–T233d, T239i–T239l, T268–T271, T299a–T299d, T307i–T307l, T336–T339, T365a–T365d, T373i–T373l, T406–T409, T435a–T435d, T465a–T465d, T474–T479, T507a–T507d, T519i–T519l, T548–T551

writing stations T1i, T27i, T33q, T55g, T69i, T95i, T103q, T127g, T141i, T165i, T173q, T195g, T207i, T233i, T239r, T259g, T273i, T299i, T307q, T327g, T341i, T365i, T373q, T395g, T411i, T435i, T443o, T465i, T481i, T507i, T519q, T539g

A

Academic talk *see Program Features and Resources Index*

Academic vocabulary T6a–T7, T31a, T36a–T37, T61a, T74a–T75, T101a, T106a–T107, T133a, T146a–T147, T171a, T176a–T177, T199a, T212a–T212b, T237a, T242a–T243, T265a, T278a–T279, T305a, T310a–T311, T333a, T346a–T347, T371a, T376a–T377, T403a, T416a–T417, T441a, T446a–T447, T471a, T486a–T487, T517a, T522a–T523, T545a

Action verbs T207o

Activate prior knowledge SG4, SG6, SG7, SG10, SG12, SG13, SG16, SG18, SG19, SG22, SG24, SG25 (in each unit)

Adjectives T306a

adverbs vs. T443u–T443v
demonstrative T299p, T307w
possessive T327m–T327n, T334a, T395n
that compare T273o–T273p, T299o

Adverbs T411o–T411p, T442a

adjectives vs. T443u–T443v
that compare T411p, T435o–T435p

Alphabetize T27n, T27s–T28, T28c, T33c, T33e, T95n, T173v, T443t

Analyze SG4.21, SG5.17, SG7.11

audio and images T208
author's purposes T362
cause and effect T452–453, T457, T459, T460–461
characters T16–17, T30, T33f, SG2.8, SG2.9, SG3.8, T222, T225, T262–263, T286–287, T288–289, T293, T294–295, T392, SG7.8, T508a, T510–511, T512–513, T514–515, SG8.8, SG8.27, RT8.4
character's actions T496, T502–503
character's feelings T14–15, T18–T19, T154–155
character's motives T20, T23, T24, SG3.15, T227, T286–287, T391, T504, SG8.20
conflict SG7.9, SG8.9
details T128a–T128b, T130–131, T135a–T135b
elements of drama T293
elements of poetry T426–427, T431
figurative language T184–185
imagery T208, T422–423, T432
interactive features T142
language of texts T98, T366a–T366b, T367, T368, T370, T373a–T373b, RT6.4
narrator's point of view T228–229
nonlinear sequence T443d
plots T286–287, T288–289, T293, T294–295
sensory language T90–91, T351, T358
setting T218–219, T426–427
steps in a process T392
story elements SG6.27
text features T252, T322

Antonyms T299s–T300, T300c, T307c, T307e

Apostrophe T102a, T103w, T327m–T327n

Apply word knowledge *see Vocabulary*

Argument, make T242a

Articles T299p, T306a, T307x

Artist's craft T463a

Ask and answer questions T72, T106a, T146a

Ask for and give advice T484

Ask for and give information T344

Ask questions T76, T80–81, T82–83, T89, T90–91, T98, T100, T108, T112–113, T116–117, T122–123, T130–131, RT2.2, RT2.5, RT2.8, RT2.10, T163, T231, T297, T363, SG6.16, SG6.17, T492–493, T505, T509, T529

Assessment *see Program Features and Resources Index*

Audience *see RAFT (Role, Audience, Form, Topic)*

Audio

analyze T208

describe details in T70

see also Program Features and Resources Index

Author monographs BP1–BP27

Author study

Alarcón, Francisco X. T27j, SG1.68
Coy, John SG3.68
Dorros, Arthur T69j, SG2.68
Kroll, Virginia SG7.68
Lin, Grace T233j, SG4.68
Montes, Marisa T273j, SG5.68
Mora, Pat SG3.68
Schaefer, Lola M. T411j, SG7.68
Thaler, Mike T95j, SG2.68
Winkler, Henry T33r, SG1.68

Author's purpose

analyze T362
compare T265a, T373g, T473g
determine T260a–T260b, RT4.9, T473a–T473b, T473f, RT7.10
to entertain/express/inform/explain/persuade T207q–T207r
establishing and following in writing T207q–T207r
identify T261, T262–263, T373f

Author's viewpoint, identify T50–51

B

Best practices

build toward summative assessment T307l
choose a variety of reading strategies T492–493
encourage collaboration T233c
encourage elaboration T42–43, T62, T163, T231, T255, T267h, T297, T315, T363, T505
encourage participation T37, T75, T135h, T187, T198, T200, T247, T307h, T391
encourage respect T63h, T79, T103h, T111, T201h, T259, T260a, T335g, T335h, T351, T472
evaluate the trait T373l
focus on editing T299d, T507d
focus on one writing trait T519l
group strategically T32, T121, T126, T147, T177, T213, T311, T347, T415, T447, T523
invite creative thinking T405h
invite critical thinking T443h
link to experience T14–15, T18–T19, T33h, T107, T154–155, T173h, T239h, T279, T321, T331, T373h, T381
model academic language T7, T217, T236, T243, T303, T440, T473h, T487
provide multiple review opportunities T365d
use a variety of reading strategies T527

Big question *see Program Features and Resources Index*

Build background SG13, T2, SG1.5, SG1.6, SG1.7, SG1.10, SG1.12, SG1.13, SG1.16, SG1.18, SG1.19, SG1.4, SG1.22, SG1.23, SG1.24, SG1.25, T70, SG2.4, SG2.6, SG2.7, SG2.10, SG2.12, SG2.13, SG2.16, SG2.18, SG2.19, SG2.22, SG2.24, SG2.25, T142, SG3.4, SG3.6, SG3.7, SG3.10, SG3.12, SG3.13, SG3.16, SG3.18, SG3.19, SG3.22, SG3.24, SG3.25, T208, SG4.4, SG4.6, SG4.7, SG4.10, SG4.12, SG4.13, SG4.16, SG4.18, SG4.22, SG4.24, SG4.25, T274, SG5.4, SG5.6, SG5.7, SG5.10, SG5.12, SG5.13, SG5.16, SG5.18, SG5.19, SG5.22, SG5.24, SG5.25, T342, SG6.4, SG6.6, SG6.7, SG6.10, SG6.12, SG6.13, SG6.16, SG6.18, SG6.19, SG6.22, SG6.24, SG6.25, T412, SG7.4, SG7.6, SG7.7, SG7.10, SG7.12, SG7.16, SG7.18, SG7.19, SG7.22, SG7.24, SG7.25, T482, SG8.6, SG8.7, SG8.12, SG8.13, SG8.18, SG8.19, SG8.24, SG8.25

Build comprehension *see Strategies for reading comprehension*

C

Capitalization

titles T69o

Cause/effect T105a, RT2.7, SG4.11, SG4.23, T309a, T326a, SG5.11, RT5.8, SG6.11, SG6.23, T445a, T464a, T469, RT7.6, T540a, T542–543
analyze T452–453, T457, T459, T460–461
compare T545a
connect T446a
identify T112–113, T116–117, T121, T122–123, T152–153, T316–317, T323, T324, RT8.10

Centers *see Program Features and Resources Index*

Central message, determine T462

Chants *see Program Features and Resources Index: Audio*

Characters, story T11, T277a, RT5.1

actions of SG1.14, SG5.8, T496, T502–503
compare T33g, T237a
describe T459, T508b
developing in writing T233q–T233r
feelings of T14–15, T18–T19, T154–155, SG3.9, T222, SG4.8, SG4.9, SG6.9
identify T151, T298a
introduce/develop in writing T233q–T233r, T507q–T507r
motives of T12–13, T20, T23, T24, SG1.8, SG3.9, T227, SG4.15, T286–287, T391, SG6.21, SG7.21, T491, T504, SG8.20
point of view of RT8.5
traits of SG7.20

Check and Reteach *see each lesson*

Clarify

details T439
meaning T52, T82–83, T220–221, T296, T359

Classify, details T345a, T352–353, T359, T360–361, T364a, T382–383

Clauses

dependent T33x, T127m, T141o
independent T127m, T141o

Cognates *see English-Spanish cognates*

Colorful details T27q–T27r

Comma

in addresses T69o
in dialogue T69p
in sentences T127m, T134a, T141o, T365q

Commands T95o–T95p, T102a

Compare

author's purposes T373g, T473g
causes T545a
characters T33g, T237a
details T201g
ecosystems T133a
events in text T63g
genres T31a, T101a, T171a
language T371a
main ideas T201g
media T305a
plots T103g
points and details SG1.17, T300a–T300b, T303, T304, T307g, SG7.16, SG7.17
points of view T61a, T135g, T267g
purposes T265a
sequence T173g
settings T517a
story elements T239a–T239b
text features T199a, T333a, T335g
texts T402, T441a, T471a
themes T239f, T239f–T239g, T403a, T405g

Compare/Contrast T34, T35a, T42–43, T47, T50–51, T54a, SG1.5, SG1.9, SG1.11, SG1.21, RT1.7, T73a, T80–81, T84–85, T94a, T97, SG2.14, SG2.21, SG2.26,

SG2.27, RT2.1, T186, SG3.8, SG3.14, SG3.20, SG3.21, SG3.27, SG4.11, T330, SG5.9, SG5.15, SG5.20, SG5.21, SG5.27, SG6.8, SG6.11, SG6.14, SG6.21, SG6.27, SG7.5, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, SG8.14, SG8.21, SG8.26

Complete sentences T270–T27p, T32a

Complex sentences T141o–T141p

Compound sentences T127m–T127n, T134a, T365q

Compound words T465s–T466, T466c, T473e, T476c

Comprehension strategies *see Strategies for reading comprehension; and specific reading strategy*

Concept maps T3, T71, T143, T209, T259, T275, T343, T413, T483

Concluding sentences T539p–T539p

Conclusions, draw SG1.9, SG1.14, SG1.21, SG1.26, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, SG3.8, SG3.14, SG3.15, SG3.21, SG3.26, T220–221, SG4.9, SG4.14, SG4.26, T331, T332, SG5.14, SG5.26, T368, T369, T370, SG6.14, SG6.26, T415, T422–423, T437, T440, T469, SG7.14, SG7.15, RT7.2, T499, T512–513, T534–535, SG8.8, SG8.14, SG8.21, SG8.26

Concrete words T1o

Confirm predictions T18–T19, T24

Conflict, analyze SG7.9

Conjunctions T127m–T127n, T134a, T141o

Connect across texts T29, T57, SG1.9, SG1.15, SG1.21, SG1.27, T97, T129, SG2.9, SG2.15, SG2.21, SG2.27, T167, T197, SG3.9, SG3.15, SG3.21, SG3.27, T235, T261, SG4.9, SG4.15, SG4.21, SG4.27, T301, T329, SG5.9, SG5.15, SG5.21, SG5.27, T367, SG6.9, SG6.15, SG6.21, SG6.27, T437, T467, SG7.9, SG7.14, SG7.21, SG7.27, T509, T541, SG8.9, SG8.15, SG8.21, SG8.27

Connect ideas T416a

Connect to genre T11

Connections, make T280, RT5.2, RT5.6, RT5.9, RT5.12, T397
text to self T288–289, T294–295, T296, T301, T303, T304, T312, T324, T363, T496, T505, T530
text to text T316–317, T321, T332, T402, T463, T541
text to world T323, T330, T438

Content vocabulary *see Vocabulary*

Context clues, using to determine meaning
homographs T539q–T540, T540, T540c

Contractions with verbs T102a, T103w

Conventions, in writing
capitalization
first of sentence T95o
of proper nouns T69o
of titles T69o
parts of speech
adjectives T273o–T273p, T299o, T299p, T306a, T307w, T327m–T327n, T334a, T395n, T443u–T443v
adverbs T411o–T411p, T435o–T435p, T442a, T443u–T443v
articles T299p, T306a, T307x
conjunctions T127m–T127n, T134a, T141o
nouns T1n, T1o, T69o, T165o–T165p, T172a, T173w, T173x, T195i–T195j, T195k–T195l, T195m, T195n, T200a, T327m, T334a, T365k–T365l
prepositions T465o–T465p, T472a
pronouns T27o, T341o–T341p, T365o, T372a, T373w–T373x, T395m, T404a
verbs T55m–T55n, T102a, T103w, T207o, T207p, T233o–T233p, T238a, T239s–T239t, T239u–T239v, T239w–T239x, T259i–T259j, T259k–T259l
punctuation
apostrophe T102a, T103w, T327m
comma T69o, T69p, T127m, T134a, T141o, T365q
of dialogue T69p, T443x
end marks T95o–T95p
of titles T69o
spelling *see Spelling*

subject-verb agreement T55m–T55n, T207p, T233o–T233p, T519w

Cross-Curricular learning stations T1i, T27j, T33r, T55h, T69i, T95j, T103r, T127h, T141j, T165j, T173q, T195h, T207j, T233j, T239r, T259h, T273j, T299j, T307r, T327h, T341j, T365j, T373r, T395h, T411j, T435j, T443p, T465j, T481j, T507j, T519r, T539h

Cross-curricular teamwork activities *see Program Features and Resources Index*

Cumulative vocabulary list R3 (in each unit)

D

Daily grammar *see Program Features and Resources Index: Grammar*

Daily language arts *see Program Features and Resources Index: Grammar; Program Features and Resources Index: Spelling; Program Features and Resources Index: Writing*

Daily spelling and word work *see Program Features and Resources Index: Spelling*

Daily writing skills *see Program Features and Resources Index: Writing*

Decodable readers *see Fluency: build with decodable readers*

Define and explain SG1.5, T174

Describe SG1.5, SG1.11, SG1.23, SG4.5, SG4.11, SG5.5, SG5.11, SG5.17, SG5.23, SG7.5, SG7.11, SG7.17, SG7.23
actions T276
places T308
relationship between events SG6.22, SG6.23
story elements T234a–T234b, T235, T236, RT4.4
video and audio details T70

Details SG1.5, SG1.11, SG1.17, SG1.23, SG4.5, SG4.23, SG5.5, SG5.11, SG5.23, SG6.5, SG6.17, SG7.5, SG7.11, SG7.17, SG7.23, T510–511
analyze T128a–T128b, T129, T130–131, T135a–T135b, RT2.9
audio and video, describe T70
clarify T439
classify RT6.1
compare T201g, T300a–T300b, T303, T304, T307g, SG7.16, SG7.17
compare to points SG1.17, RT5.4
determine T533, T534–535
determine in media T482
explain RT7.9
identify T307f, SG7.26
main idea and T175a, T194a, RT3.7, T368, T466a, T469, T470, T521a, T538a, RT8.8
supporting
determine T186, T189, T191, T530
discuss T135d
identify SG1.10, SG1.11, SG4.10, SG4.11, SG5.16, SG5.17
understand T58–59
in writing T27q–T27r, T127o–T127p, T165q–T165r, T395o
see also Sensory details

Dialogue
identify T451
punctuation of T69p
writing T69p, T273i, T273q–T273r, T290–291, T443w–T443x

Dictionary
meanings T55l, T55q–T56, T56c, T63c, T63e, T141n, T195l, T207n, T233n, T465n
pronunciation T63c, T63e, T127q–T128, T135c, T135e

Differentiation strategies *see Program Features and Resources Index*

Digital library *see Program Features and Resources Index: Technology*

Discuss
big question T27s, T55q, T95s, T127q, T165s, T195q, T233s, T259q, T299s, T327q, T365s, T395q, T435s, T465s, T507s, T539q
blog entry T307d

discoveries T335d
photographs T36a
points of view T63d, T63d
story elements T239d
supporting details T135d
visuals T405d
word meanings T103d

Drama, elements of T283, T284–285, T293

E

e Visuals *see Technology*

Elaborate T310a

English-Spanish cognates T7, T35, T75, T105, T145, T147, T177, T211, T213, T277, T279, T345, T347, T415, T417

ESL kit *see Program Features and Resources Index*

Evaluate SG1.8, SG1.15, SG1.17, SG1.20, SG1.23, SG4.15, SG5.5, SG5.20, SG5.23, SG5.27, SG6.21, SG7.9, SG7.11, SG7.14, SG7.17, SG8.21

Events
describe relationships between SG6.22, SG6.23

Events in text
compare T63g
explain relationships between T443a–T443b
identify T63f

Evidence
categorize T307y
determine T258a
identify T248–249, T252, T255, T256
link to opinion in writing T259o–T259p
supporting opinions T241a, RT4.7, T327o–T327p

Exclamation point T95o–T95p

Exclamations T95o–T95p, T102a

Expand word knowledge *see Vocabulary*

Explain SG1.5, SG1.8, SG1.11, SG1.15, SG1.17, SG1.20, SG1.23, SG1.26, SG1.27, SG2.9, SG2.14, SG2.15, SG2.20, SG2.21, SG2.27, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, SG4.5, SG4.8, SG4.11, SG4.14, SG4.20, SG4.21, SG4.23, SG4.26, SG4.27, SG5.5, SG5.8, SG5.9, SG5.11, SG5.15, SG5.17, SG5.20, SG5.21, SG5.23, SG5.26, SG5.27, SG6.9, SG6.11, SG6.14, SG6.15, SG6.17, SG6.20, SG6.23, SG6.26, SG6.27, SG7.5, SG7.8, SG7.9, SG7.11, SG7.17, SG7.23, SG7.26, SG7.27, SG8.8, SG8.15, SG8.27

Explorer books *see Program Features and Resources Index: Small group reading*

Express intentions T520

Express needs, wants, and feelings T210

Express opinions and ideas T52, T444, T486a, T522a

F

Family newsletters *see Program Features and Resources Index*

Fiction books *see Program Features and Resources Index: Small group reading*

Figurative language, analyze T184–185

Fluency
accuracy and rate T23, T29, T42–43, T47, T57, T89, T97, T112–113, T121, T129, T159, T182–183, T189, T197, T225, T235, T248–249, T255, T261, T293, T301, T316–317, T321, T329, T357, T367, T382–383, T391, T397, T422–423, T432, T437, T452–453, T457, T467, T494–495, T499, T509, T528, T533, T541
assessment T27, T54a, A1.1–A1.3, A1.4–A1.6, T95, T127, A2.1–A2.3, T164a, T195, A3.1–A3.3, T233, T258a, A4.1–A4.3, T299, T326a, A5.1–A5.3, T365, T395, A6.1–A6.3, T435, T465, A7.1–A7.3, T507, T539, A8.1–A8.3
build with decodable readers T27k, T55i, T95k, T127i, T165k, T195i, T233k, T239s, T259i, T299k, T327i, T341k, T365k, T395i, T435k, T465k, T539i

Skills Index, continued

expression T5a, T8, T12–13, T23, T56a, T57, T62, T63b, T73a, T76, T80–81, T89, T145a, T152–153, T159, T234a, T235, T238, T239b, T277a, T280, T286–287, T293, T345a, T357, T366a, T367, T372, T373b, T436a, T437, T442, T443b, T466a, T467, T471a, T473b, T508a, T509, T518, T540a, T541, T546

intonation T35a, T38, T42–43, T47, T96a, T97, T101a, T103b, T128a, T129, T134, T135b, T196a, T197, T200, T201b, T214, T218–219, T225, T300a, T301, T306, T307b, T309a, T312, T316–317, T321, T375a, T378, T382–383, T391, T415a, T418, T422–423, T432, T485a, T488, T494–495, T499

phrasing T28a, T29, T31a, T33b, T105a, T108, T112–113, T121, T166a, T167, T172, T173b, T175a, T178, T182–183, T189, T241a, T244, T248–249, T255, T260a, T261, T266, T267b, T328a, T329, T334, T335b, T396a, T397, T404, T405b, T445a, T448, T452–453, T457, T528, T533

Forms of *be* and *have* T259m–T259n, T266a

Forms of *do* T239x

Future-tense verbs T539m–T539n, T546a

G

Generalizations, form SG1.9, SG1.15, SG1.20, SG2.15, SG2.20, SG3.9, SG3.20, SG3.21, SG4.21, SG5.14, SG5.15, SG5.20, SG5.26, SG6.9, SG6.20, SG6.27, T452–453, T459, T467, T470, SG7.27, RT7.7, RT7.11, T510–511, T533, SG8.14, SG8.21, SG8.26

Genres *see Genres at a Glance, page xxiii–xxiv*

Give and carry out commands T104

Give and follow instructions T173d, T374

Give information T144

Glossary T55q–T56, T56c, T63c, T63e

see also Picture Dictionary

Goal and outcome SG1.9, SG1.14, SG1.20, SG1.21, SG2.8, SG2.14, SG3.8, SG4.9, SG4.15, SG4.20, SG4.26, SG5.8, SG5.9, SG5.15, SG5.27, SG6.15, SG6.26, SG7.8, T485a, T506a, SG8.20, RT8.1
explain T496, T501, T504, T505

Grammar

assessment *see Writing process: revising and editing test*
writing and T10, T27p, T32a–T33, T33x, T55n, T62a–T63, T69p, T95p, T102a–T103, T103x, T127n, T134a–T135, T141p, T165p, T172a–T173, T173x, T195n, T200a–T201, T207p, T233p, T238a–239, T239x, T259n, T266a–T267, T273p, T299p, T306a–T307, T307x, T327n, T334a–T335, T365p, T372a–T373, T373x, T395n, T404a–T405, T411p, T435p, T442a–T443, T443v, T465p, T481p, T507p, T518a–T519, T519x, T539m, T546a–T547

*see also Adjectives; Adverbs; Clauses; Complete sentences; Complex sentences; Conjunctions; Conventions, in writing; Forms of *be* and *have*; Future-tense verbs; Helping verbs; Nouns; Past-tense verbs; Program Features and Resources Index; Pronouns; Sentences; Subject-verb agreement; Verbs*

H

Helping verbs T239w–T239x

High frequency words T11–T11m, T33s–T33t, T69k, T103s, T141k–T141l, T173s–T173t, T207k–T207l, T239s–T239t, T259i–T259j, T273k–T273l, T307s–T307t, T341k–T341l, T365k–T365l, T373s–T373t, T411k–T411l, T443q–T443r, T481k–T481l, T519s–T519t

Homographs T539q, T540c

Homophones

determine meaning T396c, T405c, T405e
spelling of T11–T11m, T27m–T27n, T69m–T69n, T95m–T95n, T127k–T127l, T141m–T141n, T165m–T165n, T173u–T173v, T195k–T195l, T233m–T233n, T239u–T239v, T273m–T273n, T299m–T299n, T307u–

T307v, T327k–T327l, T341m–T341n, T365m–T365n, T395k–T395l, T411m–T411n, T435m–T435n, T481m–T481n, T519u–T519v, T539k–T539l

I

Ideas in text

explain T176a
explain relationships between SG5.4, SG5.5
relate T335a–T335b, RT5.11, T392, T436a–T436b, T438, T440, RT7.4

Illustrations, use T99, T458

Imagery T415a, T422–423, T432, T434a, RT7.1

Images, analyze T208

Importance, determine T214, T218–219, T230, T235, T236, T244, T248–249, T252, T255, T256, T261, T262–263, RT4.2, RT4.5, RT4.8, RT4.11, T324, T398–399, T501, T514–515, T533, T541
of main idea and details *see Details; Main idea*

Independent reading T27j, T33r, T55h, SG1.68, T103r, T127h, SG2.68, SG3.68, SG4.68, T299j, T307r, SG5.68, T341j, T365j, T373r, T395h, SG6.68, T443p, SG7.68, T507j, T539h, SG8.68

Independent work *see Program Features and Resources Index: Learning stations*

Inferences, make T53, SG1.8, T121, T148, T152–153, T156, T162, T163, T168–169, T178, T182–183, T184–185, T189, T191, T197, T198, SG3.14, RT3.2, RT3.5, RT3.8, RT3.10, T231, SG4.8, SG4.11, SG4.14, SG4.23, T297, T304, T329, SG5.17, T363, T398–399, T400–401, SG6.20, T437, T463, T469, SG7.5, SG7.17, SG7.21, T499, T502–503, T530, T542–543, SG8.14, SG8.15

Information, group in writing T395o

Interactive features T142

Interactive whiteboard lessons *see Program Features and Resources Index: Technology*

Internet

evaluate sources on T239y
locate information on T103y
text features of articles on T307a–T307b
use search tools T303

Interpret T460–461

Intervention station T1i, T27j, T33r, T55h, T95j, T103r, T127h, T141j, T165j, T173r, T195h, T207j, T233j, T239r, T259h, T273j, T299j, T307r, T327h, T341j, T365j, T373r, T435j, T443p, T465j, T481j, T507j, T519r, T539h

Irregular verbs T507o–T507p, T519w–T519x

J

Judgments, make T192, SG4.15, SG4.27, SG6.15, SG7.15, SG8.9

K

Key words *see Vocabulary*

L

Language and Literacy Teamwork Activities *see Program Features and Resources Index: Learning stations*

Language and vocabulary learning stations T1h, T27i, T33q, T55g, T69i, T95i, T103q, T127g, T141i, T165i, T173q, T195g, T207i, T233i, T239q, T259g, T273i, T299i, T307q, T327g, T341i, T365i, T373q, T395g, T411i, T435i, T443o, T465i, T481i, T507i, T519q, T539g

Language functions *see Listening; Speaking*

Language of texts

analyze T98, T366a–T366b, T367, T368, T370, T373a–T373b, RT6.4, T494–495

colorful language in poetry T28a–T28b

compare T371a

formal/informal T55o–T55p, T302

literal/nonliteral T96a–T96b

distinguish T97, T98, T99, T103a–T103b, RT2.4

explain T440

playful T365s–T366, T366c, T373c, T373e

see also Poetry: elements of

Learning stations *see Program Features and Resources Index*

Learning strategies *see Program Features and Resources Index*

Lesson planners *see Program Features and Resources Index*

Level translation key R2 (in each unit)

Line breaks/stanzas in poetry T28a–T28b, T29, T30, T424–425, T426–427

Listening

to ask and answer questions T72, T73, T106a, T146a, T147, T307q, T395g, T410

to ask for and give information T344, T345, T484

to carry out commands T104

clarify meaning T52

collaborate with peers T5, T5a, T7, T8, T27, T32, T37, T38, T76, T108, T126, T127, T128, T140, T148, T164, T178, T206, T211, T214, T232, T233, T258, T259, T260, T277a, T279, T280, T298, T299, T311, T312, T326, T327, T364, T365, T366, T378, T396, T417, T418, T434, T436, T464, T485a, T488, T507

conduct and interview T33q, T33z, T55a, T233q, T273, T411

to connect ideas T416a

define and explain T174, T175

to descriptions T234a–T234b, T276, T277, T308, T309

for details T346a

engage in discussions T27s, T35, T36a, T55, T55q, T62, T63d, T95, T95s, T102, T103d, T127g, T127q, T134, T135d, T165s, T172, T194, T195, T195h, T195q, T200, T233s, T238, T259q, T266, T298, T299s, T306, T307d, T327q, T334, T335d, T340, T410, T507s, T518, T524, T539, T546, T552

to follow instructions T374

to media

audio recordings T33l

MP3/CD T4, T10, T11, T23, T25a, T34, T35, T37, T40, T41, T46, T47, T55, T72, T78, T79, T88, T89, T93a, T94, T99, T104, T105, T110, T111, T120, T121, T144, T145, T150, T151, T159, T163b, T174, T175, T180, T181, T188, T189, T193a, T210, T216, T217, T224, T225, T231b, T232, T240, T246, T247, T254, T255, T276, T277, T282, T283, T292, T293, T297b, T298, T299, T308, T309, T311, T314, T315, T320, T321, T327, T344, T345, T350, T351, T356, T357, T363b, T364, T365, T374, T375, T380, T381, T390, T391, T395, T414, T415, T420, T421, T428–429, T430, T431, T433a, T434, T435, T443o, T444, T445, T450, T451, T456, T457, T459, T463b, T465, T484, T485, T490, T491, T498, T499, T505b, T506a, T520, T521, T526, T527, T532, T533, T538a

videos T2, T27i, T69i, T70, T127g, T165i, T195g, T195h, T207i, T208, T233j, T239q, T259g, T299i, T327g, T327h, T341i, T342, T343, T373q, T395h, T411i, T411j, T412, T482, T483, T539g

participate in a panel T69

to presentations T55b, T67, T95d, T103l, T127b, T139, T165d, T173l, T195b, T205, T233d, T239l, T259b, T271, T327b, T339, T443j, T465d, T481, T507d, T539b

for a purpose T473d

to a story T4, T6a, T75, T211a, T267d, T414, T415, T447, T508a

Literary analysis T31, T60–61, T100–T101, T132–133, T170–171, T199, T305, T336–T339, T403, T441, T471, T507a–T507b

M

Main idea SG1.17, SG4.5, SG4.23, SG6.17, SG6.23, SG7.5

compare **T201g**
 details and **T175a**, T191, **T194a**, RT3.7, T368, **T466a**,
 T469, T470, **T521a**, **T538a**, RT8.8
 determine **SG1.4**, SG1.5, T184–185, T189, T192,
SG6.10, SG6.11, T530, T533, T534–535
 explain RT7.9
 identify **T201f**
 organize in writing **T465q–T465r**
 understand T58–59

Map and talk T5a, T35a, **T73a**, T105a, T145a, T175a,
 T211a, T241a, T277a, T309a, T345a, **T375a**, T415a,
 T445a, T485a, T521a

Meanings, determine **T63c**

Media
 compare **T305a**
 determine supporting details in **T482**

Meet the author/illustrator T363
 Cairns, Julia T231
 Coy, John T163
 Li, Xiaojun T463
 Lipp, Frederick T505
 Montes, Marisa T297
 Winkler, Henry T53

Modeled writing *see Writing models*

Monitor and clarify T42–43, T47, T49, T52, T53,
 T58–59, T529

Multiple-meaning words **T165s–T166**, **T166c**, T173c,
 T173e

My Vocabulary Notebook *see Program Features and
 Resources Index: Technology*

N

Narrator
 first person T41
 point of view of T352–353
 third-person T217

Nonfiction books *see Program Features and Resources Index:
 Small group reading*

Note cards **T307y**, **T307z**, T477

Note-taking **T173y–T173z**, **T373y–T373z**, **T435q**

Nouns
 common **T1n**
 concrete/abstract **T1o**
 count **T165o–T165p**
 ending in *o* **T195n**
 noncount **T173x**, **T195m**
 plural **T165o–T165p**, T172a, **T173w**, **T195i–T195j**,
T195k–T195l, **T200a**, **T365k–T365l**
 possessive **T327m**, **T334a**
 proper **T69o**

O

Online lesson planners *see Program Features and Resources
 Index: Technology*

Online resources *see Program Features and Resources Index:
 Technology*

Opinions
 evidence and T241a, **T258a**, RT4.7
 form SG1.14, SG1.27, SG2.8, SG2.26, SG3.27, SG4.27,
 SG6.14, SG6.20, SG6.26, SG7.21, SG8.15, SG8.26
 identify T248–249, T252, T255, T256
 link to reasons in writing **T259o–T259p**
 support in writing **T327o–T327p**, **T481q–T481r**
 writing **T327o–T327p**

Oral language *see Listening: Speaking*

Outlining **T307y–T307z**, **T481q**

P

Paraphrase text T163, T231, T297, SG5.14, T363, **T373y–
 T373z**, T505

Past-tense verbs **T481o–T481p**, **T507o–T507p**, **T518a**,
T519w

Period **T95o–T95p**

Persuade **T240**

Phonics

consonant blends **T103s–T103t**, **T127i–T128j**
 consonant digraphs *ch*, *ch* **T55i–T55j**
 consonant digraphs *ck*, *sh* **T95k–T95l**
 consonant digraphs *wh*, *th*, *ng* **T103s–T103t**
 hard and soft *c* and *g* **T411k–T411l**
 long *a*, *o*, *u* **T173s–T173t**
 long *i*: *igh* **T273k–T273l**
 long *u*: *oo*, *ew* **T395i–T395j**
 long *u*: *ui*, *ue* **T299k–T299l**
 long vowels: *ai*, *ay*, *ee*, *ea*, *oa*, *ow* **T207k–T207l**
 long vowels *o*, *e*, *i* **T141k–T141l**
 multisyllabic words **T165k–T165l**, **T233k–T233l**,
T443q–T443r, **T465k–T465l**
 plurals **T195i–T195j**, **T365k–T365l**
r-controlled vowels **T307s–T307t**, **T327i–T327j**
 short *a* T1j–T1k, **T27k–T27l**
 short and long vowels **T195i–T195j**
 short *e* **T69k–T69l**
 short *i* **T33s–T33t**, **T55i–T55j**
 short *o* T1j–T1k, **T27k–T27l**
 short *u* **T33s–T33t**, **T55i–T55j**
 silent consonants **T435k–T435l**
 suffixes/prefixes **T481k–T481l**, **T507k–T507l**
 syllable types **T341k–T341l**, **T519s–T519t**, **T539i–
 T539j**
 verbs ending in *-ing* **T259i–T259j**
 verbs with *-ed* **T239s–T239t**
 vowels *oo* **T435k–T435l**
 word patterns **T233k–T233l**
 words with /*ɒ*/ *au*, *aw*; /*ɔ*/ *al*, *all* **T395i–T395j**
 words with *oi*, *oy*, *ou*, *ow* **T373s–T373t**
 words with *y* **T365k–T365l**
see also Reach into Phonic

Phonics games *see Program Features and Resources Index:
 Technology*

Photographs, discuss T36a

Phrases **T33x**, T472a

Picture Dictionary R17–R22 (in each unit)

Plagiarism **T373y**

Plan and monitor **T8**, **T38**, RT1.2, RT1.5, RT1.8, RT1.10,
 T499, T502–503, T510–511, T512–513, T529

Play a game *see Grammar; Program Features and Resources
 Index: Technology; Spelling*

Plot **T5a**, **T26a**, RT1.1, **T277a**, **T298a**, RT5.1
 analyze T286–287, T288–289, T293, T294–295
 compare **T103g**
 describe T12–13, T20
 determine **T103f**
 develop in writing **T1p–T1q**

Plural nouns *see Nouns: plural*

Poetry

analyze elements of **T424–425**, T426–427, T431
 elements of **T28a–T28b**, T29, T30, **T33a–T33b**,
 RT1.4, T421
 free verse **T341q**
 haiku T167, **T173i–T173l**, T207
 rhyming poem **T341r**
 structure of **T341r**
 writing **T173i–T173l**, T207, **T341q–T341r**

Points

compare **T300a–T300b**, T303, T304, **T307g**, **SG7.16**,
 SG7.17
 compare to details SG1.17
 identify **T307f**

Points of view **T63a–63b**, **T63a–T63b**, RT1.9

compare **T61a**, **T135g**, **T267g**
 compare details to RT5.5
 determine T57, **T135f**, **T226**
 discuss T63d, **T63d**
 distinguish **T250–251**, **T267a–T267b**, **T267f**, RT4.10,
T330, **T331**
 first person/third person **T56a**

identify **T48**
 of narrator T228–229, T352–353

Possessive words **T327m–T327n**, **T334a**, **T395m–T395n**,
T404a

Power writing *see Program Features and Resources Index:
 Writing*

Predicates **T27o–T27p**, **T62a**
 complete predicates **T33w**
 simple predicates **T33w**
 singular/plural **T55n**

Predict **T10**, T14–15, T18–T19, T23, **T28c**, T29, **T40–
 T41**, T47, T50–51, **T56c**, **T78**, T84–85, T89, T90–91,
T96c, **T110**, **T128c**, 150, T154–155, T159, **T166c**,
T180, **T196c**, **T216**, T225, T228–229, **T234c**, **T246**,
T260c, **T282**, T286–287, T293, **T300c**, **T314**, **T328c**,
 T329, **T350**, T357, T360–361, **T366c**, **T380**, **T396c**,
T420, T426–427, T431, **T436c**, **T450**, T457, T460–461,
T466c, **T490**, T499, **T508c**, T510–511, **T526**, **T540c**
see also Confirm predictions

Prefixes **T233s–T234**, **T234c**, T239c, **T239e**, T239e,
T507k–T507l

Prepositional phrases T472a

Prepositions **T465o–T465p**, T472a

Present-tense action verbs **T207o**, **T238a**
 plural **T233o–T233p**

Preview and Predict *see Predict*

Problem-solution, identify SG1.15, SG1.21, SG1.26,
 SG1.27, SG2.8, SG2.9, SG2.15, SG2.26, SG3.15, SG4.9,
 SG4.14, SG4.21, SG4.26, SG4.27, SG5.8, SG5.9,
 SG5.14, SG5.21, SG5.26, SG6.8, SG6.15, SG6.21,
 SG7.20, SG8.19, SG8.27

Pronouns **T27o**
 agreement with noun **T341o–T341p**, **T372a**, **T404a**
 demonstrative **T373w–T373x**
 indefinite **T395m**
 possessive **T395m**, **T404a**
 subject/object **T365o**

Punctuation *see Conventions, in writing*

Purpose for writing **T207q–T207r**

Q

Question mark **T95o–T95p**
Questions **T95o–T95p**, T102a
Quotation marks **T69p**, **T443x**

R

RAFT (Role, Audience, Form, Topic) **T27b**, **T33j**, **T55a**,
T103j, **T127a**, **T136**, **T173j**, **T195a**, **T202**, **T233b**,
T239j, **T259a**, **T268**, **T299b**, **T307j**, **T327a**, **T336**,
T365b, **T373j**, **T395a**, **T406**, **T435b**, **T443i**, **T465b**,
T539a, **T548**

Reach Into Phonics *see Program Features and Resources
 Index*

Read independently *see Independent reading*

Read poetry aloud **T33d**

Reading aloud *see Fluency; Speaking: make presentations*

Reading comprehension test A1.7–A1.8, A1.13–A1.14,
 A1.18–A1.19, A1.24–A1.29, A2.4–A2.5, A2.11–A2.12,
 A2.16–A2.17, A2.24–A2.27, A3.4–A3.5, A3.10–A3.11,
 A3.15–A3.16, A3.22–A3.27, A4.4–A4.5, A4.11–A4.13,
 A4.18–A4.19, A4.24–A4.29, A5.4–A5.5, A5.11–A5.13,
 A5.18–A5.19, A5.24–A5.29, A6.4–A6.5, A6.11–A6.13,
 A6.18–A6.19, A6.24–A6.29, A7.4–A7.5, A7.11–A7.14,
 A7.19–A7.20, A7.25–A7.32, A8.4–A8.5, A8.11–A8.12,
 A8.16–A8.17, A8.22–A8.29

Reading learning stations T1i, T27j, T33r, T55h, T95j,
 T103r, T127h, T141j, T165j, T173r, T195h, T207j,
 T233j, T239r, T259h, T273j, T299j, T307r, T327h,
 T341j, T365j, T373r, T395h, T435j, T443p, T465j,
 T481j, T507j, T519r, T539h

Skills Index, continued

Word meanings, determine SG5.22, SG5.23

- homographs **T539q–T540, T540c**
- homophones **T396c**, T405c, T405e
- imagery **T415a**
- multiple-meaning words **T165s–T166, T166c**, T173c, T173e
- use dictionary/glossary **T55q–T56, T56c**, T63c, **T63e**
- use prefixes **T233s–T234, T234c**, T239c, **T239e**, T239e
- use root words **T435a–T436, T436c**, T443c, T443e
- use suffixes **T195q–T196, T196c**, T201c, T201e
- use synonyms **T327q–T328, T328c**

Word order T365p

Word origins T435a–T436, T436c, T443c, T443e

Word parts see Prefixes; Root words, Greek and Latin; Suffixes

Works cited page T519z

Writer's craft T53a, T163a, T231a, T297a, T363a, T505a

Writing

- grammar and **T1o, T27p, T33x, T55n**, T62a, **T69p, T95p, T103x, T127n, T141p, T165p, T173x, T195n, T207p, T233p, T239x, T259n, T273p, T299p, T307x, T327n, T365p, T373x, T395n, T435p, T443v, T465p, T481p, T507p, T519x, T539m**
- to reinforce grammar T33, T63, T103, T135, T173, T201, T239, T267, T307, T335, T373, T405, T443, T473, T519, T547

see also Program Features and Resources Index

Writing forms

- action cards SG2.15
- advertisement SG4.26, SG5.15
- advise SG8.9
- article **T202–T205**, SG8.27
- biography **T55a–T55b**, T69, **T373i–T373l**
- blog post SG1.15, SG2.15, T195g, SG4.9, T341, SG5.27, SG7.27
- book review SG1.9, SG1.15, SG1.27, SG2.27, SG4.9, SG4.15, SG4.27, SG5.15, SG6.15, SG6.27, **T481q**
- brochure SG6.20
- building plan SG1.26
- captions and labels T165i, T195p, T196b, SG3.20
- cause-and-effect T106, T544–T545
- character sketch SG1.9, SG2.14, SG4.8, SG4.14, SG4.15, SG4.21, SG5.8, SG6.9, SG6.21, SG6.27, SG7.20, SG8.8, SG8.21
- chart SG5.27
- comic strip/cartoon T207, T539g, SG8.15
- comparison T63g, T74, **T103g**, T201g, T207i, T239d, T239g, T300b, T443g
- description T27q, SG1.14, SG1.21, T140, SG2.26, SG2.27, T141i, T166b, SG3.21, SG3.27, T223, T234b, T239q, T272, T273i, T299i, T341i, T346, T373q, **T411q–T411r**, T416, SG7.14, SG7.27, T539g, SG8.26
- diagram SG2.26
- dialogue SG1.8, SG1.14, SG2.8, SG2.9, SG2.20, SG3.8, SG3.14, T231a, SG4.14, SG4.21, SG4.27, T273i, T290–291, T298, T327k, SG6.14, SG6.26, T443t, **T443w–T443x**, T454–455, SG7.9, SG7.14, SG7.20, SG7.27, SG8.8, SG8.14
- diary entry SG4.27, SG5.8, SG6.21, T536–537
- email SG5.8, SG5.14, SG5.20, SG5.21, SG6.8, SG6.20, T481, SG8.9
- explanation T340, SG5.21, SG5.26, T436b, T443o
- fact sheet T33r, T207j, T318–319, T365j, T465j, T480, T481j
- first-person account T63d
- flow chart SG5.14
- folk tale T395g, **T519i–T519l**
- humorous fiction **T95a–T95d**
- instructions T173d, SG5.9, T443o
- interview questions and answers SG1.8, SG1.14, SG1.20, SG1.21, SG1.26, SG2.8, SG2.14, SG2.21, SG3.8, SG3.9, SG4.14, SG4.20, SG4.21, SG4.26, SG5.14, SG5.15, SG5.21, **T406–T409**, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG7.8, SG7.9, SG7.15, SG7.20, SG7.21, SG8.14, SG8.15, SG8.20, SG8.21
- invitation SG3.9
- journal entry SG1.8, SG1.9, SG1.14, SG1.15, SG1.20, SG1.21, SG1.26, SG1.27, SG2.8, SG2.9, SG2.14,

- SG2.15, SG2.20, SG2.21, SG2.26, SG2.27, T206, SG3.8, SG3.9, SG3.14, SG3.15, SG3.20, SG3.21, SG3.26, SG3.27, SG4.8, SG4.9, SG4.14, SG4.15, SG4.20, SG4.21, SG4.26, SG4.27, SG5.8, SG5.9, SG5.14, SG5.15, SG5.20, SG5.21, SG5.26, SG5.27, SG6.8, SG6.9, SG6.14, SG6.15, SG6.20, SG6.21, SG6.26, SG6.27, SG7.8, SG7.9, SG7.14, SG7.15, SG7.20, SG7.21, SG7.26, SG7.27, SG8.8, SG8.9, SG8.14, SG8.15, SG8.20, SG8.21, SG8.26, SG8.27
- labels T393
- letter T33q, T55g, SG1.8, SG1.20, SG1.27, T124–125, SG3.26, T233i, T273, SG4.8, SG4.14, SG4.26, SG5.9, SG5.15, SG5.20, SG5.27, T411, SG6.9, SG6.26, SG8.21, SG8.27
- list SG1.26, SG2.8, SG2.20, SG3.14, SG3.15, SG5.14, SG5.20, SG5.26, SG6.14, SG6.26, SG7.14, SG7.20, SG7.26, SG8.14, SG8.20, SG8.26
- lyrics T273m, SG5.8, T395l, T411
- main ideas and details paragraph T176
- map T553
- moral T264–265
- narrative T103q
- news article **T307i–T307l**
- news brief SG1.27, SG2.8, SG2.26, SG3.8, SG4.27, SG6.15, SG6.27, SG7.8, SG7.15, SG8.8, SG8.14, SG8.20, SG8.26, SG8.27
- news report SG1.9, SG1.15, SG4.9, SG4.20, SG5.9
- opinion SG1.26, SG3.14, **T233a–T233d**, T242, T259g, **T259o–T259p, T327o–T327p**, T388–389, T516–517, SG8.20, SG8.27
- outline T307y–T307z, T327g
- personal narrative **T64–T67**, T410, **T465a–T465d**
- persuasion T260b, **T268–T271**, SG5.27, SG6.21
- photo essay T435i
- plan T68, T553
- poem T27i, T28b, T33d, T33i–T33l, T165i, **T173i–T173l**, T173v, T207, SG3.20, SG3.21, SG5.26, **T341q–T341r, T365a–T365d**, SG6.9, T433, **T435a–T435d**, T465m, SG7.9, SG7.15
- poster SG2.9, SG2.27, SG3.15, SG3.27, T328b, SG5.26, SG6.14, SG7.26
- prediction T21, T44–45
- pun T96b
- puzzles SG2.20, SG3.26, SG3.27
- questions and answers T76–T77, T108–T109, SG5.20
- realistic fiction **T165a–T165d, T239i–T239l**
- report **T127a–T127b**, T127g, T173q, T195p, T259p, T327g, T365j, **T443i–T443l, T474–T477**
- response to literature T31, T60–61, T100–T101, T132–133, T170–171, T199, T305, **T336–T339**, T403, T441, T471, T506, **T507a–T507b**, T538
- riddles T95i, **T103i–T103l**, T141, T418–T419
- sentences T102a, T134a
- sequence of events T118–119, T146, T157, T335d
- skit or play T207m, T273, **T273q–T273r, T299a–T299d**, T327k
- song review SG6.8
- speech SG1.20, SG1.21, SG1.27, SG2.9, SG2.15, SG4.21, SG6.21, SG7.9, SG7.21, SG8.15
- steps in a process T376
- story T1h, T6, **T27a–T27d**, SG1.9, SG2.21, SG3.9, SG4.9, SG4.15, T307v, T373v, SG6.27, SG7.21, T481i, **T548–T551**, T552, SG8.15
- storyboard T481
- summary T1i, **T136–T139**, T244–T245, T253, T465j
- thank-you note SG1.8, SG1.14, SG1.15, SG1.20, SG2.9, SG2.14, SG2.21, SG3.8, SG3.14, SG3.15, SG4.8, SG4.15, SG4.26, SG5.9, SG6.15, SG7.8, SG7.21, SG7.26, SG8.8
- time lines SG1.21, SG2.14
- tongue twisters T365i, T539k
- tour guide SG3.21
- trading cards T141, SG2.21, SG2.27, SG3.20, SG3.27
- travel brochure SG2.15, SG2.20, SG2.26, SG3.9, SG3.15, SG3.20, SG7.8, SG7.15

Writing learning stations

- T1h, T27i, T33q, T55g, T69i, T95i, T103q, T127g, T141i, T165i, T173q, T195g, T207i, T233i, T239q, T259g, T273i, T299i, T307q, T327g, T341i, T365i, T373q, T395g, T411i, T435i, T443o, T465i, T481i, T507i, T519q, T539g

- Writing models** T27a, T33i, T64, T95a, T103i, T136, T165a, T173i, T202, T233a, T239i, T268, T299a, T307i, T336, T365a, T373i, T406, T435a, T465a, T474–475, T507a, T519i, T548

Writing process

- draft, write ideas **T27b, T33j, T65, T95b, T103j, T137, T165b, T173j, T203, T233b, T239j, T269, T299b, T307j, T337, T365b, T373j, T407, T435b, T465b, T478, T507b, T519j, T549**
- edit and proofread **T27d, T33l, T66, T95d, T103l, T138, T165d, T173l, T204, T233d, T239l, T270, T299d, T307l, T338, T365d, T373l, T408, T435d, T465d, T479, T507d, T519l, T550, T551**
- gather information
 - create source cards **T476a**
 - identify sources **T476a**
 - make note cards **T477**
- prewrite
 - choose a topic **T27b, T33j, T64, T95b, T103j, T136, T165b, T173j, T202, T233b, T239j, T268, T299b, T307j, T336, T365b, T373j, T406, T435b, T465b, T476, T507b, T519j, T549**
 - create a research plan **T476**
 - gather ideas **T548**
 - gather information **T136, T202, T268, T336, T406**
 - list research questions **T476**
 - organize **T27b, T33j, T64, T95b, T103j, T136–T137, T165b, T173j, T203, T233b, T239j, T269, T299b, T307j, T337, T365b, T373j, T407, T435b, T465b, T478, T507b, T519j, T549**
- publish and present
 - with a group **T67, T139, T205, T271, T339, T409, T551**
 - make final copy **T27d, T33l, T95d, T103l, T165d, T173l, T233d, T239l, T299d, T307l, T365d, T373l, T435d, T465d, T479, T507d, T519l, T551**
 - share with others **T27d, T33l, T95d, T103l, T165d, T173l, T233d, T239l, T299d, T307l, T365d, T373l, T435d, T465d, T479, T507d, T519l, T551**
 - on your own **T67, T139, T205, T271, T339, T409, T551**
- revise
 - make changes **T27c, T33k, T66, T95c, T103k, T138, T165c, T173k, T204, T233c, T239k, T270, T299c, T307k, T338, T365c, T373k, T408, T435c, T465c, T478, T507c, T519k, T550**
 - read, retell, respond **T27c, T33k, T66, T95c, T103k, T138, T165c, T173k, T204, T233c, T239k, T270, T299c, T307k, T338, T365c, T373k, T408, T435c, T465c, T478, T507c, T519k, T550**
 - revising and editing test A1.11–A1.12, A1.16–A1.17, A1.22–A1.23, A1.33–A1.36, A2.8–A2.10, A2.14–A2.15, A2.20–A2.22, A2.30–A2.33, A3.8–A3.9, A3.13–A3.14, A3.19–A3.21, A3.31–A3.35, A4.9–A4.10, A4.15–A4.17, A4.22–A4.23, A4.33–A4.36, A5.9–A5.10, A5.15–A5.17, A5.22–A5.23, A5.33–A5.36, A6.9–A6.10, A6.15–A6.17, A6.22–A6.23, A6.33–A6.36, A7.9–A7.10, A7.16–A7.18, A7.23–A7.24, A7.35–A7.38, A8.8–A8.10, A8.14–A8.15, A8.20–A8.21, A8.33–A8.36

Writing routines BP47–BP51

Writing skills

- add visuals **T195o–T195p**
- avoid plagiarism **T373y**
- cite sources **T519y–T519z**
- develop a setting **T69q–T69r**
- develop an outline **T307y–T307z**
- develop plot sequence **T1p–T1q**
- engage readers
 - add details **T95r**
 - choose words for effect **T95r**
 - use exact words **T95q–T95r**
- establish/follow a purpose **T207q–T207r**
- evaluate sources **T239y–T239z**
- formal/informal language **T55o–T55p**
- group information **T395o**

include dialogue **T443w–T443x**
 integrate ideas from multiple sources **T435q–T435r**
 introduce a topic **T299q–T299r**, **T395p**
 introduce/develop characters **T233q–T233r**, **T507q–T507r**
 link opinion and reasons **T259o–T259p**
 locate sources
 books **T103z**
 encyclopedias **T103y**
 experts **T103z**
 Internet **T103y–T103z**
 magazines **T103z**
 narrow a topic **T33y–T33z**
 order of events **T141q–T141r**
 organize main ideas **T465q–T465r**
 paraphrase **T373y–T373z**
 support opinions **T327o–T327p**, **T481q–T481r**
 take and organize notes **T173y–T173z**, **T373y–T373z**
 topic sentences **T299q**
 use a picture **T299r**
 use colorful details **T27q–T27r**
 use related details **T127o–T127p**
 use sensory language **T165q–T165r**, **T411q–T411r**
 use transitions **T465r**
 vary sentence length **T365q–T365r**
 write book review **T481q–T481r**
 write conclusions **T539o–T539p**
 write poems **T341q–T341r**
 write scripts **T273q–T273r**

Writing traits RT1.11, RT3.11, **T548**
 conventions *see Conventions, in writing*
 fluency **T233a**, RT4.3, **T299a**, RT5.3, **T373i**, RT6.6
 ideas **T136**, RT2.11, **T202**, **T268**, RT4.12, **T307i**,
 RT5.7, **T548**, RT8.12
 organization **T27a**, RT1.3, RT1.6, **T165a**, RT3.3, **T336**,
 RT5.12, **T406**, RT6.12, **T474–475**, RT7.12, **T507a**,
 RT8.3
 spelling *see Spelling*
 voice **T64**, **T95a**, RT2.3, **T239i**, RT4.6, **T465a**, RT7.8,
 T519i, RT8.7
 word choice **T33i**, RT1.6, **T103i**, RT2.6, **T173i**, RT3.6,
 T365a, RT6.3, **T435a**, RT7.3

Index of Authors

Ackerman, Karen SG6.7, SG6.9
 Aesop T261–T264-265
 Alarcón, Francisco X. T27j, T29–T31, SG1.68
 Albee, Sarah SG8.12, SG8.14
 Aliko SG4.19, SG4.21
 Anderson, Sheila SG1.24, SG1.26
 Ashley, Moana SG2.12, SG2.14
 Barnard, Neville J. SG8.6, SG8.8
 Beem, Chris T437–T441
 Bennett, Jean SG3.13, SG3.15
 Bertsch, Marie T547a–T547b
 Blair, Eric SG2.6, SG2.8
 Boelts, Maribeth T11–T20
 Branley, Franklyn M. SG7.13, SG7.15, SG7.25, SG7.27
 Brasch, Nicolas SG7.25, SG7.27
 Brisson, Pat SG3.7, SG3.9
 Brook, Nora T329–T333
 Bruchac, Joseph SG2.7, SG2.9, SG6.19, SG6.21, SG6.24,
 SG6.25, SG6.26, SG6.27
 Brumbeau, Jeff SG1.7, SG1.9
 Buck, Pearl S. SG7.19, SG7.21
 Bunting, Eve SG3.12, SG3.14
 Burleigh, Robert SG8.18, SG8.19, SG8.20, SG8.21
 Burns, Marilyn SG8.6, SG8.8
 Butcher, Nancy SG8.19, SG8.21, SG8.25, SG8.27
 Chamberlin, Mary T217–T230
 Chamberlin, Rich T217–T230
 Christensen, Bonnie SG6.13, SG6.15
 Clyne, Margaret SG8.25, SG8.27
 Coerr, Eleanor SG4.7, SG4.9
 Compestine, Ying Chang SG4.6, SG4.8
 Costigan, Shirleyann T261–T264-265
 Coy, John T151–T163, SG3.68
 Crowley, Joy SG2.18, SG2.20
 Danticat, Edwidge SG7.18, SG7.20
 Deedy, Carmen Agra SG6.7, SG6.9
 Dell’Amore, Christine T301–T305
 DiSalvo-Ryan, DyAnne SG3.6, SG3.8, SG4.12, SG4.14
 Ditchfield, Christen SG5.25, SG5.27
 Donaldson, Madeline SG1.19, SG1.21
 Dorros, Arthur T69j, T79–T93, SG2.68
 Downey, Fran SG1.16–SG1.17, SG6.22–SG6.23
 Dubowski, Cathy East SG5.12, SG5.14
 Dubowski, Mark SG5.12, SG5.14, SG6.18, SG6.20
 Dussling, Jennifer SG7.25, SG7.27
 Einspruch, Andrew SG3.24, SG3.26
 Felstead, Cathie T421–T432
 Fine, Edith Hope SG4.6, SG4.8
 Finton, Nancy SG2.25, SG2.27
 Firestone, Mary SG5.24, SG5.26
 Fleming, Candace SG6.6, SG6.8
 Fox, Catherine Clarke T527–T531, T533–T535-537
 Frederick, Shirley SG6.12, SG6.14
 Garcia, Mary SG5.18, SG5.20
 Geiger, Beth SG5.10–SG5.11, SG7.4–SG7.5, SG7.10–
 SG7.11, SG7.16–SG7.17
 Gerstein, Mordicai SG6.12, SG6.14
 Golub, Matthew SG6.6, SG6.8
 Goodman, Susan SG6.16–SG6.17
 Graham, Pamela SG3.24, SG3.26
 Greenfield, Eloise SG1.19, SG1.21
 Griffiths, Rachel SG8.24, SG8.25, SG8.26, SG8.27
 Halko, Susan SG5.4–SG5.5, SG5.16–SG5.17
 Hall, Leslie SG1.10–SG1.11
 Halpern, Monica SG5.25, SG5.27
 Hirschmann, Kris T315–T324
 Hurwitz, Johanna SG1.18, SG1.20
 Jerome, Kate Boehm SG3.18, SG3.20
 Johnson, Rebecca L. SG2.19, SG2.21, SG7.7, SG7.9, SG7.19,
 SG7.21
 Josephson, Judith Pinkerton SG1.25, SG1.27
 Kalman, Bobbie SG2.18, SG2.20
 Keller, Holly SG2.6, SG2.8
 Kennedy, Phillip T57–T60-61
 Klein, Liliana T473a
 Kroll, Virginia T451–T462, SG7.68
 Krull, Kathleen SG4.25, SG4.27
 Kudalis, Eric SG5.13, SG5.15
 Kudlinski, Kathleen SG7.18, SG7.20
 Kulling, Monica SG4.24, SG4.26
 Kunhardt, Edith SG7.6, SG7.8
 Lauber, Patricia SG7.13, SG7.15
 Lee, Audie SG7.7, SG7.9
 Lemke, Donald B. SG5.7, SG5.9
 Lin, Grace SG3.6, SG3.8, T233j, T235–T237
 Lipp, Frederick T491–T497, T499–T504, T505
 López, Guadalupe T541–T547
 MacDonald, Lesley J. SG7.16–SG7.17, T509–T519
 Mara, Wil SG1.18, SG1.20, SG2.12, SG2.14
 Mattern, Joanne SG5.13, SG5.15
 Mayo, Gretchen Will SG5.12, SG5.14
 McCully, Emily Arnold SG4.25, SG4.27
 McDonnell, Alice T519a–T519b
 McGeehan, Patrick SG5.22–SG5.23
 Mills, Claudia SG8.7, SG8.9, SG8.13, SG8.15
 Milway, Katie Smith SG3.13, SG3.15
 Mochizuki, Ken SG1.13, SG1.15
 Mollel, Tololwa SG4.13, SG4.15
 Montes, Marisa T273j, T283–T297
 Mora, Pat SG1.6, SG1.8, T167–T170-171, SG3.68
 Morehouse, Macon SG5.22–SG5.23
 Morrison, Marianne SG3.25, SG3.27
 Mortezaei, Mimi SG6.16–SG6.17
 Moss, Marissa SG1.10–SG1.11
 Naversen, Ronald SG6.10–SG6.11
 Neuschwander, Cindy SG8.12, SG8.14
 Nolen, Jerdine SG4.13, SG4.15
 Nyquist, Kate Boehm SG3.25, SG3.27
 Olien, Rebecca SG4.18, SG4.20
 Olson, Nathan SG4.24, SG4.26
 Osborne, Mary Pope SG1.12, SG1.14, SG7.6, SG7.8
 O’Sullivan, Robyn SG2.12, SG2.14
 Oxlade, Chris SG5.19, SG5.21
 Page, Kent SG1.22–SG1.23
 Patent, Dorothy Hinshaw T111–T124-125
 Pellier, Colleen T509–T519
 Pennypacker, Sara SG2.7, SG2.9
 Pether, Lesley SG3.18, SG3.20
 Phelan, Glen SG4.22–SG4.23, SG5.18, SG5.20
 Pilar, Andreas T443a
 Pyers, Greg SG2.24, SG2.26
 Quintana, Juan T247–T256
 Raatma, Lucia SG8.18, SG8.20
 Randolph, June SG2.19, SG2.21, SG2.25, SG2.27
 Rappaport, Doreen SG1.24, SG1.26
 Raven, Margo Theis SG1.13, SG1.15
 Reeder, Tracey SG3.19, SG3.21
 Richardson, Lily SG7.12, SG7.14
 Riley, Joelle SG7.12, SG7.14
 Rish, David SG5.7, SG5.9
 Ruane, Micahael E. SG7.16–SG7.17
 Samuels, Roberto T473a
 Sandler, Michael T129–T132-133
 Schaefer, Lola M. T411j, T421–T432, SG7.68
 Schuh, Mari SG7.24, SG7.26
 Seeber, Barbara H. SG4.4–SG4.5
 Sengel, Elizabeth T181–T192, SG5.6, SG5.8
 Seskin, Steve SG1.6, SG1.8
 Shoveller, Herb SG4.19, SG4.21
 Smith, Terrell SG1.22–SG1.23, SG4.10–SG4.11
 Stevens, Janet SG3.12, SG3.14
 Tallchief, Maria SG6.13, SG6.15
 Tamar, Erika SG3.7, SG3.9
 Thaler, Mike T95j, T97–T101, SG2.68
 Thomas, Isabel SG6.18, SG6.20
 Thompson, Gare SG8.24, SG8.26
 Tomecek, Steven SG5.19, SG5.21, SG5.24, SG5.26
 Tunkin, David SG2.24, SG2.26
 Waxman, Laura Hamilton SG1.25, SG1.27
 Wetterer, Charles M. SG1.12, SG1.14
 Wetterer, Margaret K. SG1.12, SG1.14
 Wilkerson, Lori SG6.10–SG6.11
 Williams, Karen Lynn SG4.7, SG4.9
 Winkler, Henry T33r, T41–T53, SG1.68
 Winkler, Peter SG1.4–SG1.5, SG1.22–SG1.23, SG6.22–SG6.23
 Wong, Janet S. SG8.7, SG8.9, SG8.13, SG8.15
 Wright, Maureen SG5.6, SG5.8
 Zamosky, Lisa SG4.18, SG4.20

Index of Illustrators/ Photographers

Ajhar, Brian T283–T296
Bernascoul, Pablo T261–T264-265
Cairns, Julia T217–T231
Colón, Raúl T509–T519
Fisher, Carolyn T151–T156
Gaillard, Jason T491–T505
Greenseid, Diane T79–T93
Hartman, Cassie T111–T124-125
Hartman, Dan T111–T124-125
Lee, Jared T97–T101
Li, Xiaojun T451–T463
Lin, Grace T235–T237
Masse, Josée T29–T31
Peter, Carsten T437–T441

Mark-Up Models

Photographs: 3.1 S1-2 Anthony-Masterson/FoodPix/Getty Images; 3.2 S1 Getty Images; 3.2 S2 (l) PhotoDisc/Getty Images, © BRUCE DAVIDSON/naturepl.com/

Cross Curricular Teamwork

Photographs: 22 Stephen Aaron Rees/Shutterstock. 33 lemonlight features/Alamy. 38 (tl) STILLFX/Shutterstock, (tr) fotosav/iStockphotoChristopher. 47 Andres Peiro Palmer/iStockphoto.

Language Builder Picture Cards

Photographs: D1 PhotoDisc/Getty Images. D2 Blend Images/Alamy Images. D3 ThinkStock/SuperStock. D4 Monkey Business Images/Shutterstock. D5 The Daily Oklahoman, Paul Southerland/AP Images. D6 Andersen Ross/Blend Images/Corbis. D7 Ed Bock/Corbis. D8 Scott J. Ferrell/Congressional Quarterly/Getty Images. D9 Nic Bothma/epa Nic Bothma/Corbis. D10 Thinkstock/Getty Images. D11 Richar Nowitz/National Geographic Image Collection. D12 Top-Pics TBK/Alamy Images. D13 StockStill/Alamy Images. D14 Emory Kristof/National Geographic Image Collection. D15 Sharpenson Ltd/Photo Researchers, Inc. D16 Bates Littlehales/Animals Animals. D17 Richard Day/Animals Animals. D18 Michael Nichols/National Geographic Image Collection. D19 Wes C. Skiles/National Geographic Image Collection. D20 Michael S. Quinton/National Geographic Image Collection. D21 Laura Romin & Larry Dalton/Alamy Images. D22 William Leaman/Alamy Images. D23 R. Andrew Odum/Peter Arnold, Inc. D24 George F. Mobley/National Geographic Image Collection. D25 John Foxx Images/Imagestate. D26 Gavin Thorn/Alamy Images. D27 yxowert/Shutterstock. D28 David R. Frazier Photolibrary, Inc./Alamy Images. D29 Pinchuk Alexey/Shutterstock. D30 David Thyberg/Shutterstock. D31 Arvind Balaraman/Shutterstock. D32 Inta Eihmane/Shutterstock. D33 Chris Curtis/Shutterstock. D34 thumb/Shutterstock. D35 John A. Anderson/Shutterstock. D36 Igor Plotnikov/Shutterstock. D37 Pixtal/SuperStock. D38 John Fortunato Photography/Corbis. D39 Michael Newman/PhotoEdit. D40 Corbis. D41 Brand X Pictures/PunchStock. D42 PhotoDisc/Getty Images. D43 H. Edward Kim/National Geographic Image Collection. D44 Hulton Archive/Getty Images. D45 Monty Rakusen/Jupiterimages. D46 dbimages/Alamy Images. D47 Jupiterimages. D48 Philip and Karen Smith/Jupiterimages. D49-D50 Michael Newman/PhotoEdit. D51 Peter Cade/Stone/Getty Images. D52 Sebastian Duda/Shutterstock. D53 Stocksearch/Alamy Images. D54 WitR/Shutterstock. D55 Susan Fox/Shutterstock. D56 Claudio Baldini/Shutterstock. D57 Kevin Britland/Shutterstock. D58 John Foxx Images/Imagestate. D59 Robert Kyylo/Shutterstock. D60 Jim Richardson/National Geographic Image Collection. D61 Bailey-Cooper Photography 4/Alamy Images. D62 Rich Reid/Animals Animals. D63 Stuart Walker/Alamy Images. D64 PearlBucknall/Alamy Images. D65 Artville. D66 Layland Masuda/Shutterstock. D67 Jorge R. Gonzalez/Shutterstock. D68 Premier Edition Image Library/Superstock. D69 Ingram Publishing/Superstock. D70 Corbis. D71 Marco Andras/age footstock. D72 Clive Chilvers/Shutterstock. D73 Michael Newman/PhotoEdit. D74 Cosmo Condina North America/Alamy Images. D75 Sergio Pitamitz/Alamy Images. D76 Bettina Strenske/Alamy Images. D77 Alaska Stock Images/National Geographic Image Collection. D78 juliengrondin/Shutterstock. D79 Karen Kasmauski/National Geographic Image Collection. D80 Carsten Peter/National Geographic Image Collection. D81 Simon Fraser/Photo Researchers, Inc. D82 Creatas/Jupiterimages. D83 Patrick Koster/Alamy Images. D84 imagebroker/Alamy Images. D85 Freddy Eliasson/Shutterstock. D86 Interfoto/Alamy Images. D87 Phil Degginger/Alamy Images. D88 Emmanuel Lattes/Alamy Images. D89 James L. Stanfield/National Geographic Image Collection. D90 Jo Kearney/Alamy Images. D91 John Scofield/National Geographic Image Collection. D92 Tibor BOGNAR/Photononstop/Photolibrary. D93 Richard Powers/Corbis. D94 Ingram Publishing (Superstock Limited)/Alamy Images. D95 Jenny Acheson/Lifesize/Getty Images. D96 Colin Underhill/Alamy Images. D97 PhotoDisc/Getty Images. D98 Frank Siteman/PhotoEdit. D99 FancyVeerSet16/Alamy Images. D100 Neil Holmes Freelance Digital/Alamy Images. D101 PhotoDisc/Getty Images. D102 foto-zone/Alamy Images. D103 Andrew Twort/Alamy Images. D104 Tony Freeman/PhotoEdit.

Language and Literacy Teamwork

Photographs: 5 Scott Peterson/Getty Images. 20 Creatas/Jupiterimages. 22 Tui De Roy/Minden Pictures/National Geographic Image Collection. 27 Chris Lyon/Getty Images. 31 Jonathan Blair/Corbis. 36 Artville.

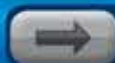
Teacher's Edition

Unit
3

GRADE 3

NATIONAL GEOGRAPHIC
Reach
for **Reading**

Unit	Title	Unit	Title
1	Happy to Help	5	Mysteries of Matter
2	Nature's Balance	6	From Past to Present
3	Life in the Soil	7	Blast! Crash! Splash!
4	Let's Work Together	8	Getting There



Start your online experience at NGReach.com

Nancy Frey
Lada Kratky
Nonie K. Lesaux
Sylvia Linan-Thompson
Deborah J. Short
Jennifer D. Turner

NATIONAL
GEOGRAPHIC

School Publishing

Hampton-Brown

888-915-3276
www.NGSP.com

