

Unit
5

GRADE 3

Teacher's Edition

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





exploration

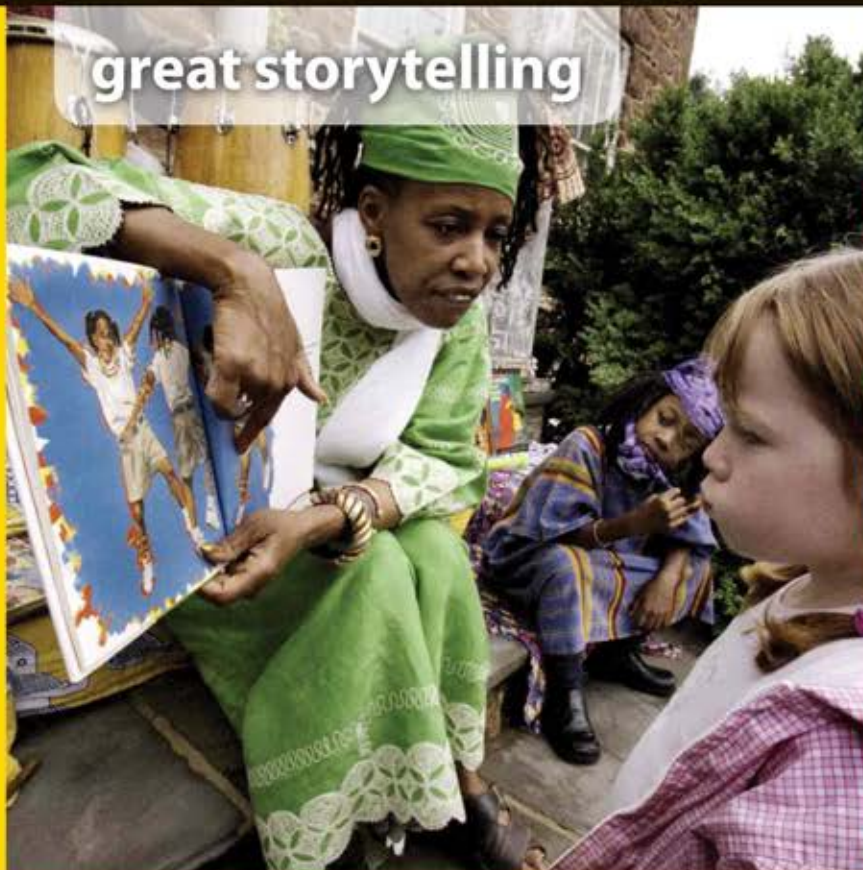


compelling
visuals



education

Forwarding the National Geographic Mission




great storytelling



celebration of cultures



authenticity

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



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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

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Mysteries of Matter



? BIG QUESTION

What causes matter to change?



READING SKILLS

Character and Plot
Make Connections

Week 1	T273g
Melt the Snow!	Play T283
by Marisa Montes; illustrated by Brian Ajhar	Comprehension Coach
Writing Project: Play	T299a
	Magazine Maker

Compare Points and
Details
Make Connections
Text Features

Week 2	T299g
Saved in Ice: Frozen Baby Mammoth Found ..	E-mail and Web-based News Article T301
article by Christine Dell'Amore	
Bones from the Tar	Web Article T307a
by Tomás Anselmo	Interactive Whiteboard
Lisa Rubio's Field Notes	Blog T307a
by Lisa Rubio	Interactive Whiteboard
Writing Project: News Article	T307i
	Magazine Maker

Cause and Effect
Make Connections

Week 3	T307o
Quicksand: When Earth Turns to Liquid	Science Article T315
by Kris Hirschmann	Comprehension Coach
Research Project: How Matter Changes	T327a

Text Features
Make Connections

Week 4	T327e
Meet Maycira Costa	Interview T329
by Nora Brook	
NATIONAL GEOGRAPHIC EXCLUSIVE	
Good Fences	Science Article T335a
by Lisa Schneider	Interactive Whiteboard
Writing Project: Literary Response	T336

RESOURCES

Practice Masters PM5.1–PM5.39 Assessment Masters A5.1–A5.49
Small Group Reading SG1–SG68 Reteaching Masters RT5.1–RT5.15

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

STUDENTS

- 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

STUDENTS

- 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

STUDENTS

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

Mysteries of Matter

?
BIG
Question

What causes
matter to
change?

States of Matter

Week 1
Temperature and Change

Week 2
Ice and Preservation

Week 3
Matter

Week 4
Changes in Soil

Unit 5 Program Resources

WHOLE GROUP TIME



Student Technology

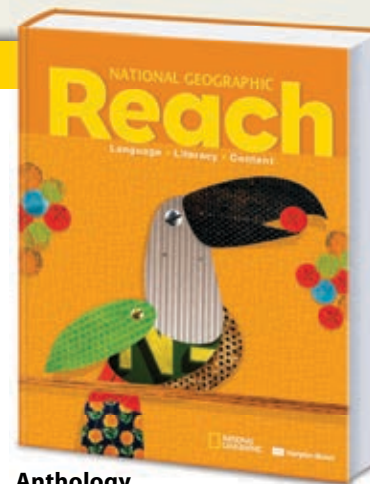
- Student eEdition
- Digital Library
- Build Background Interactive
- Other Student Resources



Student eEdition



Build Background Interactive



Anthology

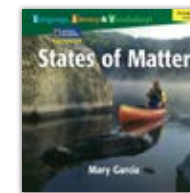
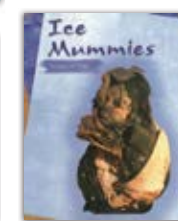
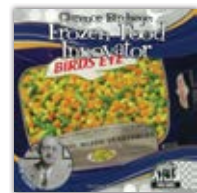
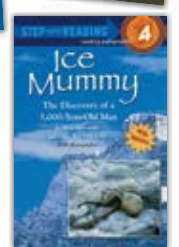
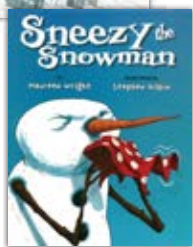
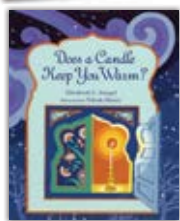
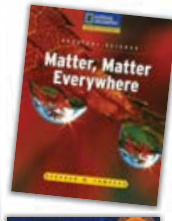


Interactive Whiteboard



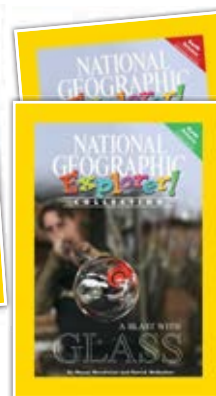
Mark-Up Models 5.1, 5.2

SMALL GROUP READING TIME



Fiction Books

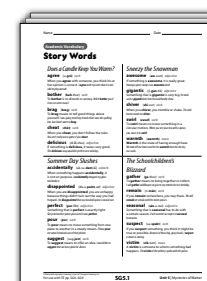
Nonfiction Books



Explorer Books



Leveled Book Finder



Small Group Reading Masters
SG5.1–SG5.32

LEARNING STATION TIME



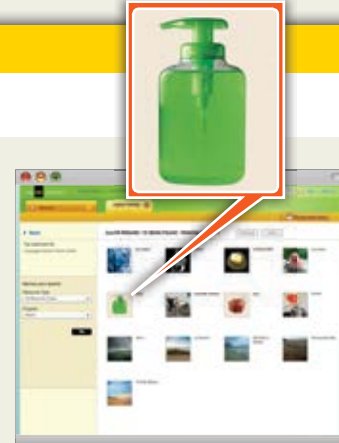
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Student Technology

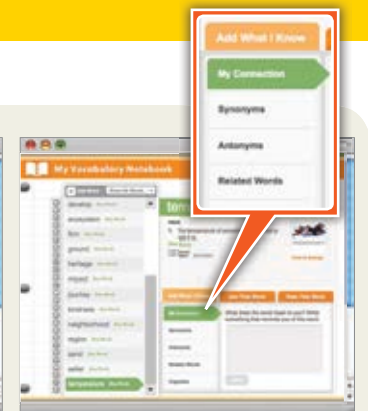
- My Assignments
- My Vocabulary Notebook
- Vocabulary Games
- Comprehension Coach
- Read with Me MP3s
- Fluency MP3s
- Practice Masters
- Teamwork Activities
- Other Student Resources



Comprehension Coach



Digital Library



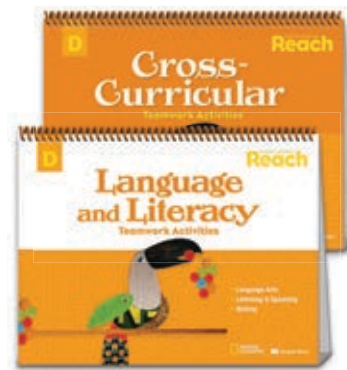
My Vocabulary Notebook



Practice Book
PM5.1–PM5.39



Practice Masters
PM5.1–PM5.39



Teamwork Activities

ESL Kit



Reach into Phonics Kit

PLANNING RESOURCES



NGReach.com

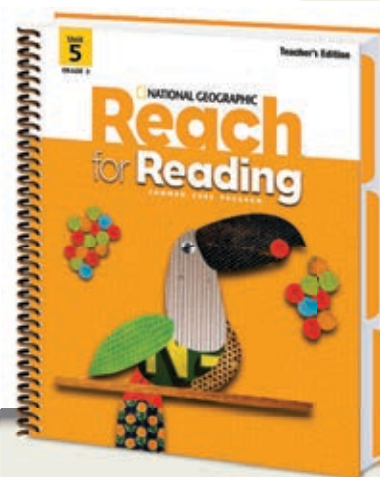
Teacher Technology

- Student and Teacher eEditions
- Lesson Planner
- eVisuals 5.1–5.35
- Family Newsletter 5 (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

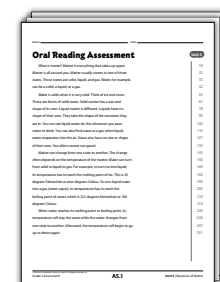
ASSESSMENT & RETEACHING



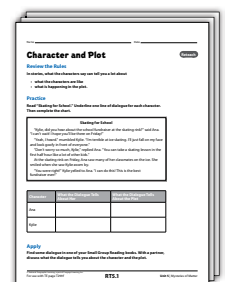
eAssessment™



ExamView®



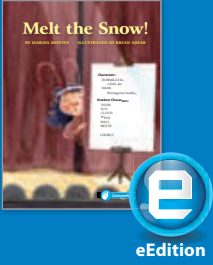
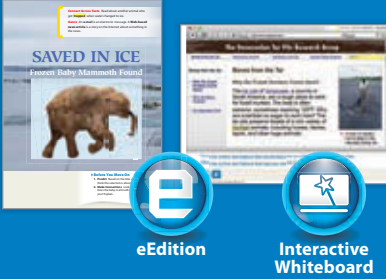


Assessment Masters
A5.1–A5.49























Reteaching Masters
RT5.1–RT5.15

Unit 5 Skills at a Glance

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

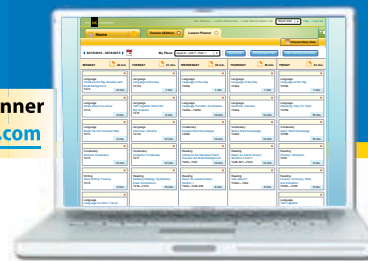
Introduce Unit 5	BUILD BACKGROUND VIDEO		INTRODUCE THE BIG QUESTION	
	WHOLE GROUP TIME			
	Speaking and Listening	Language and Vocabulary	Reading	
Week 1 	Describe Actions Stay on Topic	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Long <i>i</i>: <i>ie, igh</i> and Commonly Misspelled Words ✓ Daily Grammar: Adjectives and Comparison Adjectives ✓ Science Vocabulary form freeze liquid melt solid temperature thermometer ✓ Academic Vocabulary alter character connection occur scene state substance trap 	Read and Comprehend a Play <ul style="list-style-type: none"> ✓ Comprehend Character and Plot ✓ Make Connections ✓ Fluency: Practice Expression, Accuracy, and Rate Elements of Drama	
Week 2 	Discuss the Blog Entry Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with Long <i>u</i>: <i>ui, ue</i> and Commonly Misspelled Words ✓ Daily Grammar: Irregular Comparison Adjectives, Adjectives and Articles ✓ Antonyms 	Read and Comprehend an E-mail and Web-based News Article <ul style="list-style-type: none"> ✓ Compare Points and Details ✓ Make Connections Read and Comprehend a Blog and Web-based News Article <ul style="list-style-type: none"> ✓ Use Text Features ✓ Compare Points and Details ✓ Fluency: Practice Intonation, Accuracy, and Rate Formal and Informal Language	
Week 3 	Describe Places Elaborate	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with <i>r</i>-Controlled Vowels: <i>ar, er, ir, or, ur</i> and Commonly Misspelled Words ✓ Daily Grammar: Demonstrative Adjectives and Articles ✓ Science Vocabulary ground mixture sand water wetland ✓ Academic Vocabulary area combine composition firm surface 	Read and Comprehend a Science Article <ul style="list-style-type: none"> ✓ Explain Cause and Effect Text Structure ✓ Make Connections ✓ Fluency: Practice Intonation, Accuracy, and Rate Analyze Text Features	
Week 4 	Discuss Discovery Relate Readings to the Big Question	<ul style="list-style-type: none"> ✓ Daily Spelling and Word Work: Words with <i>r</i>-Controlled Vowels: <i>/âr/ air, ear; /îr/ ear, eer;</i> and Commonly Misspelled Words ✓ Daily Grammar: Possessive Nouns and Possessive Adjectives ✓ Synonyms 	Read and Comprehend an Interview <ul style="list-style-type: none"> ✓ Use Text Features ✓ Make Connections Read and Comprehend a Science Article Relate Ideas <ul style="list-style-type: none"> ✓ Compare Text Features ✓ Fluency: Practice Phrasing, Accuracy, and Rate Distinguish Viewpoint	
Unit 5 Wrap-Up	ANSWER THE BIG QUESTION		UNIT PROJECTS	

BIG Question What causes matter to change?

Writing	SMALL GROUP READING TIME	LEARNING STATION TIME	ASSESSMENT & RETEACHING
<p>Power Writing Write About Character and Plot Write About a Connection Write Dialogue Writer's Craft Write About <i>Melt the Snow!</i></p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Write Scripts <input checked="" type="checkbox"/> Writing Project: Write a Play</p>	<p> <i>Say Cheese!</i></p> <p> <i>Does a Candle Keep You Warm?</i></p> <p> <i>Sneezy the Snowman</i></p> <p> <i>Summer Day Slushes</i></p> <p> <i>The Schoolchildren's Blizzard</i></p>	<p>Speaking and Listening Matter Riddles; Tell About a Play</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Write About Water; Continue the Dialogue</p> <p>Cross-Curricular Water Cycle in a Bag; Play a Water Game</p> <p>Reading and Intervention Comprehension Coach; Author Study; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Comprehend Character and Plot <input checked="" type="checkbox"/> Make Connections <input checked="" type="checkbox"/> Fluency: Expression, Accuracy, and Rate <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with Long <i>i: ie, igh</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Adjectives and Comparison Adjectives <input checked="" type="checkbox"/> Writing: Write Scripts <input checked="" type="checkbox"/> Writing Trait: Fluency</p>
<p>Power Writing Write to Compare Texts Write a Response Write to Reinforce Grammar Write About Connections Write About Important Points</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Introduce a Topic <input checked="" type="checkbox"/> Writing Project: Write a News Article</p>	<p> <i>Mammoth Mammals</i></p> <p> <i>Frozen Vegetables</i></p> <p> <i>Ice Mummy: The Discovery of a 5,000-Year-Old Man</i></p> <p> <i>Clarence Birdseye: Frozen Food Innovator</i></p> <p> <i>Ice Mummies: Frozen in Time</i></p>	<p>Speaking and Listening More About Lyuba; Talk About Mammoths</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Ask an Ice Age Expert; Preserved Treasures</p> <p>Cross-Curricular Chart Digital Media; Melting Race</p> <p>Reading and Intervention Research Ice Age Creatures; Additional Reading; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Compare Points and Details <input checked="" type="checkbox"/> Make Connections <input checked="" type="checkbox"/> Use Text Features <input checked="" type="checkbox"/> Fluency: Intonation, Accuracy, and Rate <input checked="" type="checkbox"/> Antonyms <input checked="" type="checkbox"/> Spelling: Words with Long <i>u: ui, ue</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Irregular Comparison Adjectives; Adjectives and Articles <input checked="" type="checkbox"/> Writing: Introduce a Topic <input checked="" type="checkbox"/> Writing Trait: Ideas</p>
<p>Power Writing Write About Cause and Effect Write About a Connection Write Facts Write About Text Features Write About "Quicksand: When Earth Turns to Liquid"</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Evaluate Information <input checked="" type="checkbox"/> Research Project: Research How Matter Changes</p>	<p> <i>Winning Properties</i></p> <p> <i>States of Matter</i></p> <p> <i>What Is Matter?</i></p> <p> <i>Mixing and Separating</i></p> <p> <i>Matter, Matter Everywhere</i></p>	<p>Speaking and Listening Mix Colors; Talk About Matter</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Quicksand Escape Tale; Report on Morecambe Bay</p> <p>Cross-Curricular Quicksand in a Bowl; Danger, Quicksand!</p> <p>Reading and Intervention Comprehension Coach; Additional Reading; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Explain Cause and Effect Text Structure <input checked="" type="checkbox"/> Make Connections <input checked="" type="checkbox"/> Fluency: Intonation, Accuracy, and Rate <input checked="" type="checkbox"/> Science and Academic Vocabulary <input checked="" type="checkbox"/> Spelling: Words with <i>r</i>-Controlled Vowels: <i>ar, er, ir, or, ur</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Demonstrative Adjectives and Articles <input checked="" type="checkbox"/> Writing: Evaluate Information <input checked="" type="checkbox"/> Writing Trait: Ideas</p>
<p>Power Writing Write with Text Features Write About Making Connections Write to Reinforce Grammar Write in Sequence Write About Text Features</p> <p><input checked="" type="checkbox"/> Daily Writing Skills: Link Opinions and Reasons <input checked="" type="checkbox"/> Writing Project: Write a Literary Response</p>	<p> <i>A Blast with Glass</i></p> <p> <i>Clay</i></p> <p> <i>Dirt</i></p> <p> <i>Sand</i></p> <p> <i>Soil</i></p>	<p>Speaking and Listening Talk About Jaguars; Animal Report</p> <p>Language and Vocabulary Games; My Vocabulary Notebook</p> <p>Writing Create a Poster; Find Synonyms</p> <p>Cross-Curricular Interpret a Photo; Elephant Architects</p> <p>Reading and Intervention Read About Tapirs; Research Wetlands; Phonics; ESL Kit</p>	<p><input checked="" type="checkbox"/> Use and Compare Text Features <input checked="" type="checkbox"/> Make Connections <input checked="" type="checkbox"/> Fluency: Phrasing, Accuracy, and Rate <input checked="" type="checkbox"/> Synonyms <input checked="" type="checkbox"/> Spelling: Words with <i>r</i>-Controlled Vowels: <i>/âr/ air, ear; /îr/ ear, eer</i> and Commonly Misspelled Words <input checked="" type="checkbox"/> Grammar: Possessive Nouns; Possessive Adjectives <input checked="" type="checkbox"/> Writing: Link Opinions and Reasons <input checked="" type="checkbox"/> Writing Trait: Organization</p>



Week 1 Planner

Online Lesson Planner
NGReach.com



✓ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	
Anthology	Speaking and Listening ⌚ 5–10 minutes	Science Background Introduce the Big Question; Preview Unit Projects T274–T275 Academic Talk CC.3.SL.1 Describe Actions T276	Read and Comprehend Academic Talk CC.3.SL.1.c Stay on Topic T278a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ✓ Pretest: Words with Long <i>i</i> : <i>ie</i> , CC.3.L.2; CC.3.L.2.e; <i>igh</i> and Commonly Misspelled Words T273m CC.3.L.2.f Daily Grammar CC.3.L.1; CC.3.L.1.a ✓ Adjectives T273o Science Vocabulary CC.3.Rlit.4; CC.3.Rinf.4; CC.3.L.6 ✓ Learn Key Words T276 form freeze liquid melt solid temperature thermometer	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ✓ Practice T273m CC.3.L.2.f Daily Grammar CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g ✓ Comparison Adjectives T273o Academic Vocabulary CC.3.Rinf.4; CC.3.L.4; ✓ Learn More Key Words T278a CC.3.L.6 alter occur state substance trap characer connection scene
	Reading ⌚ 20–40 minutes	Reading Read Aloud: Realistic Fiction T277a Comprehension CC.3.Rlit.3 ✓ Comprehend Character and Plot T277a Fluency CC.3.Rfou.4 ✓ Model Expression T277a	Reading CC.3.Rlit.10 Read a Story T279–T281 Comprehension CC.3.Rlit.10 ✓ Learn to Make Connections T280 
	Writing ⌚ 15–45 minutes	Power Writing T276 CC.3.W.10 Daily Writing Skills CC.3.W.3.b ✓ Write Scripts T273q Writing CC.3.W.10 Write About Character and Plot T278 Writing Project: Play CC.3.W.3.b; CC.3.W.5; CC.3.W.10 Study a Model T299a	Power Writing T278a CC.3.W.10 Daily Writing Skills CC.3.W.3.b ✓ Write Scripts T273q Writing CC.3.W.10 Write About a Connection T280–T281 Writing Project: Play CC.3.W.3.b; CC.3.W.5; Prewrite T299b 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 SG4 Reading CC.3.Rinf.3; CC.3.Rinf.10 Explain the Relationship Between Ideas in a Text SG4 Build Comprehension SG5 	Vocabulary CC.3.L.6 Learn Story Words SG6–SG7 Reading CC.3.Rlit.10; CC.3.Rlit.3 Introduce SG6–SG7 Read and Integrate Ideas SG8–SG9 ✓ Make Connections SG8–SG9 ✓ Character and Plot SG8–SG9 

LEARNING STATION TIME/DAILY PHONICS INTERVENTION

⌚ 20 minutes		Speaking and Listening T273i CC.3.SL.1; CC.3.SL.1.a; CC.3.L.3.a Language and Vocabulary T273i CC.3.L.6 Writing T273i CC.3.W.3.b; CC.3.W.10; CC.3.SL.5 Cross-Curricular T273j CC.3.Rinf.10; CC.3.W.2; CC.3.W.2.a Reading and Intervention CC.3.Rlit.9; CC.3.Rlit.10; T273j; SG68 CC.3.Rfou.3; CC.3.Rfou.4.b Daily Phonics Intervention CC.3.Rfou.3; CC.3.Rfou.3.d; T273k–T273l CC.3.L.2.e; CC.3.L.2.f
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BIG Question What causes matter to change?

Day 3

Read and Comprehend

Academic Talk CC.3.Rlit.5; CC.3.SL.1
Preview and Predict T282

Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2;
✓ Practice T273n CC.3.L.2.g

Daily Grammar CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g
✓ More Comparison Adjectives T273p

Vocabulary Practice CC.3.L.6
✓ Expand Word Knowledge T282

Reading CC.3.Rlit.3; CC.3.Rlit.5
Read a Play T283–T290–291

Comprehension CC.3.Rlit.3;
✓ Character and Plot CC.3.Rlit.5;
T286–287, T288–289 CC.3.Rlit.10
✓ Make Connections T288–289
Elements of Drama T284–285



Fluency CC.3.Rfou.4; CC.3.Rfou.4.b
✓ Practice Expression T286–287

Power Writing T282 CC.3.W.10
Daily Writing Skills CC.3.W.3.b
✓ Write Scripts T273r

Writing CC.3.W.3.b
Write Dialogue T290–291

Writing Project: Play CC.3.W.3.b; CC.3.W.5; CC.3.W.10
Draft T299b

Day 4

Read and Comprehend

Academic Talk CC.3.Rlit.3; CC.3.Rlit.5
Summarize Reading T292

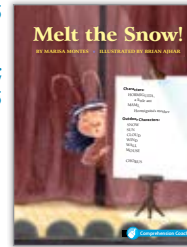
Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.e
✓ Practice T273n

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.a;
✓ Grammar and Writing T273p CC.3.L.1.g

Vocabulary Practice CC.3.L.6
✓ Share Word Knowledge T292

Reading CC.3.Rlit.3; CC.3.Rlit.5
Read a Play T293–T297

Comprehension CC.3.Rlit.3;
✓ Character and Plot CC.3.Rlit.5
T293, T294–295
✓ Make Connections
T294–295, T296



Fluency CC.3.Rfou.4.b
✓ Practice Expression, Accuracy, and Rate T293

Power Writing T292 CC.3.W.10
Daily Writing Skills CC.3.W.3.b
✓ Write Scripts T273r

Writing CC.3.W.3.b
Writer's Craft T297a

Writing Project: Play CC.3.W.3.b; CC.3.W.5; CC.3.W.10;
Revise/Edit and Proofread T299c–T299d CC.3.L.1
CC.3.L.1.g; CC.3.L.3

Day 5

Review and Apply

Academic Talk CC.3.Rlit.5; CC.3.SL.1
Talk About *Melt the Snow!* T298

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.a;
✓ Review T273p CC.3.L.1.g

Vocabulary Review CC.3.L.6
✓ Apply Word Knowledge T297b

Reading CC.3.Rlit.3; CC.3.Rlit.5
Reread a Play T283–T297

Comprehension CC.3.Rlit.3; CC.3.SL.5
✓ Comprehend Character and Plot T298a

Fluency CC.3.Rfou.4.b
✓ Check Expression, Accuracy, and Rate T299

Power Writing T297b CC.3.W.10
Daily Writing Skills CC.3.W.3.b
✓ Write Scripts T273r

Writing CC.3.W.10
Write About *Melt the Snow!* T298

Writing Project: Play
Publish and Present T299d

Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.3.Rlit.10; CC.3.Rlit.3
Read and Integrate Ideas
SG8–SG9
✓ Make Connections SG8–SG9
✓ Character and Plot SG8–SG9



Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.3.Rlit.10; CC.3.Rlit.3
Read and Integrate Ideas
SG8–SG9
✓ Make Connections SG8–SG9
✓ Character and Plot SG8–SG9



Read Fiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through
Wide Reading SG6–SG9
Reading CC.3.Rlit.10
Connect Across Texts
SG9
Writing CC.3.W.2
Choose a Writing Option
SG8–SG9



ASSESSMENT & RETEACHING

Assessment and Reteaching T299e–T299f
✓ Reading Comprehension Test A5.4–A5.5 CC.3.Rlit.3;
CC.3.Rlit.5
✓ Reading Strategy Assessment SG57–SG58 CC.3.Rlit.10
✓ Oral Reading Assessment A5.1–A5.3 CC.3.Rfou.4
✓ Vocabulary Test A5.6–A5.7 CC.3.L.6

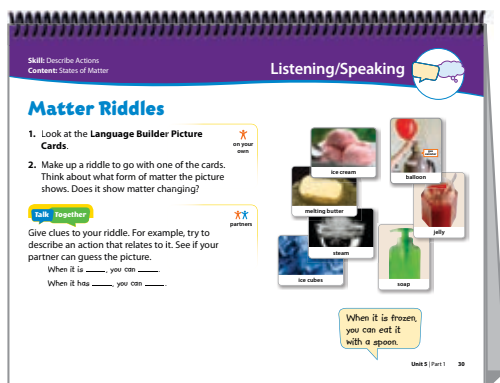
✓ Spelling Test: Words with Long *i*; *ie*, *igh* and CC.3.Rfou.3;
Commonly Misspelled Words T273m CC.3.Rfou.3.c;
CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f
✓ Writing, Revising, and Editing Test CC.3.W.5; CC.3.L.1.g
A5.8–A5.9
Reteaching Masters RT5.1–RT5.3



Week 1 Learning Stations

Speaking and Listening

Option 1: Matter Riddles



Matter Riddles

- Look at the **Language Builder Picture Cards**.
- Make up a riddle to go with one of the cards. Think about what form of matter the picture shows. Does it show matter changing?

Talk Together
Give clues to your riddle. For example, try to describe an action that relates to it. See if your partner can guess the picture.
When it is _____, you can _____
When it has _____, you can _____

When it is frozen, you can eat it with a spoon.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 30

Digital Library: Language Builder Picture Cards D52–D59

Teacher's Guide on NGReach.com

Choose Words for Effect

CC.3.L.3.a

Option 2: Tell About a Play



Tell About a Play

- Go online and read a play.
- Act out the play with your group.
- Use the dialogue in the play to help you understand the plot and characters. Take notes.

Talk Together
Talk about the plot and characters of "A Frozen Dream." Use examples from the dialogue to help you.

Characters:
Joelle
Diego
Margaret

Plot:
Joelle wants to play on the pond. Her friends want to do other things.

PROGRAM RESOURCES

Language and Literacy Teamwork Activities: Card 29

Teacher's Guide on NGReach.com

Student Resources Directory

Discuss Texts, Expressing Ideas Clearly
Draw on Preparation to Explore Ideas

CC.3.SL.1
CC.3.SL.1.a

Language and Vocabulary

Key Words

alter · character · connection · form · freeze
liquid · melt · occur · scene · solid · state
substance · temperature · thermometer · trap

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.3.L.6

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

- Under Add More Information > Add What I Know > Synonyms, have students add synonyms for each Key Word.
- Under Add More Information > Use This Word > Write a Sentence, have students use the selected Key Word in a sentence about matter.

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.3.L.6

Writing

Option 1: Write About Water



NGReach.com Student Resources

Have students view an online photo slideshow and write a vivid description of one of the photos. To view the slideshow, have students go to Resources > Unit 5 > Learning Stations > Week 1 > Water Photos.

Use Description

CC.3.W.3.b

Write Over Shorter Time for Specific Tasks

CC.3.W.10

Option 2: Continue the Dialogue

"When the weather is cold, I like to build snowpeople."

MATERIALS

audio-recording equipment or computer (optional)

Students write a short continuation for the dialogue "When It Is Hot!"

- Have students review the dialogue on **Anthology** page 276.
- Then have partners write new lines for Amita and David, continuing their discussion about weather.
- If time permits, students can create an audio recording of their dialogue.

Use Dialogue

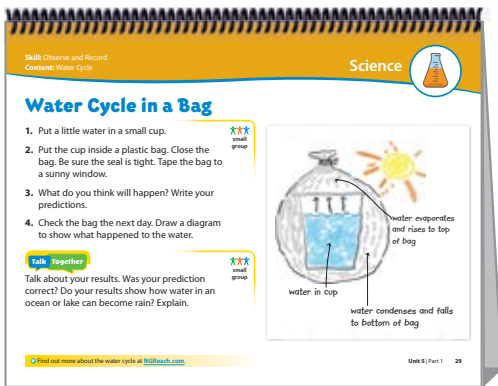
CC.3.W.3.b

Create Audio Recordings

CC.3.SL.5

Cross-Curricular

Option 1: Water Cycle in a Bag 



PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 29

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

Student Resources Directory

paper cups • plastic bags with seals • water • masking tape • markers or crayons

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

Option 2: Play a Water Game 



Have students take a short online quiz about water and share what they learned. To take the quiz, have students go to Resources > Unit 5 > Learning Stations > Week 1 > Water Quiz.

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

Reading

Option 1: 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: Author Study 

Marisa Montes

Title	Character Name	Character Details

MATERIALS

books by Marisa Montes such as Who's That Girl? and Juan Bobo Goes to Work

As students read multiple books by Marisa Montes over the week, have them develop a character chart to compare and contrast characters from two stories.

Students may want to select from additional recommended books. See **Independent Reading Recommended Books** on page SG68.

Compare and Contrast Stories CC.3.Rlit.9
Read and Comprehend Literature CC.3.Rlit.10

Intervention

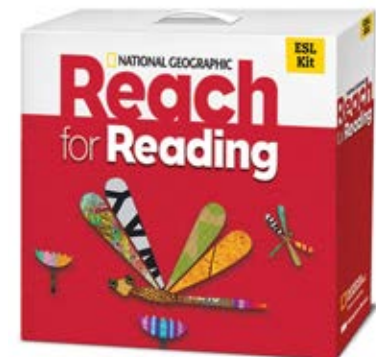
Phonics Games 



Apply Phonics and Word Analysis Skills CC.3.Rfou.3
For Reteaching Masters, see pages RT5.1–RT5.3.

Additional Resources

ESL Kit 



ESL Teacher's Edition pages T274–T299

Week 1 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Temperature and Change

Recognize High Frequency Words

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings: /i/ie, igh

Blend Sounds to Decode Words

Teach

Day 1



PROGRAM RESOURCES

High Frequency Words:

Teaching Master 19

Sound/Spelling Card 34

Reach into Phonics

Lesson 65, page T108

Lesson 67, page T110

High Frequency Words

Follow Lesson 65 to present High Frequency Words:

been four sound cause between

Long Vowels /i/ie, igh

Follow Lesson 67, Part 1 on page T110. Use **Reading Routine 1** and **Sound/Spelling Card 34** to teach sounds and spellings /i/ie, igh.

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



Teach

Day 2



PROGRAM RESOURCES

More High Frequency Words:

Teaching Master 20

Sound/Spelling Card 34

Word Builder: Transparency 54

Decodable Passage: *Bright Dogs*

Practice Book, page 115

Reach into Phonics

Lesson 66, page T109

Lesson 67, page T111

High Frequency Words

Follow Lesson 66 to present High Frequency Words:

could almost life often never

Long Vowels /i/ie, igh

Follow Lesson 67, Part 2, on page T111 to read and build words with sounds and spellings /i/ie, igh. Guide students through **Transparency 54**.

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 54



COMMON CORE STANDARDS

Apply Phonics Skills	CC.3.Rfou.3
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

Missing Vowels

Day 3



Option 1

MATERIALS

index cards, 15 per student

Prepare

- Have partners collaborate to write 15 words that have long *i* vowels spelled *ie* or *igh*, each on a separate card. Tell students to underline the long *i* vowel spelling.
- Have students write a short phrase or sentence containing the word on the back of each card, leaving a blank in place of the long vowel spelling. Display examples: My shoes are too t__t; Wear a shirt and t__; Have a slice of p__; l__ down and rest; Take the h__way.

Play a Game

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

Show Me!

Day 3



Option 2

MATERIALS

index cards, 12 per pair of students • timer • folders or dividers, one per pair of students

Prepare

Have partners collaborate to write the vowel spellings *ie*, *igh* and the consonants *b*, *d*, *f*, *h*, *l*, *m*, *n*, *p*, *r*, *s*, and *t*, each on a separate card.

Play a Game

- Partner 1 gathers all letter cards and places a folder or divider around his or her work area.
- Set a timer for five minutes.
- Partner 2 names a word from the word bank.

pie	tie	spies	tries	tied	tried	fried
fight	right	bright	high	sigh	sight	slight

- Partner 1 builds the word using the necessary letters. Partner 2 announces, "Show me." Partner 1 then removes the folder to reveal the word and read it. One point is awarded for each word built and read accurately.
- Partners should continue to name, make, and read words until the time is up.
- At the end of five minutes, have partners switch roles and repeat. The partner that accurately builds and reads the most words wins.

Long i Toss

Day 4



MATERIALS

crumpled paper ball, one per group • timer

Prepare

Arrange students in small groups and provide each with a crumpled paper ball.

Play a Game

- Have students form a circle. One student tosses the paper ball to another, calling out one of the long *i* vowel spellings (*ie* or *igh*) as he or she tosses the ball.
- The student who catches the ball says a word with the called vowel spelling. The group confirms the word is correct.
- If the word is correct, the student gets one point and tosses the ball to someone else, calling out a long *i* vowel spelling.
- If the word is not correct, a volunteer calls a new word, gets the point, and tosses the ball to another student.
- When the time is called, the student with the most points wins.

Hop and Read

Day 5



MATERIALS

masking tape • large index cards, ten per pair of students • markers

Prepare

- Have partners work together to write each High Frequency Word from the word bank 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 on the floor.

been	four	sound	cause	between
could	almost	life	often	never

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.

Week 1 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Temperature and Change

- ✔ Spell Words with Long *i*: *ie*, *igh*
- ✔ 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 *i*: *ie*, *igh*

1. dried	We dried our towels in the sun after swimming.
2. flashlight	Dan used a flashlight to find firewood in the dark.
3. flight	During an airplane flight in cold weather, ice can form on the plane's wings.
4. fried	The cook fried chicken in a pan of hot oil.
5. frightful	The frightful ice storm scared everyone!
6. higher	If you start your sled higher up the hill, you'll pick up more speed and have a longer ride.
7. lied	Robin lied about the weather because if he'd told the truth, his mom would have made him wear a jacket.
8. lightly	At first it rained lightly , but then the drops turned to ice.
9. nightmare	Last night's dream turned into a nightmare when I forgot my schoolbooks at home this morning.
10. pried	Dad prided open the frozen window with a screwdriver.
11. sigh	Ava heard a happy sigh from her grandpa as she covered him with a warm quilt.
12. slightly	Since the temperature has risen from 80 to 85 degrees, it is slightly hotter now.
13. sunlight	Sunlight can burn your skin more quickly in the mountains than at sea level.
14. tried	Maurice tried to stay warm by putting on a sweatshirt.
15. untied	I untied my wet sneakers before I took them off.

Watch-Out Words

16. die	It will get below freezing tonight so most plants will die .
17. dye	Can we make dye out of the berries and leaves?
18. cell	We are using a microscope to look at a plant cell .
19. sell	We'll dye woolen yarn and sell it to people who knit.

Long *i* Spellings

Day 2



Option 1

MATERIALS

index cards, 18 per pair of students

Teach

Display the words *flight* and *higher*. Circle *igh* and pronounce the words. Explain: *The letters igh make the long i sound you hear in flight and higher.*

Then display *lied* and *die*. Circle *ie* and pronounce the words. Explain: *The vowel combination ie can also make the long i sound, as they do in the words lied and die.*

Prepare

Have partners collaborate to write the first 15 spelling words and *die*, each on a separate card. Then have them write each of these phrases on a separate card: *i as in pie* and *i as in night*.

Play a Game

- Have Partner 1 take the two phrase cards and Partner 2 take the 15 word cards.
- Partner 2 holds up one card at a time. Partner 1 holds up the appropriate phrase card, says the phrase, and orally spells the word with his or her eyes closed.
- After one round, have partners switch roles and repeat the activity.

*i as in night,
h-i-g-h-e-r*

higher

Apply Phonics Skills
Decode Multisyllabic Words
Use Spelling Patterns and Generalizations

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

Compose a Rap

Day 2



Option 2

MATERIALS

dictionaries, one per group

The Long *i* Rap

- Arrange students in pairs. Point out that many of the week's spelling words rhyme: *prided*, *fried*, *lied*, etc.
- Invite partners to create a rap of at least four lines. Tell them to look up the meanings of the spelling words to be sure they are using them correctly in their rap.
- Have partners write down the rap, underlining the spelling words, and then rehearse it. Suggest that students use claps, finger snaps, or toe taps when rehearsing.

There was truth to be told, so none of us lied.
Grandma looked us in the eyes, and then Grandpa sighed.

Demonstrate Command of Spelling

CC.3.L.2



Trace Letter Shapes Day 3



Option 1

MATERIALS highlighters, one per student

Prepare

Have students neatly print each word that gives them trouble on a separate sheet of paper. Tell them to print letters far enough apart to allow tracing around each letter.

Practice

Tell students to follow these steps for each word:

- Use a highlighter to outline each letter.
Close your eyes and visualize the shape of the word.
Look at the paper again and study the word shape.
Turn the paper over and write the word on the back.



Tell students to repeat the process until they can spell the word correctly each time. Repeat for each troublesome word.

Apply Word Analysis Skills Use Conventional Spelling CC.3.Rfou.3 CC.3.L.2.e

Picture It Day 3

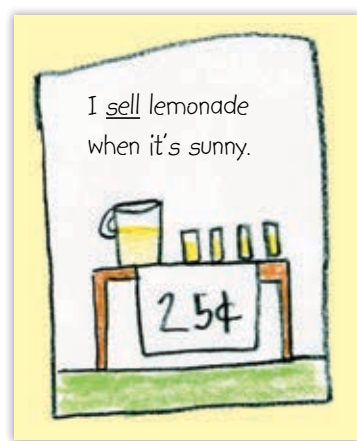


Option 2

MATERIALS dictionaries, one per student

Create Word Drawings

- Have students create drawings to help them remember the differences between the two pairs of Watch-Out Words: die/dye and cell/sell.
Have students create one drawing for each Watch-Out Word, checking the meaning of the word with a dictionary.
Have them label each drawing with a sentence that uses the Watch-Out Word in context. Students should underline each Watch-Out Word.



Demonstrate Command of Spelling Consult References CC.3.L.2 CC.3.L.2.g

What's Missing? Day 4

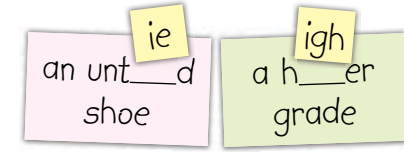


Option 1

MATERIALS index cards, 16 per pair of students • scissors, one per pair

Prepare

- Have partners collaborate to write the first 15 spelling words, and die, each on a separate index card. Tell partners to print ie and igh on separate pieces of paper and cut them out so that each spelling pattern is on a small square.
On the back of each index card, have partners write a short phrase using the word on the front of the card, leaving a blank line in place of the spelling for ie or igh. Display two examples.



Play a Game

- Tell partners to shuffle the word cards and stack them with the phrases facing up. Have them place the small letter squares above the stack.
Have the first partner choose a card, read its phrase, and hold up the ie or the igh to show the missing letters. Then have him or her say the word and spell it aloud. If correct, the student keeps the card.
Have partners switch roles and repeat the steps. The partner with the most cards at the end of the game wins.

Apply Phonics Skills CC.3.Rfou.3

Word Combos Day 4



Option 2

MATERIALS timer, one per group

Prepare

- Arrange students in groups of four. Further divide students into Pair 1 and Pair 2.
Have each pair secretly choose two of the first 15 spelling words, one with ie and one with igh.

Play a Game

- Tell Pair 1 to call out two spelling words and then start the timer for one minute.
Have Pair 2 write a sentence that contains the two spelling words. Have them underline the two spelling words.
If Pair 2 writes a complete sentence before the buzzer rings, spelling the words correctly, they score a point.
Have pairs switch roles and play again. Each group should try to use all the spelling words at least once.

Demonstrate Command of Spelling CC.3.L.2

Week 1 Daily Grammar

OBJECTIVES

Thematic Connection: Temperature and Change

✔ Grammar: Use Adjectives

✔ Grammar: Use Comparison Adjectives

COMMON CORE STANDARDS

Edit Writing

Demonstrate Command of Grammar

Explain the Function of Adjectives

CC.3.W.5

CC.3.L.1

CC.3.L.1.a

Day 1

PROGRAM RESOURCES

Adjectives: eVisual 5.2

MATERIALS

index cards, nine per group

Teach the Rules

Use the suggestion on page T278 to introduce adjectives. Then display and read eVisual 5.2.

Adjectives

- | | |
|--|---|
| • An adjective describes, or tells about, a noun. | The blue sky has a few big clouds. |
| • An adjective usually comes before the noun it describes. | The dark clouds are interesting shapes. |

NGReach.com Adjectives: eVisual 5.2

Play a Game

Have groups of four create a cumulative story. Give each group nine index cards. Have them write the words from the word bank and the story starter below on the cards and then place the words face down and the story starter face up. Explain:

- *Player 1 draws a card and completes the story starter, using the adjective on the card to describe a noun. Here is an example: At first, it was a warm day.*
- *Student 2 draws a card, repeats the first sentence, and adds a new sentence, using the adjective with a noun.*
- *When all players have had a turn, say the whole story together.*
- *Play another round with the remaining four adjective cards.*

At first, it was a _____.

sunny	cheerful	freezing	windy
warm	funny	slippery	blue

Differentiate

SN Special Needs

ISSUE Students have difficulty remembering the story as it builds.

STRATEGY Position these students so they are the first or second player in each group and will have less to repeat.

Day 2

PROGRAM RESOURCES

Comparison Adjectives: eVisual 5.6

MATERIALS

markers for tossing game

Teach the Rules

Use the suggestion on page T281 to introduce comparison adjectives. Then use eVisual 5.6 to explain the rules.

Comparison Adjectives

- | | |
|--|---|
| • For most adjectives , add -er followed by than to compare two things. | The morning was warmer than the afternoon. |
| • If the adjective has three or more syllables, use more followed by than . | Snow in May is more unusual than rain. |
| • When you make a comparison, use -er or more . | Snow is colder than rain.
It is more exciting than rain, too! |

NGReach.com Comparison Adjectives: eVisual 5.6

Play a Game

Have partners write the adjectives from the word bank in a ten-square grid, leaving space below each word. Explain the rules:

- *Take turns tossing a marker into a square. Use -er or more to write the correct adjective form in the square. If your marker lands on an adjective already correctly used, toss again.*
- *Use the adjective in a sentence about weather or the seasons. Here is an example: The lake is colder in winter than in summer.*
- *If you use the adjective correctly, write your name in the square. Continue the game until each student has taken five turns.*

warm	cool	dark	clear	beautiful
exciting	cold	horrible	unusual	green

Differentiate

BL Below Level

ISSUE Students have trouble using *more* when needed.

STRATEGY Tell students to clap for each syllable in the word. If they clap three times or more, they use *more*.



Day 3

PROGRAM RESOURCES

More Comparison Adjectives:
eVisual 5.7

Game: Practice Master PM5.3

Teach the Rules

Use the suggestion on page T288–289 to introduce more comparison adjectives. Then use eVisual 5.7.

More Comparison Adjectives

- For most **adjectives**, add **-est** to compare three or more things. Use **the** before the adjective.

It was **cold** Monday. It was **colder** Tuesday. Today is **the coldest** day of the week.
- If the adjective has three or more syllables, use **the most** before the adjective.

Snow is **the most interesting** substance of all in nature.
- When you make a comparison of three or more things, use **-est** or **most** before the adjective.

Is a snowflake **the quietest** thing to fall?
Snow is **the most amazing** form of water.

NGReach.com More Comparison Adjectives: eVisual 5.7

Play a Game

Distribute **Practice Master PM5.3** and have partners play.

Differentiate

EL English Learners

ISSUE In a few languages adjectives follow nouns.

STRATEGY Provide sentence frames:

I see _____ clouds.

We had a _____ winter.

It is a _____ day.

Grammar: Game
Rising Temperatures

Directions:

- Write your names below the thermometer.
- Take turns choosing an adjective from the Adjectives box.
- Use -est or most to say the correct form of the adjective for comparing three or more things. Then use it in a sentence with a noun from the Helpful Nouns box.
- If your partner agrees the form is correct, put a checkmark beside the word and write the correct form in the first empty space above your name. Color the thermometer next to your adjective.
- The player who reaches the END in fewer turns wins.

Words may appear in any order.

Adjectives	
___ warm	___ bright
___ beautiful	___ strong
___ powerful	___ exciting
___ gray	___ unusual
___ cold	___ dark

Helpful Nouns		
weather	day	summer
snow	clouds	fall
storm	week	blizzard
wind	month	rain
spring	fog	winter
year	sun	night

For use with TE p. T273p **PM5.3** Unit 5 | Mysteries of Matter

NGReach.com Practice Master PM5.3

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM5.4

Grammar and Writing

Distribute **Practice Master PM5.4**. Have students use editing and proofreading marks to correct errors with adjectives.

Grammar: Grammar and Writing
Edit and Proofread

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

- adjectives that describe two things
- adjectives that compare three or more things

Editing and Proofreading Marks	
^	Add.
↔	Take out.
≡	Capitalize.
⊙	Add period.
⌞	Add comma.

"It is ~~more~~ colder tonight than it was today," Hormiguita says sadly. "Listen to that howling wind!" She pulls on a greener sweater. "This winter has the ~~low~~ ^{lowest} temperatures in many years," Mami says. She picks the ~~colorfulest~~ ^{most colorful} yarn from a basket full of knitting. Before starting to knit, she looks outside. She sees a ~~grayer~~ ^{grayer} mouse blown like a tumbleweed by the wind. "Hormiguita, is that your friend?" "Oh, poorest ^{poorest} Mouse!" Hormiguita cries. Mami opens the door ~~most dangerous~~ ^{most dangerous} against the ~~dangerousest~~ ^{most dangerous} wind of all. "Mouse, come in!" Mouse rushes in. "You are ~~older~~ ^{older} than Hormiguita," says Mouse. "So you must be Mami. I am the oldest one here, and this is the ~~most amazing~~ ^{most amazing} kindness I've seen in my life!" Mouse hugs them both.

For use with TE p. T273p **PM5.4** Unit 5 | Mysteries of Matter

NGReach.com Practice Master PM5.4

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A5.8–A5.9

Review and Assess

Have groups of three create charts like the one below. Have Student 1 write an adjectives in the first column and a phrase using the adjective in the second. Student 2 then uses the adjective to compare two things. Finally, Student 3 uses the adjective to compare three things. Have students switch roles and repeat the process for the other two charts.

Adjective	Describe 1 Thing	Compare 2 Things	Compare 3 or More Things
cold	cold winter	a colder winter than last	the coldest winter on record

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

Week 1 Daily Writing Skills

OBJECTIVES

Thematic Connection: Temperature and Change

Write Scripts

COMMON CORE STANDARDS

Use Dialogue

CC.3.W.3.b

Introduce a Script

Day 1



PROGRAM RESOURCES

Dialogue Passage: eVisual 5.3

Teach the Skill

Display **eVisual 5.3**. Select two volunteers to read it aloud.



Dialogue Passage

Snowed In!

Characters:

KAI, a young boy

YUINA, Kai's sister

SCENE ONE

[Morning. KAI and YUINA look out the window.]

YUINA [excited]: Kai! Look at all that snow!

KAI: It must have snowed two feet last night.

YUINA: Great! Let's go sledding!

KAI: Sure! Then we can build a snowman!

[YUINA and KAI put on coats. KAI tries to open the door. It's stuck.]

KAI: Oh no! The door won't open. There's too much snow.

YUINA: We're snowed in. What are we going to do?



Dialogue Passage: eVisual 5.3



INTERACTIVE WHITEBOARD TIP: Circle the characters. Underline the first line of dialogue.

Explain: *A script is the words and actions in a play. It includes a description of the setting, or where the story takes place. It also includes directions that tell the actors what to do.* Point out that the setting is morning and the directions tell Kai and Yuina to look out the window.

Explain: *The words that characters say, or dialogue, tell us what is happening in the story and how the characters respond. Stage directions in brackets tell the actors who play the characters what to do.*

Ask: *How do the characters respond to the snow at first?* (They are excited.) *How do they react when they are snowed in?* (They are upset/disappointed.) Explain that, in a script, we can also learn about a character's personality through his or her dialogue.

Explain the format and punctuation of dialogue in a script, how it is different from dialogue in a short story or novel.

Complete a Script

Day 2



Option 1

PROGRAM RESOURCES

Dialogue Passage: eVisual 5.3

Introduce

Copy and display the cloze sentences below. Then, display **eVisual 5.3** and briefly revisit the model script, focusing on the format for writing dialogue in a play. Tell partners that they will have five minutes to write a short script about two children experiencing a sudden heat wave.

_____ [NAME]: Wow! [wipes forehead] It sure is _____!
_____ [NAME]: I know. Let's open _____.
_____ [NAME]: Good idea. And let's _____.
_____ [NAME]: Do you think we could _____?
_____ [NAME]: Why not? I think _____.

Practice

Allow five minutes for partners to complete the script. Remind students to focus on showing the characters' responses to what is happening around them. Have them follow the play format in **eVisual 5.3**.

Have partners read their scripts to another pair of students. Have them discuss what they learned about the characters and how they are responding to the events around them.

Create More Dialogue

Day 2



Option 2

PROGRAM RESOURCES

Dialogue Passage: eVisual 5.3

Introduce

Display **eVisual 5.3** and focus on the dialogue format. Tell students they will add additional dialogue to "Snowed In!"

Practice

Have partners collaborate to add at least six more lines of dialogue, following the play format demonstrated in the eVisual.

Tell students that the dialogue needs to show how the characters are responding to being snowed in. The dialogue can also give the audience a more complete picture of the characters' personalities.

Have partners read their dialogue to another pair of students. Have each pair tell what they learned about the characters and how the dialogue helped them understand what is happening in the play.

SUGGESTED PACING

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

Write a ScriptDay 3  Option 1**PROGRAM RESOURCES**

Dialogue Passage: eVisual 5.3

Introduce

Display **eVisual 5.3** and draw students' attention again to the format. Point out that actions characters need to do are described in brackets. Remind students that, unlike in a story, the characters' exact words are not surrounded in quotation marks. They follow the character's name.

Practice

Have partners choose a piece of narrative fiction from one partner's Weekly Writing folder and work together to write a short script. Remind partners to describe the scene, name the characters, and include stage directions in brackets.

Remind students that the dialogue between characters needs to show how they respond to what is happening around them. The way each character speaks should also give clues about his or her personality.

Write a ScriptDay 3  Option 2**PROGRAM RESOURCES**

Dialogue Passage: eVisual 5.3

Introduce

Display **eVisual 5.3** and draw students' attention again to the format. Point out that actions characters need to do are described in brackets. Remind students that, unlike in a story, the characters' exact words are not surrounded in quotation marks. They follow the character's name.

Then have students turn to page 280 in their **Anthology**. Tell students they each will write a short script based on what is happening in the picture. Suggest that they include the snowperson as a character and give him or her dialogue.

Practice

Have students follow the play format in **eVisual 5.3** as they write their scripts. Remind them that the dialogue needs to show how the characters respond to what is happening around them and give the audience clues about the characters' personalities.

Have students share their scripts with a partner. Tell them to discuss what they learned about the characters through the characters' dialogue and actions.

Coauthor a ScriptDay 4 **PROGRAM RESOURCES**

Dialogue Passage: eVisual 5.3

MATERIALS

timer

Introduce

Write the following prompt:

Write a short script about a winter storm.

Arrange students in groups of three. Tell students that they will take turns writing a script for three characters. Explain: *The first student writes the first line of dialogue; the second student writes the next line of dialogue; the third student writes the third line of dialogue, and so on.*

Display **eVisual 5.3** for reference and remind students to use the format represented in the model script.

Practice

Have each student choose a character. Then have them work together to choose a scene (setting and situation). Have students write as many lines of dialogue as they can in ten minutes. If time allows, have each group read their script to another group.

Review and AssessDay 5 **PROGRAM RESOURCES**

Writing, Revising, and Editing Test: Assessment Masters A5.8–A5.9

MATERIALS

timer

Review the Skill

Write the following three situations:

a baseball game in the rain the first warm day of spring
hiking in the snow

Arrange students in groups of six. Assign each situation to a pair of students in each group. Give pairs ten minutes to write a script based on the situation. After ten minutes, have pairs read their scripts aloud.

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

Day 1 Introduce Unit 5

OBJECTIVES

Thematic Connection: Temperature and Change

Preview Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 5

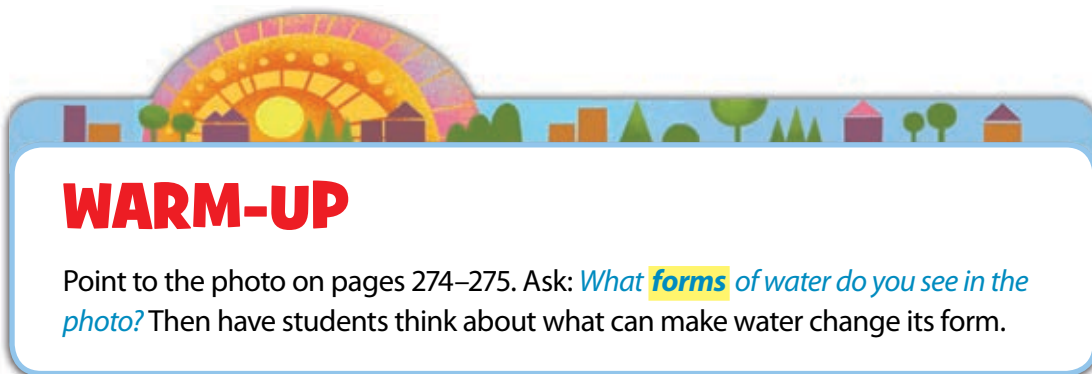
Unit Concept Map: Practice Master PM5.1

TECHNOLOGY ONLY

Unit 5 Build Background Interactive

MATERIALS

ice cubes • bowls • timer • markers or colored pencils



Science Background

1 Big Question Anthology page 274

Have a volunteer read aloud the Big Question. Explain: *Matter is anything that has mass and takes up space. That means that everything you can see, touch, feel, or taste is made of matter. This unit is about how matter can change.* Students will be reading about what happens when materials change from solid to liquid to gas to answer the question. Distribute **Family Newsletter 5**.

2 Share What You Know Anthology page 275

Activate prior knowledge: *How does ice change when it is left out in the sun?* (It **melts**.) Display **Student eEdition** page 275, review the instructions, and distribute materials. Clarify that students will make a series of drawings to show what happens to the ice over time.

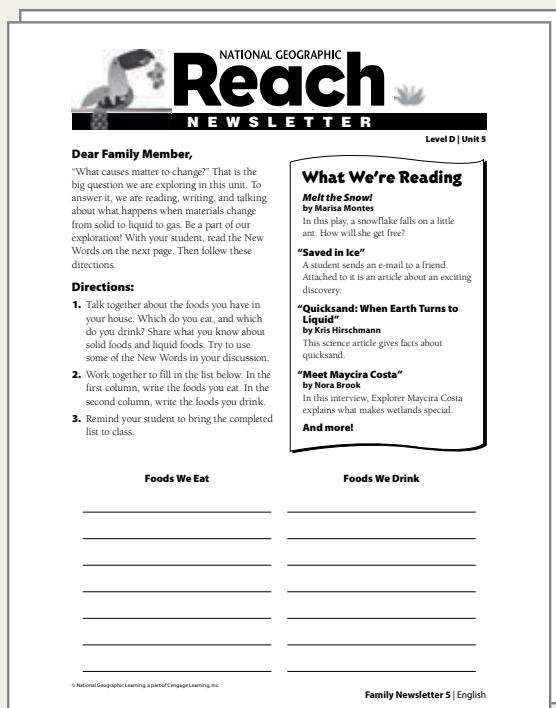
Have students place their experiments in different locations, such as near a window, heater, or conditioner. After students predict how long it will take for the ice to melt, have them begin making observations at regular intervals. Remind students to record how long the ice takes to melt and then discuss their drawings with a partner.

After students finish their experiments, ask: *Did some of the ice cubes **melt** faster than others? What could have made them **melt** even faster?*

3 Build Background Interactive Resource

Display and introduce the interactive: *Now you will click and listen to find out information about matter and how it changes.* Encourage students to participate actively as they view the interactive. Then discuss the interactive. Ask:

- *What are the three **states** of matter?* (**solid**, **liquid**, and gas)
- *What are two things that cause matter to change?* (freezing, boiling)
- *What is a mixture?* (two things combined together)
- *How is using an interactive different from reading a Web page?* (An interactive gives information in a given order, but a Web page gives information that viewers can access in any order.)



NGReach.com Family Newsletter 5
in seven languages

Mysteries of Matter

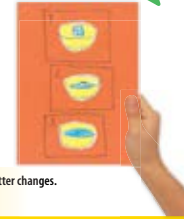
BIG Question What causes matter to change?

Share What You Know

- Put** one ice cube in a bowl on a table.
- Watch** what happens to the ice. How long do you think it will take to melt?
- Draw** what you see. Describe your drawing to a partner.



This is how the ice cube changed.



Build Background: Use this interactive resource to learn how matter changes.
NGReach.com

STUDENT TECHNOLOGY



Student eEdition



Interactive Exploration



Resources

NGReach.com

Anthology
pages 274–275

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 matter?* 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 340, or provide a bulletin-board version of the concept map. Explain: *As you go through this unit, you will be organizing your answers to the Big Question on a concept map.*



Concept Map

Distribute **Practice Master PM5.1** and model how to fill in a concept map. Ask: *What idea can we add from the interactive?* (Possible response: The cold of the freezer turns **liquid** water to **solid** ice.)

5 Preview Unit Projects

Point out the projects using **Student eEdition** page 341. Have students read the project options so they can think about which one they will choose: write a blog, give a weather broadcast, perform a dance, or classify matter.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T273q–T273r)
- ✓ Power Writing (T276, T278a, T282, T292, T297b)
- ✓ Writing (T278, T280–T281, T290–291, T297a, T298)
- ✓ Writing Project (T299a–T299d)

Name _____ Date _____

Unit Concept Map
States of Matter
 Make a concept map with the answers to the Big Question:
 What causes matter to change?

Possible response: The cold temperature can make water freeze.

Possible response: Sand can combine with water to make quicksand.

Possible response: The sun can melt snow.

Possible response: Heat can change water from a liquid to a gas.

Possible response: It can combine with other matter.

What causes matter to change?

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PM5.1 Unit 5 | Mysteries of Matter

OBJECTIVES

Thematic Connection: Temperature and Change

- Use Domain-Specific Words
- Comprehend Character and Plot

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 5
- Unit Concept Map: Practice Master PM5.1
- Character-Plot Chart: Practice Master PM5.2

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 5.1

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading	
Describe Characters and Explain Characters' Actions	CC.3.Rlit.3
Determine Meaning of Words and Phrases	CC.3.Rlit.4
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	
Discuss Topics, Building on Others' Ideas and Expressing Ideas Clearly	CC.3.SL.1
Language and Vocabulary	
Acquire and Use General Academic, Conversational, and Domain-Specific Words	CC.3.L.6

Academic Talk

1 Describe Actions Anthology page 276

Read aloud the introduction and play the **Sing with Me Language Song**: "When It Is Hot!" Explain: *When you describe an action, you tell what you do and when you do it.*

Ask: *What actions do Amita and David describe?* (eating ice cream, drinking hot cocoa) Point out how David links his comments to what Amita says and stays on the topic of discussion. Invite a volunteer to remind the class what it means to stay on topic.

Ask another volunteer: *What do you do when the weather is cold?* (Possible response: I like to go ice skating.) Then model how to build on the volunteer's idea to describe your own actions: *I know that ice skating is fun, but I would rather hike in cold weather.* Point out how you stayed on topic and linked to the action that was described.

Have students tell a partner what they do in warm weather. Then have their partners build on the ideas to describe their own actions. Remind students to stay on the topic of conversation and to link their responses to the actions described by their partners.

Science Vocabulary

2 Key Words Anthology page 277

Explain and model using **Vocabulary Routine 1** and the illustrations on **Student eEdition** page 277 to learn the Key Words.

- **Pronounce the word** and point to the first picture: **temperature**.
- **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:** **Temperature** is how hot or cold something is.
- **Elaborate:** Relate words to knowledge and experience: *When the **temperature** is hot, I like to go swimming.*

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

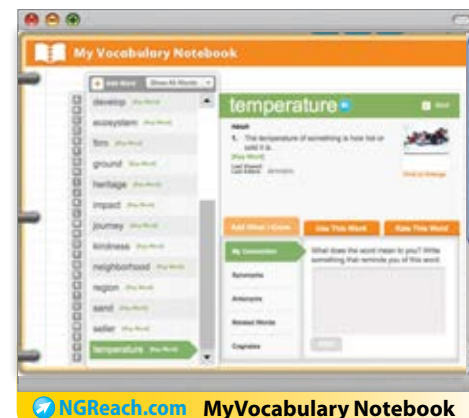
For more images of the Key Words, use the **Digital Library**.

Have partners take turns repeating the routine for each word using page 277. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

Key Words

form · freeze · liquid · melt
solid · temperature · thermometer



- When _____, I _____.
- When it is _____, I _____.

Describe Actions

Listen to Amita and David. Then use **Language Frames** to describe what you do in different kinds of weather.

When It Is Hot!

Dialogue ((MP3))

1. Girl: When the weather is hot, I eat ice cream!
Boy: When it is cold, I eat ice cream, too.

2. Girl: You like ice cream when the weather is cold?
Boy: Yes! When it is cold, I can finish the ice cream before it melts!

3. Girl: When the weather is cold, I drink hot cocoa.
Boy: Me, too! It warms me up so I can eat more ice cream!

- form
- freeze
- liquid
- melt
- solid
- temperature
- thermometer

Key Words

Look at the pictures. Use **Key Words** and other words to talk about **forms** of water.



Solid water melts when the **temperature** is warmer than 32°F.



Liquid water freezes at 32°F.

thermometer



melting/freezing point

Talk Together

Tell a partner what causes water to change its form. Use **Key Words**. Then use **Language Frames** from page 276 to describe fun things you can do with water in different kinds of weather.



3 Talk Together Anthology page 277

Have students review the two illustrations on page 277 and reread the captions and labels of the thermometer. Then read aloud the instructions and have partners use Key Words as they discuss what causes water to change form. Provide an example, such as: *When the **temperature** is cold, water **freezes**. The **liquid** water becomes **solid**.* Then have students describe fun things they can do with water in different kinds of weather, for example: *When the weather is cold, I make a fort out of snow.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students discuss water and describe actions, listen for correct usage of the Key Words. If students use words incorrectly, provide sentence frames for them to complete orally, such as the following:

- A _____ is used to measure **temperature**. (**thermometer**)
- When ice _____, it changes from **solid** to **liquid**. (**melts**)
- When things change from **liquid** to **solid**, they _____. (**freeze**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 5** for translations in seven languages. Use cognates for Spanish speakers:

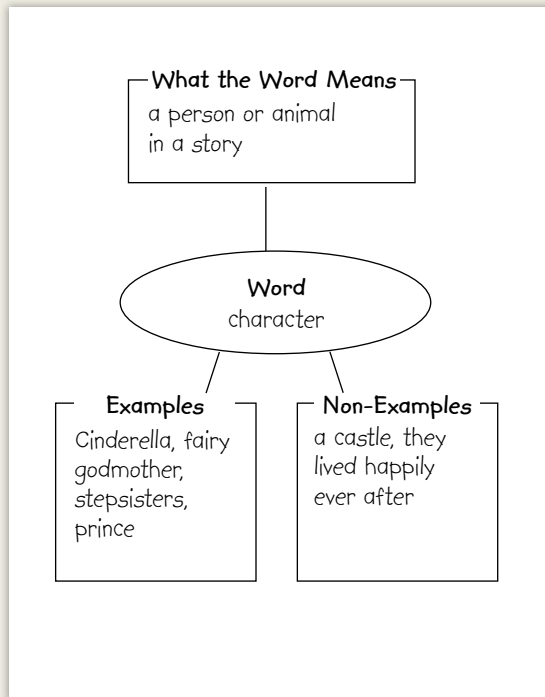
form/formar liquid/liquid
solid/sólido temperature/temperatura
thermometer/termómetro

SN Special Needs

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

STRATEGY Have students use Key Words to discuss cooking or eating favorite foods. Provide an example: *Before making grilled cheese sandwiches, my dad **melts** butter in the pan. The butter turns from a **solid** to a **liquid**.*

Word Map



Comprehension

4 Character and Plot Anthology page 278

Read aloud the information at the top of page 278. Use a Word Map to review the term **character**. Then display **eVisual 5.1** and read aloud “The Snowman Contest.” Remind students to focus on what the characters do and say.



Read Aloud

Realistic Fiction

The Snowman Contest

Every January, Snow City holds a contest to find the best snowman. David has big plans for his snowman this year, but he soon realizes that he will need some help. He hears Amita saying, “David builds the best snowmen!” He invites her to help him.

First, David builds the body of the snowman. He explains a trick to Amita. “I squirt a water mist on a small area of snow. The **liquid** water **melts** the snow a little and makes it easier to shape. After awhile, the melted snow **freezes** again to be nice and **solid**.”

After David sculpts the snowman, Amita helps David add acorn eyes, a carrot nose, and a thin stick curved into a smile. “I have a great idea!” Amita says excitedly. She adds gloves, goggles, and a pair of old skis. Their skiing snowman wins first prize.

“Thanks for your help, Amita!” says David, grinning from ear to ear.

Amita and David agree, “It takes a lot of work to be the best!”

[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 5.1



INTERACTIVE WHITEBOARD TIP: Underline the phrases that tell what the characters say.

5 Map and Talk Anthology page 278

After students read how to make a character-plot chart, point out the dialogue from the illustrations and discuss what it reveals about the characters and plot. Then ask: *What else does Amita say in “The Snowman Contest”? What does this show about her?*

6 Talk Together Anthology page 278

Read the directions aloud and help partners brainstorm ideas for a skit. Provide suggestions, such as a favorite activity or a time when students helped someone. Have partners use **Practice Master PM5.2** to make a character-plot chart that tells about the characters in their skit. Then have partners perform their skits for the class.

Check & Reteach

OBJECTIVE: Comprehend Character and Plot

As partners plan and perform their skits, monitor their conversations to make sure that they can correctly identify character traits and plot events.

If students have difficulty, ask: *What events are happening in your skit? How would you describe a person who acts or speaks like your **character**? Why?* Help students connect characters’ words and actions with plot events and character traits.

Fluency

Model Expression Explain the concept: *Fluent readers read with expression. They change their voices to show the feelings they get from the text.* Model expression with the last three paragraphs of “The Snowman Contest.” Then have students practice by reading aloud “When It Is Hot!” on **Anthology** page 276 with appropriate expression.

Character and Plot

When **characters** speak, you can find out:

- what the characters are like
- what is happening in the **plot**

Amita and David made up a skit about building a snowman. Look at the pictures and read the dialogue.



Map and Talk

You can make a chart that shows what characters say and what the words tell about the characters and the plot.

Character-Plot Chart

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Amita	"David builds the best snowmen!"	Amita values other people's work.	David is building a snowman.
David	"Thanks for your help, Amita!"	David accepts other people's help.	Amita is helping.

Talk Together

Plan and act out a short skit with a partner. Then use the characters' words to help you create a character-plot chart.

278

Anthology page 278

Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T273m

Daily Grammar ✓

Read aloud the following sentence: *David has big plans*. Explain that *big* is a word that describes David's plans. Then use page T273o to teach about adjectives.

Daily Writing Skills ✓

Tell students that a script is a piece of writing that tells actors in a play what to say and what to do. Then use page T237q to introduce scripts.

Writing

7 Write About Character and Plot

Introduce: *Now you will write a paragraph that explains the plot and **characters** in the skit you created.* Model the process with "The Snowman Contest."

Think Aloud

First, I write what a **character** says.

Next, I write what this shows about the **character** and the plot.

Write

At the beginning of the story, Amita says, "David builds the best snowmen!"

This shows that Amita is encouraging and will be a good helper on David's team

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

Have partners use the character-plot chart they prepared in **Talk Together** to write their paragraph. Have partners add their paragraphs to their Weekly Writing folders.

WRAP-UP

Have small groups discuss the best activities to do on a snowy day, a rainy day, and a warm, sunny day. Then have small groups share their ideas with the class.

Name _____ Date _____

Character-Plot Chart

Partner Skit

Responses will vary.
Possible responses are given.

Make a character-plot chart about your skit.

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Tyler	"I wish I could shoot baskets better!"	Tyler wants to be better at something.	Tyler is working to improve by practicing.
Ryan (Tyler's friend and neighbor)	"Brooke is a great basketball player. Maybe she can help us both."	Ryan wants to help his friend.	Ryan is helping Tyler find a solution to his problem.
Brooke (Tyler's sister)	"Sure, I'd love to share some tips about basketball."	Brooke is willing to help people.	Brooke is helping her brother and neighbor play basketball better.

Take turns telling a partner about one of the characters. What do the character's words show about the character?

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For use with TE p. T272a

PM5.2

Unit 5 | Mysteries of Matter

OBJECTIVES

Thematic Connection: Temperature and Change

- ✔ Use Academic Words
- ✔ Make Connections to Comprehend Literature

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Family Newsletter 5

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 the word *temperature*.

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



WARM-UP

Ask: *Was there ever a time you wanted the weather to be different from what it was?* Have students share their weather experiences with the class.

Academic Talk

1 Stay on Topic

Explain: *In a discussion, you should stay on topic by giving information only about the topic that is being discussed. This will help listeners understand you without being distracted by unrelated ideas and details.* Read aloud the following sentences about cold weather, and ask students to identify which one is off topic:

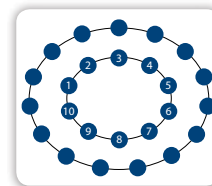
*I like when the **temperature** gets cold after a big rain. Large puddles **freeze** and become **solid** ice. Summer **temperatures** can rise above 100 degrees Fahrenheit.*

Explain that the last sentence is not related to the topic of cold weather. Then reread the first two sentences and have students add to the discussion about cold weather. Monitor that they stay on topic.

Arrange students into two groups and use a **Fishbowl**.

- Have students on the inside tell what they know about hot weather. They should use Key Words and stay on topic.
- Have students in the outside circle listen carefully. Remind the group when the discussion gets off topic, if necessary.
- Have groups switch places and continue the activity.

For **Fishbowl**, see page BP45.



Fishbowl

Academic Vocabulary

2 More Key Words ✔ Anthology page 279

Say: *Let's learn 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 its picture: **alter**.
- **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:** When you **alter** something, you make it different.
- **Elaborate.** Relate the word to your experience: Last summer, I had to **alter** my vacation plans because I was sick.

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

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

Key Words

alter · occur · state
substance · trap

COMMON CORE STANDARDS

Reading

Read and Comprehend Literature CC.3.Rlit.10

Determine Meanings 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

Stay on Topic CC.3.SL.1.c

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 "Melt the Snow!" and "Saved in Ice."

alter

(awl-tur) verb



When you **alter** something, you change it. She **alters** the dress to make it shorter.

occur

(u-ku) verb



When something **occurs**, it happens. A sunrise **occurs** every morning.

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**.

substance

(sub-stuns) noun



Substance is the material that something is made of. Snow is a cold **substance**.

trap

(trap) verb



To **trap** something means to catch it and not let it go. Spiders **trap** insects with webs.

Talk Together

Work with a partner. Make a Word Web of examples for each **Key Word**.



Add words to My Vocabulary Notebook.
NGReach.com

279

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Anthology page 279

Have partners take turns repeating the routine for each word using page 279. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 279

Have partners make a Word Web of examples for each Key Word. Ask volunteers to share one of their webs with the class.



NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners share their Word Webs, 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 different"? (**alter**)
- Which word means "to catch and hold something"? (**trap**)
- Which word means "to take place or to happen"? (**occur**)

Best Practices

Link to Experience As students talk, link Key Words to students' personal experiences. For example: *If my pants are too big, my grandma can **alter** them to make them fit.*

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 5** for translations in seven languages. Use cognates for Spanish speakers:

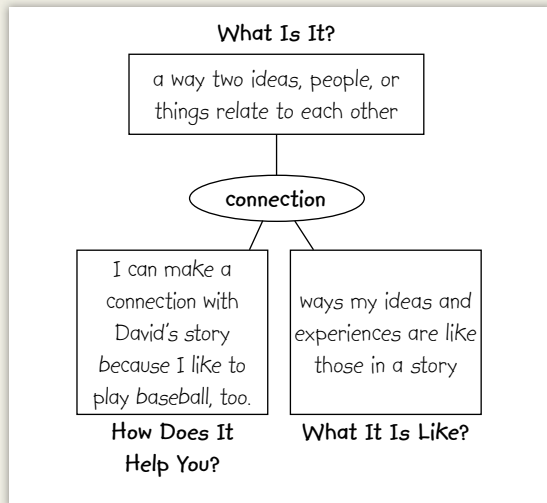
alter/alterar occur/ocurrir
state/estado substance/sustancia
trap/atrapar

BL Below Level

ISSUE Students cannot think of definitions.

STRATEGY Provide a resource. Have students use the definitions on **Anthology** pages 605–627 to complete step three of the routine. They can use the sample sentences as models for how to elaborate with their own experiences.

Word Map



Fluency

Practice Expression As partners read aloud the story “A Change of Weather,” circulate and listen for expression.

Comprehension

4 Learn to Make Connections Anthology pages 280–281

Use a Word Map to teach the term **connection**. Then project **Student eEdition** page 280 and read aloud the introduction. Explain: *Sometimes you can understand a story or picture better if you connect the ideas to your own life.* Think aloud to model the process for the story in the illustration:

- *This is about how people feel when winter ends and spring comes.*
- *I think of walking outside in warm weather. I feel happy to see the sun.*
- *Now I understand how happy the kids feel to go outside after winter ends.*

5 Talk Together Anthology page 281

Read aloud the instructions on page 281. Have students read the first paragraph of the story and the sample connection. Ask: *How does making a connection help you understand the story?* (Possible response: Relating Amita’s experience to my own life helps me understand how she feels.)

Have partners read the rest of “A Change of Weather,” pausing to make connections to their own lives. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Literature

As students discuss the story, make sure that they connect characters’ experiences to their own lives. If students have trouble, guide them to make a connection at the first red arrow:

- *What happens to Amita in this part of the story?*
- *When was a time that the weather changed your plans? How did you feel?*
- *How does this connection help you understand Amita’s feelings better?*

Writing

6 Write About a Connection

Introduce: *Now you will write sentences about a connection you made while reading “A Change of Weather.”* Model the process.

Think Aloud	Write
<i>First, I write a description of the part in the story.</i>	The story is about a picnic that ended quickly when the weather changed.
<i>Next, I write about a similar experience I had.</i>	My family couldn’t go camping because it started to rain. I felt so sad and disappointed.
<i>Finally, I write how I understand the text better.</i>	Now I understand how disappointed Amita must have felt about the picnic.

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

Learn to Make Connections

Look at the cartoon. Does it make you think of something in your own life? **Make connections**, or compare what you see in the picture to your own experiences.



People feel better when the weather is warmer.

When you read, you **make connections**, too.

How to Make Connections

1. As you read, think about what is happening in the text.
2. Ask yourself, "What is this like in my own life?"
3. Think about how this connection helps you understand the text.

This is about _____

I think of _____

Now I understand _____

280

Language Frames

- This is about _____
- I think of _____
- Now I understand _____

Talk Together

Read "A Change of Weather." Read the sample connection. Then use **Language Frames** to make connections. Tell a partner about them.

Story

A Change of Weather

Amita felt happy. It was her family's first picnic of the year. She didn't mind the slight chill in the air. Winter was over. It was spring!

Amita reached for a second piece of pie. Suddenly something touched her nose. She wiped it away. It was wet! Then it came again—and again! "Snowflakes!" she cried. She looked at the clouds. Their color had **altered** from gray to black. She shivered. It was suddenly much colder.

With a sigh, Mom packed up the picnic. Amita tried not to show it, but her happy **state** had vanished. Dad saw her disappointment.

"Quick changes in weather often **occur** in spring," he said gently. "Moisture in the air gets **trapped** in the clouds. When the **temperature** drops, the moisture turns to snow." He smiled and wiped a sticky **substance** off Amita's chin.

"Another snowflake?" she asked.

"Pie juice," Dad answered. They both laughed.

Sample Connection

"This is about a picnic.

I think of picnics with my family. They are always lots of fun.

Now I understand why Amita feels happy."

◀ = A good place to make a connection

281

Anthology
pages 280–281

Have students write sentences about a connection they made to a specific detail or event in "A Change of Weather." Their sentences should include what they read, how they connected it to their own lives, and how the connection helped them understand the story more fully. Have students add their connections to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Have students review the Key Words on **Anthology** page 279 and choose a photo from that page which reminds them of something in their own lives. Have students discuss their connections with a partner. Invite volunteers to share their connections with the class.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice Page T273m

Daily Grammar ✓

Display the illustration on **Anthology** page 280 and say: *Spring is warmer than winter*. Explain that *warmer* is a comparison adjective. Then use page T273o to teach comparison adjectives.

Daily Writing Skills ✓

Remind students that a script includes all the words and actions in a play. Then use page T273q to have students practice writing dialogue for a script.

Differentiate

AL Above Level

ISSUE Students satisfy the minimum requirement in their writing about making connections.

STRATEGY Challenge students to use Key Words as they write about their connections. For example: My friends and I also had to **alter** our plans when the **temperature** dropped suddenly.

OBJECTIVES

Thematic Connection: Temperature and Change

- ✔ Comprehend Character and Plot
- ✔ Make Connections to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD 2
Tracks 1–2

Comprehension Coach

MATERIALS

timer • cardstock • scissors

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- | | |
|--|---------------|
| Describe Characters and Explain Characters' Actions | CC.3.Rlit.3 |
| Refer to Parts of Dramas and Describe How Successive Parts Build | CC.3.Rlit.5 |
| Read with Fluency to Support Comprehension | CC.3.Rfou.4 |
| Read Orally with Accuracy, Appropriate Rate, and Expression on Successive Readings | CC.3.Rfou.4.b |

Writing


- | | |
|--------------|------------|
| Use Dialogue | CC.3.W.3.b |
|--------------|------------|

Speaking and Listening

- | | |
|---|-----------|
| Discuss Texts, 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

Ask: *Have you ever read, watched, or been in a play? What was it about? What was it like?* Tell students that today they will read a play about melting snow.

Vocabulary Practice

1 Expand Word Knowledge ✔

Students will practice Key Words by creating a Fold-Up Tab. Use **Vocabulary Routine 2** to model how to make a Fold-Up Tab for the word **state**.

- Write the word.
- Add a definition.
- Add a context sentence.
- Draw a picture to illustrate the word.

For **Vocabulary Routine 2**, see page BP35.

Key Words

alter · character · connection
 form · freeze · liquid · melt
 occur · scene · solid · state
 substance · temperature
 thermometer · trap

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

Academic Talk

2 Preview and Predict

REVIEW Introduce a few basic terms used when talking about dramas or plays: *A script is the written **form** of the play. It tells the story. It also has the parts that make up the play, such as dialogue and stage directions.*

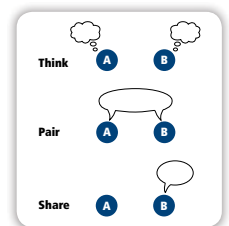
- *Dialogue is the words that the **characters** say.*
- *Stage directions are instructions that tell the actors what to do or how to speak.*

Point out the example of the script on **Anthology** page 282. Have students preview the illustrations and refer to parts of the play as they make predictions about the selection. Remind students to use precise language.

Display these Key Words: *alter, freeze, melt, substance, trap*. Have partners use a **Think, Pair, Share** to discuss their predictions about *Melt the Snow!*

- Students preview the illustrations on **Anthology** pages 282–283 independently.
- Students discuss their predictions with a partner. Encourage students to use Key Words and to convey ideas precisely.
- Individuals share their predictions with a person from another pair.

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



Think, Pair, Share

Read a Play

Genre

A **play** is a story that is acted out on stage. In a play, actors pretend to be the characters. A written **script** tells the actors what to say and do.

Elements of Drama

The script for a play shows the **dialogue**, or the words the characters say. The **stage directions** tell the actors how to speak, look, and act.

stage directions

HORMIGUITA [*shaking with fear*]:

How scary! But don't worry, Mami. dialogue
I'll be very careful.

[*HORMIGUITA bundles up and steps* stage directions
outside.]

Melt the Snow!

BY MARISA MONTES • ILLUSTRATED BY BRIAN AJHAR

Characters:

HORMIGUITA,
a little ant
MAMI,
Hormiguita's mother

Outdoor Characters:

SNOW
SUN
CLOUD
WIND
WALL
MOUSE

CHORUS

STUDENT TECHNOLOGY



Student eEdition



Read with Me



Comprehension Coach



My Vocabulary Notebook

NGReach.com



Comprehension Coach

282

Anthology
pages 282–283

Reading

3 Read a Play Anthology pages 282–283

GENRE Have a volunteer read aloud the definition of a play. Explain: *In a play, actors say and do things to show what happens in the story.*

ELEMENTS OF DRAMA Review the elements of drama using the sample script. Have students pantomime the stage directions and read the dialogue chorally.

SCIENCE BACKGROUND Share information to build background:

- *When clouds cover the sky, the **temperature** outside is cooler.*
- *The wind moves clouds across the sky, blocking some of the sun's warmth.*

Have students read pages 284–291 and use questions to build comprehension.

See **Differentiate**

Differentiate

BL Below Level

FRONTLOAD Preview the play. Assign roles to students, according to their ability. Then read through the play, having all students chorally read the CHORUS role.

OL On Level

READ TOGETHER Assign characters to students to read aloud. Ask one student to read the stage directions for the actors to perform.

AL Above Level

READ AND PERFORM Assign roles. Then have students read the play aloud, acting out stage directions. Ask students to rehearse and perform the play for the class.

1 Set a Purpose

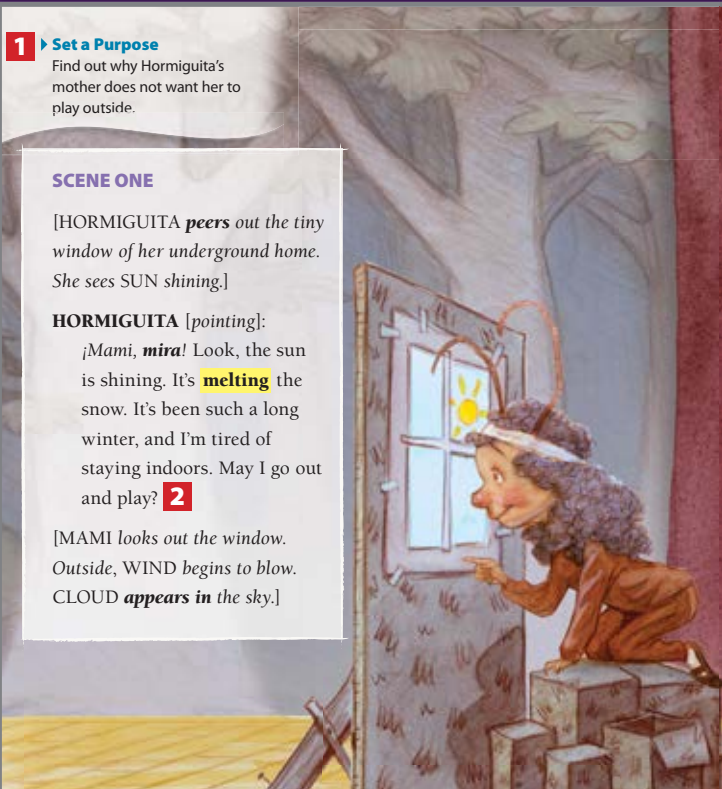
Find out why Hormiguita's mother does not want her to play outside.

SCENE ONE

[HORMIGUITA **peers** out the tiny window of her underground home. She sees SUN shining.]

HORMIGUITA [pointing]: ¡Mami, **mira!** Look, the sun is shining. It's **melting** the snow. It's been such a long winter, and I'm tired of staying indoors. May I go out and play? **2**

[MAMI looks out the window. Outside, WIND begins to blow. CLOUD **appears in** the sky.]



In Other Words
peers looks
mira look (in Spanish)
appears in comes into

284

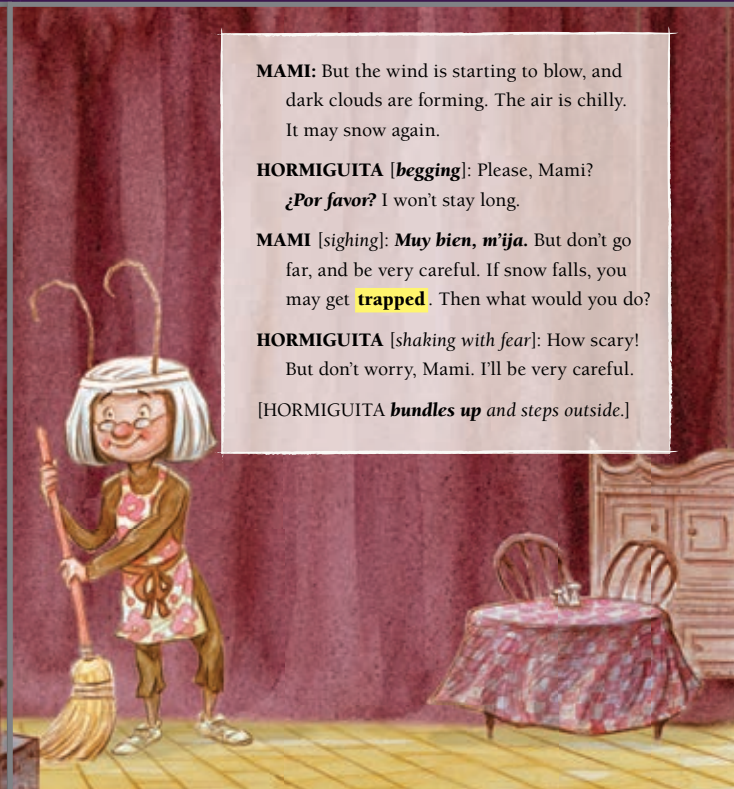
MAMI: But the wind is starting to blow, and dark clouds are forming. The air is chilly. It may snow again.

HORMIGUITA [**begging**]: Please, Mami? ¿**Por favor?** I won't stay long.

MAMI [sighing]: **Muy bien, m'ija.** But don't go far, and be very careful. If snow falls, you may get **trapped**. Then what would you do?

HORMIGUITA [shaking with fear]: How scary! But don't worry, Mami. I'll be very careful.

[HORMIGUITA **bundles up** and steps outside.]



In Other Words
begging asking
¿Por favor? Please? (in Spanish)
Muy bien, m'ija. Very well, my daughter. (in Spanish)
bundles up puts on warm clothes

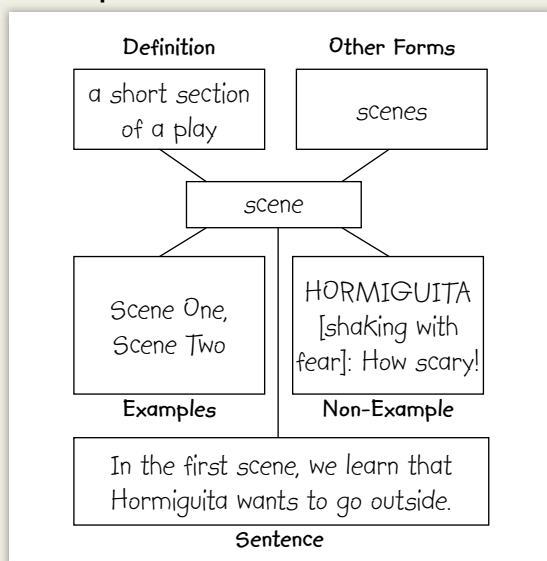
Before You Move On

- Drama** Find the dialogue that tells why Mami does not want Hormiguita to play outside.
- Make Connections** Tell about a time when you asked a parent to do something, as Hormiguita does.

285

Anthology
 pages 284–285

Word Map



Mini Lesson

Elements of Drama

Introduce the concept: *A play is made up of acts, which are divided into smaller sections called **scenes**.* *Melt the Snow! is a one-act play that has three **scenes**.*

Use a Word Map to elaborate on *scene*. Then have students page through the play to identify where the scenes begin on pages 284, 286, and 296.

Display **Student eEdition** page 284 and point out the stage directions at the beginning of the scene. Remind students that stage directions give information about the setting and where the scene takes place. They also tell actors how to speak, look, act, and move. Point out an example of stage directions and explain: *Stage directions are set apart in brackets. They are instructions for the actors, so they are not read aloud when the play is performed.*

Ask: *What is dialogue?* (words the characters say) Review: *A playwright uses dialogue to tell about the **character** and the plot. The plot of a play is similar to the plot of a story because both are made of events that build on each other to create a complete story.*

To check understanding, have students find examples of stage directions and dialogue on page 284. Have them explain what the dialogue shows about the characters and plot. (Possible response: Hormiguita is tired of winter. She is excited about playing outside. Mami is worried about the weather, but she lets Hormiguita go outside to play.) As they read the play, have students note how the events build to tell the complete story.

Answers Before You Move On

- Drama** Students should point to and read Mami's dialogue at the top of **Anthology** page 285.
- Make Connections** Possible response: Mami is worried because she thinks it will snow. I think of when I ask my mother if I can ride my bike. Sometimes, she says I can't because it is getting dark or it's not safe. Now I understand that Mami wants Hormiguita to be safe, too.

3 Predict

What will happen to Hormiguita when she plays outside?

SCENE TWO

[SUN shines. HORMIGUITA skips happily in the forest. Suddenly, WIND blows. CLOUD drifts in front of SUN. SNOW falls. HORMIGUITA shivers and stops. A big snowflake lands on her leg and traps her. She tugs at her leg.]

HORMIGUITA: ¡Ay, ay, ay! Snow, I'm stuck!
Give me back my leg so I can go home!

CHORUS: Snow holds Hormiguita's leg,
And she wants to go home!



In Other Words
drifts moves slowly
shivers shakes from the cold
tugs pulls
¡Ay, ay, ay! Oh, oh, oh! (in Spanish)

286

SNOW: *Lo siento.* I cannot. But there is someone stronger than me.

HORMIGUITA [tugging at leg again]: Who is stronger than you, heavy Snow?

SNOW: The sun is stronger. It melts me into water.

HORMIGUITA [reaching toward SUN]: Sun, melt the snow, *por favor!* **4**

CHORUS: Sun, please melt Snow.
Snow holds Hormiguita's leg,
And she wants to go home! **SN EL**



In Other Words
Lo siento. I'm sorry. (in Spanish)

287

Anthology
pages 286–287

Read and Build Comprehension

- 1 Set a Purpose** Have a student read aloud the purpose statement on page 284. Discuss why Hormiguita's mother might not want her to play outside.
- 2 Analyze Character's Motive** Why does Hormiguita want to go outside? (It is sunny and she is tired of staying indoors all winter.)
- 3 Make Predictions** Read aloud the predict question on page 286. Ask: *Based on what you know so far, what do you predict will happen to Hormiguita?* (Responses will vary.)
- 4 Analyze Character and Plot** ✓ *What do Hormiguita's words show about how she feels after she gets stuck?* (She is upset.) *What do her words show about what is happening in the plot?* (Hormiguita is asking Sun to melt Snow.)

Differentiate**SN Special Needs**

ISSUE Students are confused by the arrangement of text in a play.

STRATEGY Direct students' attention to and review the purpose of each element, one at a time. Use holes in cardstock to isolate each element as you review.

EL English Learners

ISSUE Students are confused about how to read dialogue.

STRATEGY Point to a line of dialogue and point out the character's name in capital letters, the stage directions, and the dialogue to be read aloud. Explain that the dialogue is the only part of the text that is read aloud.

Fluency

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

SUN: I cannot. But there is someone stronger than me.

HORMIGUITA [looking **puzzled**]: Who is stronger than you, bright Sun?

SUN: It is the cloud. It covers my **warm rays**.

HORMIGUITA [looking up at CLOUD, who is partly covering SUN]: Cloud, please **uncover** the sun! **1**

CHORUS: Cloud, please uncover Sun.
Sun must melt Snow.
Snow holds Hormiguita's leg,
And she wants to go home!



In Other Words
puzzled confused
warm rays bright, warm light
uncover move away from

288

CLOUD: I am sorry. I cannot. But there is someone stronger than me.

HORMIGUITA [shivering]: Who is stronger than you, **thick** Cloud?

CLOUD: The wind is more powerful. It pushes me.

HORMIGUITA [flinging arms up and begging]:
Wind, push the cloud away, *por favor!*

CHORUS: Wind, please push Cloud,
So Cloud can uncover Sun,
So Sun can melt Snow.
Snow holds Hormiguita's leg,
And she wants to go home!



In Other Words
thick big
flinging throwing

289

Anthology
pages 288–289

Daily Language Arts

Daily Spelling and Word Work ✓

Practice Page T273n

Daily Grammar ✓

Display **Anthology** page 291 and say: *Wall is not the strongest character of all.* Explain that *strongest* is a comparison adjective. Then use page T273p to teach more comparison adjectives.

Daily Writing Skills ✓

Point out Hormiguita's dialogue on **Anthology** page 290. Explain that this dialogue shows how Hormiguita responds to what is happening in the play. Then use page T273r to have students practice writing dialogue for a script.

Read and Build Comprehension

- 1 Analyze Character and Plot** ✓ *What do Hormiguita's words show about how she feels when she talks to Cloud? (She feels hopeful that Cloud can help her.) Based on her words, what is happening? (She is asking Cloud for help.)*
- 2 Make Connections** ✓ *What **connection** to your own life can you make from Hormiguita's experiences on pages 290–291? (Possible response: She is asking Wind and Wall for help. I needed help to fix my bike. I was sad that no one could help me. Now I understand how upset Hormiguita feels!)*

Check & Reteach

OBJECTIVE: Comprehend Character and Plot ✓

After students read **Anthology** page 289, ask: *What do Hormiguita's words and actions tell you about how she feels? What is happening in the play?* (Possible response: She is upset and is desperate for help. She is begging Wind to help.)

If students have difficulty, reread the dialogue while exaggerating the actions in the stage directions. Point out how the words tell about Hormiguita's character and the plot events.

OBJECTIVE: Make Connections to Comprehend Literature ✓

Listen for connections students make as they respond to comprehension questions.

If students have difficulty, reread **Anthology** page 291 and prompt a connection: *Describe a time when you had trouble finding help. How did you feel? Did someone offer to help? How does this real-life experience help you understand how Hormiguita feels?*

WIND: I'm sorry, Hormiguita. I cannot help you. But there is someone stronger than me.

HORMIGUITA [*rubbing arms to warm up*]: Who could be stronger than you, **mighty** Wind?

WIND: It is the wall. **It holds me back.**

HORMIGUITA [*hanging head sadly and shaking it slowly*]: ¡Ay, ay, ay! [*turning to WALL*] Wall, do not hold back the wind, please!



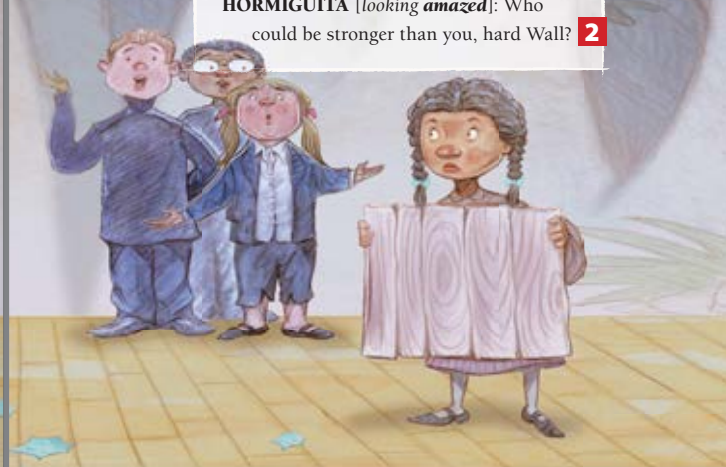
In Other Words
mighty big, strong
It holds me back. I cannot blow through it.
hanging head sadly holding her head down in a sad way

290

CHORUS: Wall, please don't **block** Wind, For Wind must push Cloud, So Cloud can uncover Sun, So Sun can melt Snow. Snow holds Hormiguita's leg, And she wants to go home!

WALL: I cannot, Hormiguita. But there is someone stronger than me.

HORMIGUITA [*looking amazed*]: Who could be stronger than you, hard Wall? **2**



In Other Words
block hold back; stop
amazed surprised

► **Before You Move On**

- 1. Confirm Prediction** Was your prediction about Hormiguita correct?
- 2. Make Connections** When have you needed help? Did you ask for help like Hormiguita?

291

Anthology
pages 290–291

Writing

4 Write Dialogue

REVIEW Remind students that dialogue is the words the characters say. Introduce: *Now you will rewrite lines of dialogue from the play using your own words.* Read Cloud's lines at the top of **Anthology** page 289 and model the process.

Think Aloud

First, I write the character's name.

Then I reread what Cloud says and rewrite it in a different way.

Write

CLOUD:

CLOUD: I wish I could help, but I can't. Luckily, I know who can!

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

Have partners reread **Anthology** page 291 and rewrite the Chorus's dialogue. Have students add their dialogue to their Weekly Writing folders. See **Differentiate**

Answers Before You Move On

- 1. Confirm Prediction** Possible response: My prediction is correct. When Hormiguita plays outside, snow falls and she is trapped.
- 2. Make Connections** Possible response: This part of the play is about how Hormiguita gets trapped in snow, and she asks for help. I think of a time when I hurt my leg. My friends helped me. Now I understand that she needs her friends to help her.

Differentiate

SN Special Needs

ISSUE Students have difficulty translating imagined dialogue into written form.

STRATEGY Have students make a recording of the dialogue. As they play back the recording, have them write down the words.

AL Above Level

ISSUE Dialogue does not seem natural.

STRATEGY Encourage students to listen to conversations around them in the classroom or playground and imagine that they are the character speaking to his or her friends.

WRAP-UP Have partners read over the dialogue they rewrote. Then have students perform their dialogues for the class.

OBJECTIVES

Thematic Connection: Temperature and Change

- ✓ Comprehend Character and Plot
- ✓ Make Connections to Comprehend Literature

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings: MP3 or CD 2
Track 3

My Vocabulary Notebook
Comprehension Coach

MATERIALS

timer • world map

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- Describe Characters and Explain Characters' Actions CC.3.Rlit.3
- Refer to Parts of Dramas and Describe How Successive Parts Build CC.3.Rlit.5
- Read Orally with Accuracy, Appropriate Rate, and Expression on Successive Readings CC.3.Rfou.4.b

Writing

- Use Description CC.3.W.3.b

Speaking and listening

- Discuss Text, 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

Ask: *Have you ever had to wait for the **temperature** to change in order to do something outside?* Invite volunteers to share their experiences.

Vocabulary Practice

1 Share Word Knowledge

REVIEW Have students use the Fold-Up Tabs 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 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.

Key Words

alter · character · connection
form · freeze · liquid · melt
occur · scene · solid · state
substance · temperature
thermometer · trap

Academic Talk

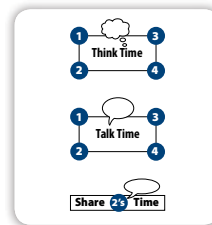
2 Summarize Reading

REVIEW Remind students: *When you summarize a play, you tell the most important events. You tell how the dialogue and actions in each **scene** build the plot. Include important information from the stage directions, too.* Explain that students will use Key Words as they summarize what they have read of *Melt the Snow!*

Write these Key Words: *form, freeze, melt, temperature, trap*. Use **Numbered Heads Together** to help students summarize.

- Divide the class into groups of four. Students number off within each group.
- Have students think about how they would summarize pages 284–291 individually.
- Groups discuss the play until each student is comfortable summarizing the play for the group.
- Call a number and have the student from each group with that number report for the group. Other students can listen for Key Words, descriptions of actions, and staying on topic.

For **Numbered Heads Together**, see page BP45.



Numbered Heads Together

1 Predict
Who will be strong enough to save Hormiguita from her trap?

WALL: The mouse is stronger.
He **gnaws** holes in me.

HORMIGUITA [looking around quickly and seeing MOUSE near WALL]: Mouse, please gnaw at Wall so I can go home!



In Other Words
gnaws chews

292

CHORUS: Mouse, please gnaw at Wall,
So Wall will not block Wind,
For Wind must push Cloud,
So Cloud can uncover Sun,
So Sun can melt Snow.
Snow holds Hormiguita's leg,
And she wants to go home! **2**

[MOUSE **scampers** to HORMIGUITA]

MOUSE: I will help you—of course! We tiny **creatures** must **stick together** against those stronger than us. It will be a tasty treat!

¡Muy sabrosa! [showing teeth] **3 EL SN**



In Other Words
scampers runs
creatures animals
stick together help each other
¡Muy sabrosa! Very tasty! (in Spanish)

293

STUDENT TECHNOLOGY



Student eEdition



Read with Me



My Vocabulary Notebook



Comprehension Coach

NGReach.com

Anthology
pages 292–293

Reading

3 Read and Build Comprehension

- 1 Predict** Read aloud the predict question. Ask: *Which **characters** listed on pages 292 and 293 might be strong enough to help Hormiguita? Why?* (Responses will vary.)
- 2 Analyze Elements of Drama** *How does the Chorus help us understand the play better?* (Possible response: The Chorus tells what the **characters** do.)
- 3 Analyze Character and Plot** *What does Mouse say to Hormiguita?* (He says he will help her.) *What does this tell you about his **character**?* (He is helpful and brave.) *What does this tell you about the plot?* (Someone will help Hormiguita at last.)

Differentiate

EL English Learners

ISSUE Students lack language proficiency to describe characters and plot.

STRATEGY Prompt with forced-choice questions, such as: *Who helps Hormiguita solve her problem—Sun, Wind, or Mouse? Is Mouse silly or brave?*

SN Special Needs

ISSUE Students have trouble following the plot of the play.

STRATEGY Have students draw a time line of the story events, using line drawings to represent the characters and brief labels to describe the events.

Fluency

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

CHORUS: Mouse, gnaw at Wall!
 Wall, stop blocking Wind!
 Wind, push Cloud!
 Cloud, uncover Sun!
 Sun, melt the snow!
 Snow is holding Hormiguita's leg,
 And she wants to go home!



294

[MOUSE gnaws at WALL. WALL **crumbles** and stops blocking WIND. WIND blows over WALL and pushes CLOUD. CLOUD **glides** away from SUN. SUN melts SNOW.]
 [HORMIGUITA shakes her leg loose.]

HORMIGUITA; I'm free! I can go home! [**hooks elbows** with MOUSE and dances] ¡**Gracias, Amigo!** Thank you, my friend, for saving me! You are the strongest one of all!

1 2 3
SN BL



In Other Words
crumbles breaks into pieces
glides moves smoothly
hooks elbows joins arms
 ¡**Gracias, Amigo!** Thank you, friend! (in Spanish)

295

Anthology
 pages 294–295

Read and Build Comprehension

- 1 Analyze Character and Plot** ✓ *What do Hormiguita's words on page 295 show about her?* (She feels happy and grateful to Mouse.) *What do her words tell about the plot?* (Hormiguita is no longer trapped.)
- 2 Make Connections** ✓ *What **connection** to your own life can you make about the events at the end of Scene 2?* (Possible response: This part is about how the group works together to help Hormiguita. I think of a group project we did that took a lot of hard work. Now I understand all the work Hormiguita and her friends do together.)

Differentiate

SN Special Needs

ISSUE Students' minds wander to topics or concepts that are not the focus of the play.

STRATEGY Encourage students to record all their ideas on graphic organizers. Then have them circle the connections that apply to the play.

BL Below Level

ISSUE Students have trouble making connections between the text and their own lives.

STRATEGY Model sharing specific details from your own life that connect to the text. Then prompt students with language frames: This part of the play reminds me of _____. The two are alike because _____. Now I understand _____ because _____.

SCENE THREE

[HORMIGUITA bursts through the kitchen door of her home.]

HORMIGUITA: Mami, Mami! I'm back!

MAMI [running toward the door and **scooping up**

HORMIGUITA in her arms]: You're just in time, m'ija.

HORMIGUITA [jumping excitedly]: In time for what, Mami?

MAMI: I made a pot of hot chocolate, **rich** and sweet!

Are you cold? ❖ **4**



In Other Words
scooping picking
rich strong

► Before You Move On

- 1. Confirm Prediction** Who is the strongest one? Are you surprised?
- 2. Drama** How do the characters work together to free Hormiguita? Read the stage directions on page 295.

296

Anthology page 296

- 3 Clarify Meaning** ✓ *Why is Mouse “the strongest one of all”?* (Mouse is the strongest because he is the only one able to save Hormiguita.)
- 4 Make Connections** ✓ *What **connection** to your own life can you make to Hormiguita’s experience on page 296?* (Possible response: This part is about Mami making hot chocolate for Hormiguita. I think of how good it feels to drink something warm on a cold day. Now I understand why Mami makes the hot chocolate.) Discuss how making connections helped students understand the characters and events better.

Check & Reteach

OBJECTIVE: Comprehend Character and Plot ✓

Check for accurate responses to the comprehension questions about character and plot. If students have difficulty, have them focus on Mouse’s dialogue on **Anthology** page 293. Ask: *What words best describe Mouse?* (Possible response: helpful, kind) *What does Mouse do in this part of the play?* (He helps Hormiguita by gnawing the wall.) Guide students to see how the dialogue tells about the character and plot.

OBJECTIVE: Make Connections to Comprehend Literature ✓

Listen for connections students make as they respond to comprehension questions. If students have difficulty, guide them in making a connection:

- *What is this part of the play about? What does this part remind you of in your own life?*
- *How do your experiences help you understand the play more?*

Answers Before You Move On

- 1. Confirm Prediction** Possible response: Mouse is the strongest **character** because he gnaws the wall and helps Hormiguita get free. This surprised me because mice are so tiny.
- 2. Drama** According to the stage directions, Mouse gnaws Wall. Wall stops blocking Wind. Wind blows over Wall and pushes Cloud. Cloud glides away from Sun. Then Sun **melts** Snow.

AWARD WINNER

Meet the Author

Marisa Montes

Marisa Montes was born in Puerto Rico, but today she lives in California. Like Hormiguita, Montes speaks more than one language. Growing up, she spoke Spanish at home and English at school. As a young girl, she lived in France and spoke French with her neighborhood friends. Because of her experiences, Montes has created many bilingual characters in her children's books.

Montes is like Hormiguita in another way, too. Both love to be outdoors. "I can't stand the feeling that there is something out there that I might be missing out on."



Writer's Craft

Marisa Montes uses vivid words to describe the power of each character in the play. Write a sentence to describe your favorite character. Use vivid words in your description.

▲ Montes loves animals, so she often includes them in her stories.

297

Anthology page 297

Best Practices

Encourage Elaboration As students answer questions, use general prompts to help students clarify and link to others' responses:

- *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 Anthology page 297

Have students read the biography. Display a world map and point out Puerto Rico, California, and France to help students understand where Montes has lived. After students read the biography, build comprehension:

- **Synthesize** *How does the author use other languages in her writing?* (Possible response: I read that the author spoke Spanish at home and English at school. I read the play *Melt the Snow!* in English, with some Spanish phrases. I connect the ideas and conclude that the author includes Spanish words and phrases in her **characters'** dialogue.)
- **Paraphrase Text** *Why does Montes love to be outdoors? Use your own words to paraphrase the reason she gives in the last paragraph.* (Possible response: She doesn't want to miss out on anything.)
- **Make Inferences** *Why do you think Marisa Montes creates bilingual **characters** in her books?* (Possible response: I read that Montes grew up speaking more than one language. I know it is easier to write about things you know. And so, she writes about **characters** that speak more than one language because she knows and understands what they think and feel.)
- **Ask Questions** *Based on what you have read, what questions do you have about Marisa Montes and her writing?* (Possible responses: I wonder why the **characters** speak both English and Spanish. I read that Montes spoke two languages growing up. So, her **characters** are a lot like her.)

Writing

5 Writer's Craft Anthology page 297

Read aloud the instructions in the Writer's Craft feature on page 297. Explain: *Vivid words make your writing lively and help readers picture the action.* Have students identify vivid words that describe the power of each character in the play. Clarify that each student will write sentences to describe a favorite character.

Review: *Like Marisa Montes, you can use vivid words to describe your **character**. Start by thinking about what your **character** is like and what you want the reader to know about him or her. Then think of vivid words that match your **character**.* Model writing sentences that describe characters.

Think Aloud	Write
<i>First, I write about the character.</i>	Mami is a kind, loving mother.
<i>Then I describe my character with vivid words.</i>	She smiles warmly as she cuddles her daughter in her loving arms.

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

Have partners brainstorm words and phrases that describe their favorite character from the play. Then have them work independently to write descriptions using vivid words. Have students add their sentences to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T273n

Daily Grammar ✓

Display **Anthology** page 295 and read aloud the last sentence: *You are the strongest one of all!* Remind students that *strongest* is a comparison adjective. Then use page T273p to practice using adjectives.

Daily Writing Skills ✓

Read aloud the following dialogue on **Anthology** page 293: *It will be a tasty treat! ¡Muy sabrosa!* Explain that these lines show something about Mouse's character. Then use page T273r to have students practice writing a script.

Differentiate

EL English Learner

ISSUE Students do not have enough vocabulary to choose vivid words.

STRATEGY Have students write a list of vivid words from the story. Encourage students to check the meanings in a dictionary, so they may choose the vivid words that work best.

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Have students use an online or print thesaurus to look up synonyms for their vivid words. Then ask students to look up the definitions of the synonyms in a dictionary. Challenge students to choose the words that have the exact meaning they want.

WRAP-UP Remind students that *Melt the Snow!* is a play. Ask: *Did you find the plot and **characters** easier or harder to understand than a story told by a narrator? Why?* Have students discuss these questions in small groups. Then have groups share their responses with the class.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Temperature and Change

- ✓ Comprehend Character and Plot
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Test-Taking Strategy Practice: Practice Master PM5.5
- Character-Plot Chart: Practice Master PM5.6
- Fluency Practice: Practice Master PM5.7

TECHNOLOGY ONLY

- Online Vocabulary Games
- Comprehension Coach
- Read with Me: Fluency Models: MP3 or CD 1 Track 9

MATERIALS

timer

Power Writing

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

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

COMMON CORE STANDARDS

Reading

- Describe Characters and Explain Characters' Actions CC.3.Rlit.3
- Refer to Parts of Dramas CC.3.Rlit.5
- Read Orally with Accuracy, Appropriate Rate, and 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, Building on Others' Ideas CC.3.SL.1
- Add Visual Displays CC.3.SL.5

Language and Vocabulary

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

WARM-UP

Display the Key Words for the week. Then set a timer for two minutes and have students use the Key Words to write as many sentences as they can about *Melt the Snow!* Have students share their favorite sentences with the class.

Vocabulary Review

1 Apply Word Knowledge ✓

Write: **character**, **connection**, **scene**. Point out the other Key Words on **Student eEdition** page 298. Then have students apply their knowledge of the Key Words to play a game called Yes or No? Explain:

- *One partner asks a yes/no question that includes two Key Words: Can people read the **temperature** on a **thermometer**?*
- *My partner answers in a complete sentence: Yes, people can read the **temperature** on a **thermometer**.*

Have students play the game.

- Have each student write a yes/no question that includes two Key Words.
- Have each student read his or her question to a partner.
- Remind partners to respond with complete sentences.
- Partners continue until they use all the Key Words.

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

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

Key Words

alter · character · connection · form
freeze · liquid · melt · occur
scene · solid · state · substance
temperature · thermometer · trap



Key Words	
alter	solid
form	state
freeze	substance
liquid	temperature
melt	thermometer
occur	trap

Talk About It

- Suppose you are going to perform in the play. How will the **dialogue** and **stage directions** help you?

The dialogue tells me _____. The stage directions tell me _____.

- Think of the beginning of the play. **Describe** the **actions** of Hormiguita and Mami.

Hormiguita _____. Mami _____.

- How else could Hormiguita get **trapped** in the forest? What might happen?

Hormiguita might _____.

Learn test-taking strategies.
NGReach.com

Write About It

At the end of the play, Mami says, "Are you cold?" What do you think Hormiguita will say? Write a line or two of dialogue for Hormiguita to answer Mami's question. Use at least one **Key Word**.

HORMIGUITA: Yes/No, _____.



298

Anthology page 298

STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test page T273m

Daily Grammar ✓

Read aloud the following sentence: *Mouse was the strongest character of all.* Then use page T273p to review and assess students' understanding of adjectives.

Daily Writing Skills ✓

Remind students that dialogue in scripts should give the audience a picture of the character's personality. Then use page T273r to review students' understanding of writing scripts.

Answers Talk About It

- Play** The dialogue tells me what the **characters** say. The stage directions tell me what the **characters** do.
- Describe Actions** Possible response: Hormiguita asks Mami if she can go outside to play. Mami tells her to be careful because she does not want Hormiguita to get **trapped** by the snow.
- Predict** Possible response: Hormiguita might get **trapped** in a puddle if the **temperature** is warmer.

Academic Talk

2 Talk About It Anthology page 298

Have partners use Key Words as they discuss the **Talk About It** questions on page 298. Provide a few sample responses, such as: *The stage directions tell me how I should **alter** my voice. Mami tells Hormiguita to be careful because a snowstorm might **occur**.* Remind students to stay on topic as they tell what the characters do and why.

Then use the test-taking strategy lesson from **NGReach.com** and **Practice Master PM5.5** to ask more questions about the selection.

Writing

3 Write About It Anthology page 298

Read aloud the directions on page 298. Explain that students can use the sentence frame to begin their lines of dialogue for Hormiguita.

Model two different responses to Mami's question, using Key Words:

- HORMIGUITA:** Yes, the snow **trapped** me and I thought I might **freeze**!
- HORMIGUITA:** No, the **temperature** is nice and warm here inside.

Have students add their lines of dialogue to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Reread

Directions: Read each question about *Melt the Snow!* Choose the best answer.

Sample

- Who is stronger than Snow?

- Ⓐ Cloud
- Ⓑ Sun
- Ⓒ Wind
- Ⓓ Hormiguita

- How is Cloud stronger than Sun?

- Ⓐ Cloud covers Sun's warm rays.
- Ⓑ Cloud rains on Sun's warm rays.
- Ⓒ Cloud uncovers Sun's warm rays.
- Ⓓ Cloud snows on Sun's warm rays.

- Who is stronger than Wind?

- Ⓐ Snow
- Ⓑ Mami
- Ⓒ Sun
- Ⓓ Wall

- What does Mami make for Hormiguita when she returns home?

- Ⓐ dinner
- Ⓑ a hot bath
- Ⓒ hot chocolate
- Ⓓ a snowstorm

How did you use the test-taking strategy to answer the questions?

For use with TE p. T298

PM5.5

Unit 5 | Mysteries of Matter

Differentiate

SN Special Needs

ISSUE Students have difficulty completing their character-plot charts.

STRATEGY Focus students' attention on one character at a time. As you complete each row, cover the other rows. Ask guiding questions, as necessary.

EL English Learners

ISSUE Students lack the vocabulary to write descriptions of characters.

STRATEGY Provide students with a list of character traits that could be used to describe the various characters in the play.

AL Above Level

ISSUE Students are ready to work independently.

STRATEGY Have students complete the character-plot charts on their own and then check their ideas with a partner.

Comprehension

4 Character and Plot Anthology page 299

REVIEW Display **Student eEdition** page 299. Read aloud the instructions and reinforce: *Dialogue gives you important clues about **characters** and plot.*

Review the columns in the character-plot chart and read aloud the sample entries. Explain: *Mami tells Hormiguita to be careful and to not go far. This shows that Mami wants Hormiguita to be safe. It also shows an important event in the plot: Mami lets Hormiguita go outside.*

Display page 286 and model how to add another example to the chart: *What important words does Hormiguita say at the beginning of Scene 2? (She says, "Snow, I'm stuck! Give me back my leg.") This shows that Hormiguita is upset and wants to go home. Ask: What plot event does this dialogue describe? (Snow **traps** Hormiguita.) Record these entries on the chart.*

Have partners work together to complete **Practice Master PM5.6**. Remind students to look carefully at the dialogue in the play. Circulate and use the questions below to guide students in discussing how the dialogue reveals clues about the characters and plot. Continue with similar questions for each character students identify on their charts.

See **Differentiate**

Story Element	Guiding Question
Dialogue	<i>What does Snow say on page 287? ("Lo siento. I cannot. But there is someone stronger than me.")</i>
Character	<i>What do the words tell you about Snow's character? (Snow is sorry about trapping Hormiguita and wants to help her.)</i>
Plot	<i>What do Snow's words tell you about what is happening in the story? (Possible response: Snow cannot help Hormiguita.)</i>

Name _____ Date _____

Character-Plot Chart *Answers will vary. Possible responses are given.*

Melt the Snow!
Make a character-plot chart for *Melt the Snow!*

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Mami	"Don't go far, and be very careful."	Mami wants Hormiguita to be safe.	Mami lets Hormiguita go out to play.
Hormiguita	"Snow, I'm stuck! Give me back my leg so I can go home."	Hormiguita is upset.	Hormiguita is stuck.
Snow	"Lo siento. I cannot. But there is someone stronger than me."	Snow is sorry and wants to help.	Snow cannot help Hormiguita.
Wind	"I cannot help you. But there is someone stronger than me."	Wind wants to help.	Wind cannot help Hormiguita.
Mouse	"I will help you—of course! We tiny creatures must stick together ..."	Mouse is helpful and thinks of Hormiguita as a friend.	Mouse can and will help Hormiguita.

How does the play's dialogue help you understand its characters and plot? Use your character-plot chart to explain this to a partner.

© National Geographic Learning, a division of Cengage Learning, Inc. For use with TE p. T298a **PM5.6** **Unit 5 | Mysteries of Matter**

Check & Reteach

OBJECTIVE: Comprehend Character and Plot

Have students point out a line of dialogue and explain the character traits and plot events they identified.

If students are having difficulty, help them focus on the meaning of the dialogue by having students pretend to be the character. Have students say the dialogue in their own words. Then guide students to identify character traits and plot points based on their own understanding of the character.

Character and Plot

Create a character-plot chart for “**Melt** the Snow!” Write dialogue that you think is important.

Character-Plot Chart

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Mami	“Don’t go far, and be very careful.”	Mami wants Hormiguita to be safe.	Mami lets Hormiguita go out to play.
Hormiguita			

Discuss your chart with a partner. Take turns reading what the characters say. Explain how the dialogue helps you understand the characters and the plot. Use the sentence frame and **Key Words**.

This dialogue shows that _____.

Fluency Comprehension Coach

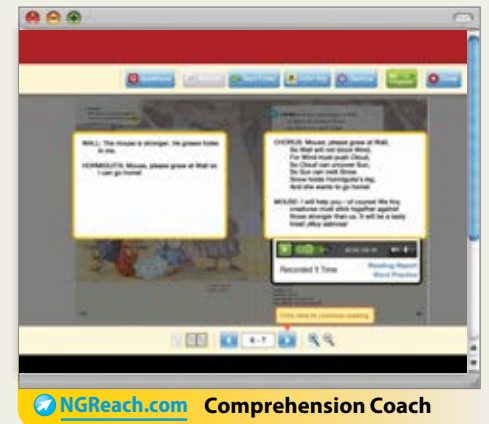
Use the Comprehension Coach to practice reading with expression. Rate your reading.

Talk Together

What caused the snow to melt? Draw a picture to show how Hormiguita got free. Share your picture with the class. Use **Key Words** as you tell about the picture.

5 Fluency Anthology page 299

Have students read aloud the passage on **Practice Master PM5.7** 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 299

Have partners discuss what caused the snow to melt. Point out the Key Words on **Anthology** page 298 and remind students to use them as they describe their pictures. Invite volunteers to share their pictures with the class.



WRAP-UP

Remind students that they have read about how temperature changes the forms of water in *Melt the Snow!* Have partners brainstorm and list other things that temperature can change.

Name _____ Date _____

Fluency Practice

Melt the Snow!

Use this passage to practice reading with proper expression.

HORMIGUITA [pointing]: ¡Mami, mira! Look, 3
the sun is shining. It’s melting the snow. 11
It’s been such a long winter, and I’m tired of 21
staying indoors. May I go out and play? 29

From *Melt the Snow!* page 284

Fluency: Expression

Does not read with feeling. Reads with appropriate feeling for most content.
 Reads with some 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.

words attempted in one minute = number of errors = words correct per minute (wcpm)

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PM5.7 Unit 5 | Mysteries of Matter

Week 1 Writing Project

OBJECTIVES

Thematic Connection: Temperature and Change

✔ Write a Play: Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A5.44

TECHNOLOGY ONLY

Sample Play: eVisual 5.4

Writing Trait: Fluency: eVisual 5.5

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 Dialogue	CC.3.W.3.b
Plan, Revise, and Edit Writing	CC.3.W.5
Write Over Extended Time Frames	CC.3.W.10

Language and Vocabulary

Demonstrate Command of Grammar	CC.3.L.1
Form and Use Comparative and Superlative Adjectives	CC.3.L.1.g
Use Knowledge of Conventions	CC.3.L.3

Write a Play

Display and read aloud the prompt.

Write a play to perform for your class about matter or how matter changes.

Study a Model

Read a Play

Explain: *Let's read one student's play.* Display and read aloud **eVisual 5.4**.



Sample Play

The Ball

Characters: VIOLET, a young girl JUAN, a young boy

SCENE ONE: VIOLET and JUAN crawl through the bushes. Thunder rumbles.

VIOLET: [*impatiently*] Come on, Juan. It's getting darker. We'll never find the tennis ball. Let's go inside where it's nice and warm.

JUAN: Two more minutes, Violet. I know the ball is here. Did you bring a flashlight?

VIOLET: No. Hurry up! It's going to rain!

[*Rain begins to fall.*] Great! It's raining, and I'm getting dirty!

JUAN: Relax. A little dirt never hurt anyone.

VIOLET: Well, this mud may not be hurting me, but it's hurting my new shoes!

[*A dog barks. VIOLET and JUAN turn around.*]

JUAN: Look! The dog has the ball. He's had it this entire time. Isn't that funny?

VIOLET: [*sighing*] Yes, it's the funniest day of my life! Can we go inside now?



Sample Play: eVisual 5.4



INTERACTIVE WHITEBOARD TIP: Underline long sentences. Circle short sentences.

Review the Trait: Fluency

Review the concept: *Dialogue should sound natural. You learn about characters through their words. Vary sentences to match conversation.* Display and read aloud **eVisual 5.5**.



Writing Trait: Fluency

Dialogue that is fluent

- sounds natural, since it matches each character's personality
- uses a variety of sentence types



Writing Trait: Fluency: eVisual 5.5



INTERACTIVE WHITEBOARD TIP: Place a check next to each point as you explain it.

Have two students read eVisual 5.4. Ask: *What do we learn about Violet?* (She hates to get dirty.) *What about Juan?* (He doesn't give up.)



Prewrite

Choose a Topic

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

Role: Play Writer

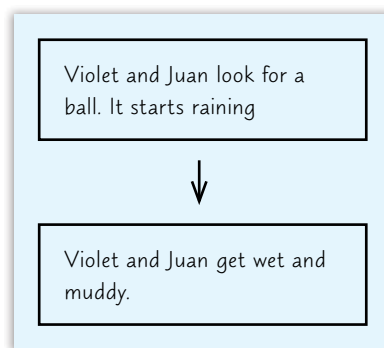
Audience: My Classmates

Form: Play

Help students choose a topic for their plays that has to do with matter. Provide them with possible categories of topics, such as weather, seasons, and food. Students can brainstorm with a partner how matter changes within each topic. Have students choose a topic and complete a RAFT.

Get Organized

Review the sample: *This play includes several causes and effects. This is a good way to organize events when the general topic is about change. You can think about the effects of events on characters and their feelings. For example, the rain causes Violet to get dirty, and we learn that she doesn't like getting dirty.* Display a cause-and-effect diagram and say: *You can use a cause-and-effect diagram to help organize the events in a play.* Model using an event from *The Ball* to complete a cause-and-effect diagram.



Cause-and-Effect Diagram

Have students use a cause-and-effect diagram to plan their plays.

Draft

Write Ideas

Allow students adequate class time to plan, organize, and write their drafts. Remind students to focus on fluency as they write their plays. As students plan, remind them that the dialogue needs to show the characters' responses in certain situations. It should also sound natural.

When they have finished writing their plays, students can use **Magazine Maker** to create covers for their scripts. Display **Small Group Reading** play scripts as examples.

See **Differentiate**



Differentiate

BL Below Level

ISSUE Students have difficulty writing dialogue for their plays.

STRATEGY Have students generate a plot and characters for their plays on their own. Next, have partners work together in an impromptu dialogue exchange. Then guide students to write down the dialogue that felt and sounded the most natural. Ask them questions such as the following:

- *Would your character say that?*
- *Does that sound like how a person really talks?*



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T273m–T273n

Daily Grammar ✓

Have students find the comparison adjective in *The Ball*. (*darker*) Then use pages T273o–T273p to have students practice using adjectives.

Daily Writing Skills ✓

Ask students what Violet’s dialogue in *The Ball* shows about her. Use pages T273q–T273r to have students practice writing dialogue in script form.

Revise

Read, Retell, Respond

Have students read aloud their drafts to partners. Have listeners retell the plays using their own words and offer ideas to improve the fluency. Display language frames to guide the discussion.

Language Frames	
Retell	Make Suggestions
<ul style="list-style-type: none"> Your play is about _____. First, _____. Then, _____. Last, _____. 	<ul style="list-style-type: none"> _____ sounds natural. I can't tell how the character _____ reacts to _____. Could you make it more clear? Many of the sentences are _____. Could you add some variety?

Make Changes

Have students revise their plays. Remind students that they need to use dialogue to show how characters respond to events. The dialogue should sound natural. Also, tell students to start with a list of characters, as well as a note that tells where the scene takes place. Students can also add stage directions after a character’s name to show how the character should deliver the lines or move around on the stage.

Demonstrate how to delete a large amount of text in **Magazine Maker**. Say: *Select the text you wish to delete and press the Backspace button.*

See Differentiate

Student Sample: Review

[Rain begins to fall.]
VIOLET: It is raining. I am getting dirty.
JUAN: That is okay. I am dirty, too.
VIOLET: The dirt is turning into mud. Look at my shoes.
[A dog barks. VIOLET and JUAN turn around. Juan sees that the dog has the ball.]
JUAN: The dog has the ball. He’s had it this entire time.
VIOLET: Can we go inside now?

Sample Analysis

Many sentences are the same length. I’ll vary the sentence lengths to make them more interesting. This will also make them sound more natural.

The dialogue doesn’t help me understand the characters’ feelings about events. I need to revise it to show more of their emotions.

Differentiate

AL Above Level

ISSUE Students easily use dialogue and various sentence lengths.

STRATEGY Challenge students to provide more sentence variety. Have students underline the first word in each sentence. Then have them check the underlined words for variety. If too many sentences begin the same way, suggest that students begin their sentences with clauses, adverbs, or pronouns. If students need help, have them look back to *Melt the Snow!* to see how the author uses variety in her sentences.



Edit and Proofread

Check the Play

Have students check their grammar and spelling, focusing on the Week 1 spelling words and the correct use of comparison adjectives.

Student Sample: Edit and Proofread

Characters:
VIOLET, a young girl
JUAN, a young boy

SCENE ONE: VIOLET and JUAN crawl through the bushes. Thunder rumbles.

VIOLET: [*impatiently*] Come on, Juan. It's getting more dark. We'll never find the tennis ball. Let's go inside.

JUAN: Two more minutes, Violet. I know the ball is here. Did you bring a flashlight?

VIOLET: No. Hurry up! It's going to rain!

Sample Analysis

I should include more adjectives in my play. For example, I could include adjectives that describe what it would be like inside. I should also edit some of these adjectives and rewrite them as comparative adjectives. For example, instead of more *dark*, I will use *darker*.

I misspelled *flashlight*. I'll need to fix that.

Publish and Present

Make a Final Copy

Remind students that they can make their words boldface and italics in **Magazine Maker** to create the play format. Show them how to use the caps button to type in capital letters. Show them how to highlight text and italicize it in **Magazine Maker**. Encourage students to play with different styles of fonts and then boldface and italicize them to improve their plays.

Share with Others

Have students gather in small groups. Have each group cast their plays and perform them for the class. Encourage students to read the dialogue with expression. However, they should also be sure to speak clearly and at an understandable pace. Model reading aloud dialogue from a play.

Have students make additional copies of their plays and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student's play.

Student Sample: Publish

The Ball

Characters:
VIOLET, a young girl
JUAN, a young boy

SCENE ONE: VIOLET and JUAN crawl through the bushes. Thunder rumbles.

VIOLET: [*impatiently*] Come on, Juan. It's getting darker. We'll never find the tennis ball. Let's go inside where it's nice and warm.

JUAN: Two more minutes, Violet. I know the ball is here. Did you bring a flashlight?

VIOLET: No. I didn't bring a flashlight to play tennis. Hurry up! It's going to rain!

[Rain begins to fall.]

VIOLET: Great! It's raining, and I'm getting dirty!

JUAN: Relax. A little dirt never hurt anyone.

VIOLET: Well, this mud may not be hurting me, but it's hurting my new shoes!

[A dog barks. **VIOLET** and **JUAN** turn around.]

JUAN: Look! The dog has the ball. Hers had it this entire time. Isn't that funny?

VIOLET: [beginning] Yes, it's the funniest day of my life! Can we go inside now?

Best Practices

Focus the Editing Having students focus on the correct usage of just one part of speech during the editing process allows them to truly master that element when writing. In contrast, a "red pencil" style of looking for every error results in much less applied learning.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and purpose. The writer's ideas are interesting and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writer uses appropriate transitions and organizational devices.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to create a unique and engaging voice.	The writer uses a variety of words and phrases to create a rich and detailed description. The writer uses appropriate figurative language and imagery to enhance the writing.	The writing is easy to read and understand. The writer uses appropriate punctuation and grammar to create a smooth and flowing text.	The writing is well organized and easy to follow. The writer uses appropriate transitions and organizational devices to create a clear and coherent text.	The writing is visually appealing and easy to read. The writer uses appropriate formatting and design to create a professional and polished text.
3	The writing has a clear focus and purpose. The writer's ideas are interesting and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writer uses appropriate transitions and organizational devices.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to create a unique and engaging voice.	The writer uses a variety of words and phrases to create a rich and detailed description. The writer uses appropriate figurative language and imagery to enhance the writing.	The writing is easy to read and understand. The writer uses appropriate punctuation and grammar to create a smooth and flowing text.	The writing is well organized and easy to follow. The writer uses appropriate transitions and organizational devices to create a clear and coherent text.	The writing is visually appealing and easy to read. The writer uses appropriate formatting and design to create a professional and polished text.
2	The writing has a clear focus and purpose. The writer's ideas are interesting and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writer uses appropriate transitions and organizational devices.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to create a unique and engaging voice.	The writer uses a variety of words and phrases to create a rich and detailed description. The writer uses appropriate figurative language and imagery to enhance the writing.	The writing is easy to read and understand. The writer uses appropriate punctuation and grammar to create a smooth and flowing text.	The writing is well organized and easy to follow. The writer uses appropriate transitions and organizational devices to create a clear and coherent text.	The writing is visually appealing and easy to read. The writer uses appropriate formatting and design to create a professional and polished text.
1	The writing has a clear focus and purpose. The writer's ideas are interesting and relevant. The writer shows a strong understanding of the topic.	The writing has a clear structure and purpose. The writer's ideas are presented in a logical and coherent way. The writer uses appropriate transitions and organizational devices.	The writing has a strong voice and style. The writer uses a variety of sentence structures and word choices to create a unique and engaging voice.	The writer uses a variety of words and phrases to create a rich and detailed description. The writer uses appropriate figurative language and imagery to enhance the writing.	The writing is easy to read and understand. The writer uses appropriate punctuation and grammar to create a smooth and flowing text.	The writing is well organized and easy to follow. The writer uses appropriate transitions and organizational devices to create a clear and coherent text.	The writing is visually appealing and easy to read. The writer uses appropriate formatting and design to create a professional and polished text.

Week 1 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Character and Plot
- Make Connections to Comprehend Text

ASSESSMENTS

Reading Comprehension Test (Unit 5, Week 1)

Directions: Read the scene from the play. Then answer the questions about it.

The Swamp

SCENE ONE:
A house next to the swamp. MOM looks out the window. HACHI, her 12-year-old daughter is at the table along homework.

MOM [sighs]. Oh, Mico! Where are you? [turns to HACHI] Your brother is not there somewhere. He drove the motorcycle across the swamp to take pictures of birds. Now it's almost dark. He should be back by now.

HACHI [jumps up]. I'll go look for Mico. I have an idea where he might be. And you know the swamp doesn't scare me. [MOM gives a nod]

[HACHI goes out the door and gets into a small boat. She drives into the darkening swamp. She sees the spot MICO'S boat tied to a tree. MICO stands and waves excitedly at his sister.]

HACHI [yelling]. Mico! What's wrong? Why are you still out here?

MICO [sighs]. Mico's 1 ran out of gas. Am I glad to see you? I sure didn't want to be here in the dark listening to scary animal sounds. We can come back for my boat tomorrow, but right now, let's get going!

[He jumps into the boat with HACHI.]

Grade 5 Assessment | **A5.4** | Unit 5 | Mystery of Matter

Reading Comprehension Test (Unit 5, Week 1)

1. Mom sighs and says, "Oh, Mico! Where are you?" This shows that she —

plays games.
 forgets easily.
 is angry at Mico.
 is worried about Mico.

2. Hachi says, "I have an idea where he might be." What part of the plot does this tell about?

Mico running out of gas.
 Hachi going to find Mico.
 Hachi doing her homework.
 Mom looking out the window.

3. Which word best describes Hachi?

proud
 brave
 friendly
 curious

4. Mico's words show that he is —

upset that he didn't get enough pictures.
 curious about the animals in the swamp.
 really glad to be going home.
 worried about his boat.

Grade 5 Assessment | **A5.5** | Unit 5 | Mystery of Matter

Reading Strategy Assessment (Unit 5)

Check the reading strategies the student used and ask the student how well 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 do you do when you read a story?*
What are some parts of the story that interested you or were hard to follow?
What do you do to understand better?
What do you do to understand better?

Plan and Monitor	Reading Strategy Rubric				Main Inference
	4	3	2	1	
1. The student reads the text and identifies the main purpose of the text.	4. The student identifies the main purpose of the text and explains how it is related to the text.	3. The student identifies the main purpose of the text.	2. The student identifies the main purpose of the text.	1. The student does not identify the main purpose of the text.	4. The student identifies the main purpose of the text and explains how it is related to the text.
2. The student reads the text and identifies the main characters.	4. The student identifies the main characters and explains how they are related to the text.	3. The student identifies the main characters.	2. The student identifies the main characters.	1. The student does not identify the main characters.	4. The student identifies the main characters and explains how they are related to the text.
3. The student reads the text and identifies the main events.	4. The student identifies the main events and explains how they are related to the text.	3. The student identifies the main events.	2. The student identifies the main events.	1. The student does not identify the main events.	4. The student identifies the main events and explains how they are related to the text.
4. The student reads the text and identifies the main ideas.	4. The student identifies the main ideas and explains how they are related to the text.	3. The student identifies the main ideas.	2. The student identifies the main ideas.	1. The student does not identify the main ideas.	4. The student identifies the main ideas and explains how they are related to the text.

Grade 5 Assessment | **SG5.30** | Unit 5 | Mystery of Matter

Reading Comprehension Test
A5.4–A5.5

Reading Strategy Assessment
SG5.30–SG5.31

Fluency

- Expression
- Accuracy and Rate

Oral Reading Assessment (Unit 5)

What is matter? Matter is everything that takes up space. Matter is all around you. Matter usually comes in one of three states. These states are solid, liquid, and gas. Water, for example, can be a solid, a liquid, or a gas.

Water is solid when it's very cold. Think of ice and snow. These are forms of solid water. Solid matter has a size and shape of its own. Liquid matter is different. Liquids have no shape of their own. They take the shape of the container they are in. You can see liquid water do this whenever you pour water to drink. You can also find water as a gas when liquid water evaporates into the air. Gases also have no size or shape of their own. You often cannot see gas.

Matter can change from one state to another. The change often depends on the temperature of the matter. Water can turn from solid to liquid to gas, for example, to turn ice into liquid. Its temperature has to reach the melting point of ice. This is 32 degrees Fahrenheit or zero degrees Celsius. To turn liquid water into a gas, water vapor, its temperature has to reach the boiling point of water, which is 212 degrees Fahrenheit or 100 degrees Celsius.

When water reaches its melting point or boiling point, its temperature will stay the same while the water changes from one state to another. Afterward, the temperature will begin to go up or down again.

Grade 5 Assessment | **A5.1** | Unit 5 | Mystery of Matter

Oral Reading Assessment (Unit 5)

Accuracy	Oral Reading Strategy Rubric			
	4	3	2	1
1. The student reads the text and identifies the main purpose of the text.	4. The student identifies the main purpose of the text and explains how it is related to the text.	3. The student identifies the main purpose of the text.	2. The student identifies the main purpose of the text.	1. The student does not identify the main purpose of the text.
2. The student reads the text and identifies the main characters.	4. The student identifies the main characters and explains how they are related to the text.	3. The student identifies the main characters.	2. The student identifies the main characters.	1. The student does not identify the main characters.
3. The student reads the text and identifies the main events.	4. The student identifies the main events and explains how they are related to the text.	3. The student identifies the main events.	2. The student identifies the main events.	1. The student does not identify the main events.
4. The student reads the text and identifies the main ideas.	4. The student identifies the main ideas and explains how they are related to the text.	3. The student identifies the main ideas.	2. The student identifies the main ideas.	1. The student does not identify the main ideas.

Grade 5 Assessment | **A5.2** | Unit 5 | Mystery of Matter

Oral Reading Assessment (Unit 5)

Code Score	Reading Rubric			
	4	3	2	1
1. The student reads the text and identifies the main purpose of the text.	4. The student identifies the main purpose of the text and explains how it is related to the text.	3. The student identifies the main purpose of the text.	2. The student identifies the main purpose of the text.	1. The student does not identify the main purpose of the text.
2. The student reads the text and identifies the main characters.	4. The student identifies the main characters and explains how they are related to the text.	3. The student identifies the main characters.	2. The student identifies the main characters.	1. The student does not identify the main characters.
3. The student reads the text and identifies the main events.	4. The student identifies the main events and explains how they are related to the text.	3. The student identifies the main events.	2. The student identifies the main events.	1. The student does not identify the main events.
4. The student reads the text and identifies the main ideas.	4. The student identifies the main ideas and explains how they are related to the text.	3. The student identifies the main ideas.	2. The student identifies the main ideas.	1. The student does not identify the main ideas.

Grade 5 Assessment | **A5.3** | Unit 5 | Mystery of Matter

Oral Reading Assessment
A5.1–A5.3

Use these passages throughout Unit 5. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with Long i: ie, igh
- Use Commonly Misspelled Words Correctly

Vocabulary Test (Unit 5, Week 1)

Directions: Choose the answer that completes the sentence correctly.

1. Ice is _____ water.

unique
 positive
 proud
 solid

2. A snowflake is a _____ of water.

form
 reward
 blossom
 competition

3. The _____ of something tells how hot or cold it is.

impact
 benefit
 purpose
 temperature

4. Water will _____ when the weather is very cold.

freeze
 melt
 evaporate
 condense

5. Ice cream will _____ when the weather is warm.

glow
 melt
 resolve
 harvest

6. This is a _____.

market
 thermometer
 characteristic

Grade 5 Assessment | **A5.6** | Unit 5 | Mystery of Matter

Vocabulary Test (Unit 5, Week 1)

7. He becomes _____ water in the sun.

liquid
 scarce
 nature
 negative

8. When something _____, you change it.

harvests
 comets
 occurs
 values

9. When you _____ something, you catch it and do not let it go.

trap
 plow
 identify
 increase

10. _____ is the material that something is made of.

Competition
 Balance
 Growth

11. The _____ of something is the way it is at a certain time.

state
 need
 market
 farmer

12. When you _____ something, you change it.

identify
 want
 alter

Grade 5 Assessment | **A5.7** | Unit 5 | Mystery of Matter

Spelling Words

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

Words with Long i: ie, igh

- die: We **die**d our towels in the sun after swimming.
- flashlight: Dan used a **flashlight** to find firewood in the dark.
- flight: During an airplane **flight** in cold weather, ice can form on the plane's wings.
- feed: The cook **feed**s chicken in a pan of hot oil.
- frightful: The **frightful** ice storm scared everyone!
- higher: If you start your **stee**d high on the hill, you'll pick up more speed and have a longer ride.
- lid: Robbin **lid** about the weather because if he'd told the truth, his mom would have made him wear a jacket.
- lightly: At first it rained **lightly**, but then the drops turned to ice.
- nightmare: Last night's dream turned into a **nightmare** when I forgot my schoolbook at home this morning.
- gried: Dad **gried** open the frozen window with a screwdriver.
- sigh: Ava heard a happy **sigh** from her grandpa as she covered him with a warm quilt.
- slightly: Since the temperature has risen from 80 to 85 degrees, it is **slightly** hotter now.
- sunlight: **Sunlight** can burn your skin more quickly in the mountains than at sea level.
- tried: Maurice **tried** to stay warm by putting on a sweatshirt.
- untied: I **untied** my wet sneakers before I took them off.

Watch-Out Words

- die: It will get below freezing tonight so most plants will **die**.
- dye: Can we make **dye** out of the berries and leaves?
- cell: We are using a microscope to look at a plant **cell**.
- sell: We'll dye woolen yarn and **sell** it to people who knit.

Grade 5 Assessment | **A5.8** | Unit 5 | Mystery of Matter

Vocabulary Test
A5.6–A5.7

Spelling Pretest/Spelling Test
T273m

Grammar and Writing

- Use Adjectives
- Use Comparison Adjectives
- Write Scripts

Writing, Revising, and Editing Test (Unit 5, Week 1)

Directions: Read the paragraph. Then answer the questions.

I am always in a _____ mood on _____ days. The sun gives me energy! Yesterday the sun was _____ it has been in weeks. I was outside all day. I felt _____ than I did the day before, when _____ clouds covered the sky. I will be much _____ when the sun comes back out!

1. Choose the answer that goes in Blank 1.

run
 wins
 playful
 quickly

2. Choose the answer that goes in Blank 2.

clouds
 sunny
 smile
 hat

3. Choose the answer that goes in Blank 3.

bright
 brighter
 more brighter
 the brightest

4. Choose the answer that goes in Blank 4.

more wonderful
 most wonderful
 wonderfuler
 wonderful

Grade 5 Assessment | **A5.8** | Unit 5 | Mystery of Matter

Writing, Revising, and Editing Test (Unit 5, Week 1)

5. Choose the answer that goes in Blank 5.

jacket
 rains
 birds
 gray

6. Choose the answer that goes in Blank 6.

happy
 happier
 happiest
 more happier

7. Read the story below. Then rewrite the story as a script for a play. Make sure to describe the setting and to include dialogue that will show what the characters are like.

Yuka, Rob, and Jamie walk home from school. Yuka is surprised it has not rained yet. The weather report said it would rain all day. Yuka was prepared with her umbrella, but the others were not. Rob leaves Yuka for bringing her umbrella. Suddenly, it begins to rain. Yuka quickly opens her umbrella. She generously offers to share it with Rob and Jamie. Jamie stands under the umbrella next to Yuka, allowing Rob to stay dry, and he doesn't want to admit that he doesn't like to get wet. Yuka hands the umbrella to Rob. That way, Rob can hold the umbrella, and they will all fit underneath it.

Grade 5 Assessment | **A5.9** | Unit 5 | Mystery of Matter

Writing Rubric

Area	Writing Rubric			
	4	3	2	1
1. The student writes a story that is clearly understood.	4. The student writes a story that is clearly understood and includes details that help the reader visualize the setting and characters.	3. The student writes a story that is clearly understood.	2. The student writes a story that is clearly understood.	1. The student does not write a story that is clearly understood.
2. The student writes a story that includes a beginning, middle, and end.	4. The student writes a story that includes a beginning, middle, and end and includes details that help the reader visualize the setting and characters.	3. The student writes a story that includes a beginning, middle, and end.	2. The student writes a story that includes a beginning, middle, and end.	1. The student does not write a story that includes a beginning, middle, and end.
3. The student writes a story that includes dialogue.	4. The student writes a story that includes dialogue and includes details that help the reader visualize the setting and characters.	3. The student writes a story that includes dialogue.	2. The student writes a story that includes dialogue.	1. The student does not write a story that includes dialogue.
4. The student writes a story that includes a title.	4. The student writes a story that includes a title and includes details that help the reader visualize the setting and characters.	3. The student writes a story that includes a title.	2. The student writes a story that includes a title.	1. The student does not write a story that includes a title.

Grade 5 Assessment | **A5.44** | Unit 5 | Mystery of Matter

Writing, Revising, and Editing Test
A5.8–A5.9

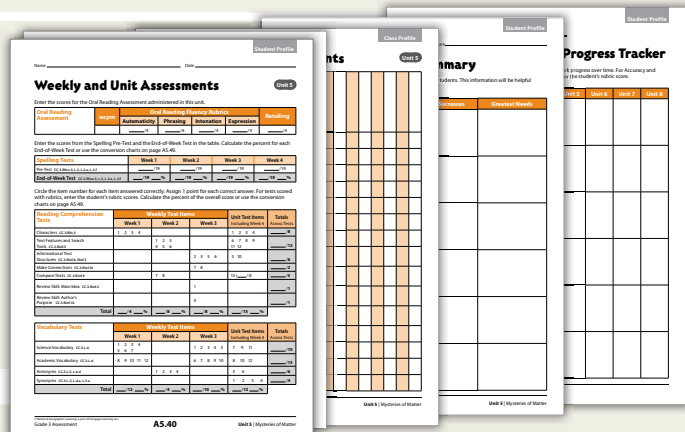
Writing Rubric
A5.44



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A5.40–A5.41
- Class Profile: Weekly and Unit Assessments** A5.42
- Student Profile: Strengths and Needs Summary** A5.43
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Character and Plot: Reteaching Master RT5.1**
- Make Connections: Reteaching Master RT5.2**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

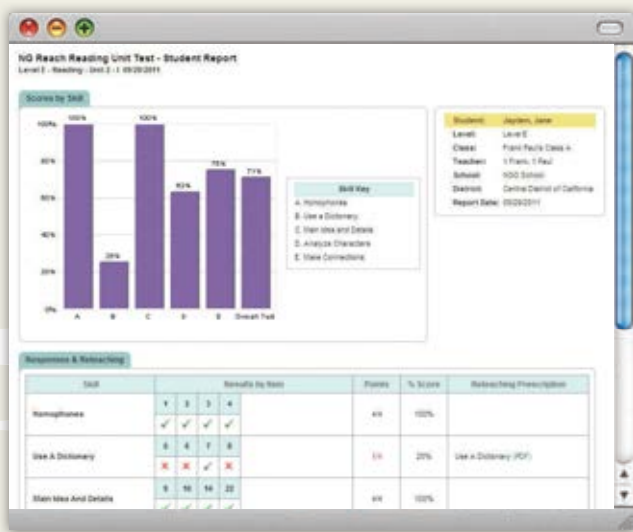
Fluency

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 T273m–T273n

Grammar and Writing

RETEACH

- Adjectives: Anthology Handbook, pages 590–591**
 - Writing: Reteaching Writing Routine, page BP51**
 - Writing Trait: Fluency: Reteaching Master RT5.3**
- ADDITIONAL PRACTICE**
- More Grammar Practice PM5.8**
 - Daily Writing Skills Practice, pages T273q–T273r**

Week 2 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

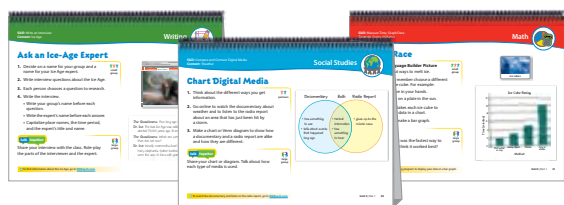
		Day 1	Day 2
WHOLE GROUP TIME			
Anthology	Speaking and Listening 🕒 5–10 minutes	Listen and Comprehend Academic Talk CC.3.SL.1; CC.3.SL.1.d; Discuss the Big Question T299s CC.3.L.6	Read and Comprehend Academic Talk CC.3.SL.1 Preview and Predict T300c
	Language and Vocabulary 🕒 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ☑ Pretest: Words with Long u: ui, ue and CC.3.L.2; Commonly Misspelled Words T299m CC.3.L.2.e; CC.3.L.2.f	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2; ☑ Practice T299m CC.3.L.2.e
	Reading 🕒 20–40 minutes	Daily Grammar CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g ☑ Irregular Comparison Adjectives T299o	Daily Grammar CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g ☑ Irregular Comparison Adjectives T299o
	Vocabulary Strategy CC.3.L.5 ☑ Antonyms T299s	Vocabulary Strategy CC.3.L.5 ☑ Antonyms T299s	Vocabulary Strategy CC.3.L.5 ☑ Antonyms T300c
Nonfiction	Reading 🕒 20–40 minutes	Reading CC.3.Rinf.9; CC.3.Rfou.4 Read Aloud: Science Article T300a	Reading CC.3.Rinf.5; CC.3.Rinf.9; Read an E-mail CC.3.Rfou.4 and News Article T301–T304
	Comprehension CC.3.Rinf.9 ☑ Compare Points and Details T300a	Comprehension CC.3.Rinf.9 ☑ Compare Points and Details T300a	Comprehension CC.3.Rinf.5; ☑ Compare Points and CC.3.Rinf.9; Details T303, T304 CC.3.L.3 ☑ Make Connections T301, T303, T304 Formal and Informal Language T302
	Fluency CC.3.Rfou.4 ☑ Model Intonation T300a	Fluency CC.3.Rfou.4 ☑ Model Intonation T300a	Fluency CC.3.Rfou.4 ☑ Practice Intonation, Accuracy, and Rate T301
	Writing 🕒 15–45 minutes	Power Writing T299s CC.3.W.10 Daily Writing Skills CC.3.W.2; CC.3.W.2.a ☑ Introduce a Topic T299q	Power Writing T300c CC.3.W.10 Daily Writing Skills CC.3.W.2; CC.3.W.2.a ☑ Introduce a Topic T299q
	Writing CC.3.W.10 Write to Compare Texts T300b	Writing CC.3.W.10 Write a Response T305	
	Writing Project: News Article CC.3.W.2; CC.3.W.2.a; Study a Model T307i CC.3.W.2.b; CC.3.W.5; CC.3.W.10	Writing Project: News Article CC.3.W.2; CC.3.W.2.a; Prewrite T307j CC.3.W.2.b; CC.3.W.5; CC.3.W.10	



SMALL GROUP READING TIME		Read Science Articles	Read Nonfiction Books
Nonfiction	🕒 20 minutes	Vocabulary CC.3.L.6 Learn Science Vocabulary SG10–SG11	Vocabulary CC.3.L.6 Learn Story Words SG12–SG13
		Reading CC.3.Rinf.5; CC.3.Rinf.10 Use Text Features SG10 Build Comprehension SG11	Reading CC.3.Rinf.9; CC.3.Rinf.10 Introduce SG12–SG13 Read and Integrate Ideas SG14–SG15 ☑ Compare Points and Details SG14–SG15 Make Connections SG14–SG15



LEARNING STATION TIME/DAILY PHONICS INTERVENTION		
Nonfiction	🕒 20 minutes	Speaking and Listening T299i CC.3.SL.1; CC.3.SL.1.a; CC.3.SL.2
		Language and Vocabulary T299i CC.3.L.6 Writing T299i CC.3.W.3.b; CC.3.W.8; CC.3.W.10 Cross-Curricular T299j CC.3.W.2.a; CC.3.W.8; CC.3.SL.1 Reading and Intervention CC.3.Rinf.2; CC.3.Rinf.9; T299j CC.3.Rinf.10; CC.3.Rfou.3 Daily Phonics Intervention CC.3.Rfou.3; CC.3.Rfou.3.d; T299k–T299l CC.3.L.2.e; CC.3.L.2.f



BIG Question What causes matter to change?

Day 3

Read and Comprehend

Academic Talk CC.3.SL.1; CC.3.SL.1.d; CC.3.SL.4
Talk Together T306


Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.f; CC.3.L.2.g
✓ Practice T299n

Daily Grammar CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g; CC.3.L.2
✓ Adjectives and Articles T299p, T306a

Vocabulary Review CC.3.L.6
Review Science and Academic Vocabulary T305a

Reading CC.3.Rinf.9; CC.3.Rfou.4
Reread an E-mail and News Article T305a–T306

Comprehension CC.3.Rinf.9
✓ Compare Media T305a



Fluency CC.3.Rfou.4
✓ Practice Intonation T306

Power Writing T305a CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a
✓ Introduce a Topic T299r

Writing CC.3.L.1; CC.3.L.1.g
Write to Reinforce Grammar T307

Writing Project: News Article CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.5; CC.3.W.10
Draft T307j

Day 4

Read and Comprehend

Academic Talk CC.3.Rinf.2; CC.3.SL.2
Discuss the Blog Entry T307d

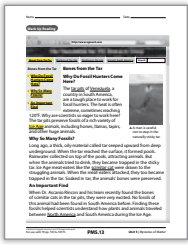
Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e
✓ Practice T299n

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g
✓ Grammar and Writing T299p

Vocabulary Practice CC.3.L.4.d; CC.3.L.5
✓ Antonyms T307c

Reading CC.3.Rinf.2; CC.3.Rinf.5; CC.3.Rfou.4
Read a Web Article and Blog T307a–T307b

Comprehension CC.3.Rinf.5
✓ Use Text Features T307a–T307b



Fluency CC.3.Rfou.4
✓ Model and Practice Intonation T307b

Power Writing T307c CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a
✓ Introduce a Topic T299r

Writing CC.3.W.10
Write About Connections T307d

Writing Project: News Article CC.3.W.2; CC.3.W.2.a; CC.3.W.2.b; CC.3.W.5; T307k–T307l CC.3.W.10; CC.3.L.1; CC.3.L.1.g; CC.3.L.3

Day 5

Review and Apply

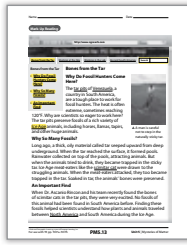
Academic Talk CC.3.SL.1.a
Relate Readings to the Big Question T307h

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.1.a; CC.3.L.1.g
✓ Review T299p

Vocabulary Practice CC.3.L.4.d; CC.3.L.5
✓ Antonyms T307e

Reading CC.3.Rinf.9
Reread a Web Article and Blog T307f–T307g

Comprehension CC.3.Rinf.9
Identify Points and Details T307f
✓ Compare Points and Details T307g



Power Writing T307e CC.3.W.10
Daily Writing Skills CC.3.W.2; CC.3.W.2.a
✓ Introduce a Topic T299r


Writing CC.3.W.10
Write About Important Points T307g

Writing Project: News Article
Publish and Present T307l

Read Nonfiction Books

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


Reading CC.3.Rinf.9; CC.3.Rinf.10
Read and Integrate Ideas SG14–SG15
✓ Compare Points and Details SG14–SG15
Make Connections SG14–SG15



Read Nonfiction Books

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

Reading CC.3.Rinf.9; CC.3.Rinf.10
Introduce SG14–SG15
Read and Integrate Ideas SG14–SG15
✓ Compare Points and Details SG14–SG15
Make Connections SG14–SG15





Read Nonfiction Books

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

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

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

ASSESSMENT & RETEACHING

Assessment and Reteaching T307m–T307n

- ✓ Reading Comprehension Test A5.10–A5.13 CC.3.Rinf.9
- ✓ Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10
- ✓ Oral Reading Assessment A5.1–A5.3 CC.3.Rfou.4
- ✓ Vocabulary Test A5.14 CC.3.L.5
- ✓ Spelling Test: Words with Long u: ui, ue CC.3.Rfou.3; Commonly Misspelled Words T299m CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f
- ✓ Writing, Revising, and Editing Test A5.15–A5.16 CC.3.W.5; CC.3.L.1.g
- Reteaching Masters RT5.4–RT5.7

Week 2 Learning Stations

Speaking and Listening

Option 1: More About Lyuba



Students summarize a video about how Lyuba, the baby mammoth, was found.

- To view the video, have students go to Resources > Unit 5 > Learning Stations > Week 2 > Finding Lyuba.
- Have partners watch the video and work together to summarize it.

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1

Option 2: Talk About Mammoths



Students read about and discuss mammoths.

- To view the facts and photos, have students go to Resources > Unit 5 > Learning Stations > Week 2 > Mammoth Facts.
- Have partners look at the mammoth photos and read the facts on the Web page.
- Then have them discuss why mammoths were amazing animals.

Discuss Topics, Expressing Ideas Clearly CC.3.SL.1
Draw on Information to Explore Ideas CC.3.SL.1.a

Language and Vocabulary

Key Words

alter · character · connection · form · freeze
liquid · melt · occur · scene · solid · state
substance · temperature · thermometer · trap

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

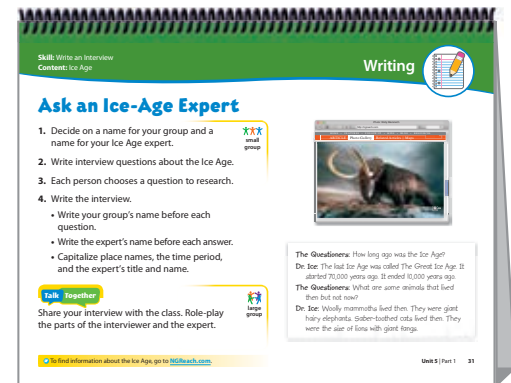
Have students expand their word knowledge.

- Under Add More Information > Add What I Know > Cognates, have students add cognates they may know for each Key Word.
- Under Add More Information > Add What I Know > My Connection, have students describe a personal connection they can make to the selected Key Word.

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

Writing

Option 1: Ask an Ice-Age Expert



PROGRAM RESOURCES

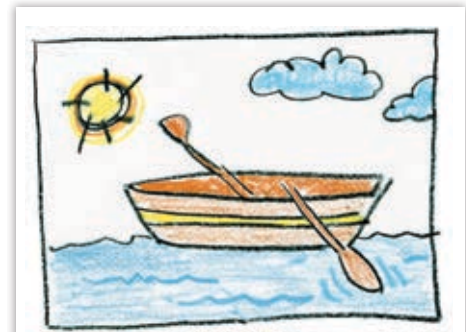
Language and Literacy Teamwork Activities: Card 31

Student Resources Directory

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

Gather Information CC.3.W.8
Write Over Shorter Time for Specific Audiences CC.3.W.10

Option 2: Preserved Treasures



This canoe froze in a river long ago.

Students draw and describe a treasure that could be preserved in ice.

- Have students think of a treasure that could be preserved in ice for explorers to find.
- Then have students draw the treasure, and write two or three sentences that describe what their drawing shows.

Use Description CC.3.W.3.b

Cross-Curricular

Option 1: Chart Digital Media

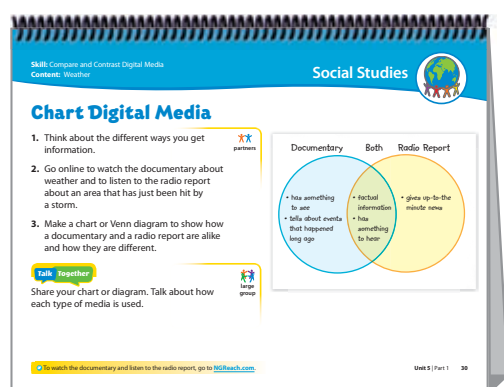


Chart Digital Media

- Think about the different ways you get information.
- Go online to watch the documentary about weather and to listen to the radio report about an area that has just been hit by a storm.
- Make a chart or Venn diagram to show how a documentary and a radio report are alike and how they are different.

Documentary

- has something to see
- tells about events that happened long ago

Both

- factual information
- has something to hear

Radio Report

- gives up-to-the-minute news

Talk Together
Share your chart or diagram. Talk about how each type of media is used.

PROGRAM RESOURCES

Cross-Curricular Teamwork Activities: Card 30

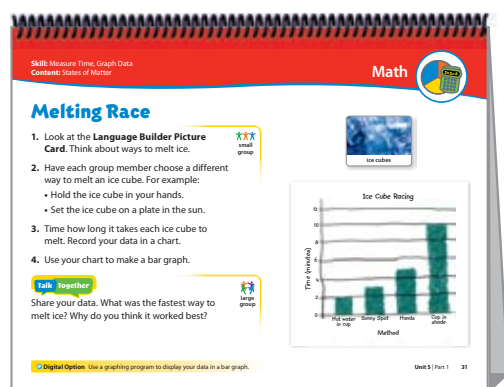
Student Resources Directory

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

Discuss Topics, Expressing Ideas Clearly

CC.3.SL.1

Option 2: Melting Race



Melting Race

- Look at the Language Builder Picture Card. Think about ways to melt ice.
- Have each group member choose a different way to melt an ice cube. For example:
 - Hold the ice cube in your hands.
 - Set the ice cube on a plate in the sun.
- Time how long it takes each ice cube to melt. Record your data in a chart.
- Use your chart to make a bar graph.

Talk Together
Share your data. What was the fastest way to melt ice? Why do you think it worked best?

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 31

Digital Library: Language Builder Picture Card D52

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

ice cubes • timer

Include Illustrations
Take Notes

CC.3.W.2.a
CC.3.W.8

Reading

Option 1: Research Ice Age Creatures

Saber-toothed cats also lived in the Ice Age.

MATERIALS

library books and Internet resources about the Ice Age

Have students read books or Web sites about Ice Age animals, such as mastodons, mammoths, or saber-toothed cats.

- Have students read a book or online article about an animal that lived during the Ice Age.
- Students should then write one or two sentences about something new they learned from their reading.

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

Option 2: Additional Reading



PROGRAM RESOURCES

Week 2 Small Group Reading Titles, page SG12

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 2 **Small Group Reading** titles, the Independent Reading Recommended Books, or the Leveled Book Finder. After reading, have students write a sentence about something new they learned.

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

Intervention

Phonics Games



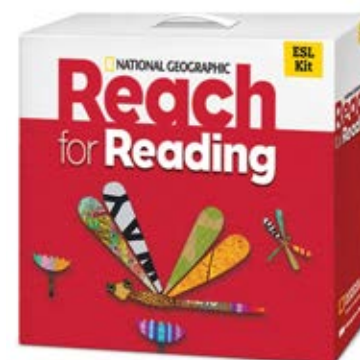
[NGReach.com](https://www.ngreach.com) Online Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

For Reteaching Masters, see pages RT5.4–RT5.7.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T300a–T308h

Week 2 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Ice and Preservation

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings: /ū/ui; ue

Decode Words with /ī/ie, igh and /ū/ui, ue

Recognize High Frequency Words; Build Reading Fluency

Teach

Day 1



PROGRAM RESOURCES

Sound/Spelling Card 36

Word Builder: Transparency 55

Decodable Passage: *Rescue Teams*

Practice Book, page 116

Reach into Phonics

Lesson 68, pages T112–T113

Long Vowels /ū/ui, ue

Follow Lesson 68. Use **Reading Routine 1** and **Sound/Spelling Card 36** to teach sounds and spellings /ū/ui, ue. Guide students through **Transparency 55**. 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 55

Practice

Day 2



PROGRAM RESOURCES

Decodable Reader: *Rescue at the Beach*

Practice Book, page 167

Reach into Phonics

Lesson 69, pages T114–T115

Build Reading Fluency

Use **Reading Routine 3** to guide students as they read Decodable text. Provide students with the **Decodable Reader**, *Rescue at the Beach*. Then follow Lesson 69.

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





COMMON CORE STANDARDS

Apply Phonics Skills

CC.3.Rfou.3

Read Grade-Appropriate Irregularly Spelled Words

CC.3.Rfou.3.d

Use Conventional Spelling

CC.3.L.2.e

Use Spelling Patterns and Generalizations

CC.3.L.2.f

Pick It Up!

Day 3



Option 1

MATERIALS

index cards, 12 per group

Prepare

Have small groups write the vowel *e*, the vowel spellings *ui* and *ue*, and the consonants *c*, *f*, *g*, *l*, *r*, *s*, *t*, on separate index cards. Have groups place vowel and consonant cards in separate lines on a desk.

Play a Game

- The Caller calls out a word from the word bank below.

cue	fruit	suits	cruise	clue	glue
-----	-------	-------	--------	------	------

- The Builder picks up cards, places them in order and reads the word.
- If a student notices an error, he or she takes the Builder's place.
- Students take turns as the Caller and Builder.

Word Hunt

Day 3



Option 2

PROGRAM RESOURCES

Word Builder: Transparency 55

MATERIALS

timer

Prepare

Display the top of **Transparency 55** for students to use as a reference.

Play a Game

Set a timer for 15 minutes. Have small groups look in books and other print materials for words with the vowel spellings *ui*, *ue*, and list them. When time is up, have groups read their word lists.

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.

value	argue	juicy	suitcase	almost
-------	-------	-------	----------	--------

Play a Game

- Have pairs use the symbol alphabet to decode the letters used in each word and then write the decoded word.
- Remind students that they might be able to figure out the word after decoding only a few of its letters.

Review

Day 5



PROGRAM RESOURCES

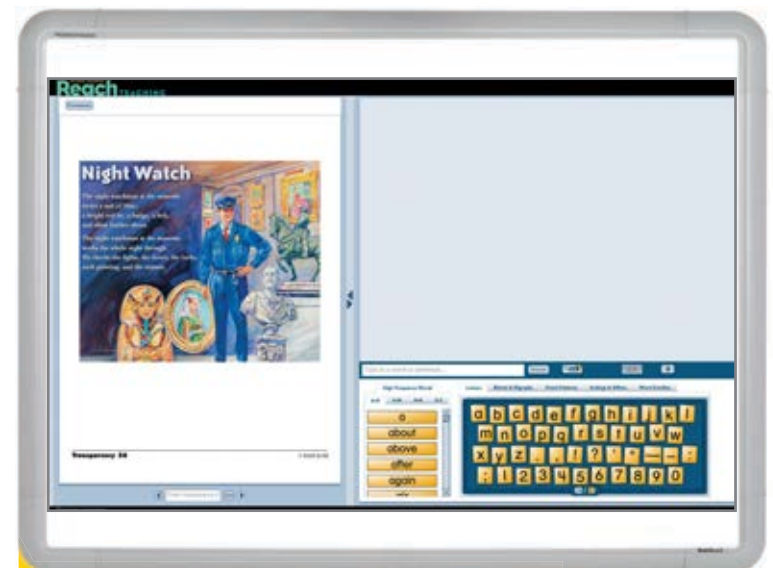
Word Builder: Transparency 56

Reach into Phonics

Lesson 70, page T117

Review

Follow Lesson 70 to review words with /i/ie, igh; /u/ui, ue; /yōo/ue. Guide students through **Transparency 56**.



NGReach.com Word Builder: Transparency 56

Week 2 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Ice and Preservation

- ✔ Spell Words with Long *u*: *ui, ue*
- ✔ 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 *u*: *ui, ue*

1. blue	The water underneath the ice was a very deep blue .
2. clues	Animals frozen in ice contain clues about life long ago.
3. cue	The actor playing the scientist waited backstage for his cue before he entered.
4. due	The money for the ski trip is due by January.
5. flue	The smoke from the fireplace went up the chimney flue .
6. fruits	You can freeze some fruits , like berries and cherries, right after you pick them.
7. glue	Gavin tried to glue the birdhouse back together after it fell from the pole.
8. juice	Mix a can of frozen orange juice with three cans of water.
9. pursuit	Two wolves ran in pursuit of a deer on the icy plain.
10. revenue	The revenue from local taxes supports our public library.
11. sue	Mr. French fell on the ice on our steps, and now he wants to sue us to pay his doctor bills.
12. suits	People don't wear bathing suits to play in the snow!
13. true	Is it true that your skin will stick to something that is frozen, like an ice cube?
14. value	The body trapped in ice has great value to scientists studying the past.
15. virtue	A virtue like kindness or honesty is good to have.

Watch-Out Words

16. guessed	Marta guessed the surprise from her mom's clues.
17. guest	Their overnight guest would be her favorite uncle.
18. hole	Her uncle had explored a hole in the ice sheet in Antarctica.
19. whole	The whole family couldn't wait to hear what he found.

Long *u* Spellings

Day 2



Option 1

MATERIALS

index cards, 15 per student • highlighters of different colors, two per pair of students

Teach

Display the word *value*, circle *ue*, and pronounce the word. Explain: *The letters ue make the long u sound you hear in value.* Then display *juice*, circle *ui*, and pronounce the word. Explain: *The letters ui can also make the long u sound, as they do in the word juice.*

Prepare

Arrange students in pairs. Have partners write each spelling word on a separate index card and highlight the letters that make the long *u* sound in each word. Tell partners to use one color for the *ue* spelling and another color for the *ui* spelling. Have students use the same colors as their partners for the different spellings.

Play a Game

- Have each partner shuffle his or her cards and stack them face down for a game of "Slap It!"
- Have players turn over the top cards in each stack at the same time. If the words spell long *u* the same way, partners race to slap their card. The player who slaps first takes both cards and spells the words aloud. If that player spells both words correctly, he or she keeps the cards. If that player spells either word incorrectly, both cards go back into the stack.
- The player with the most cards at the end of the game wins.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3

Musical Words

Day 2



Option 2

Spell to Music

- Challenge partners to collaborate on spelling words aloud to a tune with a strong beat. For example, they might spell the word *cue* to the first line of "Hot Cross Buns" as *C-u-e, c-u-e/One a penny two a penny, c-u-e.*
- To get started, tell students to quietly say and spell a word aloud, listening for the rhythm of the letters. Tell them to match that rhythm to a song they know.
- Challenge students to see how many words they can put to music.

Use Conventional Spelling

CC.3.L.2.e



Sorting Game

Day 3



Option 1

MATERIALS

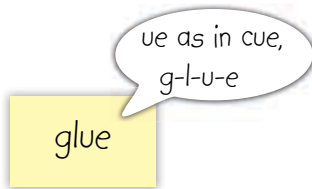
index cards, 17 per pair of students

Prepare

Have partners collaborate to write each of the first 15 spelling words on a separate card. Then have them write each of these phrases on a separate card: u as in cue and u as in fruits.

Play a Game

- Have Partner 1 take the two phrase cards and Partner 2 take the 15 word cards.
• Partner 2 holds up one card at a time. Partner 1 holds up the appropriate phrase card, says the phrase, and orally spells the word with his or her eyes closed.
• After one round, have partners switch roles and repeat the activity.



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

Context Clues

Day 3



Option 2

MATERIALS

self-stick notes, four per student

Prepare

Arrange students in small groups and have each student in the group write a sentence for each of the four Watch-Out Words, leaving a large blank where each word belongs. Then have each student write this week's words on the four self-stick notes, one word to each note.

Play a Game

- The first player chooses one sentence, displays it for the group, and reads it aloud, saying the word blank in place of the correct homophone, for example, "I invited a blank to stay with me." (guest)
• The other players decide which word would best fit the context of the sentence. They race to be the first to place the correct self-stick note in the blank. Only the note belonging to the fastest player stays in the blank.
• Play continues until one person is out of notes.
• To extend the game, add some of the first 15 spelling words.

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

What's the Pattern?

Day 4



Option 1

MATERIALS

scissors, one pair per student • highlighters, one per student

Sort Words

- Have each student write the first 15 spelling words on a sheet of paper. Have them highlight the long u spelling in each word and cut out the words.
• Have students divide a new piece of paper into two columns and write ue at the top of one column and ui at the top of the other. Tell them to sort the words into the correct column.

Use Conventional Spelling CC.3.L.2e

Mystery Words

Day 4



Option 2

Prepare

- Arrange students in pairs and assign a mystery word to each pair.
• Have partners create three clues that hint at the word.
• Have partners arrange the clues to narrow down the possibilities, with the last clue being the most obvious.

Mystery Word: pursuit
Clue 1: The word does not have ue in it.
Clue 2: The word has 2 syllables. (pur/suit)
Clue 3: The word will work in this sentence:
The owl flew in _____ of the mouse. (pursuit)

Play a Game

- Have each pair present its clues, one clue at a time, as other pairs collaborate to write down all the words that match the clues.
• Tell players to cross off words that do not match each new clue. When a pair has the answer, the partners call it out and spell the word.
• As soon as the correct word has been called, the next pair presents its clues. Continue until all mystery words have been identified.

Apply Word Analysis Skills CC.3.Rfou.3
Decode Multisyllabic Words CC.3.Rfou.3.c

OBJECTIVES

Thematic Connection: Ice and Preservation

- ✔ Grammar: Irregular Comparison Adjectives
- ✔ Grammar: Use Adjectives and Articles

COMMON CORE STANDARDS

- Edit Writing
- Demonstrate Command of Grammar
- Explain the Function of Adjectives

- CC.3.W.5
- CC.3.L.1
- CC.3.L.1.a

Day 1

PROGRAM RESOURCES

Irregular Comparison Adjectives:
eVisual 5.9

Game: Practice Master PM5.9

MATERIALS

game markers, one per student • coins,
one per group

Teach the Rules

Use the suggestion on page T300b to introduce irregular comparison adjectives. Display and discuss **eVisual 5.9**.

Irregular Comparison Adjectives

- Tells about one: **good bad**
Freezing food is a **good** idea.
Early food freezers were **better than** storing food in snow.
- Compares two: **better worse**
Today's freezers are the **best** of all.
- Compares three or more: **best worst**
One experiment had **bad** results.
The next try was **worse than** the first.
Even the **worst** results did not keep us from trying again.

NGReach.com Irregular Comparison: eVisual 5.9

Play a Game

Distribute **Practice Master PM5.9** and have groups play the game.

Name _____ Date _____

Grammar Game
Let's Compare!

Directions:

- Take turns. Flip a coin. For heads, move 2 squares. For tails, move 1 square.
- Follow the directions in the square. Use one of the gray adjectives in your description.

Remember: To describe one thing, use **good** or **bad**. To compare two things, use **better** or **worse**. To compare three or more things, use **best** or **worst**.

If the group agrees that you have used the gray adjective correctly, stay on your space. If not, move back one space. The player who reaches the end first wins.

Good	Better	Bad	Best	Worst	Compare 3 or more pets.	END
Best	Compare 3 or more foods.	Compare 2 classes.	Compare 3 or more classes.	Better	Compare 2 pets.	
Better	Describe 1 food.	Worse	Describe 1 class.	Best	Compare 3 or more pairs of shoes.	
Worst	Compare 2 meats.	Better	Describe 1 bike.	Worse	Describe 1 pair of shoes.	
Compare 2 days.	Compare 3 or more days.	Good	Compare 2 bikes.	Compare 3 or more bikes.	Compare 2 pairs of shoes.	
Describe 1 day.	Worse	Bad	Better	Good	Best	

For use with TE p. T299o **PM5.9** Unit 5 | Mysteries of Matter

Differentiate

SN Special Needs

ISSUE Students have difficulty creating sentences.

STRATEGY Provide sentence frames: This day is a _____ day. This day is _____ than yesterday. This day is the _____ day of all. Remind students to use words in the gray squares to complete sentences.

Day 2

PROGRAM RESOURCES

Game: Practice Master PM5.10

MATERIALS

timer • scissors, one pair per group

Review the Rules

Use the suggestion on page T304 to begin reviewing irregular comparison adjectives. Then copy and display the chart and review usage.

Adjectives with Special Forms	good	bad
Compares Two Things	better	worse
Compares Three or More Things	best	worst

Share sample sentences: *I am a good ice skater. My sister is a better ice skater. My brother is the best ice skater of all.* Ask volunteers to use *bad*, *worse*, and *worst* in sentences.

Play a Game

Distribute **Practice Master PM5.10** and have groups play the game.

Name _____ Date _____

Grammar Game
Good or Bad?

Make a Spinner

- Put a paper clip at the center of the circle.
- Put the point of a pencil through the opening of the paper clip and at the center of the circle.
- Hold the pencil in place and spin the paper clip to choose an adjective.

Directions:

- Copy the phrases at bottom, cut them into cards, and stack them face down.
- Take turns. Spin the spinner. Then choose a card.
- Follow the directions on the card to make a sentence. Use the correct form of the adjective on the spinner. For example, if you land on "bad" and draw "Compare three or more things," you could say, "The Ice Age had the worst weather of all."
- If the group agrees that you used the correct form of the adjective, give yourself one point and put the card at the bottom of the stack.
- At the end of ten minutes, the player with the most points wins.

Talk about one thing.	Compare three or more things.	Compare two things.
Compare three or more things.	Compare two things.	Talk about one thing.
Compare two things.	Talk about one thing.	Compare three or more things.

For use with TE p. T299o **PM5.10** Unit 5 | Mysteries of Matter

NGReach.com Practice Master PM5.10

Differentiate

EL English Learners

ISSUE Students have difficulty remembering the irregular adjective forms when playing the game.

STRATEGY Have students write the different forms for *good* and *bad* directly on the spinner. On sections with *good*, write *better* / *best*. On sections with *bad*, write *worse* / *worst*.



Day 3

MATERIALS

index cards, nine per group

Teach the Rules

Use **Anthology** page 307 to introduce the demonstrative adjectives *this* and *that* and articles that signal nouns (*a*, *an*, *the*). Explain: *Short words called articles help identify nouns. They signal that a noun is coming up in the sentence.* Copy and display:

Use a or an to talk about something in general.	a discovery in a field an exhibit in an old museum
Use the to talk about something specific.	the mammoth in the ice the ancient creature

Read the chart and point to the articles. Explain that the article *a* signals the noun *discovery*, and can be used in front of any noun that begins with a consonant.

Have students identify what words the article *an* signals. Explain: *An is only used in front of a word that begins with a vowel sound.* Then have students identify the words the article *the* signals in the chart. Explain: *Use the before any noun or adjective.*

Play a Game

Display the words below and tell groups to copy them onto index cards. Then have students play "Tell Me More."

- Mix up the word cards and stack them face down.
- Take turns choosing a card. Use the word or word part in a sentence. If you get *-er*, *-est*, *more*, or *most*, include an adjective.
- Score a point for each correct sentence. Play for three rounds.

a	an	the	this	this
-er	more	-est	most	

Differentiate

EL English Learners

ISSUE There are no indefinite articles in Chinese, Hmong, Korean, or Vietnamese.

STRATEGY Review when to use *a* or *an*. Practice a few sentences: _____ ant is a tiny insect. _____ mammoth was huge!

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM5.15

Grammar and Writing

Distribute **Practice Master PM5.15**. Have students use editing and proofreading marks to correct errors with adjectives, articles, and demonstrative adjectives.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- comparison adjectives
- demonstrative adjectives
- articles

Editing and Proofreading Marks

^	Add.
↖	Take out.
≡	Capitalize.
Ⓞ	Add period.
⤴	Add comma.

Lyuba is ^{an} amazing discovery! It is ^{more amazing} that she lay quietly for thousands of years ^{without} being discovered. How did she stay hidden?

Lyuba is ^a baby mammoth. She was found in ^{damp} snow in northern Russia. This region is near one of the ^{colder} regions in the world. On ^{this} day, the temperatures there might have been warmer than usual, causing the snow to melt.

Lyuba was only a month ^{older} when she died. Now she is thousands of years old! It is sad that she died young, but it would be ^{worse} if she had never been discovered. She is in the ^{best} condition of any mammoth found. ^{The} scientists are happy to have baby Lyuba.

For use with T.E. 229p. **PM5.15** Unit 5 | Mysteries of Matter

NGReach.com Practice Master PM5.15

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A5.15–A5.16

Review and Assess

Copy and display the chart. Challenge students to write as many phrases as they can for each category in two minutes. Then have partners trade charts, choose a phrase from each category, and write sentences with the chosen words.

a	this	good	bad
an	that	better	worse
the		best	worst

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

Week 2 Daily Writing Skills

OBJECTIVES

Thematic Connection: Ice and Preservation

✓ **Introduce a Topic**

COMMON CORE STANDARDS

Write Informative/Explanatory Text to Examine a Topic
Introduce a Topic

CC.3.W.2
CC.3.W.2.a

Introduce a Topic

Day 1



PROGRAM RESOURCES

Introduce a Topic: eVisual 5.10

Different Introductions: eVisual 5.11

Teach the Skill

Explain that readers need to know what to expect as soon as they start reading. A strong opening sentence should grab the reader's attention and introduce the paragraph's topic. Display **eVisual 5.10**.



Introduce a Topic

Did you know that scientists have learned a lot about how people lived thousands of years ago by studying a mummy? In 1991, two German hikers stumbled across a human mummy over 5,000 years old. The mummy was covered in ice. The mummy had a copper axe, a bow and arrow, and a backpack made of plants. Scientists think he may have been hunting when he died.

NGReach.com

Introduce a Topic: eVisual 5.10



INTERACTIVE WHITEBOARD TIP: Underline the first sentence.

Reread the first sentence. Ask: *Did this sentence grab your attention?* Point out how the strong opening sentence draws a reader into reading the rest of the paragraph.

Tell students that the first sentence is often the topic sentence. Say: *The topic sentence tells readers what the paragraph is mostly about. The rest of the sentences support this topic sentence.*

Tell students there are different ways to grab readers' attention. They can start off with a question, a command, or a personal connection. Display and discuss **eVisual 5.11**.



Different Introductions

question	What can a frozen mummy tell us about early humans?
command	Imagine finding a mummy while hiking with a friend.
personal connection	It would be the thrill of a lifetime to make a discovery like this!

NGReach.com

Different Introductions: eVisual 5.11



INTERACTIVE WHITEBOARD TIP: Highlight each sentence type in the left column.

Write a Topic

Day 2



Option 1

Introduce

Copy and display the following paragraph:

First, my father used his key to chip the ice off the car lock. Then he got inside the car and turned it on. He turned the heat on full blast. Lastly, he used a scraper to take off the ice on the windshield.

Practice

Tell students the paragraph is missing a topic sentence. Have partners work together to write a topic sentence that grabs the reader's attention and expresses the main idea of the paragraph. Remind students that their topic sentence can ask a question, give a command, or make a personal connection. Then have partners compare their opening sentence with another pair of students.

Topic Sentence

Day 2



Option 2

PROGRAM RESOURCES

Unit 5 Language Builder Picture Cards

Practice

Have partners choose an image from the **Unit 5 Language Builder Picture Cards** relating to ice and preservation, such as Card D52 or Card D55.



Tell students to imagine they are writing a science article about the object in the picture. Remind them that a science article gives information about a topic. Have each partner write a topic sentence for a science article about the picture.

Have partners switch papers and compare their introductory sentences. Have them discuss how they might develop each topic, such as the type of information they might provide in their science article. Then have students write a different introduction for their partner's image.



SUGGESTED PACING

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

Use a Picture

Day 3



Option 1

PROGRAM RESOURCES

Unit 5 Language Builder Picture Cards

Introduce

Display one of the **Unit 5 Language Builder Picture Cards** relating to ice and preservation, such as Card D52. Tell students they will write a topic sentence for a science article about one of the pictures.

Remind students that a strong opening sentence, such as a question, command, or personal connection, is the way to grab the reader’s attention. Review that a science article gives information about a topic.

Suggest that students could begin a science article about ice cream with a question, such as: *Ever wonder how ice cream is made?* Or, suggest that they could use a command, such as: *Leave a glass full of ice outside on a warm day, and you’ll be amazed at what happens.*

Practice

Tell students to imagine they are writing a science article about the object in the picture. Have partners work together to write a topic sentence for a science article about it.

Have partners exchange sentences with another pair and discuss how the topic sentence grabs the reader’s attention.

Brainstorming

Day 3



Option 2

Introduce

Point out the command that begins the article on **Anthology** page 303. Remind students that writers have many ways of grabbing a reader’s attention, such as beginning with a question, a command, or a personal connection.

Practice

Have partners brainstorm other ways they might begin the news article, such as using a question or a personal connection. Then have partners write a topic sentence for the article using one of their ideas. Have them share their new topic sentence with another pair of students and talk about which one would best grab their attention and why.

If I were walking in a snowy field, I’d love to find something like this!

How would you like to find something more than 40,000 years old?

Review Topic Sentences

Day 4



Introduce

Copy and display the following incomplete paragraph:

Food can be put in a freezer to keep it fresh. The cold temperature will keep the food nice and cold. You can place food in a cooler and cover it with ice, too. But that only works until the ice melts!

Practice

Arrange students in pairs and have partners read the paragraph. Tell them to write three possible topic sentences for the paragraph. Allow time for each pair to share their favorite topic sentence with the class.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A5.15–A5.16

Review the Skill

Copy and display the following list of topics:

1. Ice fishing
2. Ice cube trays
3. Snowballs

Arrange students in small groups and assign each group one of the topics. Have each group generate three topic sentences for their topic. Allow time for each group to share their sentences.

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

OBJECTIVES

Thematic Connection: Ice and Preservation

- Relate Words: Antonyms
- Compare Points and Details

PROGRAM RESOURCES


TECHNOLOGY ONLY

Unit 5 Build Background Interactive

Read Aloud: eVisual 5.8

MATERIALS

timer • dictionaries



WARM-UP

Have partners talk about favorite characters from last week's readings, including *Melt the Snow!* and the **Small Group Reading** books. Remind students to explain their choices.

Power Writing

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

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

Academic Talk

1 Discuss the Big Question

Explain that students will discuss the Big Question: What causes matter to change? Remind them that in a discussion, they should share their ideas about the topic and explain their ideas clearly by giving details about them.

Model discussing the Big Question: **Temperature** changes can cause changes in matter. For example, warm **temperatures** can change **solid** ice into **liquid** water. High heat can change water into a gas called steam. Cool **temperatures** can change steam back into **liquid** water. Very cold **temperatures** can freeze water into **solid** ice.

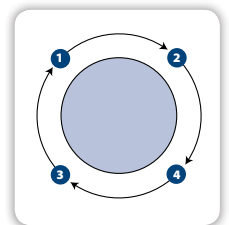
Replay the **Build Background Interactive**, "States of Matter."

Use a **Roundtable** to have students discuss the Big Question.

Remind students to use Key Words in their discussions.

- Seat students around tables in groups of four.
- Have students take turns answering the Big Question.
- Have each student answer the question in a different way.

For **Roundtable**, see page BP46.



Roundtable

Vocabulary Strategy

2 Antonyms Anthology page 300

Project **Student eEdition** page 300 and read aloud the first sentence. To activate prior knowledge, ask: *What is the opposite of laugh?* (cry) *What is the opposite of ask?* (answer) Elaborate: *Many actions have opposite actions. Words that have opposite meanings are called antonyms. Laugh and cry are antonyms. Ask and answer are antonyms.*

Read aloud the second sentence and the examples. Model identifying antonyms: *I see that the first definition states that **freeze** is about a **liquid** turning into a **solid**. Then I see that the definition for **melt** states the opposite. So, I know that **freeze** and **melt** are antonyms.* Have volunteers use a similar process to explain the relationship between *trap* and *free*.

COMMON CORE STANDARDS

Reading

Compare Important Points and Details in Two Texts	CC.3.Rinf.9
Read with Fluency to Support Comprehension	CC.3.Rfou.4

Writing

Write Over Shorter Time for Specific Purposes	CC.3.W.10
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Speaking and Listening

Discuss Topics, Expressing Ideas Clearly	CC.3.SL.1
Explain Ideas and Understanding	CC.3.SL.1.d

Language and Vocabulary

Understand Word Relationships	CC.3.L.5
Acquire and Use Domain-Specific Words	CC.3.L.6

Antonyms

Antonyms are words that have opposite meanings. Look at each pair of antonyms below. Compare the two words.



freeze



melt

freeze: to turn a liquid substance into a solid one

melt: to turn a solid substance into a liquid one



trap



free

trap: to hold a person or animal against its will

free: to let a person or animal go

Try It Together

Read the sentences. Then answer the questions.

Think of water you drink. That's liquid water. Think of a glacier. That's solid water. If a glacier starts to melt, is the temperature hot or cold?

1. What is an antonym for liquid?

- A cold
- B melt
- C solid
- D water

2. What is an antonym for cold?

- A hot
- B liquid
- C freeze
- D temperature

300

Anthology page 300

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

3 Try It Together Anthology page 300

Read the directions and the example sentences aloud. Point out the two underlined words and explain that students can use context to find a word that means the opposite of each of those words. Have partners work together to answer the two questions. (question 1: C; question 2: A)

See **Differentiate**

Check & Reteach

OBJECTIVE: Relate Words: Antonyms ✓

As students answer the questions, determine whether they are able to identify the antonyms.

If students have difficulty, point to illustrations as you say: *This water is liquid. This ice is the opposite. It is solid. The words liquid and solid are antonyms.* Repeat the process for other pairs, such as *hot* and *cold*, *tall* and *short*, and *first* and *last*.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T299q–T299r)
- ✓ Power Writing (T299s, T300c, T305a, T307a, T307e)
- ✓ Writing (T300b, T305, T307, T307d, T307g)
- ✓ Writing Project (T307i–T307l)

Differentiate

EL English learners

ISSUE Students lack the vocabulary knowledge to identify antonyms.

STRATEGY Have students look up each answer choice word in dictionaries as they identify which words are antonyms.

SN Special Needs

ISSUE Students have difficulty comprehending the concept of opposites.

STRATEGY Have students visualize pouring a glass of water as they read the first sentence. Then have them visualize ice cubes. Have them ask themselves: What is the opposite of liquid?

Fluency

Model Intonation As you read the **Read Aloud**, model how to read with proper intonation. Explain: *One part of intonation is the loudness and softness of your voice. As you read aloud, change your voice to match the meaning of the text. Use a louder voice for more important words.*

Comprehension

4 Compare Points and Details ✓

Remind students that they already know that most texts include details that support main ideas. Elaborate: *Nonfiction texts usually have several main ideas and details that support them. All the main ideas and details in the text focus on an important overall concept or point.*

Display **eVisual 5.8** and introduce: *Both of these passages are about the concept that very cold **temperatures** can preserve things. Listen for other similarities and differences between the overall concepts and details in the two passages.*



Read Aloud

Science Articles

Birdseye's Cold Idea

For centuries, people in cold climates have used very cold **temperatures** to preserve food. But what about people who don't live in cold climates? In 1924, Clarence Birdseye invented a way to use chemicals to **freeze** food very quickly. A form of his method is used today to prepare frozen foods that are sold in grocery stores around the world.

Frozen Fossils

In cold places where the ground has been frozen for thousands of years, scientists have found some very special remains, or fossils, of ancient animals. Frozen fossils are different from those found in warm climates. When animals die in very cold places, the very cold temperatures preserve soft tissues such as skin, muscle, and the contents of the animals' stomachs. In warm climates, soft tissues break down into soil over long periods of time. By studying frozen fossils, scientists have gained a lot of information about how the ancient animals lived and died.



Read Aloud: eVisual 5.8

**INTERACTIVE WHITEBOARD TIP:** Circle the overall point in each passage. Underline key details.

Read aloud the first passage and explain: *The overall concept or point of this passage is that very cold **temperatures** can preserve food. Details that support that point include: Birdseye invented a way to **freeze** food quickly. His method is used today to prepare frozen foods.*

Read the second passage aloud and ask: *What is the overall point of this passage? (Very cold **temperatures** preserve soft tissues.) What are some details that support that point? (In cold places, scientists have found frozen fossils of ancient animals. Frozen fossils are different from those found in warm climates.)*

Reread both passages again and have students compare the overall points and details of both. Prompt with these questions: *How are the overall points of the passages similar or different? How are the details similar or different?*

See **Differentiate**

Check & Reteach

OBJECTIVE: Compare Points and Details ✓

As students discuss the articles, check that they can compare points and details.

If students have difficulty, use a Venn diagram to model comparing points and details:

In the center space, write: *Freezing temperatures preserve things*. In the left side, write: *Birdseye invented a way to freeze food quickly*. In the right side, write: *In cold places, scientists have found frozen fossils*. Then add details to each side.

Writing

5 Write to Compare Texts

Tell students that they will write paragraphs comparing “Birdseye’s Cold Idea” and “Frozen Fossils.” Model writing a comparison of the two science articles.

Think Aloud	Write
<i>First, I will write a sentence to compare the overall points.</i>	“Birdseye’s Cold Idea” and “Frozen Fossils” both discuss the concept that very cold temperatures preserve things.
<i>Then I will write sentences to compare the details.</i>	The first article says that very cold temperatures can preserve foods. The second explains that freezing preserved many ancient animals as fossils.

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

Have students share their paragraphs with partners and then add their paragraphs to their Weekly Writing folders.

WRAP-UP Have partners talk about what they learned from the texts they read today.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T299m

Daily Grammar ✓

Read aloud the following sentence: *Fresh food tastes better than frozen food*. Explain that *better* is a comparison adjective.

Then use page T299o to teach irregular comparison adjectives.

Daily Writing Skills ✓

Display the **Read Aloud** and explain that the first sentence of the first article introduces a topic. Then use page T299q to teach how to introduce topics students write about.

Differentiate

BL Below Level

ISSUE Students have difficulty comparing the articles.

STRATEGY Have students create two-column charts and list details from each article, one at a time. When finished, they can compare the details across the chart.

EL English Learners

ISSUE Students lack the language proficiency necessary to compare details in the two passages.

STRATEGY Have students listen for the same words in each paragraph, such as *preserve* and *freezing temperatures*. Provide sentence frames to help students state similarities and differences in details, such as: Freezing temperatures can preserve both ____ and _____. Birdseye invented a way to _____. Scientists have found _____.

OBJECTIVES

Thematic Connection: Ice and Preservation

- ✓ Relate Words: Antonyms
- ✓ Compare Points and Details
- ✓ Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

- Antonyms: eVisual 5.14
Formal and Informal Language: eVisual 5.15

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can for one minute about things that can be preserved.

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

COMMON CORE STANDARDS

Reading

- Compare Important Points and Details in Two Texts CC.3.Rinf.9
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

- Discuss Texts, Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

- Use Knowledge of Language and Conventions CC.3.L.3
Understand Word Relationships CC.3.L.5

WARM-UP

Have students recall what they know about snow and ice and discuss their characteristics.

Vocabulary Strategy

1 Antonyms ✓

Have students recall what they know about antonyms. Display **eVisual 5.14** and explain that each of the underlined words has at least one antonym.



Antonyms

It was a hard job, but workers at the research site carefully dug up the new bones. Scientists brushed away the soft soil surrounding the bones. It took the impatient scientists a long time. The bones taught them a lot about the tiny animal.

<i>cheerful</i>	<i>difficult</i>	<i>easy</i>	<i>fresh</i>	<i>gentle</i>	<i>hard</i>	<i>huge</i>
<i>large</i>	<i>old</i>	<i>patient</i>	<i>proud</i>	<i>simple</i>	<i>small</i>	<i>tired</i>

NGReach.com Antonyms: eVisual 5.14



INTERACTIVE WHITEBOARD TIP: Write an appropriate antonym above each underlined word.

Read the passage aloud. Point to the word *hard* and model the thinking: *One opposite of hard is soft; another opposite is easy. I reread the sentence with soft in place of hard and the whole sentence does not have an opposite meaning. If I reread it with easy in place of hard, the whole sentence has an opposite meaning.*

Have partners work together to rewrite the passage, replacing each underlined word with an antonym from the word box and rereading to check their work.

Check & Reteach

OBJECTIVE: Relate Words: Antonyms ✓

Listen as pairs read aloud their paragraphs, checking for correct antonym usage.

If students are unable to name antonyms for the underlined words, model with the word *new*.

Academic Talk

2 Preview and Predict

Project **Student eEdition** pages 301–303. Have students read the title and subtitle, study the photographs, and predict what the text will be about.

Connect Across Texts Read about another animal who got **trapped** when water changed to ice.

Genre An **e-mail** is an electronic message. A **Web-based news article** is a story on the Internet about something in the news.

SAVED IN ICE

Frozen Baby Mammoth Found ¹



Before You Move On

- Predict** Based on the title, what do you think this selection is about?
- Make Connections** Look at the photo. Does the baby mammoth look familiar to you? Explain.

301

STUDENT
TECHNOLOGY



Student
eEdition



Resources

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Anthology page 301

Reading

3 Read an E-mail and a News Article Anthology page 301

CONNECT ACROSS TEXTS Project **Student eEdition** page 301. Ask students to recall what trapped Hormiguita in *Melt the Snow!* and how she escaped. Then have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Clarify: *People write e-mail messages on computers and then use the Internet to send the messages to other people. A Web-based news article gives facts about an important topic or event. It might include pictures or videos that give more information.*

SCIENCE BACKGROUND Mammoths, which lived millions of years ago, are not directly related to modern elephants, even though their overall appearances are similar. Woolly mammoths stood 11-feet tall and weighed about 6 tons. Modern elephants are shorter and weigh a bit less. Elephants, which thrive in warm climates, lack the hairy coats and small ears that protected woolly mammoths from the cold climates in which they lived.

Read and Build Comprehension

1 Make Connections ✓ *What is the selection about?* (It is about a baby mammoth frozen in the ice.) *What does this make you think of from your own life?* (Possible response: I think about the times that I've seen ice outside.) *What does this help you understand?* (Possible response: Now I understand that the **temperature** must have been very cold for the mammoth to **freeze**.)

Fluency

Practice Intonation, Accuracy, Rate As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

- 1. Predict** Answers will vary. Possible response: The selection will be about an animal trapped in ice.
- 2. Make Connections** ✓ Answers will vary. Possible response: This is about an animal that is shaped like an elephant. I think of elephants I have seen in the zoo. Now I understand what a mammoth looked like.

Mini Lesson

Formal and Informal Language

Remind students that they have learned about formal and informal language.

Elaborate: *The kinds of language authors use depend on the audiences and the purposes for their writing.*

Display **eVisual 5.15** and explain each concept:

**Formal and Informal Language**

Language	Traits	Audience	Purpose
informal	<ul style="list-style-type: none"> • slang • contractions • incomplete sentences • personal information 	<ul style="list-style-type: none"> • best friend • someone the writer's age • someone younger than the writer 	<ul style="list-style-type: none"> • give a greeting • tell personal information or feelings • ask friendly questions
formal	<ul style="list-style-type: none"> • standard terms • complete sentences • facts 	<ul style="list-style-type: none"> • an older relative • a teacher • someone the writer does not know well 	<ul style="list-style-type: none"> • show appreciation • give factual information • ask for information

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Formal and Informal: eVisual 5.15



INTERACTIVE WHITEBOARD TIP:
Highlight key concepts in different colors.

Model using traits of formal and informal language to identify the audience and purpose of a text:

- *The e-mail on page 302 uses the slang terms Check out and really cool. This shows that the language is informal.*
- *The informal language shows that the audience is someone the writer's age or younger and that the writer's purposes are to give a greeting and to tell personal feelings.*

Have partners search for other traits of informal language in the e-mail. Then have them look for traits on page 303 that help them determine whether the language in the news article is formal or informal. (traits: lack of slang and incomplete sentences, lack of personal information, presence of factual statements; formal language)

Then have partners identify the audience and purpose for the text. (audience: someone the writer does not know well; purpose: give factual information)

Awesome article on baby mammoth

Send Reply Forward Delete Attachment

To: Marisol@ngreach.com

From: Rudy@ngreach.com

Subject: Awesome article on baby mammoth

Attachment:

Hey Marisol!

Check out this **awesome** article! It's about a baby **mammoth** that's been frozen in ice for 40,000 years!

I know how much you love elephants. So I thought you'd think this was really cool!

See you at school tomorrow!

Rudy **1**

In Other Words
awesome amazing
mammoth elephant-like animal

302

Photo in the News: Baby Mammoth Found Frozen in Russia

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Photo in the News: 2

Baby Mammoth Found Frozen in Russia


by Christine Dell'Amore

July 11, 2007— Talk about a **mammoth** surprise.

In May 2007, a hunter was walking in the Yamalo-Nenetsk region, in the far north of Russia. Suddenly, he saw something sticking out of the damp snow. He thought it was a frozen **reindeer**. When the hunter looked closer, he realized that it was something else. The "reindeer" was really a 40,000-year-old baby mammoth. It was **perfectly preserved** in ice. **3**



ARCTIC OCEAN
RUSSIA
Yamalo-Nenetsk Region



▲ The last mammoths died long ago, but they are related to the elephants that live today in Africa and Asia.

NEXT »

In Other Words
mammoth big
reindeer kind of deer that lives in very cold places
perfectly preserved completely saved

Before You Move On

1. Media Where does Rudy find the article about the mammoth? How does he send it?

2. Make Connections Compare what happened to the hunter to a time when you found something surprising.

303

Anthology
pages 302–303

Read and Build Comprehension

- 1. Make Connections** ✓ *What is this e-mail about?* (This e-mail is about the interesting article Rudy found.) *What does this make you think of from your own life?* (Possible response: I think about how I like to share with my friends when I read about something I know they will be interested in.) *What does this help you understand?* (Possible response: Now I understand how excited Rudy feels about sharing the article with his friend Marisol.)
- 2. Use Search Tools** *What text feature can you use to see more pictures of the frozen baby mammoth?* (the Photo Gallery button)
- 3. Compare Points and Details** ✓ *Compare the overall points and details in the e-mail and the online news article.* (The overall concept of both texts is that a baby mammoth was frozen in ice for 40,000 years. The e-mail shares details about how Rudy feels about the article he found. The news article contains more facts about the mammoth.)

Answers Before You Move On

- 1. Media** ✓ He finds it on the Internet. He attaches it to his e-mail message.
- 2. Make Connections** ✓ Answers will vary.
Sample response: This part of the article is about a hunter who found a frozen baby mammoth. I think about the first time I saw a lizard skeleton. Now I understand how surprised the hunter must have been, and how excited he must have felt.

Best Practices

Model Academic Language As students respond, prompt their use of content and academic vocabulary words:

- *Can you say that in a different way?*
- *What Key Words relate to what you are saying?*
- *What Key Words can you use to support your thoughts?*


Daily Language Arts
Daily Spelling and Word Work ✓

Practice Page T299m

Daily Grammar ✓

Read aloud the following sentence: *The baby mammoth was in the best condition ever!* Then use page T299o to review irregular comparison adjectives.

Daily Writing Skills ✓

Remind students that a strong opening sentence is a good way to grab the reader's attention. Then use page T299q to practice writing topic sentences.

Read and Build Comprehension

- 1 Compare Points and Details** ✓ *What details do both the e-mail and the article include? What details does the article include that the e-mail does not?*
(The article and the e-mail both mention that the mammoth is 40,000 years old. The article includes more information about how it was found, its size, its name, and the fact that it is on display.)
- 2 Make Inferences** *How might Lyuba help scientists?* (I read that scientists can study what animals looked like 40,000 years ago. I know that a frozen fossil can show the contents of an animal's stomach. And so, scientists might learn facts like what the mammoth ate. That might tell them what plants grew at that time.)
- 3 Make Connections** ✓ *How can you connect the museum display with something from your own life?* (Possible response: I think about what I learned about a large snake displayed behind glass in the zoo. Now I understand that the display of the mammoth will help people understand what it looked like, how big it was, and other facts.)

Check & Reteach**OBJECTIVE: Compare Points and Details** ✓

Check students' responses to all the questions about comparing overall points and details in the selection.

If students have difficulty comparing points and details of the e-mail and the news article, have each student write *Rudy's e-mail* at the top of one paper and *News Article* at the top of another paper:

- Have students write the overall point of each part of the selection. Have students look at the two papers side-by-side to answer this question: *Are the two overall points the same or different?*
- Have students write several details of each part of the selection. Have students look at the two papers side-by-side to answer this question: *Are the details from the two selections the same or different?*

OBJECTIVE: Make Connections to Comprehend Text ✓

Listen to students' responses to all the questions about making connections to check whether they can make connections to comprehend text.

If students cannot think of experiences they have had similar to those mentioned in the text, suggest experiences common to many people, such as seeing ice cubes in a liquid to drink, messages friends or family members write to each other, and pictures of animals in textbooks. Then prompt with questions, such as: *What do you remember from that experience? What did you learn from that experience that is similar to what the text describes?*

Answers Before You Move On

1. Details She was one month old.

2. Make Connections ✓ Answers will vary.

Possible response: This part is about the size of the mammoth compared to a dog. I think about the size of my neighbor's big dog. Now I understand how big the baby mammoth is.

Photo in the News: Baby Mammoth Found Frozen in Russia
http://ngreach.com

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NEWS ARTICLE | Photo Gallery | Related Articles | Maps | Search


Frozen in Ice: Baby Mammoth Found Frozen in Russia
PAGE 2 OF 2 << PREVIOUS

Lovely Lyuba

The mammoth is a one-month-old female. She is the most well-preserved mammoth ever found. Mammoths have not lived on Earth since the last **Ice Age**. That was 11,500 to 1.8 million years ago.

"It's a lovely little baby mammoth," says a Russian scientist. "She **was found in perfect condition**."


The baby mammoth weighs 110 pounds and **measures 51 inches**. She is the size of a large dog, reporters say. **1**



▲ Hair is still attached to the mammoth's leg.

In Other Words
Ice Age time when ice covered much of Earth
was found in perfect condition looks like she did when she was alive
measures 51 inches is 51 inches long


304



▲ A boy touches Lyuba in a museum in Russia. **200M**

The female mammoth was named "Lyuba" after the Russian hunter's wife. Scientists believe Lyuba will help them discover some of the secrets of these animals from long ago.

Lyuba **has recently gone on display**. Now people can share in the discovery by seeing her for themselves. **2 3**



▲ Lyuba on display in Tokyo

<< PREVIOUS

In Other Words
has recently gone on display can now be seen in a museum

▶ Before You Move On

- 1. Details** How old was the mammoth when she was trapped in ice?
- 2. Make Connections** The mammoth is the size of a large dog. How does this help you understand more about her?

305

Anthology
pages 304–305

Writing

4 Write a Response

Remind students that Lyuba is displayed in a museum. Explain that students will write paragraphs in response to the question: Would you prefer to see the baby mammoth or read about it? Model writing a response.

Think Aloud

The question asks about what experience I like better. I will write about the idea I like and tell why I like it.

Write

I prefer to read about the mammoth. Reading about it tells me the whole story about how it was found. It also tells me why the discovery is important.

Have students work individually to write response paragraphs. Then have students add their responses to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students have difficulty understanding the concepts enough to explain the reasons for their opinions.

STRATEGY Prompt with questions, such as: *Would seeing the mammoth make you feel excited or sad?*

AL Above Level

ISSUE Students are capable of writing with more elaboration.

STRATEGY Challenge students to provide as many reasons for their preferences as they can think of and explain each reason with more detail.

WRAP-UP Have students draft e-mails to friends that explain what they learned by reading the selections this week.

OBJECTIVES

Thematic Connection: Ice and Preservation

- ✔ Compare Points and Details
- ✔ Grammar: Adjectives and Articles

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Comparison Chart: Practice Master PM5.11
- Grammar Practice: Practice Master PM5.12

TECHNOLOGY ONLY

- Formal and Informal: eVisual 5.15
- Grammar Passage: eVisual 5.16

MATERIALS

timer • index cards

Power Writing

Have students write as much as they can as well as they can in one minute about e-mail.

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

COMMON CORE STANDARDS

Reading


- Compare Important Points and Details in Two Texts CC.3.Rinf.9
- Read with Fluency to Support Comprehension CC.3.Rfou.4

Speaking and Listening

- Discuss Texts, Expressing Ideas Clearly CC.3.SL.1
- Explain Ideas and Understanding CC.3.SL.1.d
- Report on a Topic CC.3.SL.4

Language and Vocabulary

- Demonstrate Command of Grammar CC.3.L.1
- Explain the Function of Adjectives CC.3.L.1.a
- Form and Use Comparative and Superlative Adjectives CC.3.L.1.g
- Use Knowledge of Language and Conventions CC.3.L.3
- Acquire and Use General Academic and Domain-Specific Words CC.3.L.6



WARM-UP

Have students review the text features in the e-mail and news article and describe them to partners.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 306 and point out the Key Words. Also display **character**, **scene**, and **connection**. Chorally read all the words as a class. Pause after each word and have a volunteer give the definition.

Have small groups write each word on a separate index card and place the cards face down in a pile. Have group members take turns drawing a card and reading it aloud. Then have the student to each drawer's right use the word in a sentence.

Review and Integrate Ideas

2 Compare Media ✔ Anthology page 306

Read aloud the first paragraph. Explain to students that they will use a comparison chart to compare Rudy's e-mail and the news article.

Read the instructions and model how to fill in the comparison chart: *The first item on this chart is electronic form of communication. I reread the genre statement on page 301 and find that both the e-mail and the news article are electronic forms of communication. So, in the chart, I write yes for both types of media.*

Have students read aloud the e-mail and the news article and then complete the chart on **Practice Master PM5.11**.

Check & Reteach

OBJECTIVE: Compare Points and Details ✔

As partners compare the two forms of media, determine whether they can correctly identify the text features of each.

If students have trouble, display **Formal and Informal: eVisual 5.15** and use it to model the thinking for completing the second row of the chart.

Key Words

alter	solid
form	state
freeze	substance
liquid	temperature
melt	thermometer
occur	trap

Compare Media

Rudy's e-mail and the online article, "Saved in Ice," are both electronic forms of communication. In what other ways are the forms the same? How are they different?

Work with a partner to complete the comparison chart. Write *yes* or *no* for each feature.

Comparison Chart

	Rudy's E-mail	"Saved in Ice"
electronic form of communication	yes	yes
formal language		
informal language		
personal information		
factual information		

Talk Together

In the e-mail and the article, you read about a 40,000-year-old baby mammoth. Why was the mammoth's body **trapped**? Think about what causes water to change its **form**. Use **Key Words** to talk about your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

Academic Talk

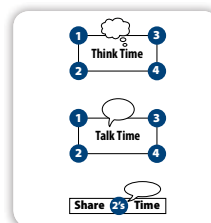
3 Talk Together Anthology page 306

Have students review what they learned about the baby mammoth from reading the e-mail and the news article. Read aloud the **Talk Together** directions and remind students to express and explain their ideas and understanding of the selection clearly.

Use **Numbered Heads Together** to have students discuss how changing matter trapped the mammoth.

- Assign students to groups of four.
- Have students in each group number off.
- Have students think individually about the topic.
- Have groups discuss their ideas so that any member of the group can report for the group.
- Call a out number from 1 to 4. Have the student from each group with that number report for the group.

For **Numbered Heads Together**, see page BP46.



Numbered Heads Together

Fluency

Practice Intonation As partners reread the e-mail and the news article aloud several times, circulate and listen for correct intonation.

Name _____ Date _____

Comparison Chart

Compare Media

Compare an e-mail and a Web-based news article.

	Rudy's E-Mail	"Saved in Ice"
electronic form of communication	yes	yes
formal language	no	yes
informal language	yes	no
personal information	yes	no
factual information	yes	yes

Talk with a partner. Explain whether or not you liked the article and give reasons why or why not.

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Differentiate

EL English Learners

ISSUE Students lack language proficiency needed to explain the functions of adjectives and articles.

STRATEGY Provide sentence frames:

- This article points to _____.
- This adjective tells about _____.
- This adjectives tells that _____ is more _____ than _____.
- This adjective tells that _____ is more _____ than any other _____.
- This adjective tells _____.

BL Below Level

ISSUE Students have trouble distinguishing between adjectives and articles.

STRATEGY Have students create two lists: a list of adjectives and a list of articles. Then have them refer to the lists to determine which words in the passage are adjectives and which are articles.

Grammar Focus

4 Adjectives and Articles Anthology page 307

Project **Student eEdition** page 307. Review: *You learned that adjectives describe and compare nouns.* Read aloud and explain the rules and examples in the chart. Clarify that the noun an adjective describes may be separated from the adjective and sometimes follows the noun instead of preceding it.

Then display **eVisual 5.16**, read aloud the passage, and model the thinking: *The is an article. Tastiest ends in -est and compares freezing with another method of preserving food.*



Grammar Passage

Last week, I helped Mom preserve food from our garden. I learned that freezing is the tastiest way to preserve food. Frozen peas are definitely tastier than canned peas. Yesterday Mom cooked a bag of frozen peas. I opened a can of peas. "This dish of frozen peas is delicious!" I said. "But that bowl of canned peas is mushy."

 **Grammar Passage: eVisual 5.16**



INTERACTIVE WHITEBOARD TIP: Underline adjectives, circle adjective endings, and box articles.

Have students identify the remaining adjectives and articles in the passage and explain the function of each.

5 Read Adjectives and Articles Anthology page 307

Read aloud the directions and the sentences about *Melt the Snow!* Have partners explain the function of each adjective and article.

See **Differentiate**

6 Write Adjectives and Articles Anthology page 307

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM5.12**.

Name _____ Date _____

Grammar: Practice

The Storm


Grammar Rules Adjectives and Articles

Some adjectives tell "which one."
This day is warm. Was it warm **that** day?
These clouds are big. Were **those** clouds bigger?

Articles identify nouns.
An animal died in Russia.
The mammoth was about as big as **a** dog.

Write an adjective or an article in each blank.

_____ A storm is starting today. _____ This storm reminds me of one last year. In _____ that storm, _____ an inch of rain fell every hour. Then _____ the rain turned into snow. Winds knocked down _____ a tree, too. I hope today's storm is smaller. I hope _____ these winds are softer. I like _____ the tree I can see here. I want to climb _____ this tree after the storm.

 Tell a partner a weather story. Include at least three adjectives and three articles.

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PM5.12 Unit 5 | Mysteries of Matter

Check & Reteach

OBJECTIVE: Grammar: Adjectives and Articles 



Listen to students' discussions as they complete the Talk Together on **Practice Master PM5.12**.

If students have difficulty, model with these sentences: *The temperature is cold today. The temperature today is colder than it was yesterday. The temperature tomorrow will be the coldest of all.*

Adjectives and Articles

An **adjective** tells about a noun. An **article** points to a noun.

Grammar Rules Adjectives and Articles

• Use adjectives to tell what something is like.	The bright sun shines. The sky is blue .
• For most adjectives, add -er to compare two things. Add -est to compare three or more things.	My horn is smaller than your horn.  His horn is the smallest one of all. 
• Use this or that to tell "which one."	This horn is old. Is that horn new?
• Use articles to identify a noun .	An ant looks at the sun through a window .

Read Adjectives and Articles

Read these sentences about "Melt the Snow!" Find two articles and three different kinds of adjectives. Show them to a partner.

Heavy snow falls in the forest. A snowflake falls on Hormiguita's leg! Sun is stronger than Snow. Can Sun melt that snowflake?

Write Adjectives and Articles

Write two sentences about the weather. Use at least one adjective and one article. Read your sentences to a partner.

307

Anthology page 307

Daily Language Arts

Daily Spelling and Word Work

Practice page T299n

Daily Grammar

Display **Anthology** page 304 and point out the first sentence. Explain that the words *the* and *a* are articles. Then use page T299p to teach articles.

Daily Writing Skills


Tell students that there are many different ways of writing topic sentences. Then use page T299r to practice writing topic sentences.

Writing

7 Write to Reinforce Grammar

Have students create informational posters about the baby mammoth. Ask them to write captions or labels for pictures of the mammoth. Each caption or label should have an adjective and/or an article.

After students finish their posters, have them share their work with partners. Partners should identify every adjective and article on each other's posters. Then have students add their posters to their Weekly Writing folders.



WRAP-UP Have students think about this week's readings, including "Saved in Ice" and the **Small Group Reading** books. Have partners discuss which topics from their readings would be interesting subjects for online news articles.

OBJECTIVES

Thematic Connection: Ice and Preservation

- Use Text Features: Search Tools
- Relate Words: Antonyms

PROGRAM RESOURCES

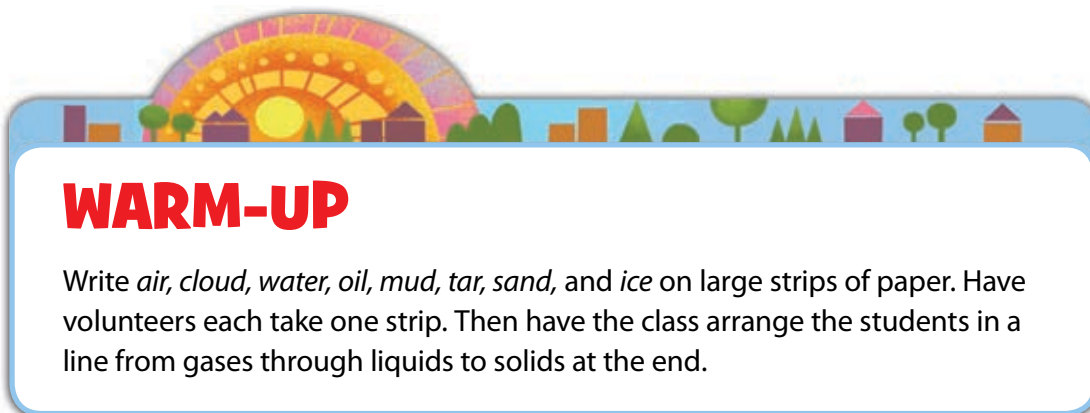
PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM5.13–PM5.14

TECHNOLOGY ONLY

Mark-Up Model 5.1 or Model 5.1 PDF

Vocabulary Strategy Practice: eVisual 5.17



WARM-UP

Write *air, cloud, water, oil, mud, tar, sand, and ice* on large strips of paper. Have volunteers each take one strip. Then have the class arrange the students in a line from gases through liquids to solids at the end.

Comprehension

1 Use Text Features

SCREEN 1

- 1 Explain that students will learn how to use the online text features of a Web site. Display and read aloud **Mark-Up Model 5.1** while students follow along using **Practice Master PM5.13**. Explain: *Online text features help organize information in a Web site. You can use these features to find information quickly and easily.*

Point to the blue underscored text. Explain: *Links are one kind of online text feature. You can click on a link to go to another part of the Web site, or to a different Web site.* Invite a volunteer to click the link he or she could use to learn more about the Ice Age. Have students highlight the link to Ice Age on **Practice Master PM5.13**. Ask: *How do links like the link to Ice Age help you understand the article “Bones from the Tar”?* (They lead you to more information about topics in the article.)

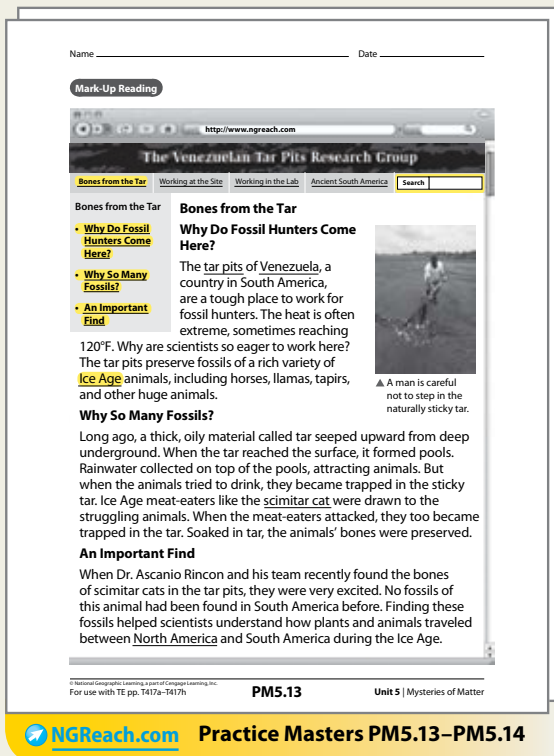
- 2 Ask: *How do I search for a topic within the Web site itself? What can I do?* (Enter the name of the topic in the search field.) Have volunteers click the feature to confirm and mark up **Practice Master PM5.13** accordingly. Click to the next screen.

SCREEN 2

- 3 Point out the top menu. Explain that it lists links to each main page of the Web site. Ask: *Links often change when they are activated. Sometimes they become underscored. Other times they become bold, such as the links in this Web site.* Ask: *Which page of the Web site is shown?* (Bones from the Tar) *How do we know?* (It is bold in the top menu.) Have volunteers click the link to confirm and mark up **Practice Master PM5.13**.

- 4 Point out the side menu. Explain that each page of the Web site may be further divided into sections, and that those sections show in the side menu. Ask: *What do you see at the top of the side menu?* (Bones from the Tar) Ask: *When you click on one of the side menu links, where do you go?* (to that section of “Bones from the Tar”) Have a volunteer click the side menu link that names the section of the article shown.

Ask: *How does the side menu help you locate information?* (It shows each section of that page of the Web site.) Explain that **Practice Master PM5.13** shows all sections of “Bones from the Tar,” so students should highlight all sections in the side menu.



Name _____ Date _____

Mark-Up Reading

http://www.ngreach.com

The Venezuelan Tar Pits Research Group

Bones from the Tar Working at the Site Working in the Lab Ancient South America Search

Bones from the Tar

- Why Do Fossil Hunters Come Here?
- Why So Many Fossils?
- An Important Find

Bones from the Tar

Why Do Fossil Hunters Come Here?

The tar pits of Venezuela, a country in South America, are a tough place to work for fossil hunters. The heat is often extreme, sometimes reaching 120°F. Why are scientists so eager to work here? The tar pits preserve fossils of a rich variety of **Ice Age** animals, including horses, llamas, tapirs, and other huge animals.

Why So Many Fossils?

Long ago, a thick, oily material called tar seeped upward from deep underground. When the tar reached the surface, it formed pools. Rainwater collected on top of the pools, attracting animals. But when the animals tried to drink, they became trapped in the sticky tar. Ice Age meat-eaters like the **scimitar cat** were drawn to the struggling animals. When the meat-eaters attacked, they too became trapped in the tar. Soaked in tar, the animals' bones were preserved.

An Important Find

When Dr. Ascanio Rincon and his team recently found the bones of scimitar cats in the tar pits, they were very excited. No fossils of this animal had been found in South America before. Finding these fossils helped scientists understand how plants and animals traveled between North America and South America during the Ice Age.

▲ A man is careful not to step in the naturally sticky tar.

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NGReach.com Practice Masters PM5.13–PM5.14

COMMON CORE STANDARDS

Reading

- Determine the Main Idea of Text CC.3.Rinf.2
- Use Search Tools CC.3.Rinf.5
- 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

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

Language and Vocabulary

- Use Glossaries and Dictionaries CC.3.L.4.d
- Understand Word Relationships CC.3.L.5



SCREEN 1

1 Click the online text feature that would take you to a Web site about the Ice Age.

2 Click the online text feature that lets you search for another topic on this site.

SCREEN 2

3 Click the online text feature that names the Web page shown.

4 Click the online text feature that names the section of the article shown.

NGReach.com Mark-Up Model 5.1

Have students read **Practice Master PM5.13** to find answers to these questions:
What are two reasons animals were drawn to the tar pits? (thirst and other animals)
Why was finding scimitar cat bones in the tar pits important? (They were the first ever found in South America. They helped scientists understand plant and animal travel between North and South America.)

Explain: *You will now apply what you have learned to a type of Web site called a blog.*
 Remind students that like standard Web sites, blogs have search fields and links.
 Ask students to highlight these features on **Practice Master PM5.14**.

After students complete their mark-ups, review the features of a blog. Ask: *Which top menu link would you click to bring you to this part of the blog?* (Home) Explain that students can select entries by date or topic. Ask: *Which side menu link would take me to this section?* (March) Ask: *What link do I click if I want to look at photos?* (Pictures)
 Ask: *Where can I find people's responses to Lisa's blog?* (Comments)

Have students read **Practice Master PM5.14** to find answers to these questions:
What are three challenges to working at the tar pits? (heat, unsolid ground, sticky tar)
How did Lisa Rubio's team transport their discoveries? (in coats of plaster)

Check & Reteach

OBJECTIVE: Use Text Features ✓

Review marked-up **Practice Masters PM5.13–PM5.14** to check if students can use text features. If they have difficulty, ask what they might learn by clicking on the link *Venezuela* (more about Venezuela)

- the side menu *An Important Find* (more about an important find at the tar pits)
- the top menu *Working in the Lab* (more about what happens in the lab)

Fluency ✓

Model and Practice Intonation Explain: *Intonation is the rise and fall of your voice when you talk. When reading aloud, you should change your voice to sound natural.* Model intonation by reading the first paragraph from **Practice Master PM5.13**. First, read the passage in a monotone voice. Then reread the passage with proper intonation. Put students in pairs and have them practice intonation by reading the passage to each other with proper intonation.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T299n

Daily Grammar ✓

Have students find the irregular comparison adjective (*best*) on **Practice Master PM5.14**. Then use page T299p to practice correcting errors with adjectives, articles, and demonstrative adjectives.

Daily Writing Skills ✓

Point out how the author of **Practice Master PM5.13** uses a question to introduce the topic. Then use page T299r to practice how to introduce a topic.

Power Writing

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

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

Vocabulary Practice

2 Antonyms ✓

Explain: *A thesaurus is a reference that lists synonyms and antonyms for words. A thesaurus can be in print or online form.* Display **eVisual 5.17**.



Vocabulary Strategy Practice

Thesaurus Entries

eager *adj.* having a strong desire:
The runners were eager as the starter signaled the race to begin.
Synonyms: excited, anxious
Antonyms: bored, uninterested

preserve *v.* to keep from decay: *The glass jars preserve the tomatoes.*
Synonyms: protect, defend
Antonyms: destroy, ruin, damage

attract *v.* to cause to draw near:
Sugar water attracts hummingbirds.
Synonyms: lure, draw, pull
Antonyms: repel, repulse

extreme *adj.* very great or intense:
A tornado is extreme weather.
Synonyms: drastic, severe
Antonyms: mild, moderate

Sentences

1. The heat is often extreme, sometimes reaching 120°F.
2. Why are scientists so eager to work there?
3. The water attracted many thirsty animals.
4. The tar pits preserve the fossils of a rich variety of Ice Age animals.

NGReach.com

Vocabulary Strategy: eVisual 5.17



INTERACTIVE WHITEBOARD TIP: Have students highlight the antonyms in each thesaurus entry.

Point out the entry word, definition, example sentence, synonyms, and antonyms for *eager*. Have a volunteer replace the word *eager* in the example sentence with an antonym. (The runners were bored as the starter signaled the race to begin.) Ask: *How does the meaning of the sentence change?* (Possible response: Now runners don't care about the race.)

Have students work in pairs. One partner rewrites the sentence substituting an antonym for the underlined word. Then the other partner explains how the substitution changes the meaning of the sentence. Have partners change roles.

Check & Reteach

OBJECTIVE: Antonyms ✓

Review partners' sentences to check if students were able to substitute an antonym.

If students have difficulty using a thesaurus to identify antonyms, reteach the process using the following questions:

- *Is bored or mild an antonym for eager?* (bored)
- *Is ruin or repel an antonym for attract?* (repel)
- *Is repulse or destroy an antonym for preserve?* (destroy)

Academic Talk

3 Discuss the Blog Entries

Remind students that nonfiction texts often have several main ideas that support the author’s overall point. Model: *In the March 8th blog entry, the main idea is that the Venezuelan tar pits are a difficult place to work.*

Form small groups. Explain that each group will determine the main ideas from the other entry in “Lisa Rubio’s Field Notes” on **Practice Master PM5.14**. Then have groups use these ideas to determine the author’s overall points. (While working in tar pits is difficult, teams are rewarded with the amazing fossils the pits hold.) Have groups share their ideas with the class.

Writing

4 Write About Connections

Introduce the activity: *Now write a paragraph to explain the connections you made to the Web article or blog posts about the work at the tar pits.* Model the process.

Think Aloud	Write
<i>I’ll choose a detail that appealed to me or interested me.</i>	I was excited about the discovery of the scimitar cat fossils.
<i>Now I’ll consider how that detail might relate to me or how I would react to it if it happened to me.</i>	I would tell everyone I know if I got to handle the fossils of a scimitar cat.
<i>I’ll explain how that connection helps me understand the text better.</i>	This helps me understand why a job working in muck and tar can be so exciting.

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

Have students write their own connections to the article and blog posts. Have volunteers share their paragraphs. After students read them aloud, have them add their connections to their Weekly Writing Folders.

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack vocabulary to make connections.

STRATEGY Provide language frames to help students express the connections they feel:

- I felt a connection to _____.
- I could imagine _____.
- It reminds me of _____.

BL Below Level

ISSUE Students have difficulty making personal connections.

STRATEGY Use question prompts to help students think of the kinds connections they might make:

- *You are in the tar pits of Venezuela. How do you like working in tar that you can sink into? What does the environment remind you of?*
- *You are there when someone pulls the skull out of the mud. How do you feel? What do you say? Why?*
- *In the future, you get a chance to work in a tar pit in Venezuela. Do you want to do that? Why, or why not?*

WRAP-UP

Explain: *Heat and cold both cause matter to change form.* Ask: *Which force—heat or cold—is more essential to human beings?* Form two groups—“Hot” Team and “Cold” Team. Have each team spend time discussing why its force is essential. Then each team presents its arguments.

OBJECTIVES

Thematic Connection: Ice and Preservation

- ✓ Relate Words: Antonyms
- ✓ Compare Points and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM5.1

Mark-Up Reading: Practice Masters PM5.13–PM5.14

TECHNOLOGY ONLY

Vocabulary Strategy: eVisual 5.18

Comparison Chart eVisual 5.19

MATERIALS

print or online thesaurus

Power Writing

Have students write as much as they can as well as they can in one minute about something they would like to discover.

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

COMMON CORE STANDARDS

Reading

Compare Important Points and Details in Two Texts CC.3.Rinf.9

Writing

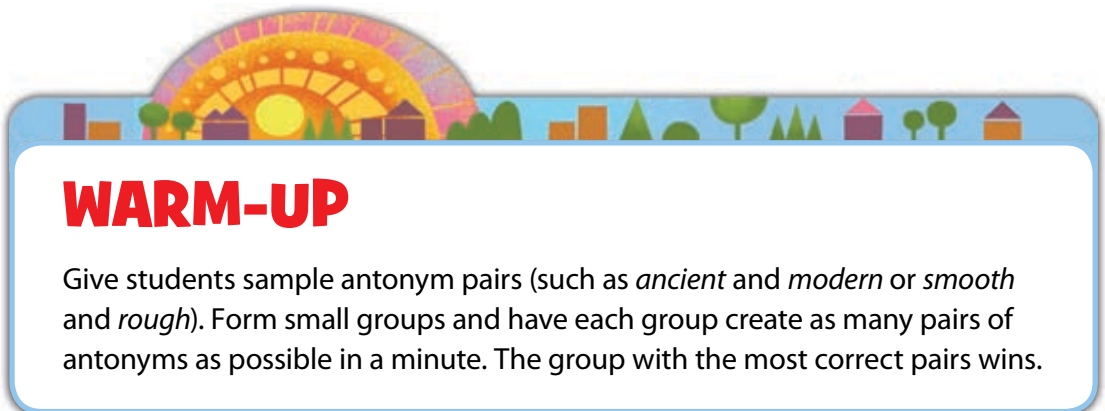
Write Over Shorter Time for Specific Tasks CC.3.W.10

Speaking and Listening

Draw on Information to Explore Ideas CC.3.SL.1.a

Language and Vocabulary

Use Glossaries and Dictionaries CC.3.L.4.d
Understand Word Relationships CC.3.L.5



WARM-UP

Give students sample antonym pairs (such as *ancient* and *modern* or *smooth* and *rough*). Form small groups and have each group create as many pairs of antonyms as possible in a minute. The group with the most correct pairs wins.

Vocabulary Practice

1 Antonyms ✓

Remind students that they have learned to use a thesaurus to look up antonyms. Display **eVisual 5.18**.



Vocabulary Strategy Practice

- The ground at the tar pits isn't even solid in many spots!
soft, spongy, mushy
- This month the team made some really exciting finds!
dull, boring, tedious
- The scimitar cat was a fierce Ice Age meat-eater.
gentle, tame, tender
- When the meat-eaters attacked, they too became trapped in the tar.
freed, liberated, released
- The fossils were very fragile.
tough, strong, durable

NGReach.com Vocabulary Strategy: eVisual 5.18



INTERACTIVE WHITEBOARD TIP: Have students write antonyms for each underlined word.

Have students work in pairs. Have one partner look up the underlined word in a thesaurus and write antonyms on the line below the sentence. Then have the other partner select one antonym and rewrite the sentence. Have partners discuss how the meaning of the sentence changes. Then have them exchange roles.

Check & Reteach

OBJECTIVE: Antonyms ✓

Review partners' lists to check if students were able to use a thesaurus to find antonyms. If students have difficulty, reteach the process using the following questions:

- Which underlined word is an antonym for gentle? (fierce)
- Which underlined word is an antonym for dull? (exciting)
- Which underlined word is an antonym for freed? (trapped)

Name _____ Date _____

Mark-Up Reading

Bones from the Tar

Why Do Fossil Hunters Come Here?

The tar pits of Venezuela, a country in South America, are a tough place to work for fossil hunters. The heat is often extreme, sometimes reaching 120°F. Why are scientists so eager to work here? The tar pits preserve fossils of a rich variety of Ice Age animals, including horses, llamas, tapirs, and other huge animals.

Why So Many Fossils?

Long ago, a thick, oily material called tar seeped upward from deep underground. When the tar reached the surface, it formed pools. Rainwater collected on top of the pools, attracting animals. But when the animals tried to drink, they became trapped in the sticky tar. Ice Age meat-eaters like the scimitar cat were drawn to the struggling animals. When the meat-eaters attacked, they too became trapped in the tar. Soaked in tar, the animals' bones were preserved.

An Important Find

When Dr. Ascanio Rincon and his team recently found the bones of scimitar cats in the tar pits, they were very excited. No fossils of this animal had been found in South America before. Finding these fossils helped scientists understand how plants and animals traveled between North America and South America during the Ice Age.

▲ A man is careful not to step in the naturally sticky tar.

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Name _____ Date _____

Mark-Up Reading

Lisa Rubio's Field Notes

March 8

CATEGORY: Tar Pits

I know I say this a lot, but I have the best job! I As a member of a team of tar pit researchers in Venezuela, I get to discover amazing things. Don't get me wrong, it's not an easy place to work. The heat from the tar can be uncomfortable. The ground isn't even solid in many spots! Bubbles form and pop in the black ooze. It sticks to our skin, clothes, and equipment. But that nasty muck has done a great job. It's preserved the bones of creatures that lived 25,000 years ago!

3 COMMENTS **SHARE**

March 12

CATEGORY: Recent Discoveries

This month the team has already made some really exciting finds! Under the leadership of Dr. Ascanio Rincon, we have found six jawbones and the skull of a scimitar cat. The tar has preserved the fossils well, but they are still fragile. So we will cover them in coats of plaster that will harden and protect them on their trip to the lab. When the fossils get there, scientists will carefully remove the plaster to study them. I'm sure they'll be as thrilled as we are to see these incredible gifts from the past.

8 COMMENTS **SHARE**

▲ the skull of a scimitar cat

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NGReach.com Practice Masters PM5.13–PM5.14

Review and Integrate Ideas

2 Identify Points and Details

Remind students that nonfiction texts have overall points that the author is trying to make. Remind them that points are statements about the topic that are broader than main ideas. Then explain that students will identify the overall point(s) in **Practice Master PM5.13**. Explain: *Use the subhead and the important details in each paragraph to determine the author's overall points. What are the most important things the author wants you to understand from the article?*

Create a chart like the one below and model the process with the first point. Then have students copy and complete the chart.

Point	Details
Scientists will put up with tough conditions to work at the tar pits.	Scientists are eager to work at the Venezuelan tar pits. Scientists put up with extreme heat to work at the pits.
The tar pits preserved a variety of animals.	The tar pits trapped many ancient animals. The tar soaked into the dead animals' bones and preserved them.
Scientists have made important discoveries in the tar pits.	<ul style="list-style-type: none"> Scientists found scimitar cat bones in the tar pits. The bones prove that scimitar cats lived in South America. They help explain how animals traveled between North and South America.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T299m

Daily Grammar ✓

Have students find the demonstrative adjective *this* on **Practice Master PM5.14**. Then use page T299p to review and assess students' understanding of irregular comparison adjectives, demonstrative adjectives, and articles.

Daily Writing Skills ✓

Point out how the author of **Practice Master PM5.14** uses an exclamatory sentence to introduce the topic. Then use page T299r to review and assess students' understanding of how to introduce a topic.

3 Compare Points and Details ✓

Explain to students that they will compare the important points and details of the Web article “Baby Mammoth Found Frozen in Russia” with the article and blog on **Practice Masters PM5.13–PM5.14**. Display **eVisual 5.19**.



Comparison Chart

	“Baby Mammoth”	“Bones from the Tar”	“Lisa Rubio’s Field Notes”
Important Points	Ice preserves fossils well. Scientists hope to learn a lot about mammoths from this discovery.	Scientists put up with tough conditions to work at the tar pits. The tar pits preserved a variety of animals. Scientists made important discoveries.	Working in the tar pits is difficult. Scientists have made exciting finds in the tar pits.
Details	baby mammoth found frozen in ice in Russia most well-preserved mammoth ever found	scientists eager to work at pits tar pits preserved many animals fossils of first So. American scimitar cats found in tar pits	Rubio doesn’t mind difficult conditions. tar pits preserved ancient animal bones Rubio’s team discover scimitar cat bones

NGReach.com Comparison Chart: eVisual 5.19



INTERACTIVE WHITEBOARD TIP: Have students highlight similar points in different colors.

Differentiate

SN Special Needs

ISSUE Students cannot identify the important points in the text.

STRATEGY Tell students to focus on the titles and headings. Remind them that titles, headings, and other text features often state parts of the topic of the article. Ask: *What clue does the first heading in “Bones from the Tar” give about a point the author wants to make?* (why fossil hunters work in the pits)

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to see who can use the most precise words in identifying the important points in the online article and blog. Encourage use of an online or print thesaurus to find synonyms. Tell students to use a dictionary to find the precise definition of each synonym, then to pick the one that has the exact meaning they want.

Have students copy and complete the chart. Then have partners use their charts to make comparisons between the overall points of the articles.

Check & Reteach

OBJECTIVE: Compare Points and Details ✓

Check students' charts to determine whether students are able to identify similar points. If students have difficulty comparing points, ask questions such as: *What do ice and tar both do well?* (preserve fossils)

Writing

4 Write About Important Points

Introduce the activity: *Now you will write a paragraph that identifies the important points of “Bones from the Tar” and “Lisa Rubio’s Field Notes.”* Allow students time to review points. Remind them to cite details from both articles. Have volunteers share their paragraphs. Have students add their paragraphs to their Weekly Writing folders.

Academic Talk

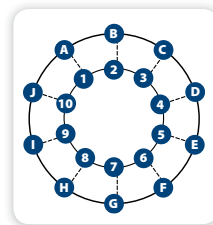
5 Relate Readings to the Big Question

Have students recall the unit’s Big Question: What causes matter to change? Introduce the activity: *Think about “Melt the Snow!” “Saved in Ice,” “Bones from the Tar,” “Lisa Rubio’s Field Notes,” and a Small Group Reading book you have read. What do these selections show about how changes in matter can affect other things?*

Model a response to the question for the play “Melt the Snow!” and “Lisa Rubio’s Field Notes”: *The events in the play are examples of how the changes in matter, such as snow melting from the heat of the sun, show how things in nature are connected. “Lisa Rubio’s Field Notes” shows how the heat from the tar makes the air uncomfortably hot. Also, the tar helps fossilize the bones and preserve them.*

Use an **Inside-Outside Circle** to have students continue discussion about how the readings relate to the Big Question.

- Have students stand in concentric circles facing each other.
- Direct students in the outside to ask questions. Those inside answer. Offer possible questions to get students started:
 - *Based on the selections you read, what are some ways in which matter changes?*
 - *How might changes in matter be dangerous?*
 - *How might changes in matter be helpful?*
 - *Why are changes in matter interesting?*
- On a signal, students rotate to create new partnerships.
- On another signal, students trade inside/outside roles.



Inside-Outside Circle

Best Practices

Encourage Participation To involve shy or non-participatory students, have them develop and rehearse ideas in pairs before sharing with the class.

WRAP-UP

Explain: *Some things we enjoy depend on changes in matter. For example, a liquid—milk—becomes a solid to make ice cream.* Have students spend several minutes brainstorming different foods and pastimes that depend on changes in matter. Then have the class vote using a show of hands to determine the change in matter that is the most fun.

OBJECTIVES

Thematic Connection: Ice and Preservation

✔ Write a News Article: Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A5.44

TECHNOLOGY ONLY

Sample News Article: eVisual 5.12

Writing Trait: Ideas: eVisual 5.13

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

Write Informative/Explanatory Text to Examine a Topic	CC.3.W.2
Group Related Information	CC.3.W.2.a
Develop the Topic	CC.3.W.2.b
Plan, Revise, and Edit Writing	CC.3.W.5
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
Form and Use Comparative and Superlative Adjectives	CC.3.L.1.g
Use Knowledge of Conventions	CC.3.L.3

Write a News Article

Display and read aloud the prompt.

You are a reporter who tracks how global changes in matter affect people or animals. Write an article about these changes for a class newspaper.

Study a Model

Read a News Article

Explain: *Let's read one student's news article.* Display and read aloud **eVisual 5.12**.



Sample News Article

Is the Ice in Antarctica Melting?

by Phil Moschowitz

Florida—NASA scientists held a news conference today about an important world problem. They stated that parts of Antarctica's ice are melting at a dangerously fast rate. The ice sheet in Antarctica contains almost all of the ice found on Earth. Now, giant ice pieces are breaking off the ice sheet.

Scientists said that melting ice could put countless people at risk. It could raise the water level around the world 200 feet. Some islands would vanish. Even worse, large cities along coastlines would be underwater, including New York City.

Scientists will meet next week to discuss the best way to deal with this problem.

NGReach.com

Sample News Article: eVisual 5.12



INTERACTIVE WHITEBOARD TIP: Underline the main idea and the supporting details.

Review the Trait: Ideas

Review the concept: *Remember that good writers focus their ideas so that readers can follow them. In a news article, a writer states the main idea in the first paragraph. The other paragraphs include facts, details, and explanations to support the main idea.*

Display and read aloud **eVisual 5.13**.



Writing Trait: Ideas

Writing that has strong ideas has

- a clear, focused main idea
- details that support, or tell more about, the main idea

NGReach.com

Writing Trait: Ideas: eVisual 5.13



INTERACTIVE WHITEBOARD TIP: Underline the key words *main idea* and *details*.

Display the sample news article again. Ask: *What is this article mostly about?* (Melting ice in Antarctica is a world problem.) Have students identify supporting details.



Prewrite

Choose a Topic

Reread the first sentence of the prompt. Ask: *What is your role?* (Class news reporter)
Continue with the remainder of the prompt in order to determine the Audience and Form for the RAFT.

Role: Class news reporter

Audience: Students

Form: News article

Help students choose a topic for their news articles. Students can brainstorm topics with a partner, or they can look at **Magazine Maker** photos to help them get ideas. Have students choose a topic and complete the RAFT.



Get Organized

Review the sample and explain: *“Is the Ice in Antarctica Melting?” has a clear main idea. The news reporter includes details that support the main idea.* Display a main idea diagram and review: *A main idea diagram shows how details support the main idea.* Model using “Is the Ice in Antarctica Melting?” to complete the main idea diagram.

Main Idea: Melting ice in Antarctica is a world problem.
Detail: Giant pieces of ice are breaking off the ice sheet.
Detail: Melting ice could put people at risk.
Detail: The water level could rise around the world.
Detail: Islands could vanish.
Detail: Some cities on coastlines could be underwater.

Main Idea Diagram

Have students use their main idea diagrams to plan their news articles.

Draft

Write Ideas

Have students draft their news articles based on the main idea diagrams they created. Students should begin by stating a clear main idea. Then they should include details that help support the main idea with examples and explanations that tell who, what, where, why, when, and how. In addition to these ideas, encourage students to include text features such as headings and photos to organize and give more information.

See **Differentiate**

Differentiate

AL Above Level

ISSUE Students collect more facts and details than they can include.

STRATEGY Encourage students to include only three facts in each paragraph. Have them choose facts that best support the main idea of the news article.



Daily Language Arts

Daily Spelling and Word Work

Practice pages T299m–T299n

Daily Grammar

Have students note the use of *Even worse* in paragraph two of “Is the Ice in Antarctica Melting?” Then use pages T299o–T299p to have students practice using comparison adjectives.

Daily Writing Skills

Ask students what details were added to the topic statement between the draft and final version of “Is the Ice in Antarctica Melting?” Use pages T299q–T299r to have students practice writing clear topic statements.

Revise

Read, Retell, Respond

Have students read their news articles to partners. Have listeners rephrase the articles and give suggestions for how to improve. Display the Language Frames below.

Language Frames

Retell	Make Suggestions
<ul style="list-style-type: none"> • The main idea is _____. • The important details are _____. 	<ul style="list-style-type: none"> • The detail about _____ supports the main idea nicely. • Can you add details about _____? • I’m not sure why you included _____.

Make Changes

Have students revise their news articles. Remind them to focus on the ideas in their articles and to make sure that their articles include a main idea and supporting details.

Explain that students should cut unimportant details and add details that help readers better understand the main idea. Review how to insert and delete text in **Magazine**

Maker: *Put the cursor where you want to add text, click, and begin typing. To delete text, use the mouse to select the text you want to remove and hit delete.*

Differentiate

Special Needs

ISSUE Students cannot provide adequate supporting details.

STRATEGY Review source materials with students. Ask them specific questions and help them locate or verbalize answers. Explain that they can use the answers to develop the ideas in their paragraphs.

See **Differentiate**.

Student Sample: Revise

Florida—NASA scientists held a news conference today. They talked about ice in Antarctica. Antarctica has a large ice sheet.

The melting ice could put countless people at risk. The ice sheet in Antarctica contains almost all of the ice found on Earth. Few people live there because it is a cold, harsh place to live. Scientists said the melting ice could raise the water level around the world 200 feet. Some islands would vanish. Even more bad, some large cities would be underwater, including New York City.

Scientists will meet next week to talk about the best way to deal with that problem.

Sample Analysis

I didn’t do a good job of introducing the topic. It’s unclear what the news article is about. I’ll need to work on that.

Some of these ideas don’t support the main idea of the article. I’ll delete the facts that aren’t important.



Edit and Proofread

Check the News Articles

Have students check their grammar and spelling, focusing on the Week 2 spelling words and using comparative and demonstrative adjectives.

Student Sample: Edit and Proofread

Sample Analysis

Florida—NASA scientists held a news conference today. They stated that parts of Antarctica’s ice are melting at a dangerously fast rate. The ice sheet in Antarctica contains almost all of the ice found on Earth. Now, giant ice peaces are breaking off the ice sheet.

Scientists said that melting ice could put countless people at risk. It could raise the water level around the world 200 feet. Some islands would vanish. Even more bad, some cities along the coast would be completely underwater, including New York City.

Scientists will meet next week to discuss the best way to deal with that problem.

I misspelled *pieces*. I'll go back and correct my mistake.

More bad is incorrect. I need to replace it with the comparative adjective *worse*.

I need to use the correct demonstrative adjectives in my report. I'll replace *that* with *this*.

Publish and Present

Make a Final Copy

Remind students that news articles are usually set in columns. Tell students to use the pre-built layouts in **Magazine Maker** for columns or to make their own layouts using more than one text box. Remind students to make columns wide enough to read easily.

Share with Others

Help students combine their news articles to create a class newspaper. Have students print their articles and add them to their Weekly Writing folders. Use the **Writing Rubric** to assess each student’s article.

Student Sample: Publish


Is the Ice in Antarctica Melting?

By Phil Moschowitz

Antarctica – NASA scientists held a news conference today. They stated that parts of Antarctica’s ice is melting at a dangerously fast rate. The ice sheet in Antarctica contains almost all of the ice found on Earth. Now, giant ice pieces are breaking off the ice sheet.

Scientists said melting ice could put countless people at risk. It could raise the water level 200 feet around the world. Some islands would vanish. Even worse, some large cities along coastlines would be underwater, including New York City.

Scientists will meet next week to talk about the best way to deal with this problem.



Best Practices

Build Toward a Summative Assessment By the time you apply the Writing Rubric to the students’ articles, the students will have already completed two formative assessments on their own or with their peers. This helps them focus more on the process than on the product.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation	
4	-The writing has a clear focus and a clear purpose. -Details are accurate and relevant. -The writer shows in-depth knowledge of the topic.	-Most of the writing has a clear structure and purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-Most of the writing has a unique voice and tone. -The writer uses language that is appropriate for the audience and purpose.	-Most of the writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.
3	-The writing has a clear focus and a clear purpose. -Details are accurate and relevant. -The writer shows in-depth knowledge of the topic.	-Most of the writing has a clear structure and purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-Most of the writing has a unique voice and tone. -The writer uses language that is appropriate for the audience and purpose.	-Most of the writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	
2	-The writing has a clear focus and a clear purpose. -Details are accurate and relevant. -The writer shows in-depth knowledge of the topic.	-Most of the writing has a clear structure and purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-Most of the writing has a unique voice and tone. -The writer uses language that is appropriate for the audience and purpose.	-Most of the writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	-The writing has a clear focus and a clear purpose. -The writing flows smoothly and logically. -Most of the writing is appropriate for the audience and purpose.	
1	-The writing does not have a clear focus and a clear purpose. -Details are inaccurate and irrelevant. -The writer shows little knowledge of the topic.	-The writing does not have a clear structure and purpose. -The writing does not flow smoothly and logically. -The writing is not appropriate for the audience and purpose.	-The writing does not have a unique voice and tone. -The writer uses language that is not appropriate for the audience and purpose.	-The writing does not have a clear focus and a clear purpose. -The writing does not flow smoothly and logically. -The writing is not appropriate for the audience and purpose.	-The writing does not have a clear focus and a clear purpose. -The writing does not flow smoothly and logically. -The writing is not appropriate for the audience and purpose.	-The writing does not have a clear focus and a clear purpose. -The writing does not flow smoothly and logically. -The writing is not appropriate for the audience and purpose.	-The writing does not have a clear focus and a clear purpose. -The writing does not flow smoothly and logically. -The writing is not appropriate for the audience and purpose.	

Week 2 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Compare Points and Details
- Use Text Features: Search Tools
- Make Connections to Comprehend Text

ASSESSMENTS

Reading Comprehension Test Unit 5, Week 2

Directions: Read the article. Then answer the questions about the article.

Museum of Fine Art

Handing Paintings

Most paintings are done on cloth called canvas. It doesn't last forever, so people at museums work to keep their paintings safe. One important step is to always wear clean gloves when handling paintings. This keeps grease and dirt off the art.

Hanging Paintings

How a painting is hung is also very important. If it's not done correctly, the canvas can sag to the floor. That's why museums often use wall anchors. These fabric paintings safely to a wall. Even in an earthquake, the paintings will probably stay put.

AS.10

Reading Comprehension Test Unit 5, Week 2

1. What is the next section of the article?

Art Classes

Museum of Fine Art

Temporary Exhibitions

Painting on Canvas

2. Where would you click to find information about special events at the museum?

the search field

the side menu

the first link in the list

3. Readers who click on the wall anchors link will learn more about —

the cloth used for paintings.

what day the museum is open.

how to hang paintings.

ways that paintings are kept clean.

4. If you want to see if the museum has paintings by a certain artist, you should use —

the top menu.

the search field.

the side menu.

the first link in the list.

AS.11

Reading Strategy Assessment Unit 5

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 score.

Ask: *What do you do when you read?*
What are some of the words you understand you or what kind of book?
What do you do to understand better?
How do you read?

Plan and Monitor	Reading Strategy Rubric				Main Inference
	4	3	2	1	
1. The student uses the strategy to plan and monitor their reading.	4	3	2	1	1. The student uses the strategy to plan and monitor their reading.
2. The student uses the strategy to plan and monitor their reading.	4	3	2	1	2. The student uses the strategy to plan and monitor their reading.
3. The student uses the strategy to plan and monitor their reading.	4	3	2	1	3. The student uses the strategy to plan and monitor their reading.
4. The student uses the strategy to plan and monitor their reading.	4	3	2	1	4. The student uses the strategy to plan and monitor their reading.

SGS.30

Reading Comprehension Test
A5.10–A5.13

Reading Strategy Assessment
SG5.30–SG5.31

Fluency

- Intonation
- Accuracy and Rate

Oral Reading Assessment Unit 5

What is matter? Matter is everything that takes up space. Matter is all around you. Matter usually comes in one of three states. Those states are solid, liquid, and gas. Water, for example, can be a solid, a liquid, or a gas.

Water is solid when it's very cold. Think of ice and snow. These are forms of solid water. Solid matter has a size and shape of its own. Liquid matter is different. Liquids have no shape of their own. They take the shape of the container they are in. You can see liquid water do this whenever you pour water to drink. You can also find water as a gas when liquid water evaporates into the air. Gases also have no size or shape of their own. You often cannot see gases.

Matter can change from one state to another. The change often depends on the temperature of the matter. Water can turn from solid to liquid to gas, for example, to turn ice into liquid. Its temperature has to reach the melting point of ice. This is 32 degrees Fahrenheit or zero degrees Celsius. To turn liquid water into a gas means vapor, its temperature has to reach the boiling point of water, which is 212 degrees Fahrenheit or 100 degrees Celsius.

When water reaches its melting point or boiling point, its temperature will stay the same while the water changes from one state to another. Afterward, the temperature will begin to go up or down again.

AS.1

Oral Reading Assessment Unit 5

Accuracy	Rate	Intonation	Fluency	Comprehension
100%	100%	100%	100%	100%
90%	90%	90%	90%	90%
80%	80%	80%	80%	80%
70%	70%	70%	70%	70%
60%	60%	60%	60%	60%
50%	50%	50%	50%	50%
40%	40%	40%	40%	40%
30%	30%	30%	30%	30%
20%	20%	20%	20%	20%
10%	10%	10%	10%	10%
0%	0%	0%	0%	0%

AS.2

Oral Reading Assessment Unit 5

Code	Score	Reading Rubric
A	4	4
B	3	3
C	2	2
D	1	1

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:

- Do you have any problems reading the passage?
- If so, why? Can you help?
- Show the positive things you noticed about the student's reading, for example, "I liked that you read with a lot of expression."
- Make suggestions about what improvements are needed, for example, "Try to read more smoothly without stopping so often."
- 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."

AS.3

Oral Reading Assessment
A5.1–A5.3

Use these passages throughout Unit 5. Work with On Level students this week.

Vocabulary and Spelling

- Relate Words: Antonyms
- Spell Words with Long u: ui, ue
- Use Commonly Misspelled Words Correctly

Vocabulary Test Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

1. What is an antonym for **close**?
 Helping a friend is a **close** thing to do.

big

hard

mean

happy

2. What is an antonym for **end**?
 My shirt will get **end** at the beach.

end

dry

clear

dirty

damp

3. What is an antonym for **last**?
 She **last** her umbrella.

used

found

raised

opened

4. What is an antonym for **beginning**?
 He walks his dog at the **beginning** of the day.

end

hour

time

fast

AS.14

Spelling Words

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

Words with long u:

- blue The water underneath the ice was a very deep **blue**.
- clues Animals frozen in ice contain **clues** about life long ago.
- cue The actor playing the scientist waited backstage for his **cue** before he entered.
- due The money for the ski trip is **due** by Friday.
- flue The smoke from the fireplace went up the **chimney flue**.
- fruits You can freeze some **fruits**, like berries and cherries, right after you pick them.
- glue Gavin tried to **glue** the birdhouse back together after it fell from the pole.
- juice Mix a can of frozen orange **juice** with three cans of water.
- pursuit Two wolves ran in **pursuit** of a deer on the icy plain.
- revenue The **revenue** from local taxes supports our public library.
- sue Mr. French **sue** on the ice on our steps, and now he wants to **sue** us to pay his doctor bills.
- suits People don't wear bathing **suits** to play in the snow!
- true Is it **true** that your skin will stick to something that is frozen, like an ice cube?
- value The body trapped in ice has great **value** to scientists studying the past.
- virtue A **virtue** like kindness or honesty is good to have.

Watch Out Words:

- guessed Maria **guessed** the surprise from her mom's clues.
- guest Their overnight **guest** would be her favorite uncle.
- hole Her uncle had explored a **hole** in the ice sheet in Antarctica.
- whole The **whole** family couldn't wait to hear what he found.

AS.15

Vocabulary Test
A5.14

Spelling Pretest/ Spelling Test
T299m

Grammar and Writing

- Irregular Comparison Adjectives
- Use Adjectives and Articles
- Introduce a Topic

Writing, Revising, and Editing Test Unit 5, Week 2

Directions: Read the paragraph. Then answer the questions.

I just read _____ interesting article about studying bugs in my new science magazine. It was _____ than last month's story about rocks. The body of _____ insect was discovered in a piece of amber. _____ insect called a bee fly died 20 million years ago. Amber, a liquid that comes from trees and hardens, is probably the _____ food for preserving insects. I thought the bee fly might look scary, but it was not really that _____. It looked like _____ mosquito. The _____ part is that it used to drink bat blood!

1. Choose the answer that goes in Blank 1.

a

an

the

2. Choose the answer that goes in Blank 2.

best

good

better

gooder

3. Choose the answer that goes in Blank 3.

a

an

the

4. Choose the answer that goes in Blank 4.

A

An

This

AS.15

Writing, Revising, and Editing Test Unit 5, Week 2

1. Choose the answer that goes in Blank 5.

best

worse

goodest

worstest

2. Choose the answer that goes in Blank 6.

baddest

worse

worst

bad

3. Choose the answer that goes in Blank 7.

a

an

the

4. Choose the answer that goes in Blank 8.

baddest

badder

worse

word

5. Read the paragraph below. It is about a glacier, a thick layer of ice that moves very slowly. The paragraph does not have a topic sentence. Write three different topic sentences to grab the reader's attention. One topic sentence should ask a question, one should give a command, and one should make a personal connection.

_____ This Island Glacier is the biggest area of melting ice in Antarctica. The glacier has a crack in it that is almost 20 miles long. Scientists think a giant piece of ice will soon break off along the crack. When it does, it will create an iceberg the size of New York City!

AS.16

Writing Rubric

Criteria	4	3	2	1
Content	4	3	2	1
Organization	4	3	2	1
Style	4	3	2	1
Conventions	4	3	2	1

AS.44

Writing, Revising, and Editing Test
A5.15–A5.16

Writing Rubric
A5.44

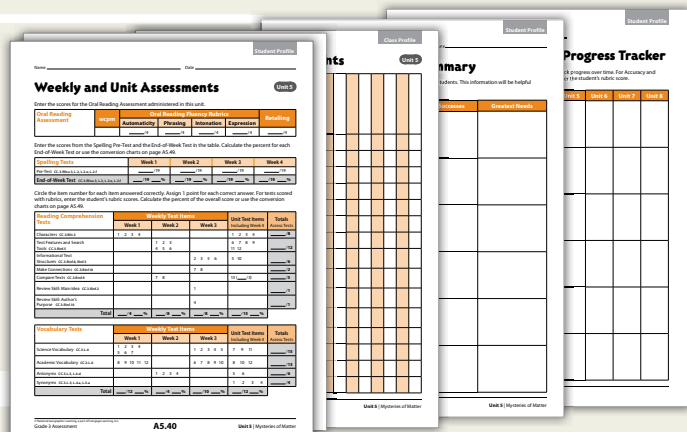


ExamView®



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A5.40–A5.41
- Class Profile: Weekly and Unit Assessments** A5.42
- Student Profile: Strengths and Needs Summary** A5.43
- Student Profile: Oral Reading Assessment Progress Tracker** A1.3

RESOURCES AND ROUTINES

Reading

RETEACH

- Compare Points and Details: Reteaching Master RT5.4**
- Use Text Features: Reteaching Master RT5.5**
- Make Connections: Reteaching Master RT5.6**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

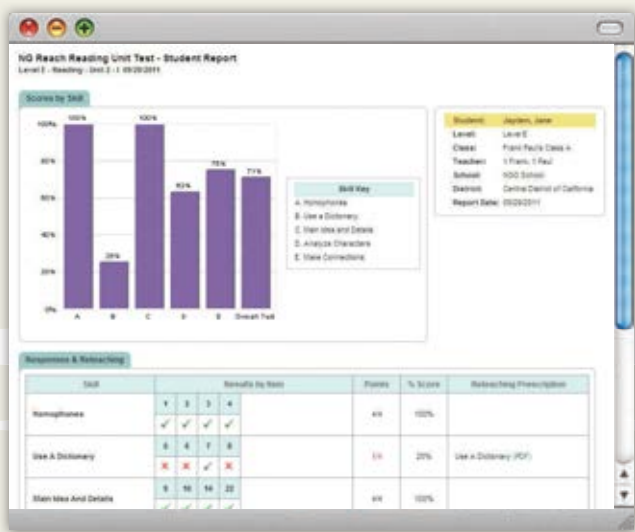
Fluency

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 T299m–T299n

Grammar and Writing

RETEACH

- Adjectives: Anthology Handbook, pages 590–591**
- Articles: Anthology Handbook, page 586**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Ideas: Reteaching Master RT5.7**

ADDITIONAL PRACTICE

More Grammar Practice PM5.16
Daily Writing Skills Practice, pages T299q–T299r

Week 3 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	Academic Talk CC.3.SL.4 Describe Places T308	Academic Talk CC.3.SL.3; CC.3.L.6 Elaborate T310a
	Language and Vocabulary ⌚ 15–25 minutes	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ☑ Pretest: Words with <i>r</i> -Controlled Vowels: CC.3.L.2; CC.3.L.2.e <i>ar, er, ir, or, ur</i> and Commonly Misspelled Words T307u Daily Grammar CC.3.L.1; CC.3.L.1.a ☑ Demonstrative Adjectives T307w Science Vocabulary CC.3.Rlit.4; CC.3.Rinf.4; CC.3.L.6 ☑ Learn Key Words T308 ground mixture sand water wetland	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2.d ☑ Practice T307u Daily Grammar CC.3.L.1; CC.3.L.1.a ☑ More Demonstrative Adjectives T307w Academic Vocabulary CC.3.Rinf.4; CC.3.L.4; CC.3.L.6 ☑ Learn More Key Words T310a area combine composition firm surface
	Reading ⌚ 20–40 minutes	Reading CC.3.Rinf.3; CC.3.Rinf.8 Read Aloud: Nonfiction T309a Comprehension CC.3.Rinf.3; CC.3.Rinf.8 ☑ Explain Cause and Effect Text Structure T309a	Reading CC.3.Rinf.10; CC.3.Rfou.4 Read an E-mail T312 Comprehension CC.3.Rinf.10 ☑ Learn to Make Connections T312
	Writing ⌚ 15–45 minutes	Power Writing T308 CC.3.W.10 Daily Writing Skills CC.3.W.8 ☑ Develop an Outline T307y Writing CC.3.W.10 Write About Cause and Effect T310 Research Project: How Matter Changes CC.3.W.7; CC.3.W.8 Plan T327a	Power Writing T310a CC.3.W.10 Daily Writing Skills CC.3.W.8 ☑ Develop an Outline T307y Writing CC.3.W.10 Write About a Connection T312–T313 Research Project: How Matter Changes CC.3.W.7; CC.3.W.8 Research T327a

		Read Science Articles	Read Nonfiction Books
Nonfiction	SMALL GROUP READING TIME ⌚ 20 minutes	Vocabulary CC.3.L.6 Learn Science Vocabulary SG16 Reading CC.3.Rinf.2; CC.3.Rinf.10 Identify Supporting Details SG16 Build Comprehension SG17	Vocabulary CC.3.L.6 ☑ Learn Story Words SG18–SG19 Reading CC.3.Rinf.10; CC.3.Rinf.3; CC.3.Rinf.8 Introduce SG18–SG19 Read and Integrate Ideas SG20–SG21 ☑ Make Connections SG20–SG21 ☑ Cause and Effect SG20–SG21

		Learning Station Time/Daily Phonics Intervention
	LEARNING STATION TIME/DAILY PHONICS INTERVENTION ⌚ 20 minutes	Speaking and Listening T307q CC.3.SL.3; CC.3.SL.4 Language and Vocabulary T307q CC.3.L.6 Writing T307q CC.3.W.2; CC.3.W.2.b; CC.3.W.3; CC.3.W.3.a Cross-Curricular T307r CC.3.W.2; CC.3.SL.5 Reading and Intervention CC.3.Rinf.10; T307r; SG68 CC.3.Rfou.3; CC.3.Rfou.4.b Daily Phonics Intervention CC.3.Rfou.3; CC.3.Rfou.3.d; T307s–T307t CC.3.L.2.e; CC.3.L.2.f

BIG Question What causes matter to change?

Day 3

Read and Comprehend

Academic Talk CC.3.Rinf.5; CC.3.SL.1
Preview and Predict T314

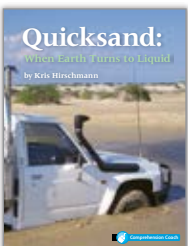
Daily Spelling and Word Work CC.3.L.2; CC.3.L.2.e
Practice T307v

Daily Grammar CC.3.L.1; CC.3.L.1.a
Articles T307x

Vocabulary Practice CC.3.L.6
Expand Word Knowledge T314

Reading CC.3.Rinf.2; CC.3.Rinf.3; CC.3.Rinf.5; CC.3.Rinf.7; CC.3.Rinf.10
Read a Science Article T315–T316–317

Comprehension CC.3.Rinf.3; CC.3.Rinf.10
Cause and Effect T316–317
Make Connections T316–317



Fluency CC.3.Rfou.4; CC.3.Rfou.4.b
Practice Intonation, Accuracy, and Rate T316–317

Power Writing T314 CC.3.W.10
Daily Writing Skills CC.3.W.8
Develop an Outline T307z

Writing CC.3.W.10
Write Facts T318–319

Research Project: How Matter Changes CC.3.W.7; CC.3.W.8
Research T327a

Day 4

Read and Comprehend

Academic Talk CC.3.SL.1
Summarize Reading T320


Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2
Practice T307v

Daily Grammar C.3.W.5; CC.3.L.1; CC.3.L.1.a
Grammar and Writing T307x

Vocabulary Practice CC.3.L.6
Share Word Knowledge T320

Reading CC.3.Rinf.2; CC.3.Rinf.3; CC.3.Rfou.4.b
Read a Science Article T321–T324

Comprehension CC.3.Rinf.3; CC.3.Rinf.5; CC.3.Rinf.7
Cause and Effect T323–T324
Make Connections T321, T323–T324
Analyze Text Features T322



Fluency CC.3.Rfou.4.b
Practice Intonation, Accuracy, and Rate T321

Power Writing T320 CC.3.W.10
Daily Writing Skills CC.3.W.8
Develop an Outline T307z

Writing CC.3.W.10
Write About Text Features T325

Research Project: How Matter Changes CC.3.W.7; CC.3.W.8
Organize T327b

Day 5

Review and Apply

Academic Talk CC.3.SL.1; CC.3.L.6
Talk About “Quicksand: When Earth Turns to Liquid” T326

Daily Grammar CC.3.L.1; CC.3.L.1.a
Review T307x

Vocabulary Review CC.3.L.6
Apply Word Knowledge T325a

Reading CC.3.Rfou.4.b
Reread a Science Article T315–T324

Comprehension CC.3.Rinf.3; CC.3.Rinf.10
Explain Cause and Effect T326a

Fluency CC.3.Rfou.4.b
Check Intonation, Accuracy, and Rate T327

Power Writing T325a CC.3.W.10
Daily Writing Skills CC.3.W.8
Develop an Outline T307z

Writing CC.3.W.10
Write About “Quicksand: When Earth Turns to Liquid” T326


Research Project: How Matter Changes CC.3.SL.3; CC.3.SL.4
Present T327b

Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.3.Rinf.10; CC.3.Rinf.3; CC.3.Rinf.8
Read and Integrate Ideas SG20–SG21

Make Connections SG20–SG21
Cause and Effect SG20–SG21

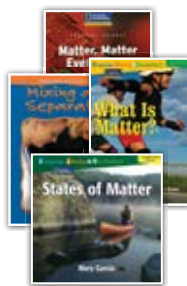


Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.3.Rinf.10; CC.3.Rinf.3; CC.3.Rinf.8
Read and Integrate Ideas SG20–SG21

Make Connections SG20–SG21
Cause and Effect SG20–SG21




Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG18–SG21

Reading CC.3.Rinf.10
Connect Across Texts SG21

Writing CC.3.W.2
Choose a Writing Option SG20–SG21



ASSESSMENT & RETEACHING

Assessment and Reteaching T327c–T327d

Reading Comprehension Test A5.17–A5.20 CC.3.Rinf.3; CC.3.Rinf.8

Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10

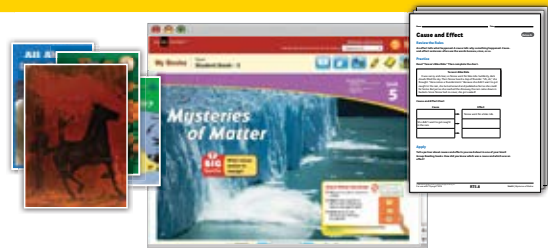
Oral Reading Assessment A5.1–A5.3 CC.3.Rfou.4

Vocabulary Test A5.21–A5.22 CC.3.L.6

Spelling Test: Words with *r*-Controlled Vowels: *ar, er, ir, or, ur* and Commonly Misspelled Words T307u CC.3.Rfou.3; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f

Writing, Revising, and Editing Test A5.23–A5.25 CC.3.W.5; CC.3.L.1.a

Reteaching Masters RT5.8–RT5.9



Week 3 Learning Stations

Speaking and Listening

Option 1: Mix Colors

Mix Colors

1. Follow the directions below. What do you think will happen?

- Place some yellow paint in a paper cup.
- Place some blue paint in the same paper cup.
- Use a craft stick to mix the two colors.

2. Use your own words to explain the directions and the results. What happens when you mix together yellow and blue?

First, get a paper cup, a craft stick, and some paint.

If we change the directions, we might get a different color at the end.

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 33

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

paper cups • yellow paint • blue paint • craft sticks

Recount an Experience

CC.3.SL.4

Option 2: Talk about Matter

This card shows a bowl of strawberry ice cream.

PROGRAM RESOURCES

Digital Library: Language Builder Picture Cards D52–D58

Students ask and answer questions about picture cards depicting states of matter.

- Have one student select a picture card and quickly describe it to a partner.
- The student's partner then asks questions about the picture card, while the student who described the card answers the questions with as much detail as possible.
- Students then switch roles and choose another card.

Ask and Answer Questions

CC.3.SL.3

Language and Vocabulary

Key Words

area • combine • composition • firm • ground
mixture • sand • surface • water • wetland

Option 1: Vocabulary Games

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

Acquire and Use Conversational, General 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 their word knowledge.

- Under Add More Information > Add What I Know > Antonyms, have students write antonyms for the selected Key Word.
- Under Add More Information > Use This Word > Write a Sentence, have students write a sentence about quicksand that includes the selected Key Word.

Acquire and Use Conversational, General Academic, and Domain-Specific Words

CC.3.L.6

Writing

Option 1: Quicksand Escape Tale

Quicksand Escape Tale

1. Look at the Language Builder Picture Cards. Think about where quicksand can be found and how people can escape it.

2. Write a story about a character who has to find a way to escape from quicksand.

3. Include:

- details about the setting
- facts about quicksand
- a story climax, or turning point in the plot (when the problem in a story begins to get solved)

Anna's Quicksand Escape

Anna's dog, Lulu, ran away. She looked for Lulu everywhere. Finally she remembered that Lulu loved to swim. So Anna looked down by the lake. The ground was wet. Anna's foot sank down into the sand. The sand went over her ankle. She ran fast. Soon she was up to her arms in quicksand. Anna was scared. Then she remembered what she learned in school. "I can't panic," she thought. She looked around and saw a branch. She moved very slowly, but she couldn't reach it. Then she remembered something else she learned back. She spread her arms wide. She was floating in the quicksand. Then she heard a dog barking. It was Lulu. Anna slowly

PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 34

Digital Library: Language Builder Picture Cards D61–D64

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

drawing paper • colored markers • crayons

Write Narratives, Using Descriptive Details
Organize Events in a Sequence

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

Option 2: Report on Morecambe Bay

Report on Morecambe Bay

1. Look at the Language Builder Picture Card. Think about what you have learned about quicksand.

2. Go online and read the Web article about Morecambe Bay, a place that's famous for quicksand. Look for more information if you want to.

3. Write a report about what you learned.

Morecambe Bay in England is well known for its quicksand.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 33

Digital Library: Language Builder Picture Card D63

Student Resources Directory

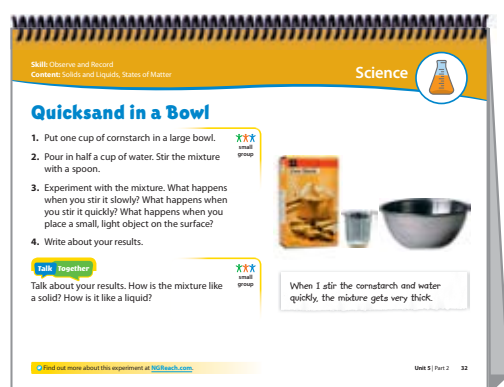
Teacher's Guide on [NGReach.com](https://www.ncreach.com)

Write Informative/Explanatory Text to
Examine a Topic
Develop the Topic

CC.3.W.2
CC.3.W.2.b

Cross-Curricular

Option 1: Quicksand in a Bowl



Quicksand in a Bowl

- Put one cup of cornstarch in a large bowl.
- Pour in half a cup of water. Stir the mixture with a spoon.
- Experiment with the mixture. What happens when you stir it slowly? What happens when you stir it quickly? What happens when you place a small, light object on the surface?
- Write about your results.

Talk Together
Talk about your results. How is the mixture like a solid? How is it like a liquid?

When I stir the cornstarch and water quickly, the mixture gets very thick.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 32

Student Resources Directory

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

bowls • measuring cups • cornstarch (one cup per group) • spoons

Write Informative/Explanatory Text to Convey Information

CC.3.W.2

Option 2: Danger, Quicksand!



Danger, Quicksand!

- Use graph paper to draw a simple map of a wetland. Label areas of the wetland that are quicksand.
- Exchange maps with your partner. Estimate the total area of the wetland. Estimate how much area of the wetland is quicksand.

Talk Together
Share your map. Talk about how you estimated the areas.

I used the squares on the paper to help me estimate the areas.

PROGRAM RESOURCES & MATERIALS

Cross-Curricular Teamwork Activities: Card 34

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

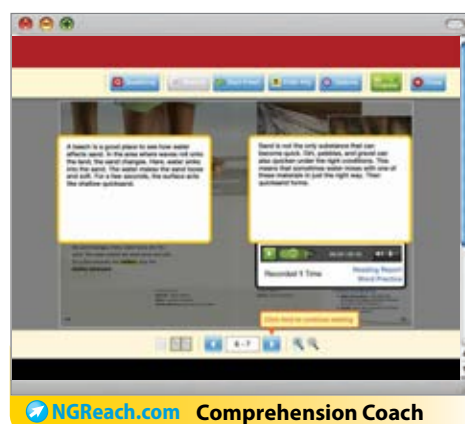
a book • sticky notes • graph paper • colored markers and crayons

Add Visual Displays

CC.3.SL.5

Reading

Option 1: Comprehension Coach



NGReach.com Comprehension Coach

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

Read Orally with Accuracy and Appropriate Rate on Successive Readings CC.3.Rfou.4.b

Option 2: Additional Reading



PROGRAM RESOURCES

Week 3 Small Group Reading Titles, page SG18

Independent Reading Recommended Books, page SG68

Leveled Book Finder

Have students choose a book they haven't read before from the Week 3 **Small Group Reading** titles, the Independent Reading Recommended Books, or the Leveled Book Finder. After reading, have students write a sentence about something new they learned. Students may also wish to take books home for additional reading.

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

Intervention

Phonics Games



NGReach.com Online Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

For Reteaching Masters, see pages RT5.8–RT5.9

Additional Resources

ESL Kit



ESL Teacher's Edition pages T308–T327

Week 3 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Matter

Recognize High Frequency Words

Develop Phonological Awareness: Isolate Sounds

Associate Sounds and Spellings: /är/ar, /ôr/or, and /ûr/er, ir, ur

Blend Sounds to Decode Words

Teach

Day 1



PROGRAM RESOURCES

High Frequency Words: Teaching Master 21

Sound/Spelling Cards 37, 38

Word Builder: Transparency 57

Decodable Passage: *Out of Harm's Way*

Practice Book, page 117

Reach into Phonics

Lesson 71, page T118

Lesson 73, pages T120–T121

High Frequency Words

Follow Lesson 71 to present High Frequency Words:

country called lived house now

r-Controlled Vowels /är/ar, /ôr/or

Follow Lesson 73. Use **Reading Routine 1** and **Sound/Spelling Cards 37, 38** to teach the r-controlled vowels /är/ar and /ôr/or. Guide students through **Transparency 57**. 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 57

Teach

Day 2



PROGRAM RESOURCES

More High Frequency Words: Teaching Master 22

Sound/Spelling Card 39

Word Builder: Transparency 58

Decodable Passage: *Teens Who Serve*

Practice Book, page 118

Reach into Phonics

Lesson 72, page T121

Lesson 74, pages T122–T123

High Frequency Words

Follow Lesson 72 to present High Frequency Words:

American would know should also

r-Controlled Vowels /ûr/er, ir, ur

Follow Lesson 74. Use **Reading Routine 1** and **Sound/Spelling Card 39** to teach the r-controlled vowel sound and spellings /ûr/er, ir, ur. Guide students through **Transparency 58**. 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 58



COMMON CORE STANDARDS

Apply Phonics Skills

CC.3.Rfou.3

Use Spelling Patterns and Generalizations

CC.3.L.2.f

Read Grade-Appropriate Irregularly Spelled Words

CC.3.Rfou.3.d

Use Conventional Spelling

CC.3.L.2.e

Chain Game

Day 3



Option 1

MATERIALS

index cards, five per group

Prepare

Have groups work together to write each word from the word bank below on a separate card and place the cards face down.

born bark turn fern sir

Play a Game

- Have groups sit in a circle.
- Have one group member draw a word card and read it aloud.
- The person to the right replaces any letter but the *r*, or adds a letter to make a new word, and reads the new word aloud.
- The next person to the right replaces or adds a letter to make another new word and reads it aloud.
- Play continues until the group runs out of words. At this point a new card is drawn and the game repeats.

Bingo!

Day 3



Option 2

MATERIALS

32 squares of colored paper, each about two inches square • scissors

Prepare

- Have students play in groups of three. One student is the Host. The other two are Players. The Players make bingo cards by folding a sheet of paper in half twice horizontally and twice vertically to create 16 squares. The Host cuts his or her card into individual squares.
- Have the Host read aloud the words from the word bank below, one at a time. As the Host reads and writes each word on a square of paper, the Players print the word in any empty square on the card. Each Player's card should be different from the other Players' cards.

now house lived called also know should would
curl corner third farmer blurt terminal nurse worn

Play a Game

- The Host reads each word in a different order than before.
- The first Player to find the word on his or her card identifies the word by spelling it. Next the Host and the other Player listen for accuracy. If the Player identifies the word correctly, he or she places a colored square over the word. If the word is not identified correctly, the space stays uncovered.

Concentration

Day 4



MATERIALS

index cards, five per student • scissors

Prepare

- Arrange students in pairs. Have each partner write five words, one for each spelling: /är/ar, /ör/or, /ür/er, *ir*, *ur*. Students should fold their cards in half, writing the word on the left side and drawing a picture of the word on the right side.
- Have students cut their cards in half, and then have partners shuffle both sets of cards together.

Play a Game

- Have partners place all the cards face down on a table. Tell students to take turns turning over two cards.
- If the cards match, the student reads the word aloud, identifies the *r*-controlled vowel, and keeps the cards.
- If the cards do not match or if the player mispronounces the word, the player returns the cards face down to the table.
- Students play until all the cards have been matched and read correctly. The student with the most cards wins.

Name the Vowel Spelling

Day 5



MATERIALS

index cards, 12 per pair of students

Prepare

- Have pairs of students collaborate to write each word from the word box below on a separate card. Then have them place the cards face down in a pile.

sharp perk firm charm thorn bird
cork pork form churn turn term

Play a Game

- Player 1 picks and displays a card. Then, Player 1 identifies the vowel sound and spelling, and pronounces the word.
- Player 2 decides if Player 1 has identified the vowel sound and spelling and pronounced the word correctly. If so, Player 1 keeps the card. If not, the card goes back in the pile.
- Play ends after all of the words have been identified correctly. The partner with the most cards wins.

Week 3 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Matter

- ✔ Spell Words with *r*-Controlled Vowels: *ar, er, ir, or, ur*
- ✔ 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 *r*-Controlled Vowels: *ar, er, ir, or, ur*

1. alarm	If you burn food, your smoke alarm might go off.
2. article	The science magazine printed an article about how matter changes.
3. beginner	I've never worked with clay before, so I'm a beginner .
4. birth	Scientists watched the birth of a new volcano.
5. burning	After Dad lit the fire, the burning wood warmed us.
6. bursts	If you stick a pin in a balloon, it bursts with a bang!
7. churn	When you churn cream, your vigorous movements change the cream into butter.
8. harden	The hot sun can cause soft mud to harden and turn stiff.
9. observe	Let's observe what happens when we heat water.
10. scorch	You can scorch food in a dry pan that is too hot.
11. sorting	Students are sorting the rocks by size and color.
12. squirt	If you squeeze an open plastic water bottle, the water will squirt out.
13. stir	If we stir the food coloring into the glass, the water will turn blue.
14. stormy	During stormy weather, it's best to stay indoors.
15. whirl	Look how the soap bubbles whirl in a circle as they go down the drain.

Watch-Out Words

16. peak	We climb all the way up to mountain's peak .
17. peek	From up high, we carefully peek over the cliff.
18. sea	Far below us, there are sailboats on the sea .
19. see	We can see some boats sailing into the harbor.

r-Controlled Vowels

Day 2



Option 1

MATERIALS

index cards, 15 per pair of students • highlighters of different colors, five per pair of students • scissors, one per pair of students

Teach

Display *alarm* and *stormy*. Circle the *r*-controlled vowel and the *r* that follows it in each word. Explain: *When a vowel is followed by an r, it changes the sound of the vowel.*

Display the words *observe*, *squirt*, and *bursts*. Pronounce the words, asking students to listen to the sound the *r*-controlled vowels make. Have students note that all three make an /er/ sound like they hear in *her* or *germ*. Explain: *The r-controlled vowels er, ir, and ur often sound the same.*

Prepare

- Have pairs of students collaborate to write each of the first 15 spelling words on a separate card.
- Have pairs highlight the *r*-controlled vowel in each word. Tell them to use a different color for *ar, er, ir, or, and ur*.
- Have pairs cut each word card in two before or after the *r*-controlled vowel and the *r*. Have them place the cards face up and scatter them.

Practice

- Tell students to take turns matching word parts to recreate the original set of 15 words.
- Have students chorally read each word after it is rejoined and spell it aloud.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3

Listen Up!

Day 2



Option 2

MATERIALS

index cards, 15 per student

Prepare

Arrange students in small groups. Have each group write the first 15 spelling words on separate index cards and stack them face down.

Play a Game

- Have Player 1 pick a card and read the word on it.
- The other Players say if the *r*-controlled vowel is at the beginning, middle, or end of the word.
- The first Player to correctly answer then spells the word. If spelled correctly, the Player keeps the card, picks a new one from the stack, and holds it up. If spelled incorrectly, the card is returned to the bottom of the stack and Player 1 picks a new card.
- Play continues until all the cards have been correctly spelled.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3



Step Up!

Day 3



Option 1

MATERIALS

construction paper, five sheets per group • tape

Prepare

Have small groups of students collaborate to list the first 15 spelling words and tape five labels on the floor, one for each r-controlled vowel.

Play a Game

- Have one group member call out each word, in turn, from the list.
- As words are read, have the other students listen and then step as fast as they can to the correct r-controlled-vowel label.
- Then, students chorally say and spell the word. Play continues until all words have been read and spelled.

Apply Phonics and Word Analysis Skills
Decode Multisyllabic Words
Use Conventional Spelling

CC.3.Rfou.3
CC.3.Rfou.3.c
CC.3.L.2.e

Comic Strips

Day 3



Option 2

Make a Drawing

- Have students create one or more comic strips using the Watch-Out Words and as many other spelling words as they can.
- Have them underline each Watch-Out Word and draw a wavy line under any other spelling words. Display the comics in the room.



Demonstrate Command of Spelling

CC.3.L.2

Bingo!

Day 4



Option 1

MATERIALS

32 squares of colored paper, each about two-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 twice vertically to create 16 squares. Have them write FREE in one of the middle spaces.
- Have the game host read aloud the first 15 spelling words, one at a time, in random order. As the game host reads each word, players print the word in an empty square on the bingo card in random order. Each player's bingo card should be different from his or her competitor's.

Play a Game

- Tell the game host to read each spelling word, one at a time, in a different order than before.
- The first player to find the word on his or her card closes his or her eyes and spells the word. The host and the other player listen for accuracy. If the spelling is correct, the speller places a colored square over the word. If not, the word stays uncovered.
- When a player has four colored squares in a row, he or she calls out, "Bingo!" Have the student read aloud the words to verify the win.

Use Conventional Spelling

CC.3.L.2.e

Stories Matter

Day 4



Option 2

Write a Story

- Have partners work together to write a story about a scientist who studies matter. The story may be realistic or make-believe. Tell partners to include as many spelling words as possible and consult a dictionary to see that they are using each word correctly. Have students underline each spelling word.
- Have students share their stories in small groups.

It is a dark and stormy night. Sabrina the Scientist is observing a container of bubbling green liquid. She begins to stir it. Suddenly, the liquid starts to glow and the container bursts!

Demonstrate Command of Spelling
Consult References

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

Week 3 Daily Grammar

OBJECTIVES

Thematic Connection: Matter

- ✔ Grammar: Use Demonstrative Adjectives
- ✔ Grammar: Use Articles

COMMON CORE STANDARDS

Edit Writing	CC.3.W.5
Demonstrate Command of Grammar	CC.3.L.1
Explain the Function of Adjectives	CC.3.L.1.a

Day 1

PROGRAM RESOURCES

Demonstrative Adjectives:
eVisual 5.21

MATERIALS

index cards, two per student

Teach the Rules

Use the suggestion on page T310 to continue discussing demonstrative adjectives. Then explain: *This and that can be used as adjectives that tell “which one.”* Then use **eVisual 5.21** to teach when to use each demonstrative adjective.

Demonstrative Adjectives

Some adjectives tell “which one.”

- Use **this** to tell that an object is near. **This** sand right here is wet.
I like playing on **this** beach.
- Use **that** to tell that an object is far. Marita is on **that** beach near the pier.
That wave behind her is huge!

NGReach.com Demonstrative Adjectives: eVisual 5.21

Play a Game

Have partners collaborate to sketch eight single objects, such as a ball, a flower, or a pond, each on a separate piece of paper. Have them write *this* on two cards and *that* on two cards. Explain the game “This Is Near and That Is Far.”

- *Each player takes four sketches, a card with this, and a card with that.*
- *Player 1 holds up this and a picture and makes up a sentence such as; “This flower has six petals.” Player 2 holds up that, points to the picture in Player 1’s hand, and says a sentence such as; “That flower is pretty.”*
- *Then take turns holding up different sketches.*

Tell students to keep the sketches to use again.

Differentiate

SN Special Needs

ISSUE Students have difficulty sketching.

STRATEGY Suggest that students find pictures of single objects in their **Anthology** or another book or magazine and use them in the game.

Day 2

PROGRAM RESOURCES

More Demonstrative Adjectives:
eVisual 5.23

MATERIALS

index cards, two per student

Teach the Rules

Use the suggestion on page T313 and then teach more demonstrative adjectives. Explain: *The words these and those can be used as adjectives to tell “which ones.” They tell where objects are in relation to the speaker.* Use **eVisual 5.23** to explain the rules.

More Demonstrative Adjectives

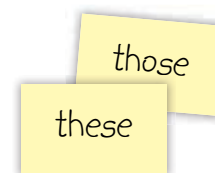
Some adjectives tell “which ones.”

- Use **these** to tell that more than one object is near. **These** rocks in my hand are colorful.
I will add **these** rocks right here to my collection.
- Use **those** to tell that more than one object is far. **Those** rocks over there are dull.
I don’t want **those** rocks in my collection.

NGReach.com Demonstrative Adjectives: eVisual 5.23

Play a Game

- Have students add objects to their Day 1 sketches so that their pictures represent plural nouns. Have students write *these* on two cards and *those* on two cards.
- Then review the rules used on Day 1, substituting *these* and *those* where *this* and *that* appear in the game rules.



Differentiate

BL Below Level

ISSUE Students have trouble using demonstrative adjectives correctly.

STRATEGY Physically show how *these* and *those* are used to tell where a person is. Point to the windows and say, “Those windows are closed.” Walk to the windows and say, “These windows are closed.” Use a few examples before students play the sketch game.



Day 3

PROGRAM RESOURCES

Articles: eVisual 5.24

Game: Practice Master PM5.18

Teach the Rules

Use the suggestions on page T318-319 to introduce words that signal nouns. Then use **eVisual 5.24**.

Articles

- Use **the** before a noun that represents a specific thing. **The** fog is thick today.
- Use **a** or **an** before a noun that is not specific. **A** fog can be eerie.
- Use **a** before a noun that starts with a consonant sound. **A** wetland is marshy.
- Use **an** before a noun that starts with a vowel sound or begins with a silent *h*. **An** insect bit me.
- Use **the** before any plural noun. **The** guides know where we are. **The** insects do not scare them.

[NGReach.com](#) Articles: eVisual 5.24

Play a Game

Distribute **Practice Master PM5.18** and play the game.

Differentiate

EL English Learners

ISSUE In Haitian Creole, definite articles follow nouns.

STRATEGY Before students play the game, have them point out which articles in the samples in **eVisual 5.23** would be in a different order in Haitian Creole. Then have them tell you where they always come in English. (before the noun)

Name _____ Date _____

Grammar Game
The Game Begins with a Spin

Directions:

- Take turns. Spin for an article.
- On your turn, choose a noun and use the article and noun in a sentence.
- If your partner agrees that your sentence is correct, put your initials in the noun box.
- If all words that can be used for an article have been initialed, choose one to use again. Put your initials in the box too.
- After five turns each, see who has more initialed noun boxes. Then work with your partner to see how many of the initialed nouns you can use in a story.

Make a Spinner

- Put a paper clip over the center of the circle.
- Put a pencil point through a loop of the paper clip.
- Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

mixture a, the	cloud a, the
quicksand the	marsh a, the
substances the	egg an, the
pebbles the	horse a, the
wetland a, the	igloos the
ice cube an, the	honor an, the
insect an, the	waves the

Articles

PM5.18 Unit 5 | Mysteries of Matter

[NGReach.com](#) Practice Master PM5.18

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice Master PM5.19

Grammar and Writing

Distribute **Practice Master PM5.19**. Have students use editing and proofreading marks to correct errors with adjectives and articles.

Name _____ Date _____

Grammar: Grammar and Writing
Edit and Proofread

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

- demonstrative adjectives
- articles

^	Add.
↖	Take out.
≡	Capitalize.
⊙	Add period.
∧	Add comma.

The reporter points to ^{the} sand at his feet and says, "This sand is damp but pretty solid."

"Damp sand is not quicksand," ^{an} eager scientist says. She adds, "These children are playing on ^{that} dry, hard-packed sand. If sand is dry, there is no quicksand."

"Quicksand is ^a simple substance," the scientist continues. "It is sand with lots of water around ^{it} particles."

As they enter a small grove of trees, she says, "Beyond ^{these} trees, the land is marshy." Minutes later, their shoes are off and jeans rolled up. ^{The} reporter walks into wet sand. "Wow! ^{This} quicksand is the strangest thing I've ever felt."

PM5.19 Unit 5 | Mysteries of Matter

[NGReach.com](#) Practice Master PM5.19

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Test:
Assessment Masters A5.23–A5.25

Review and Assess

Have partners work together to create a chart of their own with rules for using demonstrative adjectives and articles, along with examples of each rule. Have partners share and compare their charts with another pair of students.

Adjective Rules	Adjective Examples	Article Rules	Article Examples
Use <u>this</u> for an object that is near.	This shovel is right here.	Use <u>the</u> with a specific noun.	The shovel I brought is in the sand.

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

Week 3 Daily Writing Skills

OBJECTIVES

Thematic Connection: Matter

✔ Develop an Outline

COMMON CORE STANDARDS

Categorize Evidence

CC.3.W.8

Introduce an Outline

Day 1



PROGRAM RESOURCES

Note Cards to Outline: eVisual 5.22

Teach the Skill

Display eVisual 5.22 and discuss how the author organized the note cards into an outline.

Note Cards to Outline

How does rock change?
Weathering = breakdown by water, temperature, wind, and pressure

How does rock change?
Wind = bits of rock hit cliffs.

How does rock change?
Erosion = water carries away rocks and soil.

II. Rocks change in many different ways.

- A. Weathering is when rocks break up due to water, temperature, wind, and pressure from other rocks.
- B. Erosion is when water washes away rocks and soil.
- C. Wind blows bits of rock that hit against cliffs.

NGReach.com Note Cards to Outline: eVisual 5.22



INTERACTIVE WHITEBOARD TIP: Circle II., A., B., and C.

Explain: *Before you make an outline, you first arrange your note cards into groups.* Point out that all three of these note cards would go in the same group because they all have to do with how rock changes.

Point to Roman numeral II. Explain that this is only part of an outline, since outlines begin with Roman numeral I. Then explain that note cards that answer the question “How does rock form?” would go in a different group. Explain that the creator of this outline probably used cards from the “How does rock form?” group to create Roman numeral I.

Using eVisual 5.22, explain: *You can make your grouped note cards into an outline. Take the main idea from one group of cards and turn it into a statement. Add a Roman numeral next to it. Then, turn each supporting detail into a lettered statement under that main idea.*

Categorize Evidence

Day 2



Option 1

MATERIALS

index cards, six per pair of students

Introduce

Copy and display the following sentences:

When clay is mixed with water, it turns into sticky mud.
When dirt is mixed with water, it turns into mud.
Clay will hold its shape when dried.
Mud will not hold its shape when dried.
Baked clay will last a long time.
Baked mud will not last a long time.

Practice

Have partners write each sentence on a separate card and then write a title at the top of each card telling what the sentence on the card is about. Remind students that they can write either the topic or the research question at the top of each card.

Tell students to categorize the note cards into two separate subjects: mud and clay. Tell students to use Roman numerals for the topics or research questions. Have partners create an outline based on the cards.

Categorize Evidence

Day 2



Option 2

MATERIALS

index cards, six per pair of students

Introduce

Display the following sentences:

The Everglades are wetlands that cover 4,000 square miles.
Wetlands are low, flat areas covered with water.
Turtles and alligators live in wetlands.
Deer and bears live in wetlands.
Wetlands control flooding and provide clean water.
Wetlands are home to wildlife.

Practice

Have partners write each sentence on a separate index card and write a title at the top of each one that states what the sentence is about. Tell students to group the note cards into two groups and then create an outline based on the note cards and the two main ideas.



SUGGESTED PACING

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

Create an Outline

Day 3



Option 1

MATERIALS

index cards, six per pair of students

Introduce

Copy and display the following sentences:

Magma is melted or partly-melted rock inside Earth.
 Lava can flow through cracks in the side of a volcano.
 Gases in magma are under pressure.
 Lava can destroy whatever is in its path.
 When magma reaches the surface, it is called lava.
 Fresh lava ranges from 1,300 degrees to 2,200 degrees Fahrenheit.

Practice

Have partners write the sentences on index cards and write the topic or research question at the top of each card. Tell students to arrange the note cards in two groups by topic.

Have partners create an outline based on the note cards. Remind them to use the topics as Roman numbers I and II, and to use indented capital letters, A, B, and C for the details.

Create an Outline

Day 3



Option 2

MATERIALS

index cards, six per student

Introduce

Display the following sentences:

Salt marshes are wetlands near the ocean.
 Swamps are covered with trees.
 Salt marshes are covered by grass-like plants such as sedges and rushes.
 Salt marshes can flood daily.
 Swamps are wetlands found near rivers.
 The ground in swamps is usually waterlogged.

Practice

Have each student take notes on the sentences using index cards. Make sure that students write a title at the top of each note card that states what their sentences are about. Tell students to group the note cards by subject. Have each student create an outline based on his or her note cards.

Note Cards to Outline

Day 4



MATERIALS

index cards, seven per pair of students

Introduce

Copy and display the following passage:

Compost is a dirt-like substance that people add to their gardens. It can be made of leaves, grass clippings, and food scraps. Bacteria breaks down compost and makes it rich in nutrients.
 It is easy to build a compost pile. You can set aside part of your backyard. You can also use a large crate. Some people buy special compost barrels.

Practice

Have partners collaborate to write each sentence from the paragraph on a separate index card. Make sure that they write a topic or research question at the top of each note card. Tell students to categorize the note cards into two groups by topic or research question.

Have partners create an outline based on the note cards. Remind students that they should take the main idea from each group of cards and turn that into a Roman numeral. Then, they turn each supporting detail into a lettered item under that main idea.

When students have finished creating the outline, explain that the writer may have used an outline like they created to organize ideas before writing the passage.

Review and Assess

Day 5



PROGRAM RESOURCES

Writing, Revising, and Editing Test: Assessment Masters A5.23–A5.25

Review the Skill

Arrange students in small groups. Have each student write one fact he or she knows about quicksand. For example, a student might write: Quicksand is a mixture of water and sand. Have groups collect all the facts and categorize them. Then have students determine the main idea for each category and create an outline.

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

OBJECTIVES

Thematic Connection: Matter

- Use Domain-Specific Words
- Explain Text Structure: Cause and Effect

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Family Newsletter 5
- Cause-and-Effect Chart: Practice Master PM5.17

TECHNOLOGY ONLY

- Sing with Me MP3
- Digital Library: Key Word Images
- My Vocabulary Notebook
- Read Aloud: eVisual 5.20

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Determine Meaning of Words and Phrases	CC.3.Rlit.4
Relate Ideas	CC.3.Rinf.3
Determine Meaning of Domain-Specific Words	CC.3.Rinf.4
Describe Text Structure	CC.3.Rinf.8
Read with Fluency to Support Comprehension	CC.3.Rfou.4

Writing


Write Over Shorter Time for Specific Purposes	CC.3.W.10
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Speaking and Listening

Report on a Topic	CC.3.SL.4
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Language and Vocabulary

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

Have partners discuss these questions: *Have you ever been to a beach? What kinds of things can you see there? What kinds of things can you do?*

Academic Talk

1 Describe Places Anthology page 308

Read aloud the instructions and play the **Sing With Me Language Song**: “At the Beach.” Use details from the chant to model how to describe a place:

- *First, name the place: Here is the beach.*
- *Next, give facts and descriptive details that help the reader imagine how the place looks, feels, smells, and sounds: The beach is sunny. The sand feels hot, dry, and gritty against my skin.*
- *Then tell how the place makes you feel: I am always excited and happy to go on a trip to the beach.*

Review and model how to speak clearly (pronouncing words correctly) and at an appropriate pace (not too fast or too slow). Then have students search the chant for more descriptions about the beach.

Have partners take turns describing places they have visited. Then have pairs share their descriptions with the group. Remind students to speak clearly so that everyone can understand their ideas about the topic.

Science Vocabulary

2 Key Words Anthology page 309

Explain and model using **Vocabulary Routine 1** and the illustration on **Student eEdition** page 309 to learn the Key Words.

Key Words

ground · mixture · sand
water · wetland

- **Pronounce the word** and point to the image: **water**.
- **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:** **Water** is a liquid found in oceans, lakes, and rivers.
- **Elaborate:** Relate words to knowledge and experience: I use **water** every day to drink, cook, and wash my hands.

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

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

Describe Places

Listen to Marita's chant. Then use **Language Frames** to describe a place you know.

At the Beach

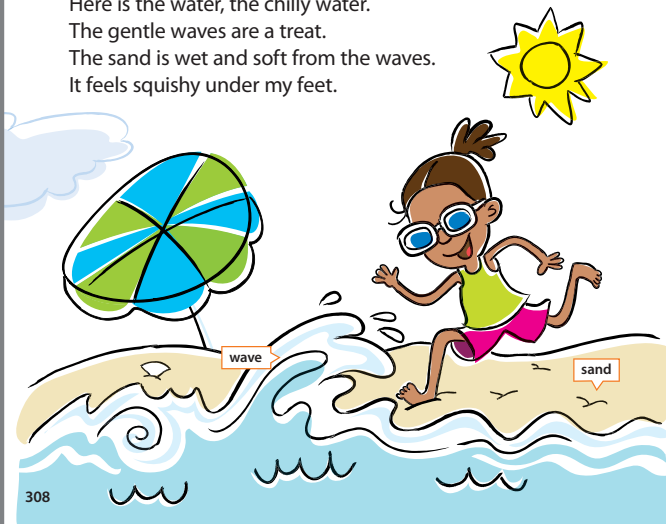
Here is a beach, a sunny beach.
I cannot wait for a swim.
The sand is hot and dry from the sun.
It feels gritty on my skin.

Here is the water, the chilly water.
The gentle waves are a treat.
The sand is wet and soft from the waves.
It feels squishy under my feet.

Language Frames

- Here is _____.
- The _____ is _____.
- It feels _____.

Chant ((MP3))



308

Key Words

Look at this picture. Use **Key Words** and other words to talk about how a **wetland** can form.

Key Words

ground
mixture
sand
water
wetland

How a Wetland Forms



Talk Together

What causes water and sand to change into a wetland? Use **Key Words** to explain. Then use **Language Frames** from page 308 to describe a wetland.

309

STUDENT TECHNOLOGY



Student eEdition



Sing with Me



My Vocabulary Notebook



Resources

NGReach.com

Anthology
pages 308–309

Have partners take turns repeating the routine for each word using page 309. Have each student add the words to **My Vocabulary Notebook**.

See **Differentiate**

3 Talk Together Anthology page 309

Read aloud the directions for **Talk Together**. Use the diagram on page 309 to explain each label and how a wetland forms.



NGReach.com My Vocabulary Notebook

To help students describe a wetland, have them focus on how the wetland looks and feels. Provide an example: *The **wetland** is a **mixture** of sand and water. The ground in a **wetland** feels wet and squishy.*

Check & Reteach

OBJECTIVE: Use Domain-Specific Words ✓

As students describe a wetland, listen for correct usage of the Key Words.

If students use words incorrectly, provide cloze sentences for them to complete orally:

- *If you put flour and **water** together, it is a _____.* (**mixture**)
- *When you visit the beach, you can walk on the warm _____.* (**sand**)
- *The **ground** of a **wetland** at the beach can have **sand** and _____.* (**water**)

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T307y–T307z)
- ✓ Power Writing (T308, T310a, T314, T320, T325a)
- ✓ Writing (T310, T312–T313, T318–319, T325, T326)
- ✓ Research Project (T327a–T327b)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words. Access **Family Newsletter 5** for translations in seven languages.

BL Below Level

ISSUE Students have difficulty understanding the meanings of Key Vocabulary.

STRATEGY Pair students with more proficient students and have the partners use the **Picture Dictionary** to identify the meaning of each Key Word. Then have partners use the image from the dictionary to help them relate the word to their knowledge and experience.

Fluency

Model Intonation Explain the concept: *Fluent readers read with intonation. Use a louder or softer voice to match the meaning of the text as you read.* Model intonation with sentences from “Beach Safety.” Have students practice intonation by reading aloud the chant from **Anthology** page 308.

Comprehension

4 **Cause and Effect** ✓ **Anthology** page 310

Read aloud the introduction and use the illustrations to explain cause and effect. Then display **eVisual 5.20** and read aloud “Beach Safety.”



Read Aloud

Informational Text

Beach Safety

Beaches are a great choice for summer fun. You can swim, surf, and build sand castles. However, it is important to remember basic safety tips when visiting the beach.

The **sand** at the beach can be extremely hot because the sun shines on it. The sand heats up very quickly, so one way to keep your feet cool is to wear swim shoes. They can protect your feet from the hot **sand**. You can even wear them in the **water**.

Always remember to protect your skin from the sun. Apply sunscreen at least 15 to 30 minutes before going out into the sunlight. Reapply more sunscreen after you swim because the **water** can wash away the sunscreen.

Swimming is a popular activity at beaches, but stay safe! Remember that rip currents, or rough water, can surprise you. Rip currents happen when waves meet **water** flowing in the opposite direction. If you are caught in a rip current, swim parallel to the shore until you are free. Don't try to swim against the current because you will become too tired.

Have fun but stay safe on your next visit to the beach!

[NGReach.com](https://www.ngr.com) Read Aloud: eVisual 5.20



INTERACTIVE WHITEBOARD TIP: Draw arrows from causes to their effects.

5 **Map and Talk** **Anthology** page 310

After students read how to make a cause-and-effect chart, reread the first paragraph of “Beach Safety.” Point out that the word *because* signals a cause-and-effect relationship. Ask: *What is the effect?* (The **sand** feels hot.) *What is the cause?* (The sun shines on the **sand**.) Ask students to find other causes and effects.

6 **Talk Together** **Anthology** page 310

Read aloud the directions. Then have students use **Practice Master PM5.17** to make a cause-and-effect chart about something that happened.

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

Monitor students' discussions to make sure that they correctly identify cause-and-effect relationships in “Beach Safety.”

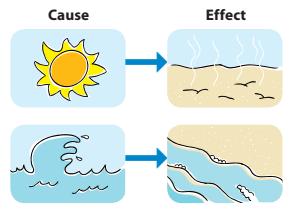
If students have difficulty, reread the third paragraph. Say: *I ask myself, “What happens?”*

You must apply more sunscreen. This is the effect. Ask students: *Why will this happen?* (**Water** washes the sunscreen off.) *This is the cause.*

Cause and Effect

Most events have a **cause** and an **effect**.

- To figure out an effect, ask, "What happened?"
- To figure out a cause, ask, "Why did it happen?"



Map and Talk

You can use a chart to show causes and effects. To make one, write an event in column 1. In column 2, write what happened because of the event.

Cause-and-Effect Chart

Cause	Effect
The sun shines on the sand.	The sand feels hot.
A wave covers the sand.	The sand feels wet.

Talk Together

Tell a partner about something that happened. Then work together to make a cause-and-effect chart for the event.

310

Anthology page 310

Writing

7 Write About Cause and Effect

Introduce: *Now you and your partner will work together to write a sentence about a cause and effect.* Model the process based on "Beach Safety."

Think Aloud	Write
<i>First, I write an effect.</i>	The sand feels very hot.
<i>Then my partner writes the cause.</i>	The sun shines on the sand.
<i>Then we will write a complete sentence that tells both the cause and the effect.</i>	The sand feels very hot because the sun shines on it.

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

Have pairs use the chart from **Talk Together** to write a cause-and-effect sentence. Have students add their sentences to their Weekly Writing folders.

WRAP-UP

Challenge pairs to name at least ten mixtures in one minute that they use every day. The pair that names the most mixtures wins.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T307u

Daily Grammar ✓

Display **Anthology** page 309 and read aloud the central label on the illustration: *This ground contains a mixture of sand and water.* Explain that the word *this* is used like an adjective. Then use page T307w to introduce demonstrative adjectives.

Daily Writing Skills ✓

Tell students that an outline is a good tool for organizing information. Then use page T307y to introduce outlines.

Name _____ Date _____

Cause-and-Effect Chart

Why Did It Happen?

Make a cause-and-effect chart about something that happened.

Cause	Effect
Responses will vary.	

Talk with a partner about a game. Tell what happened to cause another event to happen.

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OBJECTIVES

Thematic Connection: Matter

- Use Academic Words
- Make Connections to Comprehend Text

PROGRAM RESOURCES


PRINT & TECHNOLOGY

Family Newsletter 5

TECHNOLOGY ONLY

Digital Library: Key Word Images

My Vocabulary Notebook



WARM-UP

Remind students that they have been reading about beaches and wetlands. Ask volunteers to name other places where forms of water are found.

Power Writing

Have students write as much as they can and as well as they can in one minute about *wetlands*.

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

Academic Talk

1 Elaborate

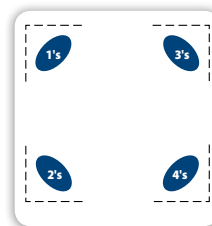
Remind students that they learned how to describe a place. Explain: *Now you will learn how to elaborate, or give more information about a topic.* Project **Student eEdition** page 131 and explain: *To elaborate, you can use words that tell where, such as: between, below, beside, in front of.* Model describing the photo: *A fisherman is in a boat.* Then elaborate, using words that tell where: *A fisherman is standing at the front of a boat.* Encourage students to elaborate on the description.

Explain: *You can also elaborate by using time words, such as: before, after, while.* Model with the same photo: *One fisherman throws the net while another fisherman catches it.* Have students elaborate with other time words.

Have groups describe and elaborate on other places using **Four Corners**. Remind students to use signal words to show spatial and temporal relationships.

- Form four groups and designate a corner of the classroom for each group. Assign each group a photograph from pages 52, 60, 121, or 256.
- Have each group discuss its photo and then share ideas with the group.

For **Four Corners**, see page BP45.



Four Corners

Academic Vocabulary

2 More Key Words Anthology page 311

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:** **area**.
- **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 **area** is part of a place.
- **Elaborate.** Relate the word to your experience: I have an **area** at home that I use to grade papers.

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

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

Key Words

area · combine · composition
firm · surface

COMMON CORE STANDARDS

Reading

Determine Meaning of Academic Words CC.3.Rinf.4

Read and Comprehend Informational Texts CC.4.Rinf.10

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

Determine Meaning of Words and Phrases CC.3.L.4

Acquire and Use General Academic Words, and Use Words that Signal Spatial and Temporal Relationships CC.3.L.6

More Key Words

Use these words to talk about “Quicksand: When Earth Turns to Liquid” and “Meet Maycira Costa.”

area

(air-ê-u) *noun*



An **area** is a part of a place. A classroom can have an **area** for reading.

combine

(kum-bin) *verb*



When you **combine** things, you mix them together. What foods does she **combine**?

composition

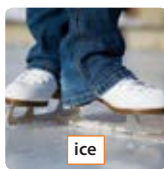
(kom-pu-zi-shun) *noun*



Composition is what things are made of. The **composition** of mud is dirt and water.

firm

(furm) *adjective*



Something that is **firm** is hard. You can skate on ice because it is **firm**.

surface

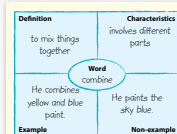
(sur-fus) *noun*



The **surface** is the outside part of something. The **surface** of this object is uneven.

Talk Together

Make a Word Map for each **Key Word**. Then compare your maps with a partner’s.



Add words to My Vocabulary Notebook.

NGReach.com

311

Anthology page 311

STUDENT TECHNOLOGY



Student eEdition



My Vocabulary Notebook



Resources

NGReach.com

Best Practices

Group Strategically When students practice using the Key Words, use word knowledge ratings from Step 2 of the vocabulary routine to pair students who have different levels of word knowledge.

Have partners use page 311 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 311

Read aloud the instructions. Have students make a Word Map for each Key Word before comparing their maps with a partner’s. Remind students: *When you compare your maps, tell what is the same and what is different.*

NGReach.com My Vocabulary Notebook

Check & Reteach

OBJECTIVE: Use Academic Words ✓

As partners compare Word Maps, listen for correct usage of the Key Words.

If students have difficulty creating examples, ask questions such as:

- *Which word means “hard”?* (**firm**)
- *Which word means “to mix together”?* (**combine**)
- *Which word means “what things are made of”?* (**composition**)

Differentiate

EL English Learners

ISSUE Students do not understand definitions.

STRATEGY Provide translations of the Key Words.

Access Family Newsletter 5. Use cognates for Spanish speakers:

area/área *combine/combinar*
composition/composición *firm/firme*

SN Special Needs

ISSUE Students have difficulty finding definitions.

STRATEGY Have students point to the image for the Key Word *area* and then run a finger under the definition on the page as they read it aloud. Have students use a self-stick note and an arrow to mark where to find the definition in the text.

Fluency

Practice Intonation As partners read aloud Marita's e-mail, circulate and listen for correct intonation.

Comprehension

4 Learn to Make Connections Anthology pages 312–313

Project **Student eEdition** page 312 and read aloud the introduction. Explain: *You make connections when you relate what you see to things you have read or other things in the world.* Point to details in the photo as you model how to make a connection:

- *The topic is **water** and soil mixed to make mud.*
- *This makes me think of playing in the mud after a rainstorm.*
- *Now I understand how the person in the photo feels in the mud.*

Explain that students can also make connections while reading a text.

5 Talk Together Anthology page 313

Read aloud the instructions. Then read aloud the e-mail information and the sample connection. Ask: *How does the connection help you understand the text?* (Possible response: It helps me understand why Marita is in a marsh.)

Have partners read the rest of the e-mail and make connections to understand the text. Circulate and monitor their conversations.

Check & Reteach

OBJECTIVE: Make Connections to Comprehend Text 

Read aloud the last paragraph of the e-mail. Have students make a connection to understand how Marita feels.

If students have difficulty, reread the first paragraph. Prompt:

- *The topic is Marita falling out of the boat.*
- *Have you read about or seen someone fall off a boat?*
- *How did that person feel? Do you think Marita feels the same way?*
- *Our connection helps us understand how Marita feels.*

Writing

6 Write About Making Connections

Introduce: *Now you are going to write sentences about a connection you made to an idea in Marita's e-mail.* Model the process:

Think Aloud	Write
<i>I will write what the text is about.</i>	Marita fell in the marsh and swallowed salt water.
<i>I will write about the connection I made.</i>	I read a story about a boy who fell off a boat. Salt water stung his throat.
<i>I will write about what I understand better.</i>	Now I understand why Marita said that swallowing the water was "AWFUL."

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

Learn to Make Connections

Look at the photograph. Does it make you think of something you have read in a text or know about the world? This is called **making connections**.



When you read, you can understand more if you **make connections**.

How to Make Connections

1. Think about what the text is about. The topic is _____.
2. As you read, think about other things you have read or an issue in the world. Does the text relate to these? This makes me think of _____.
3. Decide how the connection helps you understand the text. Now I understand _____.

312

Talk Together

Read Marita's e-mail. Read the sample connection. Then use **Language Frames** to make connections. Tell a partner about them.

Language Frames

- 🗨️ The topic is _____.
- ❓ This makes me think of _____.
- 🗨️ Now I understand _____.

E-Mail

Send Forward Delete

To: Anna@ngreach.com

From: Marita@ngreach.com

Subject: My Boat Ride on the Marsh

Attachment: _____

Dear Anna,

Yesterday I took a boat ride on a marsh. The whole **area** is home for thousands of wild birds. The ride started well. But then I stood up to take a picture of a wild duck when—you won't believe this—I FELL OUT OF THE BOAT!

Thank goodness, the **water** was shallow, but the **ground** under my feet felt squishy. I couldn't find a **firm** place to stand!

The water was salty, too. It tasted AWFUL. The guide pulled me back into the boat. Then she explained the **composition** of the water. "Tidewater from the sea **combines** with freshwater flowing out to the sea," she said. "That makes the water salty."

Well, it made me gag! Not only that, the **surface** of the water was covered with green algae. GROSS! The marsh was interesting, but I never planned to take it home!

Sample Connection

"The topic is a boat ride on a marsh. This makes me think of a picture I saw of a marsh. Now I understand why Marita rode in a boat."

◀ = A good place to make a connection

313

Anthology
pages 312–313

Have students write several sentences about a connection they made when reading Marita's e-mail. Remind them that they can make connections to other things they have read or an issue in the world. Their sentences should take into account their intended audience. Have students add their writing to their Weekly Writing folders.

See **Differentiate**

WRAP-UP Remind students that Marita's e-mail described her boat ride on a marsh. Have small groups create advertisements for a similar boat tour. Encourage students to use Key Words in their advertisements.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T307u

Daily Grammar ✓

Display **Anthology** page 312 and say: *Those feet are muddy*. Explain that the word *those* is a demonstrative adjective. Then use page T307w to teach more about demonstrative adjectives.

Daily Writing Skills ✓

Tell students that writing ideas on note cards can help them create an outline. Then use page T307y to practice creating note cards.

Differentiate

AL Above Level

ISSUE Students only satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to elaborate on their ideas by adding descriptive details and signal words that tell when and where.

OBJECTIVES

Thematic Connection: Matter

- ✓ Explain Text Structure: Cause and Effect
- ✓ Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

My Vocabulary Notebook

Read with Me: Selection Recordings: MP3 or CD2
Track 4

Comprehension Coach

Power Writing

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

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

COMMON CORE STANDARDS

Reading

Relate Ideas	CC.3.Rinf.3
Use Text Features	CC.3.Rinf.5
Use Illustrations	CC.3.Rinf.7
Read with Fluency to Support Comprehension	CC.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
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Speaking and Listening

Discuss Texts, Building on Others' Ideas	CC.3.SL.1
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Language and Vocabulary

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

Display the photograph on **Anthology** pages 314–315 and explain that it shows a truck stuck in quicksand. Ask students to share what they know about quicksand with the class.

Vocabulary Practice

1 Expand Word Knowledge ✓

Students will practice Key Words by creating a 4-Corner Poster. Use **Vocabulary Routine 2** to model how to make a poster for the word **composition**.

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

For **Vocabulary Routine 2**, see page BP35.

Key Words

area · combine · composition · firm
ground · mixture · sand · surface
water · wetland

Assign a Key Word to each set of partners. After they complete their 4-Corner Posters, have them add the context sentences to **My Vocabulary Notebook**. Display the posters in the classroom.

Academic Talk

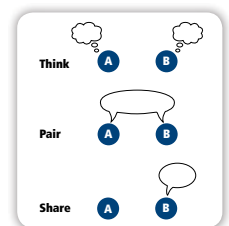
2 Preview and Predict

REVIEW Remind students: *One way to preview a text is to look at the text features. Text features are photographs, captions, diagrams and other things that give information. Looking at text features can help you predict what the story will be about.*

Display these Key Words: *ground, mixture, sand, water*. Use a **Think, Pair, Share** to have students share their predictions about “Quicksand: When Earth Turns to Liquid.”

- Students preview text features such as photographs, captions, and diagrams on **Anthology** pages 314–325 independently.
- Students form pairs and discuss their predictions. Ask students to use Key Words in their discussion. Encourage students to elaborate their ideas and build on their partner’s ideas as they discuss their predictions.
- Individuals share their ideas with a person from another pair.

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



Think, Pair, Share

Quicksand:

When Earth Turns to Liquid

by Kris Hirschmann

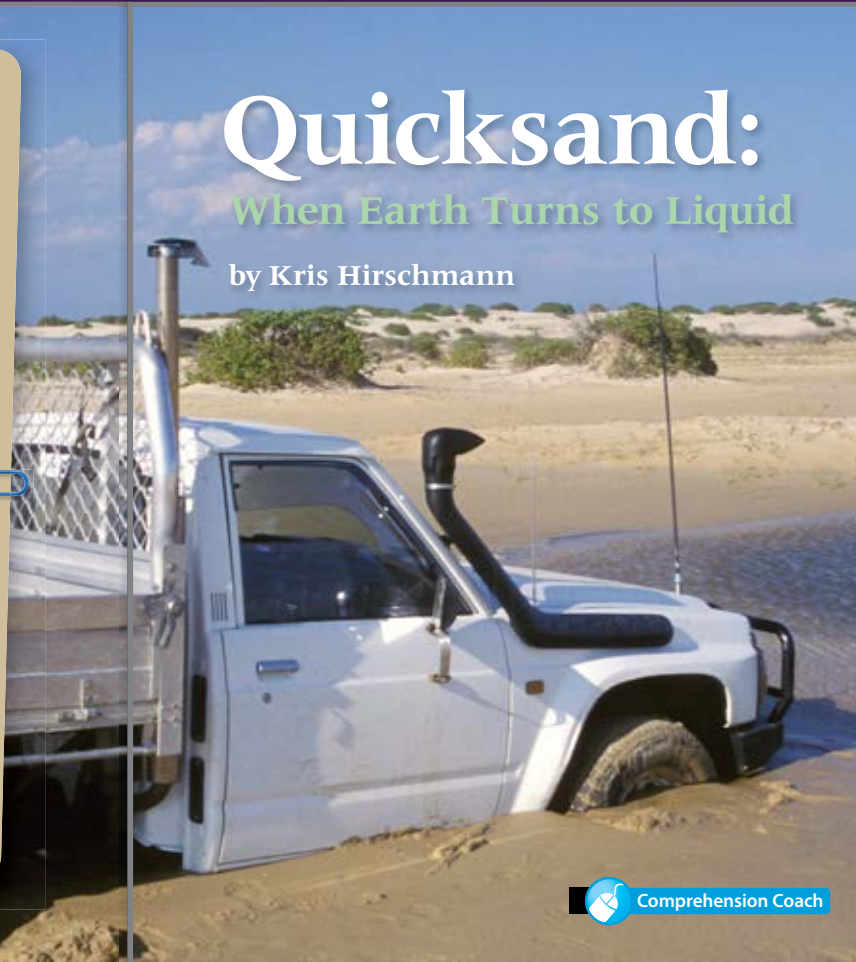
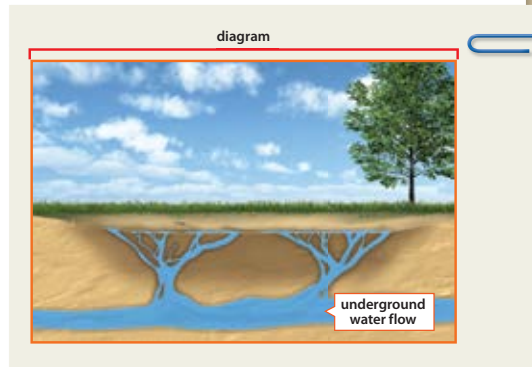
Read a Science Article

Genre

A **science article** is nonfiction. It can tell how something in nature works.

Text Feature

A **diagram** is a drawing that shows where things are, how something works, or when something happens. It has words, or **labels**, that tell more about the drawing.



STUDENT
TECHNOLOGY



Student
eEdition



Read
with Me



Comprehension
Coach



My Vocabulary
Notebook

NGReach.com

Comprehension Coach

314

Anthology
pages 314–315

Reading

3 Read a Science Article Anthology pages 314–315

GENRE Have a volunteer read aloud the definition of a science article. Elaborate:
A science article includes facts about topics like Earth, plants, or animals.

TEXT FEATURES Ask a volunteer to read aloud the definition of a diagram.
Explain: *Diagrams and labels can help you understand what you read in a science article.*

SCIENCE BACKGROUND Share information to build background:
Quicksand is ordinary sand that has been soaked with water. It becomes a mushy mixture of sand and water that can't support any weight.

Have students read pages 316–319. See **Differentiate**

Differentiate

BL Below Level

TEXT-TALK READ ALOUD Use **Vocabulary Routine 5**. As you read the story aloud to students, pause to provide a short explanation of each Key Word.

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 take notes to record causes and effects. They can use the questions to build comprehension.

Best Practices

Encourage Elaboration As students discuss their predictions in the Academic Talk activity, use specific prompts to encourage elaboration.

- *What do you mean by that?*
- *Can you give some examples from the text that show why you made that prediction?*
- *Can you make a connection to what someone else said?*

- 1** ▶ **Set a Purpose**
Find out if quicksand is really as dangerous as it seems.

What Is Quicksand?

The word *quicksand* makes some people **shiver with fear**. This is probably because of the way many movies show quicksand. In films, quicksand is often **a mysterious substance** that sucks people and animals to their deaths!



◀ Movies do not always show the truth about quicksand.



In Other Words
shiver with fear feel very afraid
a mysterious substance something that cannot be explained

316

Anthology
pages 316–317

Actual quicksand is very different from movie quicksand. It **rarely harms** people or animals. Real quicksand is not mysterious. It is a simple substance that forms naturally.

Quicksand is often just **sand** with a lot of **water** between its **particles**. This makes the sand soupy, or runny. When the **waterlogged** sand can no longer **support** weight, it is called “quick.” **2**

Quicksand is not very hard to find. It is often just a **mixture** of water and sand. ▶



▶ Before You Move On

- 1. Make Connections** Have you ever seen real quicksand? Compare it with the way it is described on this page.
- 2. Cause/Effect** What happens when a lot of **water** mixes with **sand**?

In Other Words
rarely harms doesn't usually hurt
particles tiny pieces
waterlogged very wet
support hold up

317

Fluency

Practice Intonation, Accuracy, Rate As students read, monitor their intonation, accuracy, and rate.

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: The topic is seeing real quicksand. This makes me think of how my foot sinks into soft, wet sand at the beach. Now I understand what the author means when she writes, “This makes the sand soupy, or runny.”
- 2. Cause/Effect** ✓ When a lot of **water** mixes with **sand**, the **ground** gets soupy and can no longer support weight.

Read and Build Comprehension

- 1. Set a Purpose** Have a student read aloud the purpose statement. Discuss whether quicksand is really as dangerous as it seems.
- 2. Make Connections** ✓ *What connection can you make about something you read on pages 316–317?* (Possible response: The topic is quicksand. This makes me think of a book I read about a wagon that was stuck in thick mud. The mud couldn't support the wagon's weight. Now I understand how quicksand cannot support weight.)
- 3. Identify Cause and Effect** ✓ *Why does **sand** become loose and soft in shallow quicksand?* (Waves roll onto land and the **water** sinks into the **sand**.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

Check for accurate responses to the cause-and-effect questions.

If students have difficulty, remind them that a cause explains why the effect happens. Ask: *Why does quicksand form with pebbles?* Provide a sentence frame: Quicksand forms with pebbles because _____. (**water** can mix with pebbles in just the right way)

OBJECTIVE: Make Connections to Comprehend Text ✓

Check for accurate responses to the questions about making connections.

If students have difficulty, reread page 318. Model: *The topic of this page is quicksand. This makes me think of the time my feet sank into loose, wet **sand** at the beach. Now I understand why this happens.* Have students make their own connections to the topic.



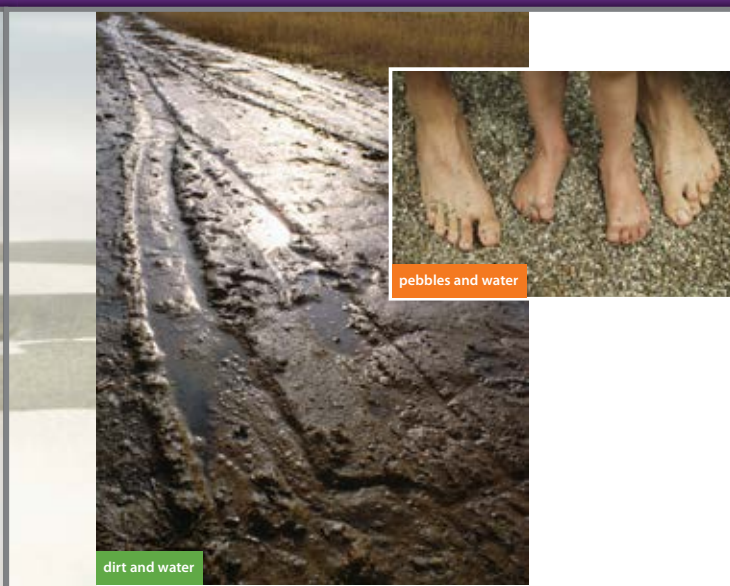
▲ Quicksand can form at the beach.

Sand and Other Materials

A beach is a good place to see how water **affects** sand. In the **area** where waves roll onto the land, the sand changes. Here, water sinks into the sand. The water makes the sand loose and soft. For a few seconds, the **surface** acts like **shallow quicksand**. **3**

In Other Words
Materials Things in Nature
affects can make a change in
shallow quicksand quicksand that is not deep

318



pebbles and water

dirt and water

Sand is not the only substance that can become quick. Dirt, pebbles, and gravel can also **quicken** under the right conditions. This means that sometimes water mixes with one of these materials in just the right way. Then quicksand forms.

In Other Words
quicken become quicksand

► **Before You Move On**

- 1. Make Connections** Think about the description of shallow quicksand. Have you ever seen or felt it? Describe it.
- 2. Details** What other materials can combine with **water** to quicken?

319

Anthology
pages 318–319

Writing

4 Write Facts

Explain: *Today you will write a list of facts based on what you have learned about quicksand.* Remind students that facts are true statements that can be proven.

Say: *As you write, imagine that you are writing these facts to young children. How can you express the information clearly in a way that they will understand?*

Reread this fact from page 317: *When the waterlogged sand can no longer support weight, it is called quick.* Say: *This is a fact because it can be proven.* Model how to paraphrase simply: *When wet sand can't hold up something heavy, it is called quick. That's where the word quicksand comes from.*

Have students write five facts about quicksand in their own words. They should paraphrase them in a simple, clear way for their intended audience. Have students add their facts to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T307v

Daily Grammar ✓


Display **Anthology** page 318 and read aloud the first sentence of the paragraph. Point out the two articles in the sentence. (*a, a*) Then use page T307x to introduce articles.

Daily Writing Skills ✓

Remind students that note cards are useful for creating an outline. Then use page T307z to create an outline from note cards.

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: The topic is shallow quicksand. This makes me think of when I visited the beach last summer. A wave rolled in, and places in the **sand** looked like they were sinking.
- 2. Details** Dirt, pebbles, and gravel can also **combine** with **water** to quicken.



WRAP-UP

Ask students if they would want to take a vacation to a place that has quicksand. Take a poll and tally the results on the board. Encourage students to explain their opinions.

OBJECTIVES

Thematic Connection: Matter

- ✓ Explain Text Structure: Cause and Effect
- ✓ Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Read with Me: Selection Recordings:

MP3 or CD 2 Tracks 5–6

My Vocabulary Notebook


Text Features Chart: eVisual 5.25

Comprehension Coach

Power Writing

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

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



WARM-UP

Have partners list places they think quicksand might be found. For each place, have partners guess where the water that makes the quicksand comes from.

Vocabulary Practice

1 Share Word Knowledge ✓

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

Key Words

area · combine · composition
 firm · ground · mixture · sand
 surface · water · wetland

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

Vocabulary Routine 3.

- Have partners take turns reading their posters.
- 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

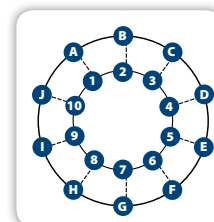
2 Summarize Reading

REVIEW Remind students: *When you summarize something, you briefly tell the most important parts.* Explain that students will use Key Words to summarize what they have read so far in “Quicksand: When Earth Turns to Liquid.”

Write these Key Words: *area, combine, mixture, sand, surface, water.*

Use an **Inside-Outside Circle** to help students summarize.

- Students stand in two concentric circles, facing each other.
- Have students in the outside circle summarize page 316 using Key Words in their summary. Have students in the inside circle summarize page 317 using Key Words.
- Have students in the outside circle move to their left to form a new partnership. Have students summarize the page they did not previously summarize.
- Have students in the outside circle move to their left to form a new partnership. Repeat the process with pages 318–319.



Inside-Outside Circle

Remind students to express their ideas clearly as they summarize the selection.

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

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 Illustrations CC.3.Rinf.7

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, Expressing Ideas Clearly CC.3.SL.1

Language and Vocabulary

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

How Does Quicksand Form?

Most of the time, particles of sand, dirt, and pebbles are packed close together to form a solid, **stable ground**. **Firm** ground can support the weight **1** of a person, a car, or even a building.

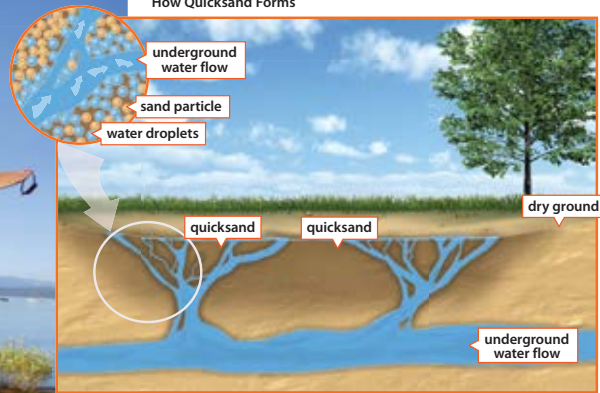
Solid **ground** is firm enough to hold up this car. ▶



In Other Words
stable strong, unmoving
Firm Strong, solidly packed

320

How Quicksand Forms



Conditions change when underground water forces its way between particles. The water pushes the particles farther apart. The solid ground **starts to act like a liquid**. It is now quicksand. As long as the water **flows**, the particles will stay in their liquid **state**. **2 EL BL**

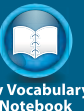
In Other Words
starts to act like a liquid becomes thin and watery
flows keeps moving

▶ Before You Move On

- 1. Cause/Effect** Why does solid ground support heavy weights?
- 2. Use Text Features** Use the diagram to tell a partner how quicksand forms.

321

STUDENT TECHNOLOGY



NGReach.com

Anthology
pages 320–321

Reading

3 Read and Build Comprehension

- 1 Use Text Features** *What does the photo of the jeep on page 320 help you understand?* (It shows how **firm ground** can support a heavy weight.)
- 2 Make Connections** *What connection do you make with the text on pages 320–321?* (Possible response: The topic is how underground **water** causes quicksand to form. This makes me think of a book I read where explorers found quicksand on what they thought was solid **ground**. Now I understand how the explorers could have made that mistake.)

Differentiate

EL English Learners

ISSUE Students lack vocabulary to make connections.

STRATEGY Provide sentence frames: This story is about _____. It reminds me of _____. Now I know _____ because _____.

BL Below Level

ISSUE Students have difficulty distinguishing between causes and effects.

STRATEGY Ask: *What happens when **water** pushes particles of **sand** far apart?* (The **ground** becomes quicksand.) *That is the effect.* Ask: *What causes the particles to move far part?* (the **water**) *That is the cause.*

Fluency

Practice Intonation, Accuracy, and Rate

As students read, monitor their intonation, accuracy, and rate.

Best Practices

Link to Experience As students read and discuss the selection, link selection topics to students' personal experiences. For example, as students read page 320, have them think about and share a time they visited the beach. Have them discuss if the beach they visited is similar to or different from the beach in the photo.

Answers Before You Move On

- 1. Cause/Effect** **Firm ground** supports heavy weights because the particles in the **ground** are packed close together.
- 2. Use Text Features** Underground **water** pushes **sand** particles apart so the **ground** starts to act like liquid.

Mini Lesson

Analyze Text Features

Remind students that text features help readers better understand ideas in the text. Use **eVisual 5.25** to explain the purpose of common text features. Use the page numbers to point out examples in “Quicksand: When Earth Turns to Liquid.”

**Text Features Chart**

Text Features

Text Feature	Example	Purpose
Title	p. 315	Tells what the article is about
Byline	p. 315	Tells who wrote the article
Section Heading	p. 316	Tells what a part of the article is about
Photograph	p. 317	Shows more about the ideas in the text
Caption	p. 317	Gives information about the photos or illustrations
Label	p. 322	Tells about parts of the photos, illustrations, or diagrams
Diagram	p. 321	Shows where things are, how something works, or when something happens
Chart	p. 324	Tells more about the ideas in the text and how they relate

Text Features Chart: eVisual 5.25


INTERACTIVE WHITEBOARD TIP: Add a label for each text feature.

Display **Student eEdition** page 315. Point out the title. Remind students that it tells what the article is about. Point out the byline. Explain that Kris Hirschmann wrote the article.

Have volunteers identify the text features on page 320. (photograph, section heading, caption)

To check understanding, use **Student eEdition** page 322. Have students identify the text features. (section heading, photograph, label, caption) Then ask: *What does the section heading tell you?* (This section will be about where quicksand is found.) *What do the photograph and its label help you understand?* (They both help me understand what a swamp looks like.) *What does the caption tell you?* (It tells me where quicksand is often found and where it's not often found.)

1 Where Is Quicksand Found? SN

Water is the **key ingredient in** quicksand. This means that quicksand is usually found in **wetlands**, or watery places. Marshes, rivers, creeks, and swamps often hide pools of quicksand.

swamp

Quicksand is often found in wetlands. It is almost never found in deserts.

In Other Words
key ingredient in most important part of

322

2 Deserts have a lot of sand, but they almost never **contain** quicksand. Deserts are dry places. Quicksand usually will not form without water. It does not matter how much sand there is in a place!

BL



desert

Think about movie quicksand again. Is quicksand really a mysterious substance? Does it really suck people and animals to their deaths? Now that you know the truth, you might not be so scared the next time you see quicksand in a movie! ❖ 3

▶ Before You Move On

1. **Cause/Effect** Why do deserts rarely have quicksand?
2. **Make Connections** Where could quicksand form in your neighborhood? Why?

323

Anthology
pages 322–323

Read and Build Comprehension

- 1 **Use Text Features** *Read the heading at the top of page 322 and look at the photographs and caption. What do you think you will learn in this section?* (Possible response: I think I'll learn where quicksand is and isn't found.)
- 2 **Make Connections** ✓ *What does the text about deserts make you think of?* (Possible response: The topic is deserts. This makes me think of a television show I saw about desert ecosystems. Now I understand that quicksand usually can't form in deserts because the **ground** is too dry.)
- 3 **Identify Cause and Effect** ✓ *What caused some people to think quicksand was mysterious?* (In movies, quicksand is seen as deadly and to be avoided. This led people to think that quicksand was mysterious and deadly.)

Differentiate

SN Special Needs

ISSUE Students have difficulty following text features.

STRATEGY Have students use a finger to point to text features as they read. Have them pause to read the information in each feature.

BL Below Level

ISSUE Students have difficulty understanding how to make a connection.

STRATEGY Have students draw an idea web for page 323 and write *desert* in the center. Then have them jot down other things they have seen or read about deserts. Discuss how the connections help them understand the text.

Answers Before You Move On

1. **Cause/Effect** ✓ Deserts rarely have quicksand because they are too dry.
2. **Make Connections** ✓ Possible response: I know that quicksand forms where there is a lot of **water** and **sand**. The creek in the park is a wet area with **sand**, so I know that quicksand could form there.

Quicksand Myths

Fiction

Quicksand sucks you down.



Fact

Quicksand is thicker than water. It is easier for things to float in quicksand than in water. It is almost impossible to sink under completely.



Quicksand is alive.



Quicksand is not alive. When a person steps into quicksand, it moves **with the person's motion**. Quicksand only looks like it is alive. **1**



In Other Words

Quicksand Myths False Things People Believe About Quicksand

Fiction Things That Are Not True

Fact Things That Are True

with the person's motion when the person moves

324

More Quicksand Myths

Fiction

Leeches and worms live in quicksand.



Fact

There is rarely anything alive in quicksand. So don't worry about leeches or worms.



Quicksand is **bottomless**.



There are places with very deep quicksand. However, quicksand is not bottomless. Most quicksand is a few inches deep to less than waist-deep. **2**



In Other Words

Leeches Worms that suck blood
is bottomless goes down forever

► Before You Move On

- 1. Make Connections** Did you believe the fiction about quicksand? Explain.
- 2. Explain** Find another myth about quicksand from the article. What is fiction about it? What is fact?

325

Anthology
pages 324–325

Read and Build Comprehension

- 1. Identify Cause and Effect** ✓ *What causes quicksand to look like it is alive?* (Before someone steps on quicksand, the **area** looks like **firm ground**. After quicksand is stepped on, it moves with the person's motion and looks alive.)
- 2. Determine Importance** ✓ *What is the main idea of page 324–325? What details support the main idea?* (The main idea is that most people have incorrect ideas about quicksand. The four examples of facts and fiction help to support this idea.)

Check & Reteach

OBJECTIVE: Explain Text Structure: Cause and Effect ✓

Check for accurate responses to the cause-and-effect questions.

If students have difficulty, remind them to ask "What happened?" to figure out an effect and "Why did it happen?" to figure out a cause. Review question 1. Ask: *What happened?* (Quicksand looked alive.) *Why did it happen?* (It moves with the person's motion.)

OBJECTIVE: Make Connections to Comprehend Text ✓

Check for accurate responses to the Make Connections question.

If students have difficulty making connections, use the chart on page 325. Ask:

- *What do you think about when you see the help sign, the arm, and a puddle?* (I read a book where a boy fell into **water** and could not touch bottom. He was scared.)
- *How does this help you understand the myth?* (Now I understand why people are scared of quicksand. They can't see the bottom, and they might be afraid that it is too deep to stand.)

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: I believed some of the fiction. In movies, I've seen people get sucked down by quicksand. I thought this could really happen. Now I know it is fiction.
- 2. Explain** ✓ Possible response: Another myth is that quicksand is alive. When someone walks in quicksand, it may look alive because it moves along with the person. But it is not really alive.

Writing

4 Write About Text Features

REVIEW Display **eVisual 5.25** and remind students that text features can help readers:

- predict what the text will be about.
- better understand ideas in the text.

Explain: *Now you will write a few sentences that tell how a text feature helped you understand information in the science article.*

Use the following questions to prompt students to identify text features and explain how they helped them understand the text.

- *Which text feature was the most helpful?*
- *What information did the text feature give?*
- *How did the text feature help you understand the article?*

Have students identify one text feature from “Quicksand: When Earth Turns to Liquid” and write sentences about how it helped them understand information in the article. Then have students add them to their Weekly Writing folders.

See **Differentiate**



Daily Language Arts

Daily Spelling and Word Work ✓

Practice Page T307v

Daily Grammar ✓

Display **Anthology** page 322 and point out the article in the first sentence of the paragraph. (*the*) Then use page T307x to practice using adjectives and articles correctly.

Daily Writing Skills ✓

Remind students that outlines include both main ideas and supporting ideas. Then use page T307z to practice creating an outline.

Differentiate

BL Below Level

ISSUE Students lack the vocabulary knowledge needed to write sentences about text features.

STRATEGY Have students select a text feature from **eVisual 5.25**. Have them review the text feature’s purpose. Then provide sentence frames:

- _____ was the most helpful.
- It told me _____.
- It explained _____.

AL Above Level

ISSUE Students only meet the minimal requirements for the activity.

STRATEGY Have students add sentences that compare how effectively different text features present information.



WRAP-UP

Tell students to imagine that they are filming a documentary about quicksand. Have partners list what places they would visit, and what images or scenes they would use to explain how quicksand works.

Day 5 Review and Apply

OBJECTIVES

Thematic Connection: Matter

- ✓ Relate Ideas: Cause and Effect
- ✓ Read with Fluency

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Test-Taking Strategy Practice: Practice Master PM5.20

Cause-and-Effect Chart: Practice Master PM5.21

Fluency Practice: Practice Master PM5.22

TECHNOLOGY ONLY

Online Vocabulary Games

Comprehension Coach

Read with Me: Fluency Models: MP3 or CD 1 Track 10

Power Writing

Have students write as much as they can as well as they can in one minute about the photograph on pages 314–315.

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

COMMON CORE STANDARDS

Reading

- | | |
|---|---------------|
| Relate Ideas | CC.3.Rinf.3 |
| Read and Comprehend Informational Text | CC.3.Rinf.10 |
| Read Orally with Accuracy and Appropriate Rate on Successive Readings | CC.3.Rfou.4.b |

Writing

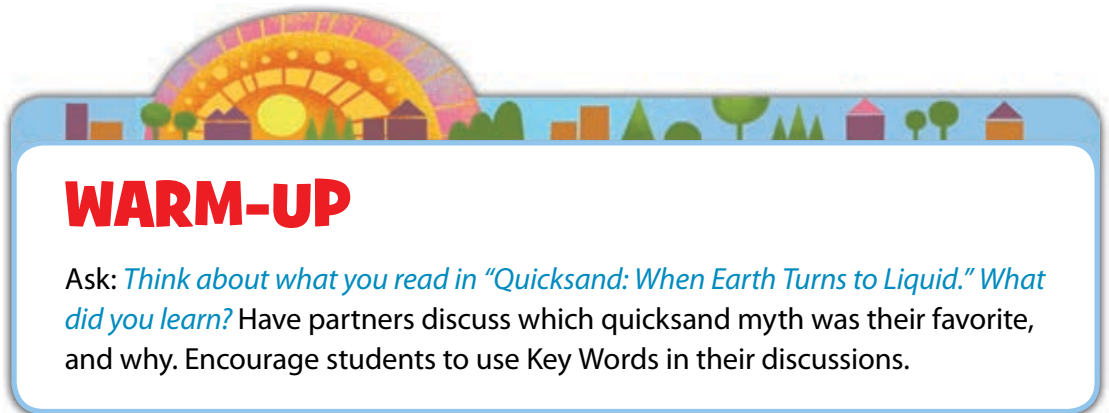
- | | |
|---|-----------|
| Write Over Shorter Time for Specific Purposes | CC.3.W.10 |
|---|-----------|

Speaking and Listening

- | | |
|--|-----------|
| Discuss Topics and Texts, Expressing Ideas Clearly | CC.3.SL.1 |
|--|-----------|

Language and Vocabulary

- | | |
|--|----------|
| Acquire and Use General Academic and Domain-Specific Words, and Use Words that Signal Spatial and Temporal Relationships | CC.3.L.6 |
|--|----------|



WARM-UP

Ask: *Think about what you read in “Quicksand: When Earth Turns to Liquid.” What did you learn?* Have partners discuss which quicksand myth was their favorite, and why. Encourage students to use Key Words in their discussions.

Vocabulary Review

1 Apply Word Knowledge ✓

Call students' attention to the Key Words on **Student eEdition** page 326. Then have students apply their knowledge of the Key Words to create Key Word skits. Explain how to create them:

Key Words

area · combine · composition · firm
ground · mixture · sand · surface
water · wetland

- *I will place you in small groups and assign each group five Key Words.*
- *You will create a skit with dialogue that includes all of the Key Words.*
- *You will present your Key Word skits to the class.*

Have students create and perform the skits.

- Arrange students in small groups.
- Assign each group a set of five Key Words.
- Allow time for groups to brainstorm how the words relate to each other, as well as time to create and rehearse a skit with dialogue. Encourage students to include all the words in their skits.
- Have groups present their skits to the class. The audience members can raise their hands whenever they hear one of the Key Words used correctly.

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

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



Key Words	
area	mixture
combine	sand
composition	surface
firm	water
ground	wetland

Talk About It

1. Tell one fact you learned in the **science article** about quicksand.

I learned _____.

2. Quicksand usually forms in **areas** with a lot of **water**, like marshes and swamps. **Describe** a place like this.

Here is _____. The _____ is _____.

3. In your own words, tell how quicksand forms.

Quicksand forms when _____.

Learn test-taking strategies.
NGReach.com

Write About It

There are a lot of myths about quicksand. What did you believe about quicksand before you read the article? Write a paragraph. Tell what you believed and whether or not it is true. Use **Key Words** if you can.

Before I read the article, I thought _____.
As I read, I learned _____.



STUDENT TECHNOLOGY



Student eEdition



Comprehension Coach



Fluency Model



Assessment

NGReach.com

Daily Language Arts

Daily Spelling and Word Work ✓

Test Page T307u

Daily Grammar ✓

Display the photo on Anthology page 326 and say: *This photo shows a quicksand myth.* Then use page T307x to review and assess students' understanding of adjectives and articles.

Daily Writing Skills ✓

Remind students that outlines are a good way to organize information about a topic. Then use page T307z to review and assess students' understanding of outlines.

Answers Talk About It

- 1. Science Article** Possible response: I learned that quicksand is usually found in **wetlands**.
- 2. Describe Places** Possible response: Here is a swamp. The **ground** is soggy and muddy.
- 3. Explain** Quicksand forms when underground **water** forces itself between particles of **sand** and pushes them apart.

Academic Talk

2 Talk About It Anthology page 326

Have partners use Key Words as they discuss the **Talk About It** questions. Remind students to elaborate on their descriptions of places and to include details that describe spatial relationships, such as *between* for question 3.

Then use the test-taking strategy lesson from NGReach.com and **Practice Master PM5.20** to ask more questions about the selection.

Writing

3 Write About It Anthology page 326

Read aloud the directions. Say: *You can use these sentence frames to write your paragraph.* Remind students to focus their paragraph on three ideas:

- what they believed before reading the article about quicksand
- what they learned from reading the article
- comparing what they believed to what they learned

Model using Key Words as you write a paragraph: *Before I read the article, I thought **sand** mixed with **water** and pulled people down into bottomless quicksand. As I read, I learned that quicksand is not bottomless. Most quicksand is not very deep.*

Have students add their paragraphs to their Weekly Writing folders.

Name _____ Date _____

Test-Taking Strategy Practice

Reread

Directions: Read each question about "Quicksand: When Earth Turns to Liquid." Choose the best answer.

Sample

- What causes quicksand to form?
 - Ⓐ A lot of dry sand collects in the desert.
 - Ⓑ Underground water pushes into sand.
 - Ⓒ Rain combines with firm sand.
 - Ⓓ A deep area of sand reaches the surface.
- Where is quicksand found?
 - Ⓐ usually at the beach
 - Ⓑ usually in wetlands
 - Ⓒ usually in a desert
 - Ⓓ usually in gravel
- What happens to solid ground when quicksand starts to form?
 - Ⓐ It shakes.
 - Ⓑ It forms a hole.
 - Ⓒ It sucks you down.
 - Ⓓ It acts like a liquid.
- Why won't you sink in quicksand?
 - Ⓐ Quicksand is alive.
 - Ⓑ Quicksand is full of bubbles.
 - Ⓒ The gravel will hold you up.
 - Ⓓ Quicksand is thicker than water.

How did you use the test-taking strategy to answer the question?

Differentiate

SN Special Needs

ISSUE Students become distracted when identifying causes and effects in the text and recording them in the chart.

STRATEGY Have students mark the causes and effects with self-stick notes as they read. After they finish reading, have them use the self-stick notes to find the text to add to their cause-and-effect charts.

BL Below Level

ISSUE Students have difficulty identifying causes and effects.

STRATEGY Provide students with a list of effects from the article. Have them record them in their chart. Then have them look for the causes in the text.

AL Above Level

ISSUE Students are ready to be challenged.

STRATEGY As students share their summaries, challenge them to explain why they considered those cause-and-effect relationships to be the most important in the article.

Name _____ Date _____

Cause-and-Effect Chart

“Quicksand: When Earth Turns to Liquid”

Cause	Effect
Water sinks into the sand.	It pushes small pieces of sand or dirt away from each other.
Movies show people drowning in quicksand.	Some people think quicksand is scary.
There is too much water.	The sand cannot hold anything up.
The ground is not firm.	It will not hold anyone.
A person steps in the quicksand.	The quicksand moves and appears to be alive.

Use your cause-and-effect chart to summarize the selection for a partner.

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Comprehension

4 Cause and Effect Anthology page 327

REVIEW Display Student eEdition page 327. Read aloud the instructions and the sample cause-and-effect chart. Remind students that when we relate causes and effects, we look for what happens and why it happens. Remind students that the entries under *Effect* tell what happens. The entries under *Cause* tell why those things happen.

Model how to add an effect that relates to the cause. Ask: *What happens because water sinks into the sand? Water causes the sand to loosen and soften. The loose, soft sand is the effect. Under the heading Effect, I will add: The sand loosens and softens.*

Have partners work together to complete **Practice Master PM5.21**. Circulate and use the questions below to guide students in identifying causes and effects.

- *What happened? This is the effect.*
- *Why did it happen? This is the cause.*

Then have partners use the chart to summarize the causes and effects of quicksand. Remind students that a summary tells the most important ideas.

See **Differentiate**

Check & Reteach

OBJECTIVE: Relate Ideas: Cause and Effect

As students discuss their cause-and-effect charts, listen to make sure that they correctly identify the relationships between causes and effects.

If students have difficulty, have them reread page 321. Say: *I read that the solid ground starts to act like liquid. This is what happens. It is the effect.* Have students reread the first two sentences of page 321. Ask: *What causes the solid ground to act like liquid?* (Water forces its way between particles and pushes them farther apart.) *This is the cause.*

Then have one partner point to something that happens (effect). The other partner searches the text to explain why it happened (cause).

5 Fluency Anthology page 327

Have students read aloud the passage on **Practice Master PM5.22** or use the **Comprehension Coach** to practice fluency.

Check & Reteach

OBJECTIVE: Read with Fluency

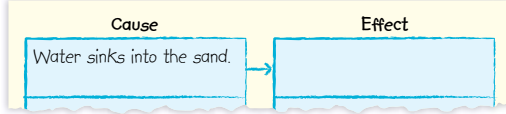
Monitor students’ oral reading.

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

Cause and Effect

Complete a cause-and-effect chart for “Quicksand: When Earth Turns to Liquid.”

Cause-and-Effect Chart



With a partner, use your chart to summarize the causes and effects of quicksand. Ask the questions in the speech balloon and use **Key Words**. Record your summary.

What happened?
Why did it happen?

Fluency Comprehension Coach

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

Talk Together


What causes matter to change? Make two pictures to show how **water** can cause quicksand. Use **Key Words** as labels. Share your pictures with the class.

6 Talk Together Anthology page 327

Read aloud the instructions. Have partners discuss why matter changes. (**Water** can **combine** with **sand** to change it into quicksand.) Post the Key Words so that students can refer to them as they draw and label their pictures. Ask partners to share their pictures.



NGReach.com Comprehension Coach



WRAP-UP

Ask students to make comparisons between the **Small Group Reading** books and “Quicksand: When Earth Turns to Liquid.”

Ask: *How are the selections similar? How are they different?*

Name _____ Date _____

Fluency Practice

“Quicksand: When Earth Turns to Liquid”

Use this passage to practice reading with proper intonation.

The word *quicksand* makes some people shiver with fear. 9

This is probably because of the way many movies show 19

quicksand. In films, quicksand is often a mysterious substance 28

that sucks people and animals to their deaths! 36

Actual quicksand is very different from movie quicksand. 44

It rarely harms people or animals. Real quicksand is not 54

mysterious. It is a simple substance that forms naturally. 63

From “Quicksand: When Earth Turns to Liquid,”
pages 316–317

Fluency: Intonation

Does not change pitch. Changes pitch to match some of the content.

Changes pitch, but does not match content. Changes pitch to match all of the content.

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)
----------------------------------	---	------------------	---	------------------------------------

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PMS.22 Unit 5 | Mysteries of Matter

OBJECTIVES

Thematic Connection: Matter

- ✓ Research How Matter Changes
- ✓ Develop an Outline
- ✓ Ask and Answer Questions About Information from the Speaker

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Research Rubric: Assessment Master A5.45

TECHNOLOGY ONLY

Project Checklist: eVisual 5.26

MATERIALS

index cards • print and online almanacs, encyclopedias, atlases, magazines, newspapers, and other reference books • sticky notes • chart paper • dictionaries

SUGGESTED PACING

DAY 1	Plan
DAY 2	Research
DAY 3	Research
DAY 4	Organize
DAY 5	Present

COMMON CORE STANDARDS

Writing

Conduct Research	CC.3.W.7
Recall Relevant Information, Gather Information, Takes Notes, and Categorize Evidence	CC.3.W.8

Speaking and Listening

Ask and Answer Questions	CC.3.SL.3
Elaborate	CC.3.SL.3
Report on a Topic	CC.3.SL.4

Research How Matter Changes

Display and read the prompt aloud.

You have been chosen to work with a National Geographic science team to study how matter changes. Choose a form of matter and conduct your research. Use information you find to develop a detailed outline that you can use to give a report to the team.

Plan

Choose a Topic

Guide discussion to unpack the prompt and determine the Role, Audience, and Form for the RAFT:

Role: Researcher

Audience: Science team

Form: Written outline used during oral report

REVIEW Before students choose topics, remind them about what they have read about quicksand. Explain: *This is a good example of an appropriate topic because you know that **sand** changes when it mixes with **water**.* Explain that students should choose a different type of matter that changes and then narrow their topics.

Model the thinking: *The prompt says I need to research how one type of matter changes. I know that foods change over time, but the topic "food" is too broad. I think about certain food scraps that I put into a compost barrel. Over time, the food scraps change and turn into compost for my garden. This is a good example of how matter changes. I think I'll research that type of matter.*

Have students choose a type of matter to research and complete the RAFT.

Develop Research Questions

REVIEW Remind students: *Before you can gather information for your report, you need to write questions about the topic to guide your research.* Ask students to write at least three questions on separate index cards.

How do food scraps turn into compost?

Research

Gather Information

Review how to use note cards to organize ideas for a report. Then have students conduct research and write information that answers each of their questions on the back of the corresponding index card. Remind students to include the sources where they find the answers.

See **Differentiate**

Organize

Arrange Information

Tell students that, after they take notes, they need to organize them in an outline. Have students organize their note cards by writing a heading and a main idea sentence for each card or group of related cards. Then have students create outlines, using a Roman numeral for each main idea and a capital letter for each detail. Display and read **eVisual 5.26**.

- I. Food changes once it is added to a compost pile.
 - A. Worms, bugs, and bacteria start to break down the food.
 - B. Because of all the activity, the temperature starts to rise.
 - C. After several months, the food is turned into healthy soil.



Project Checklist

- Use an outline to organize the main ideas and details.
- Make sure that all of your research questions have been answered.
- Prepare an introduction to the topic and a concluding statement.

[NGReach.com](https://www.ngreach.com) Project Checklist: eVisual 5.26



INTERACTIVE WHITEBOARD TIP: Circle key words, such as *outline*, *main ideas*, *details*, and so on.

Draft Ideas

Have students use their outlines to prepare their oral reports. Explain that they can turn each detail in their outlines into a statement that supports each main idea. Encourage students to include concluding statements that summarize the main ideas of the reports.

Present

Practice Speaking Skills

Before students present their research reports, model how to ask and answer questions about the topic. Remind listeners to speak clearly when they ask their questions. Tell speakers to answer each student's question completely and elaborate their answers with details about the topic.

Have students work with partners to rehearse their presentations.

Share with Others

Have students take turns presenting their reports. Once each student finishes, allow time for the class to ask questions about how the type of matter changes.

Use the **Research Rubric** to evaluate students' oral reports.

Differentiate

SN Special Needs

ISSUE Students lack organizational skills to create outlines.

STRATEGY First, have students use sticky notes to place their main ideas on chart paper until the order makes sense to them. Then have them use more sticky notes to place details below each main idea.

EL English Learner

ISSUE Students have difficulty understanding the technical terms related to their topics.

STRATEGY Encourage students to use dictionaries to determine meanings of technical terms.

Research Rubric

Unit 5, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none"> • Research report contains strong, focused facts from several different sources about how matter changes. • Student organizes notes and develops a strong outline. 	<ul style="list-style-type: none"> • Speaker speaks clearly and at an appropriate pace. • Speaker answers question completely and elaborates with ideas.
3	<ul style="list-style-type: none"> • Research report contains mostly strong, focused facts from at least three different sources about how matter changes. • Notes and/or outline are completed satisfactorily. 	<ul style="list-style-type: none"> • Speaker speaks clearly and at an appropriate pace most of the time. • Speaker answers question and elaborates with ideas in a satisfactory way.
2	<ul style="list-style-type: none"> • Research report contains facts, some of which are weak or irrelevant, from one or two sources about how matter changes. • Notes and/or outline are not completed satisfactorily. 	<ul style="list-style-type: none"> • Speaker speaks clearly and at an appropriate pace some of the time. • Speaker struggles to elaborate with ideas when trying to answer questions.
1	<ul style="list-style-type: none"> • Research report does not contain strong or focused facts about how matter changes. • Notes and/or outline are weak and disorganized. 	<ul style="list-style-type: none"> • Speaker does not speak clearly or at an appropriate pace. • Speaker does not answer questions or does not elaborate with ideas in a satisfactory way.

Week 3 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Explain Text Structure: Cause and Effect
- Make Connections to Comprehend Text

ASSESSMENTS

Reading Comprehension Test (Unit 5, Week 3)

Directions: Read the article. Then answer the questions about the article.

What Is Snow?

Snow can be special. It's exciting to wake up on a winter morning and see a white blanket of snow.

What is snow made of? Each snowflake begins with a tiny building block. This building block is a crystal of ice. Inside cold clouds, the crystal forms on a tiny piece of dust. The crystal moves around inside the cloud and grows as more ice sticks to the crystal. As it grows, the crystal becomes heavier. When the crystal is heavy enough to fall, it becomes a snowflake that drops to the ground.

Each snowflake looks different. That's because each snowflake came from a crystal that moved differently inside a cold cloud. Each crystal grows in its own way.

When they think about a snowflake, most people picture a starlike shape. Actually, snowflakes have many shapes. If the weather is cold and not very wet, a snowflake might be thin and flat like a plate. Other snowflakes are long, like tubes.

One thing always stays the same. All snowflakes have six sides because ice crystals have six sides. However, no two snowflakes are exactly alike. That's another reason snow is special.

Grade 5 Assessment AS.17 Unit 5 | Myelson of Matter

Reading Comprehension Test (Unit 5, Week 3)

1. What is the main idea of this article?

- Not all snowflakes are shaped like a star.
- A snowflake must get heavy before it falls to the ground.
- Snowflakes are tiny crystals that form in clouds when it's cold.
- When snowflakes cover the ground, it looks like a white blanket.

2. Why do snowflakes fall to the ground?

- They are white.
- They become heavy.
- They are ice crystals.
- They have many shapes.

3. Snowflakes are never exactly alike because they —

- cover everything like a blanket.
- grow and move in their own way.
- drop through the clouds to the ground.

4. What is the author's purpose for writing this article?

- to inform
- to persuade
- to entertain
- to express feelings

Grade 5 Assessment AS.18 Unit 5 | Myelson of Matter

Reading Strategy Assessment (Unit 5, Week 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 when you come across a word you don't know? How do you know if you understand a word? How do you go to understand a word?*

Plan and Monitor	Reading Strategy Rubric				Main Inference
	4	3	2	1	
1. Read the passage and identify the main idea and supporting details.	4. Read the passage and identify the main idea and supporting details. The student identifies the main idea and supporting details with accuracy and confidence.	3. Read the passage and identify the main idea and supporting details. The student identifies the main idea and supporting details with some accuracy and confidence.	2. Read the passage and identify the main idea and supporting details. The student identifies the main idea and supporting details with some accuracy and confidence.	1. Read the passage and identify the main idea and supporting details. The student identifies the main idea and supporting details with some accuracy and confidence.	4. Read the passage and identify the main idea and supporting details. The student identifies the main idea and supporting details with accuracy and confidence.

Grade 5 Assessment SGS.30 Unit 5 | Myelson of Matter

Reading Comprehension Test
A5.17–A5.20

Reading Strategy Assessment
SG5.30–SG5.31

Fluency

- Intonation
- Accuracy and Rate

Oral Reading Assessment (Unit 5, Week 3)

What is matter? Matter is everything that takes up space. Matter is all around you. Matter usually comes in one of three states. Those states are solid, liquid, and gas. Water, for example, can be a solid, a liquid, or a gas.

Water is solid when it's very cold. Think of ice and snow. These are forms of solid water. Solid matter has a size and shape of its own. Liquid matter is different. Liquids have no shape of their own. They take the shape of the container they are in. You can see liquid water do this whenever you pour water to drink. You can also find water as a gas when liquid water evaporates into the air. Gases also have no size or shape of their own. You often cannot see gases.

Matter can change from one state to another. The change often depends on the temperature of the matter. Water can turn from solid to liquid to gas, for example, to turn ice into liquid, its temperature has to reach the melting point of ice. This is 32 degrees Fahrenheit or zero degrees Celsius. To turn liquid water into a gas (water vapor), its temperature has to reach the boiling point of water, which is 212 degrees Fahrenheit or 100 degrees Celsius.

When water reaches its melting point or boiling point, its temperature will stay the same while the water changes from one state to another. Afterward, the temperature will begin to go up or down again.

Grade 5 Assessment AS.1 Myelson of Matter

Oral Reading Assessment (Unit 5, Week 3)

Accuracy	Oral Reading Fluency				Rate
	4	3	2	1	
4	4	3	2	1	4
3	3	2	1	0	3
2	2	1	0	0	2
1	1	0	0	0	1
0	0	0	0	0	0

Grade 5 Assessment AS.2 Myelson of Matter

Oral Reading Assessment (Unit 5, Week 3)

Code	Reading Rubric			
	4	3	2	1
1	4	3	2	1
2	3	2	1	0
3	2	1	0	0
4	1	0	0	0

Grade 5 Assessment AS.3 Myelson of Matter

Oral Reading Assessment
A5.1–A5.3

Use these passages throughout Unit 5. Work with Above Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Spell Words with r-Controlled Vowels: ar, er, ir, or, ur
- Use Commonly Misspelled Words Correctly

Vocabulary Test (Unit 5, Week 3)

Directions: Read the answer that completes the sentence correctly.

1. This place is a _____.

- wetland
- hurdles
- market
- reward

2. This is a drop of _____.

- oil
- water
- growth
- apiculture

3. This is the _____.

- moon
- future
- ground
- rain forest

4. He makes a _____.

- action
- mistake
- seller
- river

5. This is _____.

- diversity
- money
- night
- sand

Grade 5 Assessment AS.21 Myelson of Matter

Vocabulary Test (Unit 5, Week 3)

1. An _____ is a part of a place.

- area
- action
- amount
- alternative

2. The _____ is the outside part of something.

- food chain
- surface
- boyer
- city

3. When you _____ things, you mix them together.

- accomplish
- decrease
- combine
- protect

4. You can skate on ice because it is _____.

- poiside
- unique
- scarce
- firm

5. The _____ of mud is dirt and water.

- want
- signature
- competition
- neighborhood

Grade 5 Assessment AS.22 Myelson of Matter

Spelling Words

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

Words with r-Controlled Vowels: ar, er, ir, or, ur

- alarm If you burn food, your smoke alarm might go off.
- article The science magazine printed an article about how matter changes.
- beginner I've never worked with clay before, so I'm a beginner.
- birth Scientists watched the birth of a new volcano.
- burning After Dad lit the fire, the burning wood warmed us.
- bursts If you stick a pin in a balloon, it bursts with a bang!
- churn When you churn cream, your vigorous movements change the cream into butter.
- harden The hot sun can cause soft mud to harden and turn stiff.
- observe Let's observe what happens when we heat water.
- scorch You can scorch food in a dry pan that is too hot.
- spraying Students are spraying the rocks by size and color.
- squirt If you squeeze an open plastic water bottle, the water will squirt out.
- stir If we stir the food coloring into the glass, the water will turn blue.
- stompy During stormy weather, it's best to stay indoors.
- whirl Look how the soap bubbles whirl in a circle as they go down the drain.

Watch-Out Words

- peak We climb all the way up to mountain's peak.
- peek From up high, we carefully peek over the cliff.
- see Far below us, there are sailboats on the sea.
- see We can see some boats sailing into the harbor.

Grade 5 Assessment AS.23 Myelson of Matter

Vocabulary Test
A5.21–A5.22

Spelling Pretest/
Spelling Test
T307u

Grammar and Writing

- Use Demonstrative Adjectives
- Use Articles
- Develop an Outline

Writing, Revising, and Editing Test (Unit 5, Week 3)

Directions: Read the paragraph. Then answer the questions.

My cousin Neil came to visit. He has never visited ocean beach before, so my parents and I took him there. When we arrived, Neil ran right into _____ crashing waves. After a few minutes, he bent down to look at something. "Don't touch _____ jellyfish!" I called to him. "They will sting you!" Neil started to collect shells instead. He looked at a few shells closely and asked, "What animal made _____ curly shells?" "I am not sure," I say. "But _____ that one down by your foot is _____ oyster shell!" "I wonder if it has _____ pearl inside," Neil said. "_____ kind of oyster doesn't make pearls," I told him, "but look at how pretty the inside of the shell is!"

1. Choose the answer that goes in Blank 1.

- a
- the
- an
- the

2. Choose the answer that goes in Blank 2.

- the
- an
- a

Grade 5 Assessment AS.23 Myelson of Matter

Writing, Revising, and Editing Test (Unit 5, Week 3)

1. Choose the answer that goes in Blank 3.

- the
- those
- this
- that

2. Choose the answer that goes in Blank 4.

- the
- those
- this
- that

3. Choose the answer that goes in Blank 5.

- the
- those
- this
- that

4. Choose the answer that goes in Blank 6.

- a
- the
- an
- the

5. Choose the answer that goes in Blank 7.

- a
- the
- an
- a

6. Choose the answer that goes in Blank 8.

- This
- Those
- These

Grade 5 Assessment AS.24 Myelson of Matter

Research Rubric (Unit 5, Week 3)

Scale	Content	Spelling/Editing
4	Research report contains facts, correct facts from several different sources about a topic. Research report includes a title page and a bibliography.	Spelling correctly used in an appropriate way. Editing correctly used in an appropriate way.
3	Research report contains facts, correct facts from several different sources about a topic. Research report includes a title page and a bibliography.	Spelling correctly used in an appropriate way. Editing correctly used in an appropriate way.
2	Research report contains facts, correct facts from several different sources about a topic. Research report includes a title page and a bibliography.	Spelling correctly used in an appropriate way. Editing correctly used in an appropriate way.
1	Research report contains facts, correct facts from several different sources about a topic. Research report includes a title page and a bibliography.	Spelling correctly used in an appropriate way. Editing correctly used in an appropriate way.

Grade 5 Assessment AS.45 Myelson of Matter

Writing, Revising, and Editing Test
A5.23–A5.25

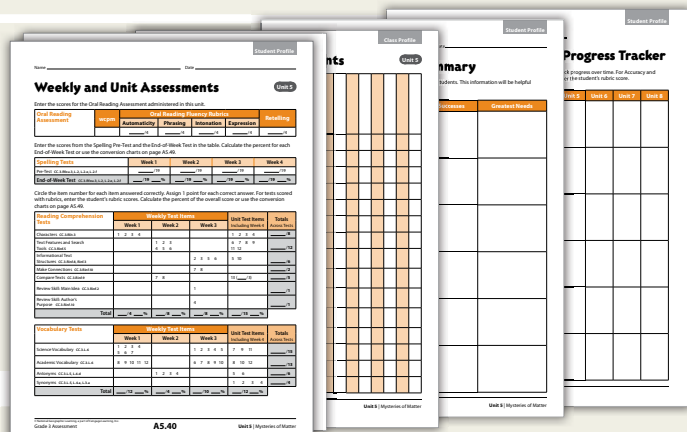
Research Project Rubric
A5.45



ExamView®

Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** 5.40–A5.41
- Class Profile: Weekly and Unit Assessments** A5.42
- Student Profile: Strengths and Needs Summary** A5.43
- Student Profile: Oral Reading Assessment** A1.3
- Progress Tracker**

RESOURCES AND ROUTINES

Reading

RETEACH

- Cause and Effect: Reteaching Master RT3.8**
- Make Connections: Reteaching Master RT3.9**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

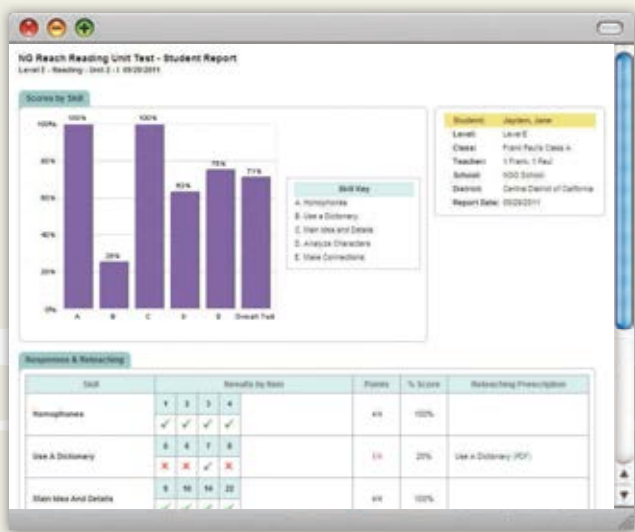
Fluency

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 T307u–T307v

Grammar and Writing

RETEACH

- Demonstrative Adjectives and Articles: Anthology Handbook, page 586**
 - Writing: Reteaching Writing Routine, page BP51**
- ADDITIONAL PRACTICE**
- More Grammar Practice PM5.23**
 - Daily Writing Skills Practice, pages T307y–T307z**



Week 4 Planner

Online Lesson Planner
NGReach.com



☑ = TESTED

		Day 1	Day 2
WHOLE GROUP TIME		Listen and Comprehend	Read and Comprehend
Speaking and Listening ⌚ 5–10 minutes		Academic Talk CC.3.SL.1; CC.3.SL.1.b Discuss the Big Question T327q	Academic Talk CC.3.SL.1 Preview and Predict T328c
Language and Vocabulary ⌚ 15–25 minutes		Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c; ☑ Pretest: Words with r-Controlled Vowels: CC.3.L.2; /âr/air, ear; /îr/ear, eer and Commonly CC.3.L.2.e; Misspelled Words T327k CC.3.L.2.f Daily Grammar CC.3.L.1; CC.3.L.2; CC.3.L.2.d ☑ Possessive Nouns T327m Vocabulary Strategy CC.3.L.4.a; CC.3.L.5 ☑ Synonyms T327q	Daily Spelling and Word Work CC.3.Rfou.3; CC.3.L.2 ☑ Practice T327k Daily Grammar CC.3.L.1; CC.3.L.2; CC.3.L.2.d ☑ Possessive Adjectives T327m Vocabulary Strategy CC.3.L.4; CC.3.L.4.a; CC.3.L.5; ☑ Synonyms T328c CC.3.L.5.c
Anthology Reading ⌚ 20–40 minutes		Reading CC.3.Rinf.5 ☑ Read Aloud: Informational Text T328a Comprehension CC.3.Rinf.5 ☑ Use Text Features T328a Fluency CC.3.Rfou.4 ☑ Model Phrasing T328a	Reading CC.3.Rinf.5; CC.3.Rinf.6; Read an Interview CC.3.Rfou.4 T329–T332 Comprehension CC.3.Rinf.5, CC.3.Rinf.6 ☑ Use Text Features T330, T331, T332 ☑ Make Connections T332 Distinguish Viewpoint T330 
Writing ⌚ 15–45 minutes		Power Writing T327q CC.3.W.10 Daily Writing Skills CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d ☑ Support Opinions T327o Writing CC.3.W.10 Write with Text Features T328b Writing Project: Literary Response CC.3.W.1; CC.3.W.1.a; Study a Model T336 CC.3.W.1.b; CC.3.W.1.c; CC.3.W.1.d; CC.3.W.2.a; CC.3.W.5; CC.3.W.10	Power Writing T328c CC.3.W.10 Daily Writing Skills CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d ☑ Support Opinions T327o Writing CC.3.W.10 Write About Making Connections T333 Writing Project: Literary Response CC.3.W.1; CC.3.W.1.a; Prewrite T336–T337 CC.3.W.1.b; CC.3.W.1.c; CC.3.W.1.d; CC.3.W.2.a; CC.3.W.5; CC.3.W.10

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.4; CC.3.Rinf.10 Determine Word Meanings SG22 Build Comprehension SG23 	Vocabulary CC.3.L.6 Learn Story Words SG24–SG25 Reading CC.3.Rinf.5; CC.3.Rinf.10 Introduce SG24–SG25 Read and Integrate Ideas SG26–SG27 ☑ Use Text Features SG26–SG27 Make Connections SG26–SG27 

LEARNING STATION TIME/DAILY PHONICS INTERVENTION

Learning Station ⌚ 20 minutes		Speaking and Listening T327g CC.3.SL.1; CC.3.SL.4 Language and Vocabulary T327g CC.3.SL.6 Writing T327g CC.3.W.2; CC.3.W.2.a; CC.3.L.4.d; CC.3.L.5 Cross-Curricular T327h CC.3.SL.1 Reading and Intervention CC.3.Rinf.2; CC.3.Rinf.9; T327h CC.3.Rinf.10; CC.3.Rfou.3 Daily Phonics Intervention CC.3.Rfou.3; CC.3.Rfou.3.d; T327i–T327j CC.3.L.2.e; CC.3.L.2.f
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BIG Question What causes matter to change?

Day 3

Read and Comprehend

Academic Talk CC.3.SL.1; CC.3.SL.1.d; CC.3.SL.4
Talk Together T334

Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c;
Practice T327l CC.3.L.2.e; CC.3.L.2.f

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.2; CC.3.L.2.d
Possessive Nouns and Adjectives T327n, T334a

Vocabulary Review CC.3.L.6
Review Science and Academic Vocabulary T333a

Reading CC.3.Rlit.5; CC.3.Rfou.4
Reread an Interview T333a–T334



Comprehension CC.3.Rlit.5
Compare Text Features T333a

Fluency CC.3.Rfou.4
Practice Phrasing T334

Power Writing T333a CC.3.W.10

Daily Writing Skills CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d
Support Opinions T327p

Writing CC.3.L.1; CC.3.L.2.d; CC.3.L.3
Write to Reinforce Grammar T335

Writing Project: Literary Response CC.3.W.1; CC.3.W.1.a;
Draft T337 CC.3.W.1.b; CC.3.W.1.c; CC.3.W.1.d;
CC.3.W.2.a; CC.3.W.5; CC.3.W.10

Day 4

Read and Comprehend

Academic Talk CC.3.L.5.c
Discuss Discovery T335d

Daily Spelling and Word Work CC.3.Rfou.3; CC.3.Rfou.3.c;
Practice T327l CC.3.L.2

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.2; CC.3.L.2.d
Grammar and Writing T327n

Vocabulary Practice CC.3.L.5; CC.3.L.5.c
Synonyms T335c

Reading CC.3.Rinf.3; CC.3.Rfou.4
Read a Science Article T335a–T335b



Comprehension CC.3.Rinf.3
Relate Ideas T335a

Fluency CC.3.Rfou.4
Model and Practice Phrasing T335b

Power Writing T335a CC.3.W.10

Daily Writing Skills CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d
Support Opinions T327p

Writing CC.3.W.10
Write in Sequence T335d

Writing Project: Literary Response CC.3.W.1; CC.3.W.1.a;
Revise/Edit and Proofread T338 CC.3.W.1.b; CC.3.W.1.c;
CC.3.W.1.d; CC.3.W.2.a; CC.3.W.5; CC.3.W.10; CC.3.L.1;
CC.3.L.2.d; CC.3.L.3

Day 5

Review and Apply

Academic Talk CC.3.SL.1.a
Relate Readings to the Big Question T335h

Daily Grammar CC.3.W.5; CC.3.L.1; CC.3.L.2; CC.3.L.2.d
Review T327n

Vocabulary Practice CC.3.L.3.a; CC.3.L.5
Synonyms T335e

Reading CC.3.Rinf.5
Reread a Science Article T335f–T335g



Comprehension CC.3.Rinf.5
Use Text Features T335f
Compare Text Features T335g

Power Writing T335e CC.3.W.10

Daily Writing Skills CC.3.W.1; CC.3.W.1.a; CC.3.W.1.d
Support Opinions T327p

Writing CC.3.W.10
Write About Text Features T335g

Writing Project: Literary Response
Publish T339

Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG24–SG27



Reading CC.3.Rinf.5; CC.3.Rinf.10
Read and Integrate Ideas SG26–SG27

Use Text Features SG26–SG27
Make Connections 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.10
Introduce SG26–SG27
Read and Integrate Ideas SG26–SG27

Use Text Features SG26–SG27
Make Connections SG26–SG27

Read Nonfiction Books

Vocabulary CC.3.L.6
Expand Vocabulary Through Wide Reading SG26–SG27



Reading CC.3.Rinf.10; CC.3.W.2
Connect Across Texts SG27

Writing
Choose a Writing Option SG27

ASSESSMENT & RETEACHING

Assessment and Reteaching T339a–T339b

- Reading Comprehension Test A5.26–A5.31 CC.3.Rinf.5
- Reading Strategy Assessment SG57–SG58 CC.3.Rinf.10
- Oral Reading Assessment A5.1–A5.3 CC.3.Rfou.4
- Vocabulary Test A5.32–A5.34 CC.3.L.4.a; CC.3.L.5

- Spelling Test: Words with r-Controlled Vowels: /ar/air, ear, /ir/ear, eer and Commonly Misspelled Words T327k CC.3.Rfou.3; CC.3.Rfou.3.c; CC.3.L.2; CC.3.L.2.e; CC.3.L.2.f
- Writing, Revising, and Editing Test A5.35–A5.39 CC.3.W.5; CC.3.L.2; CC.3.L.2.d
- Reteaching Masters RT5.10–RT5.13



Week 4 Learning Stations

Speaking and Listening

Option 1: Talk About Jaguars



Have students watch and discuss a video about jaguars.

- To watch the video, have students go to Resources > Unit 5 > Learning Stations > Week 4 > Jaguar Video.
- Have partners watch the video and discuss why wetlands are important for jaguars.

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

Option 2: Animal Report



Students read an article about an animal of their choice and report on it to a partner. To view and select their articles, have students go to Resources > Unit 5 > Learning Stations > Week 4 > Wetlands Animals.

Report on a Topic CC.3.SL.4

Language and Vocabulary

Key Words

area · combine · composition · firm · ground
mixture · sand · surface · water · wetland

Option 1: Vocabulary Games



NGReach.com Online Vocabulary Games

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

Option 2: My Vocabulary Notebook



NGReach.com My Vocabulary Notebook

Have students expand their word knowledge.

- Under Add More Information > Add What I Know > Cognates, have students write cognates for the selected Key Word.
- Under Add More Information > Add What I Know > My Connection, have students describe a connection they can make to the selected Key Word.

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

Writing

Option 1: Create a Quicksand Poster



MATERIALS

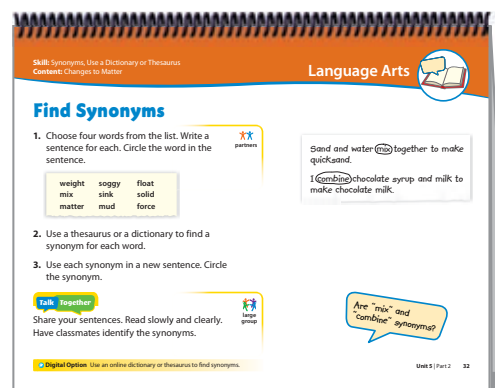
print or online materials about quicksand

Have students create posters about quicksand.

- Have students read "Quicksand: When Earth Turns to Liquid," other books, or Web sites about quicksand.
- Then have students create an illustrated, informational poster about quicksand.
- Encourage students to use Key Words in their posters.

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

Option 2: Find Synonyms



PROGRAM RESOURCES & MATERIALS

Language and Literacy Teamwork Activities: Card 32

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

online or print dictionary or thesaurus

Use Glossaries and Dictionaries CC.3.L.4.d
Understand Word Relationships CC.3.L.5

Cross-Curricular

Option 1: Interpret a Photo



NGReach.com Student Resources

Students interpret a satellite photo of the Amazon rainforest.

- To view the photo, have students go to Resources > Unit 5 > Learning Stations > Week 4 > Rainforest Photo.
- Have pairs of students look carefully at the photo and discuss what they think it shows.

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

Option 2: Elephant Architects



NGReach.com Student Resources

Students discuss a video about elephants.

- To watch the video, have students go to Resources > Unit 5 > Learning Stations > Week 4 > Elephant Architects.
- Have small groups discuss how elephants can alter the ground.

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

Reading

Option 1: Read About Tapirs



NGReach.com Student Resources

Have students read an article about tapirs and reflect on what they learned. To read the article, have students go to Resources > Unit 5 > Learning Stations > Week 4 > Tapirs.

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

Option 2: Research Wetlands

Wetlands Fact Sheet
Swamps are a type of wetland.

MATERIALS

library books and Internet resources about wetlands

Have students read about wetlands and create a wetlands fact sheet.

- Have students read a library book or Web site about wetland habitats.
- Have students create a fact sheet based on the information they read.
- Students can then share their fact sheets with a partner.

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

Intervention

Phonics Games



NGReach.com Phonics Games

Apply Phonics and Word Analysis Skills CC.3.Rfou.3

For Reteaching Masters, see pages RT5.10–RT5.13.

Additional Resources

ESL Kit



ESL Teacher's Edition pages T328a–T341

Week 4 Daily Phonics Intervention

OBJECTIVES

Thematic Connection: Changes in Soil

Develop Phonological Awareness: Isolate Sounds; Build Reading Fluency

Associate Sounds and Spellings: /â/air, ear; /îr/eer, ear

Blend Sounds to Decode Words with r-Controlled Vowels

Recognize High Frequency Words; Concepts of Print (environmental print)

Teach

Day 1



PROGRAM RESOURCES

Sound/Spelling Card 40

Word Builder: Transparency 59

Decodable Passage: *Be Fair to Bears*

Practice Book, page 119

Reach into Phonics

Lesson 75, pages T124–T125

R-Controlled Vowels /â/air, ear

Follow Lesson 75. Use **Reading Routine 1** and **Sound/Spelling Card 40** to teach sounds and spellings /â/air, ear. Guide students through **Transparency 59**. 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 59

Practice

Day 2



PROGRAM RESOURCES

Sound/Spelling Card 41

Word Builder: Transparency 60

Decodable Passage: *Be a Volunteer*

Practice Book, page 120

Decodable Reader: *Community Bulletin Board*

Practice Book, page 171

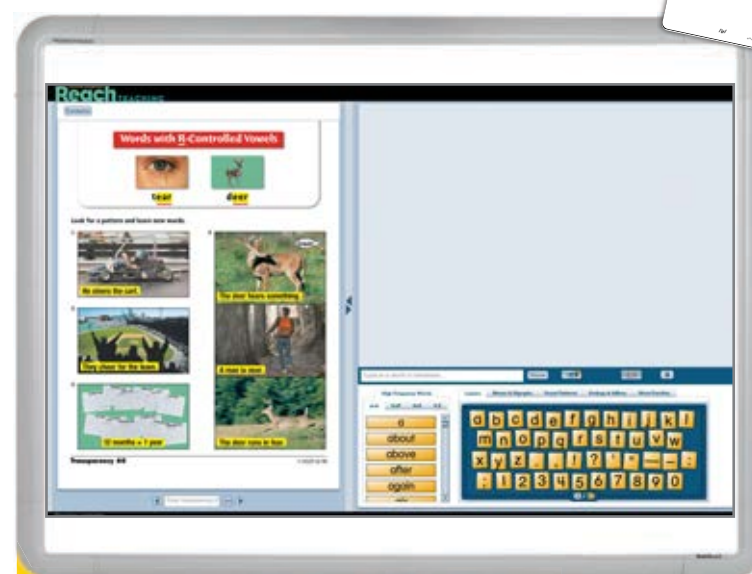
Reach into Phonics

Lesson 76, pages T126–T127

Lesson 77, pages T128–T130

R-Controlled Vowels /îr/ear, eer

Follow Lesson 76. Use **Sound/Spelling Card 41** to practice with sounds and spellings /îr/ear, ear. Guide students through **Transparency 60**.



NGReach.com Word Builder: Transparency 60

Build Reading Fluency

Provide students with *Community Bulletin Board*. Then follow Lesson 77.





COMMON CORE STANDARDS

Apply Phonics Skills CC.3.Rfou.3
 Read Grade-Appropriate Irregularly-Spelled Words CC.3.Rfou.3.d
 Use Conventional Spelling CC.3.L.2.e

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

Mystery Words

Day 3



Option 1

Prepare

- Divide students into pairs. Assign each pair of students a mystery word from the word bank below. Then display all the words.
- Have partners create four clues to help others identify the word.

tear	pair	steer	stairs	fear	smear
hair	sheet				

Mystery Word: clear

Clue 1: The mystery word has 5 letters.

Clue 2: The mystery word begins with two consonants that blend.

Clue 3: The mystery word rhymes with *near*.

Clue 4: The mystery word will complete this sentence: Look at the _____ blue sky. (clear)

Play a Game

- Have a pair of students present their clues to the other pairs.
- After each clue, other pairs write down words that match the clue, crossing off words that do not match the clue.
- When a pair has the answer, the partners call it out.

Word Basketball

Day 3



Option 2

MATERIALS

masking tape • index cards, 14 per group • beanbag • basket

Prepare

- Arrange a group of four students into two pairs.
- Place a basket on the floor, mark a box around the basket with masking tape, and then mark a "3-Point" line.
- Have pairs of students collaborate to write each word from the word box below on a card. Then place the cards face down in a pile.

pear	wear	fair	steer	chair	hear	spear
peer	swear	fear	stairs	cheers	hair	deer

Play a Game

- One player from Pair 1 picks up and shows the card to his or her partner. If the partner reads the word correctly, he or she chooses a location from which to shoot the beanbag into the basket. Players must shoot from outside the marked box.
- Award two points for any shot made, and three points for any shot made behind the "3-Point" line.
- If the partner does not read the word correctly, Pair 2 can try giving the correct response and shooting for points.

Oh, No!

Day 4



MATERIALS

index cards, 16 per pair of students • timer

Prepare

- Arrange a group of four students into two pairs.
- Have each pair write each word from the word bank below on a separate card and then write "Oh, No!" on two cards.

chair	pears	dear	deer	fairs	wears	cheer
flair	bears	years	sneer	pair	smear	sheer

Play a Game

- Have groups shuffle all the cards, and place them face down in a pile.
- Set a timer for ten minutes. Players take turns selecting a card and reading it aloud to the player on the 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 in the pile.
- When time is called, the player with the most cards wins.

Review and Assess

Day 5



PROGRAM RESOURCES

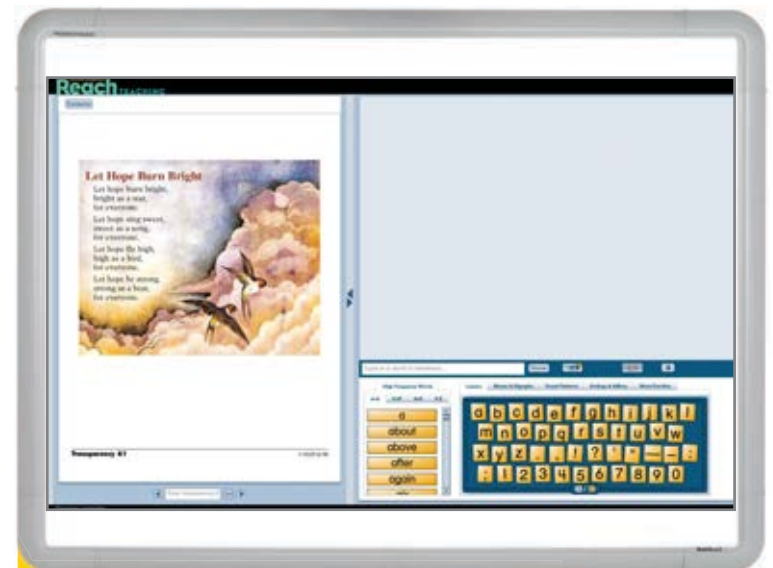
Word Builder: Transparency 61

Reach into Phonics

Lesson 78, pages T131

Prepare

Follow Lesson 78 to review words with r-controlled vowels. Guide students through **Transparency 61**.



NGReach.com Word Builder: Transparency 61

Week 4 Daily Spelling & Word Work

OBJECTIVES

Thematic Connection: Changes in Soil

- ✔ Spell Words with r-Controlled Vowels: /âr/ *air, ear*; /îr/ *ear, eer*
- ✔ 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 r-Controlled Vowels: /ar/ *air, ear*; /îr/ *ear, eer*

1. affairs	People have weddings and other fancy affairs in the community center.
2. bearing	The mule pulled a wagon bearing lumps of coal.
3. beard	The miner got river mud in his long beard each time he leaned over to pan for gold.
4. clear	The water is clear , so we can see the lake bottom.
5. deer	A buck led a herd of deer across the rocky ground.
6. disappear	If I step in that mud, my feet will disappear beneath it.
7. dreary	The big storm made it gray and dreary outside, and we cancelled our picnic.
8. gear	The geologist packed his rock-hunting gear in his backpack.
9. pairs	The scientists handed out pairs of gloves so we could take soil samples.
10. peered	I peered closely at the earthworm to watch it wiggle.
11. rear	The gopher tortoise dug a rear entrance to its den so it could escape quickly.
12. smear	I smear wet soil in a thin layer to look at it.
13. upstairs	We saw muddy tracks going upstairs to the bedroom.
14. wears	Over thousands of years, the wind wears down rocks.
15. yearly	We plow the soil once a year, or yearly , in spring.

Watch-Out Words

16. ate	Today, we ate spaghetti with tomato sauce.
17. eight	I have eight tomato plants, so I can make lots of sauce.
18. faze	Picking all the tomatoes didn't faze me, so I felt fine.
19. phase	However, after the cooking phase , I was very tired.

/ir/ Spellings

Day 2



Option 1

MATERIALS

music CD • large sheets of construction paper • tape

Teach

Display the word *beard*, circle *ea*, and pronounce the word. Explain: *The letters ea make the long e sound you hear in bead. But when r comes after the letters ea, it changes the vowel sound to the /îr/ sound you hear in beard.* Then display *deer*, circle *ee*, and pronounce the word. Explain: *The letters ee can also make the /îr/ sound, as they do in the word deer.*

Prepare

- Have students collaborate to list the following words on a single sheet of paper: *beard, clear, deer, disappear, dreary, gear, peered, rear, smear, and yearly.*
- Have students tape sheets of construction paper on the floor. There should be two fewer sheets than the number of students.

Play a Game

- Have students choose one person as the Host. The Host starts and stops the music CD. The other students are Players.
- The Host starts the CD. While the music plays, the Players walk around the pieces of construction paper on the floor.
- When the music stops, the Players jump on a sheet of paper. The Player without a sheet spells the word that the Host reads from the list. Then the Player repeats the vowel combination that spells the /îr/ sound: *ea* or *ee*. If the player spells the word incorrectly, another player can offer help.
- The leader checks off each correctly-spelled word. The game ends after all words have been spelled correctly.

Apply Phonics and Word Analysis Skills
Decode Multisyllabic Words

CC.3.Rfou.3
CC.3.Rfou.3.c

Compose a Skit

Day 2



Option 3

Write Dialogue

- Arrange students in small groups. Have each group write a short skit containing the Watch-Out Words and as many of the spelling words with the /îr/ sound as possible.
- Have groups consult a dictionary before they begin, to clarify the meanings of *faze* and *phase*.
- Have students underline the Watch-Out Words and spelling words.

WORM 1: I ate too much soil last night!
WORM 2: [bragging] Oh, that wouldn't faze me!
WORM 3: [peering at WORM 1] Maybe it's just a phase you're going through.

Demonstrate Command of Spelling
Consult References

CC.3.L.2
CC.3.L.2.d



/âi/ Spellings

Day 3



Option 1

MATERIALS

markers for a tossing game, one per pair of students

Teach

Display the word *affairs*, circle *ai*, and pronounce the word. Explain: *The letters ai usually make the long a sound you hear in afraid. But when it comes after the letters ai, it changes the vowel sound to the /âi/ sound you hear in affairs.* Then display *wear*, circle *ear*, and pronounce the word. Explain: *In some words, the letters ear make the same sound as the letters ai: /âi/.* Repeat both words: *wears, affairs.*

Prepare

- Have pairs list the words: *affairs, bearing, pairs, wears, and upstairs.*
- Then have pairs draw a large six-square grid on a sheet of paper and write *air* in three squares and *ear* in three squares.

Practice

- Have pairs take turns tossing a marker into a square. The student checks the list and writes an *air* or *ear* word in the square, depending on the letters in the square. Students may use one *ear* word twice.
- Have the student initial the square after writing the word.
- When the grid is complete, have partners take turns reading the words in their initialed squares for the other partner to spell with his or her eyes closed.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3

Sort by Sound and Spelling

Day 3



Option 2

MATERIALS

index cards, 19 per pair of students • highlighters of different colors, four per pair

Prepare

- Have partners write each of the first 15 spelling words on separate index cards. Tell students to highlight the three letters that form the /îr/ or /âi/ sound on each card. Have them mix the cards and place them face down.
- Then, have them write these phrases on separate cards: *ea as in fear, ee as in steer, ea as in pear, and ai as in stairs.* Put these cards face up.

Sort and Write Words

- Have partners take turns turning over a card, reading the word, and spelling it.
- Then, have them sort the card into one of the four groups.

Apply Phonics and Word Analysis Skills

CC.3.Rfou.3

It Sounds Like...

Day 4



Option 1

Use Spelling Pronunciations

- Have students write troublesome spelling words and create exaggerated "spelling pronunciations" for each word.
- Tell students to say each word, pronouncing each letter to help them remember the word's spelling. For example, students might pronounce *upstairs* as a three-syllable word in which *air* is separated from the blend: *up-st-air*s.
- Have students say the "spelling pronunciation" several times.
- Next, have students close their eyes and visualize the letters as they mouth the "spelling pronunciation" several times.
- Finally, have students write the word several times as they say it aloud using the "spelling pronunciation."
- Tell students to imagine the "spelling pronunciation" each time they read or hear the word for several weeks.

Use Conventional Spelling
Apply Word Analysis Skills

CC.3.L.2.e
CC.3.Rfou.3

Make Connections

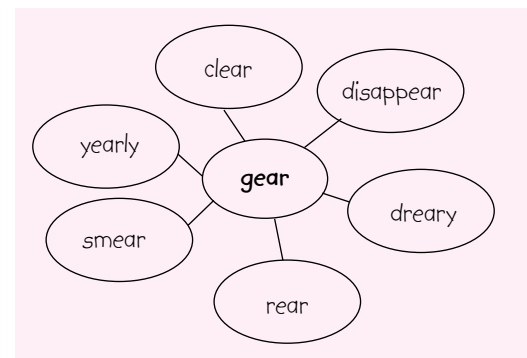
Day 4



Option 2

Use a Word Web

- Have students create a word web with the word *pairs* in the center. Tell them to write other spelling words in the web that use the same letters to spell the /âi/ sound. (*upstairs, affairs*)
- Tell students to create another word web with the word *wear* in the center. Tell them to add the other spelling word to the web that uses the same letters to spell the /âi/ sound. (*bearing*)
- Next, have students create similar word webs for the /îr/ words.
- Encourage students to add new words to their word webs throughout the year.



Word Web

Apply Phonics Skills
Use Spelling Patterns and Generalizations

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

OBJECTIVES

Thematic Connection: Changes in Soil

- ✔ Grammar: Use Possessive Nouns
- ✔ Grammar: Use Possessive Adjectives

COMMON CORE STANDARDS

- Edit Writing
- Demonstrate Command of Grammar
- Demonstrate Command of Punctuation

- CC.3.W.5
- CC.3.L.1
- CC.3.L.2

Day 1

PROGRAM RESOURCES

Possessive Nouns: eVisual 5.28
Game: Practice Master PM5.24

MATERIALS

scissors, one pair per group

Teach the Rules

Use the suggestion on page T328b to introduce possessive nouns. Display and discuss **eVisual 5.28**.

Possessive Nouns

- A **possessive noun** is the name of an owner. For one owner, add **'s**.
Marita's chant
 the **frog's** pool
- If an owner's name ends in **s**, you may also add **'s**.
Kris's wet feet
- For more than one owner, just add an apostrophe (**'**). If the plural form of the noun ends in **s**.
 the **frogs'** pool
 the **areas'** soils
- Add **'s** to special forms of plural nouns that do not end in **s**.
mice's grains
children's sand

NGReach.com Possessive Nouns: eVisual 5.28

Play a Game

Distribute scissors and **Practice Master PM5.24**. Then have small groups play the game.

Name _____ Date _____

Grammar Game
Whose Is It?

Directions:

- Copy the words below, cut them into cards, and spread them out face up. Take turns choosing a noun (a white card) and matching a gray card to make the noun possessive.
- Spell the possessive noun aloud. If the other players agree with your spelling, make up a phrase that includes the possessive noun and keep the white card.
 Example: e-g-r-e-t apostrophe-s
 an egret's white feathers
- If the other players don't agree, place the white card back with the other nouns.
- Play until all white cards are gone. The winner is the one with the most cards at the end of the game.

's	'	egret	wetlands
plants	soil	families	area
birds	rocks	ocean	women
animal	surface	state	fields
parks	Jess	children	ground

PM5.24 Unit 5 | Mysteries of Matter

Differentiate

EL English Learners

ISSUE Spanish, Vietnamese, and Haitian Creole speakers may use "of" phrases instead of possessive nouns.

STRATEGY Have students play the game in pairs. One student uses an "of" phrase to show possession; the partner changes it to reflect use of a possessive noun.

Day 2

PROGRAM RESOURCES

Possessive Adjectives: eVisual 5.31
Game: Practice Master PM5.25

MATERIALS

scissors, one pair per group • paper clips, one per group

Teach the Rules

Use the suggestion on page T332 to introduce possessive adjectives. Display and discuss **eVisual 5.31**.

Possessive Adjectives

- A **possessive noun** is the name of an owner.
Dr. Costa's studies
- A **possessive adjective** can replace an owner's name.
her studies
- Choose the possessive adjective that matches the number of owners.
 one owner:
my, your, his, her, its
 more than one owner:
our, your, their

NGReach.com Possessive Adjectives: eVisual 5.31

Play a Game

Distribute **Practice Master PM5.25** and have small groups play the game.

Name _____ Date _____

Grammar Game
Your Game? My Game? Our Game!

Directions:

- Take turns spinning for a possessive adjective.
- Tell if the word stands for one owner or more than one owner. Then use the word in a phrase or a sentence.
- If other players agree that you identified the possessive adjective correctly, score one point. If they agree that you used it correctly, score another point.
- The winner is the player with the most points at the end of the game.

Make a Spinner

- Put a paper clip over the center of the circle.
- Put a pointed point through a loop of the paper clip.
- Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

Possessive Adjectives

PM5.25 Unit 5 | Mysteries of Matter

NGReach.com Practice Master PM5.25

Differentiate

SN Special Needs

ISSUE Students need concrete images to play the game.

STRATEGY Have students draw stick figures on the spinner to show whether the possessive adjective refers to one or more than one owner.



Day 3

MATERIALS

index cards, nine per group

Review the Rules

Use **Anthology** page 335 to review possessive nouns and adjectives. Extend the concept by copying and displaying the chart below. Explain that there is no firm rule about forming possessives with nouns that have multiple syllables and end in *s*.

One Owner's Name	Examples
If one owner's name ends in <i>s</i> , you may often add <i>'s</i> .	grass's color class's assignment
If one owner's name ends in <i>s</i> and has more than one syllable, you may still add <i>'s</i> , or you can just add an apostrophe (<i>'</i>).	octopus's arms octopus' arms Dorros' story Dorros's story

Explain that writers may make their decisions based on a word's pronunciation. If an owner's name has multiple syllables and ends with /z/, just an apostrophe may be added.

Generate Sentences ✖

Have students apply the skills as they write sentences:

- Write a sentence about taking a boat ride through a wetland. Use a possessive noun to show who owns the boat.
- Write a sentence that tells about something a passenger on the boat has. Use a possessive adjective to show ownership.
- Write a sentence about what you might see on the boat ride. Use a possessive noun to tell about something the wetlands possess.

Differentiate

SN Special Needs

ISSUE Students have difficulty generating sentences.

STRATEGY Provide students with sentence frames to use as models when writing sentences. For example: _____ boat is huge. Who has _____ life jacket? The _____ animals are so interesting.

Day 4

PROGRAM RESOURCES

Grammar and Writing: Practice
Master PM5.30

Grammar and Writing ✖

Distribute **Practice Master PM5.30**. Have students use editing and proofreading marks to correct errors with possessive nouns and possessive adjectives.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- possessive nouns
- possessive adjectives

Editing and Proofreading Marks	
^	Add.
↖	Take out.
≡	Capitalize.
⊙	Add period.
⌞	Add comma.

Our teacher wanted us to see the wetlands' plants and animals. She took us to her friend Shelly's tour company. Shelly owns a lot of boats, and their boats are made just for touring wetlands. We had three guides and three boats. All of the boats' rills were high, but we could still see through them. Jose, the guide in my boat, told us your job was really great. He said he especially liked watching the children's faces as they saw all of the amazing sights. At that moment, I gasped loudly, grabbed Kris's camera, and quickly snapped a picture. Then I showed her the picture. "It's a photo of two alligator's tails," she exclaimed. "It's good thing his tails were going the other way!" our guide laughed.

For use with TE 3, T327n **PM5.30** Unit 5 | Mysteries of Matter

[NGReach.com](http://www.ngr.com) Practice Master PM5.30

Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test:
Assessment Masters A5.35–A5.39

Review and Assess ✖✖

Copy and display the chart. Have partners write a sentence for each item, using a possessive noun or adjective. Then have partners add two more phrases. Have another pair use the new phrases to write sentences with possessive nouns or adjectives.

Possessive Nouns and Possessive Adjectives

1. the wading boots of the children
2. the habitat of the octopuses
3. a stick that belongs to me
4. the studies of Dr. Costa
5. cameras that belong to them
6. the animals of the marshes

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

Week 4 Daily Writing Skills

OBJECTIVES

Thematic Connection: Changes in Soil

 **Support Opinions**

COMMON CORE STANDARDS

Write Opinions on Topics
Introduce the Topic, State an Opinion, and Create a Structure
Provide a Concluding Statement or Section

CC.3.W.1
CC.3.W.1.a
CC.3.W.1.d

Introduce Opinion Writing

Day 1



PROGRAM RESOURCES

Opinion Outline: eVisual 5.29

Teach the Skill

Copy, display, and chorally read the paragraph:

I think we should do more to stop people from dumping garbage in the community garden. First of all, the garbage harms the soil that our vegetables grow in. Second, the garbage attracts rats and flies. Also, the garbage smells during the hot days of summer. Let's have the neighbors sign a pledge to keep our garden garbage-free!

Explain: *You already learned that main ideas are supported by details. When you write an opinion paragraph, your opinion statements are supported by reasons.*

Point out the opinion statement, emphasizing the words *I think*. Say: *Each reason tells why the writer has that opinion.* Then point out the supporting reasons.

Say: *An opinion paragraph also includes a concluding statement that sums up the argument or calls for action.* Point out the concluding statement.

Display **eVisual 5.29**. Explain: *When you write an opinion paragraph, it's a good idea to organize the points you intend to make. An outline can help you do this.*



Opinion Outline

- I. Opinion Statement: I think we should keep people from dumping garbage in the garden.
 - A. Supporting Reason: Garbage harms the soil.
 - B. Supporting Reason: Garbage attracts rats and flies.

 **Opinion**
Outline: eVisual 5.29



INTERACTIVE WHITEBOARD TIP: Circle the supporting reasons.

Compare the outline to the passage above, pointing out the opinion statement and reasons in the passage. Explain: *The reasons support the main idea. Also, the writer ends the paragraph with a call to action.* Guide students to add a third reason to the Opinion Outline. (Garbage smells during summer.)

Support Opinion Statements

Day 2



Option 1

PROGRAM RESOURCES

Opinion Outline: eVisual 5.29

Introduce

Display **eVisual 5.29** and review the structure of an outline. Then copy and display the following list of topics.

1. Snacks
2. Summer School
3. Homework

Practice

Have partners choose a topic that interests them both. Then have them make a blank copy of the Opinion Outline, beginning with just I., A., and B.

Tell partners to write an opinion statement next to Roman numeral I. in the outline. Then have them brainstorm reasons that support their opinion statement and fill in the supporting reasons in their outline.

Support Opinion Statements

Day 2



Option 2

PROGRAM RESOURCES

Opinion Outline: eVisual 5.29

Introduce

Display **eVisual 5.29** and review the structure of an outline. Remind students that an outline can help them organize their ideas before writing. Display the questions below. Have each student choose the question that interests him or her most.

1. Should we protect wild animals? Why or why not?
2. Why is preserving the natural environment important?
3. What is your favorite way to take care of Earth?

Practice

Have each student make a blank copy of the Opinion Outline, beginning with just I., A., and B.

Have each student answer his or her question by writing an opinion statement in the outline, next to Roman numeral I. Then have them list supporting reasons in outline form. Students can share their finished outlines with a partner.



SUGGESTED PACING

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

Provide Supporting Reasons Day 3 Option 1

Introduce

Copy and display the opinion statements below:

1. I think students should wear uniforms.
2. I don't think students should wear uniforms.

Practice

Have partners choose one of the opinion statements and write it in outline form. Then have them write reasons to support the opinion statement in their outlines. Challenge students to include facts and other details.

Have partners exchange papers with another pair of students. Tell each pair to check the other pair's outline for correct form.

Finally, have each pair correct their outline, if necessary, and then write a concluding statement that sums up the argument or is a call to action.

Provide Supporting Reasons Day 3 Option 2

PROGRAM RESOURCES

Language Builder Picture Card D55

Practice

Ask students if they think ice cream should be offered in the cafeteria. Have them write an opinion paragraph to support their opinion. Challenge students to include three reasons.



Remind students to include a concluding statement that sums up their argument or is a call to action.

Write an Opinion Paragraph Day 4

Practice

Copy and display the following prompt:

You are taking a class trip. What would you like to do – take a tour of a wetlands area or visit a local nature center? Which choice is better? Write a paragraph stating your opinion and supporting reasons. End your paragraph with a concluding statement.

Have partners work together to write an opinion paragraph. Remind students to first write an opinion statement, then support it with reasons, and finally write a concluding statement that either sums up the argument or is a call to action.

Review and Assess Day 5

PROGRAM RESOURCES

Writing, Revising, and Editing Unit Test: Assessment Masters A5.35–A5.39

Review the Skill

Copy and display the following statements.

1. Everyone should play a sport.
2. Every family should have a garden.

Arrange students in groups of four. Have each group choose one of the statements. Then have the group arrange itself into two teams, with one team supporting the statement and one team opposing it.

Have teams create an outline stating their opinion on the topic, along with their reasons for supporting it. Remind students to first write an opinion statement and then support it with their reasons. Have students include a concluding statement that sums up their argument.

Then have the two teams present their outlines to each other. Next, have groups who chose the same statement compare their outlines to see which group's arguments are the strongest.

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

OBJECTIVES

Thematic Connection: Changes in Soil

- Relate Words: Synonyms
- Use Text Features

PROGRAM RESOURCES

TECHNOLOGY ONLY

- Read Aloud: eVisual 5.27
- Digital Library Image D61


MATERIALS

timer · dictionaries · thesauruses

Power Writing

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

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



WARM-UP

Have partners discuss what they learned from the readings from Week 3, including “Quicksand: When Earth Turns to Liquid” and the **Small Group Reading** books.

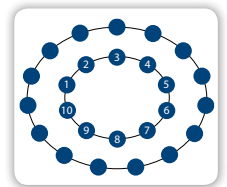
Academic Talk

1 Discuss the Big Question

Remind students of rules for discussion, such as taking turns to speak, listening respectfully, and asking questions. Review the importance of expressing ideas clearly as they discuss the topic.

Use a **Fishbowl** to have students discuss the question: What happens when two things mix?

- Have half of the class sit in a close circle, facing inward. Have other students sit in a larger circle around them.
- Have students on the inside discuss the question while those on the outside listen for information.
- Have groups reverse positions and repeat the process.



Fishbowl

For **Fishbowl**, see page BP45.

Vocabulary Strategy

2 Synonyms Anthology page 328

Project **Student eEdition** page 328 and read aloud the first sentence. Elaborate: *You may know one word in a pair of synonyms better than the other. You can use the synonym you know and its context to help you figure out what its synonym means.*

Read aloud the explanation about *mixture* and *blend*. Have a volunteer read the caption next to the photo. Model using the strategy: *I know that I make a **mixture** when I **combine** two things, like milk and chocolate syrup in a glass. The list of different things tells me that a blend of materials is a **mixture**.*

Introduce a related concept: *Sometimes synonyms have similar, but slightly different meanings.* Write these sentences: A cold wind is blowing. An icy wind is blowing.

Explain: *Cold and icy are synonyms, but one sounds colder. An icy wind sounds colder than a cold wind.* Write these pairs of sentences:

- Quicksand is soupy sand. Quicksand is waterlogged sand.
- The car stands on stable ground. The car stands on firm ground.

COMMON CORE STANDARDS

Reading

- Use Text Features CC.3.Rinf.5
- 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

- Discuss Topics, Expressing Ideas Clearly CC.3.SL.1
- Follow Rules for Discussions CC.3.SL.1.b

Language and Vocabulary

- Use Context Clues CC.3.L.4.a
- Understand Word Relationships and Nuances CC.3.L.5

Synonyms

Synonyms are words that have almost the same meaning.

Mixture and **blend** are synonyms. Read the caption for the picture. How are the meanings of the two words alike?

Concrete is a blend of many materials. It is a mixture of lime, cement, water, sand, and tiny pieces of rock.



Try It Together

Read the passage. Then answer the questions.

At the beach, quicksand is usually in an area close to the water. If you stand in this place for a few seconds, your feet might sink into the soft sand. If you want to stand on a firm, or hard, surface, you need to climb on some rocks!

1. What is a synonym for area?

- A sand
- B place
- C water
- D stand

2. What is a synonym for firm?

- A soft
- B hard
- C rocks
- D surface

328

Anthology page 328

STUDENT
TECHNOLOGY



Student
eEdition



Resources

NGReach.com

Have partners discuss the various shades of meaning in each set of underlined synonyms. Encourage students to use the explanations on **Anthology** pages 317 and 320 and dictionaries to help them determine nuances.

3 Try It Together Anthology page 328

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

See **Differentiate**

Check & Reteach

OBJECTIVE: Relate Words: Synonyms ✓

As students answer the questions, determine whether they are able to identify synonyms for the underlined words.

If students have difficulty, point out the first underlined word (*area*) and the words *in this place* that can help students identify its synonym.

Weekly Writing

Gather students' writing throughout the week:

- ✓ Daily Writing Skills Practice (T327o–T327p)
- ✓ Power Writing (T327q, T328c, T333a, T335a, T335e)
- ✓ Writing (T328b, T333, T335, T335d, T335g)
- ✓ Writing Project (T336–T339)

Differentiate

BL Below Level

ISSUE Students do not understand the concept of synonyms.

STRATEGY Have students write each sentence from the passage with an underlined word, replacing each underlined word with a blank space. Then have students read each sentence with each answer choice in the space and decide which answer choice results in a sentence that means the same as the original sentence.

AL Above Level

ISSUE Students easily identify the synonyms.

STRATEGY Have each student use a thesaurus to find other synonyms for each underlined word and discuss with a partner the nuances of all the synonyms.

Fluency

Model Phrasing As you read the **Read Aloud**, model how to use correct phrasing. Explain: *Phrasing is grouping words together when you read aloud. Punctuation marks give you clues about how to read words with correct phrasing.*

Differentiate

BL Below Level

ISSUE Students have difficulty using the text features to find information.

STRATEGY Have students point to each text feature and study it or read it aloud. Prompt with such questions as:

Will you find how a vernal pool is formed from a heading or from a map?

Will you find out what a vernal pool looks like from a photograph or from a heading?

SN Special Needs

ISSUE Surrounding text distracts students' attention from individual text features.

STRATEGY Have students use slips of paper to obscure the text that surrounds each text feature. Then have students study or read the feature aloud to discover information they can gain from each. Guide with this prompt: *What information can you learn from this text feature?*

Comprehension

4 Use Text Features ✓

Remind students that text features can help readers understand the topic addressed in the text. Elaborate: *Text features can also help you locate other information about the topic.*

Display **eVisual 5.27** and read the text aloud, including captions and labels.



Read Aloud

Science Article

Vernal Pools: One Type of Wetland

Vernal Pool Formation

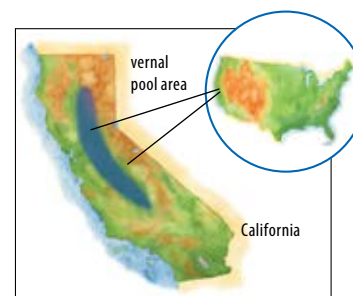
Vernal pools are **wetlands** that appear when rain collects in **areas** of low land **surfaces**. The hard ground underneath keeps **water** in the pools. In the summer, each pool may dry up. Animals that live in or near vernal pools must adapt to the changing conditions throughout the year.



Vernal pools look like small puddles or lakes.

Vernal Pool Locations

Vernal pools form in places that have cool, wet winters and warm, dry summers. Part of the state of California has a climate like this. During the **area's** wet winters and springs rain forms pools. During the dry summer and fall, the pools gradually dry up.



[NGReach.com](https://www.ngreach.com) Read Aloud: eVisual 5.27



INTERACTIVE WHITEBOARD TIP: Label each text feature: *heading, photograph, caption, and map.*

Point out and name each text feature in the **Read Aloud** as you model using it to locate information about the topic of the text. For example: *This heading helps me locate information about how vernal pools form.*

Have partners study the headings, photograph, caption, and map and its labels and discuss specific information that each text feature helped them locate.

See **Differentiate**

Check & Reteach

OBJECTIVE: Use Text Features ✓

As students discuss the text features, note whether they can name each feature and use it to help them locate information.

If students cannot identify and use text features, model using the photograph and its caption to locate information: *This photograph helps me locate information about what a vernal pool looks like. This caption helps me locate words that describe vernal pools.*

Writing

5 Write with Text Features

Tell students they will create posters with text features that provide information about natural areas in their communities. Display **Digital Library Image D61**, and use it to model creating a text feature.

Think Aloud

*I will include a photograph showing a local **area**. I will write a caption that explains the photograph.*

Write

Sometimes vehicles get stuck in quicksand on the banks of the river on the edge of town.

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

Organize the class into small groups. Explain: *Each group will create a poster describing a natural site in your community, such as a park or body of water. Each poster should include facts about the place, such as its name, animals that live there, and activities people can do there.* Have students include photographs or drawings, captions, and maps to help readers locate information.

Have students photocopy and add their posters to their Weekly Writing folders.



Daily Language Arts

Daily Spelling and Word Work ✓

Pretest page T327k

Daily Grammar ✓

Display the photo on **Anthology** page 328 and say: *The worker's boots are covered with wet concrete.* Explain that *worker's* is a possessive noun. Then use page T327m to teach possessive nouns.

Daily Writing Skills ✓

Tell students that they should always support their opinions with reasons, when they are writing opinion paragraphs. Then use page T327o to teach how to write opinion statements.



WRAP-UP

Have students review the day's readings. Then have them discuss text features that might be added to the selections to help a reader locate more information about the topics.

OBJECTIVES

Thematic Connection: Changes in Soil

- Relate Words: Synonyms
- Use Text Features
- Make Connections to Comprehend Text

PROGRAM RESOURCES

TECHNOLOGY ONLY

Author's Purpose Chart: eVisual 4.26

MATERIALS

timer • thesaurus • dictionary • globe

Power Writing

Have students write as much as they can as well as they can for one minute about beaches.

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

COMMON CORE STANDARDS

Reading

Use Text Features	CC.3.Rinf.5
Distinguish Points of View	CC.3.Rinf.6
Read with Fluency to Support Comprehension	CC.3.Rfou.4

Writing

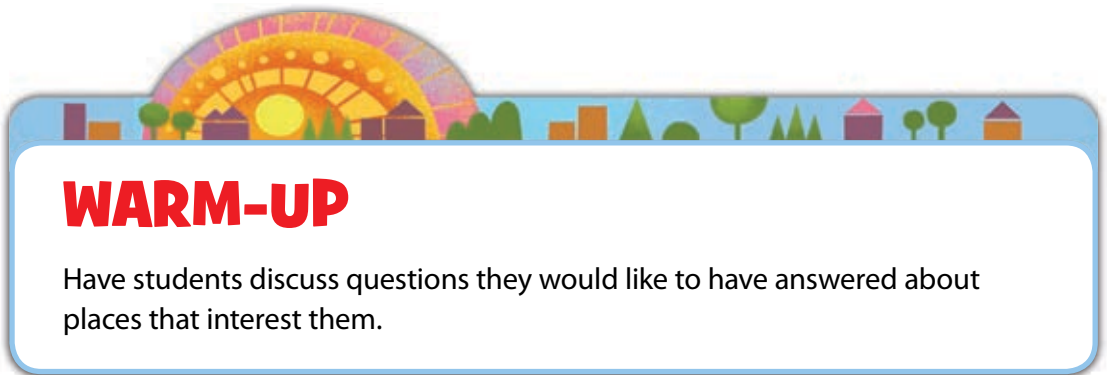
Write Over Shorter Time for Specific Audiences	CC.3.W.10
--	-----------

Speaking and Listening

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

Language and Vocabulary

Determine Meaning of Words and Phrases	CC.3.L.4
Use Context Clues	CC.3.L.4.a
Understand Word Relationships and Nuances	CC.3.L.5
Distinguish Shades of Meaning	CC.3.L.5.c



WARM-UP

Have students discuss questions they would like to have answered about places that interest them.

Vocabulary Strategy

1 Synonyms

Remind students that synonyms are words with similar meanings. Have students recall synonym pairs they know about. Remind students that some synonyms have different shades of meaning. Have students recall nuances of synonyms, such as *cold* and *icy*; *hard*, *firm*, and *solid*.

Display the following words: *wet*, *sloppy*, *waterlogged*. Explain the relative shades of meaning: *These words are synonyms, but sand that is wet is not nearly as wet as sand that is sloppy. And waterlogged sand is wettest of all.*

Display the following words: *chilly*, *cold*, *freezing*. Model arranging the words on a continuum that shows relative shades of meaning of the synonyms, from warmest to coldest.

Display these words: *beautiful*, *gorgeous*, *lovely*, *pretty*. Have partners arrange the words on a continuum that indicates the relative shades of meaning in describing the beauty of sunsets. Then have partners explain their continua.

Check & Reteach

OBJECTIVE: Relate Words: Synonyms

Listen as students explain nuances among synonyms.

If students are unable to determine nuances, model the thinking again with the words *warm*, *hot*, *roasting* in describing weather.

Academic Talk

2 Preview and Predict

Say: *Before you begin reading, study the text features to locate information about the topic of the selection. Use that information to predict what the selection will be about.*

Remind students to build on each others' ideas as they share their predictions.



NATIONAL GEOGRAPHIC EXCLUSIVE

Connect Across Texts Read an interview with a scientist to find out more about wetlands.

Genre During an **interview**, one person asks another person questions to get information. The results of the interview are often shared in a question-and-answer format.

Meet Maycira Costa
1 by Nora Brook

Squish, splash, slosh!
 That's the sound of feet walking through a wetland. To Dr. Maycira Costa, that sound is like music. Dr. Costa studies wetlands. Find out why she loves these **soggy** spaces. **2**

Dr. Maycira Costa

In Other Words
soggy wet and soft

Before You Move On

- 1. Visualize** Describe what it feels and sounds like to walk over wet, soggy land.
- 2. Draw Conclusions** Why does the author say sounds of the wetlands are like music to Dr. Costa?

329

STUDENT TECHNOLOGY

e
 Student eEdition

Resources

NGReach.com

Anthology page 329

Reading

3 Read an Interview

CONNECT ACROSS TEXTS Ask students to recall what they learned about how water and sand mix to form quicksand. Then project **Student eEdition** page 329 and have a volunteer read aloud **Connect Across Texts**.

GENRE Read aloud the explanation of the genre. Project **Student eEdition** page 330. Point out the large-font Q: and A: and explain: *These letters stand for Question and Answer. Q: appears before a question the interviewer is asking. A: appears before the other person's answer to that question.*

SCIENCE BACKGROUND Dr. Costa studies the Pantanal region, one of the largest freshwater ecosystems in the world. The region features marshes, forests, rivers, and lakes. An estimated 75–80 mammal species, 650–690 bird species, 50–80 reptile species, and 400 fish species are native to the area.

Read and Build Comprehension

- 1. Make Inferences** *Who is the author of this selection?* (Nora Brook) *Who do you think will be answering the questions?* (Dr. Maycira Costa)
- 2. Predict** *What do you think you will find out about Dr. Costa from the interview?* (I will find out why she loves soggy spaces.) *What tells you this?* (The last sentence on the page.)

Fluency

Practice Phrasing, Accuracy, Rate As students read, monitor their phrasing, accuracy, and rate.

Answers Before You Move On

- 1. Visualize** Possible response: The ground feels slippery and squishy. Your feet make the sounds *squish, splash, slosh!*
- 2. Draw Conclusions** Possible response: I think that Dr. Costa likes studying wetlands so much that these sounds are good sounds to her.

Mini Lesson

Distinguish Viewpoint

Remind students that they have learned about the viewpoints of fictional characters, such as the ones in “Mama Panya’s Pancakes.” Explain that real people have viewpoints, too.

Clarify: *When you read people’s words, you get an idea of their viewpoints, or how they see the world. Two people can look at the same topic with completely different viewpoints. One person may have several viewpoints about a topic.*

Explain the thinking: *To figure out an author’s viewpoint, first determine the purpose for writing.* Project **Author’s Purpose Chart: eVisual 4.26** and review how to determine an author’s purpose.

Model the thinking about “Meet Maycira Costa”: *The author, Nora Brook, asks Dr. Costa questions about what the **wetlands** are like and what she is studying. I think that the author’s purpose for the interview is to inform us about **wetlands**.*

Elaborate: *The author’s questions show that she thinks this is a subject people should know about. Her viewpoint is that **wetlands** are an important subject.*


As students finish reading the interview, have them identify Dr. Costa’s purpose for answering each interview question and then use those purposes to determine her viewpoints about the subject.

Have partners discuss their own viewpoints about the selection. Prompt with questions, such as: *Is the subject of this interview important to you? Why or why not?*


Read and Build Comprehension

- 1 Use Text Features** ✓ *What do the photos on page 330 show? (types of wetlands) What information can you locate in these photos? (I see information about what each type of wetland looks like.)*
- 2 Compare and Contrast** *How are the various types of **wetlands** alike? How are they different? (They all have lots of **water**. The pothole has hills and pockets of **water**. The bog is flat with a lot of grass. The swamp is filled with trees and other plants. Trees and shrubs grow along the edges of marshes.)*
- 3 Make Connections** ✓ *What is this section of the interview about? (This is about what makes **wetland** habitats special.) What other readings or issues in the world does this remind you of? (Possible response: This reminds me of plants, birds, and animals that live in the park near my house.) How does it help you understand the text? (It helps me understand that the ecosystem of every **area** is important to plants, birds, and animals.)*


1 **Types of Wetlands**




pothole



bog



swamp



marsh

2

In Other Words
watersheds places that hold water

Q: What are wetlands?

A: Wetlands are places where the soil is always, or almost always, wet. They are often found where land meets water, such as near ocean shores and the banks of rivers and lakes. Low areas on land and **watersheds** might also have wetlands. Marshes, bogs, wet meadows, potholes, and swamps are all wetlands.

Q: What makes wetlands special? Why do you study them?

A: Wetland ecosystems are very important. They are a **habitat** **3** for many kinds of plants and animals. They help control **4** floods. They can even filter, or clean, water. I want to learn how **climate changes** and human activities, like farming, affect wetlands. I hope my work helps people understand wetlands and **value** them. **6**

Q: What animals live in wetlands? Why do you study them?

A: Wetland ecosystems are very important. They are a **habitat** **3** for many kinds of plants and animals. They help control **4** floods. They can even filter, or clean, water. I want to learn how **climate changes** and human activities, like farming, affect wetlands. I hope my work helps people understand wetlands and **value** them. **6**

5

In Other Words
habitat home
climate changes changes in weather over the years
value take care of

6

Before You Move On

- 1. Cause/Effect** What kinds of things could affect wetlands? Name them.
- 2. Make Connections** Have you ever seen a wetland in videos, magazines, on the Internet, or in real life? Describe it.

Read and Build Comprehension

- 4 Draw Conclusions** *How do you think wetlands help control floods?* (Possible answer: **Wetlands** are low **areas** near **water**. **Water** flows downward. I think **water** can flow down to a **wetland** instead of creating a flood.)
- 5 Use Text Features** ✓ *What animals live in wetlands?* (tapir, caiman, egret, jaguar) *What text features help you locate this information?* (photographs and labels)
- 6 Distinguish Viewpoint** *What is Dr. Costa's viewpoint about human activity near wetlands?* (She wants people to understand the impact their activities can have on **wetland** habitats. She thinks people should be careful about the impacts they have on those habitat **areas**.)

Answers Before You Move On

- 1. Cause/Effect** Possible response: Climate changes and human activities such as farming can affect **wetlands**.
- 2. Make Connections** ✓ Possible response: The topic is what makes **wetlands** special. This reminds me of videos I have seen of boating on the Florida marshes. Now I understand that one human activity that affects the special **area** is traveling through the marshes by boat.

Best Practices

Link to Experience As students talk, link selection topics to students' personal experiences. For example: *Dr. Costa says that wetlands can help control floods. Describe a flood you know about.*

Answers Before You Move On

- 1. Make Connections** ✓ Possible response: The topic is quicksand. Dr. Costa says that humans can float on quicksand. This reminds me of the selection “Quicksand: When Earth Turns to Liquid.” Now I understand why Dr. Costa does not worry about quicksand.
- 2. Generalize** Possible answer: I can explore and learn more about something or read books about it. For example, I am curious about swamps, so I can explore swamps and read books about them.


Daily Language Arts
Daily Spelling and Word Work ✓

Practice page T327k

Daily Grammar ✓

Point out the possessive adjective *your* in the last sentence of the last paragraph of **Anthology** page 333. Then use page T327m to teach possessive adjectives.

Daily Writing Skills ✓

Remind students that it's helpful to use an outline for organizing an opinion paragraph. Then use page T327o to practice writing opinion statements.

Read and Build Comprehension

- 1 Use Text Features** ✓ *What text feature can help you locate information about where the Pantanal **wetlands** are located? (the map and its labels) What countries does the map show that border the Pantanal **wetland** area of Brazil? (Bolivia and Paraguay)*
- 2 Draw Conclusions** *What kinds of samples do you think Dr. Costa takes from the **wetlands**? (Possible response: I think she takes samples of soil and water.)*
- 3 Make Connections** ✓ *What is the topic of the first interview question on page 333? (quicksand) How can you connect the answer with information you learned from “Quicksand: When Earth Turns to Liquid?” (This makes me think about how quicksand is formed by water and sand mixing together. Now I understand why quicksand is found in **wetlands**.)*

Check & Reteach**OBJECTIVE: Use Text Features** ✓

Listen to students' responses to all the questions about text features. Check to see if they understand how to locate information using the text features.

If students have difficulty understanding how to use the map to locate information, point out the map features as you explain: *The label Pantanal shows the region mentioned in the second sentence on page 332. The label Brazil shows the country in which the Pantanal is located. The green shapes show the countries nearby.*

Then point to the inset as you explain: *The round image of a globe shows half of the world, including South America. The red area shows Brazil where the Pantanal is located.*

OBJECTIVE: Make Connections to Comprehend Text ✓

Listen as students answer all the questions about making connections to check if they can make connections between the text and what they know about the world.

If students cannot see connections between the first question and answer on page 333 with what they already know about the world, have them first identify the topic of the text: dangers of quicksand.

Then have students reread the first Fiction/Fact section on page 324 to refresh their memory of what they already know about the dangers of quicksand.

Finally, explain how the prior knowledge connects to the text on page 333: *What do you now understand about how dangerous quicksand is for humans?* (People can float on quicksand, so it won't suck them down completely.)

Q: Where are the wetlands you study?

A: I study the Pantanal and Amazon wetlands in South America. They are the largest **tropical** wetlands in the world. The Pantanal alone is almost as big as the state of New York! **1**



Q: How are you able to study such large areas?

A: I look at images taken from satellites orbiting high above Earth. They show where the water is, and how much sand, dirt, and other **sediment** is in it. I also **go into the field** and take samples. **2**



▲ satellite image of Brazil



◀ Maycira Costa and her son at a lake in Brazil.

In Other Words
tropical hot and steamy
sediment pieces of things like sand and dirt
go into the field walk into a wetland

332

Q: When you are in the field, do you ever worry about things like quicksand?

A: No! Humans are not as **dense** as quicksand, so we easily float in it. If you step in quicksand, do not panic. You will not sink! **3**

Q: What advice do you have for young explorers?

A: Be curious about nature. Do not be afraid. No matter where you live, there is probably a wetland nearby. Gather your friends and family and go explore it! ❖



Students explore a wetland.

In Other Words
dense heavy

► **Before You Move On**

- 1. Make Connections** What does Dr. Costa say about quicksand? Does this remind you of another selection you've read? Explain.
- 2. Generalize** How can you show you are curious about nature? Give an example.

333

Anthology
pages 332–333

Writing

4 Write About Making Connections

Have students write sentences that connect what they learned about the Pantanal with what they know about another habitat.

Model writing about connections: *In the Pantanal **wetlands**, the soil is always wet and lakes of **water** form. This reminds me of the fields that surround our town. They fill with **water** during the winter. For a few months, that **area** resembles the **wetlands** in the Pantanal.*

After students write, have them share their sentences with partners. Then have students add their sentences to their Weekly Writing folders.

See **Differentiate**

Differentiate

BL Below Level

ISSUE Students do not understand how to connect the reading to their prior knowledge.

STRATEGY Provide possible topics students are likely to know about, such as the landscape, wildlife, or climate of the areas.

AL Above Level

ISSUE Students can include more detail.

STRATEGY Challenge them to write about at least three connections between the two habitats.

WRAP-UP

Ask students to write two interview questions about topics in selections they read today. Have partners take turns being the interviewer and the interviewee. Have each interviewee use a text feature to answer at least one of the questions.

OBJECTIVES

Thematic Connection: Changes in Soil

- Use Text Features
- Grammar: Possessive Nouns and Adjectives

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Venn Diagram: Practice Master PM5.26
- Grammar Practice: Practice Master PM5.27

TECHNOLOGY ONLY

- Grammar Passage: eVisual 5.32

MATERIALS

timer

Power Writing

Have students write as much as they can as well as they can in one minute about the area outside your school.

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

COMMON CORE STANDARDS

Reading

- Use Text Features CC.3.Rlit.5
- Read with Fluency to Support Comprehension CC.3.Rfou.4

Speaking and Listening

- Discuss Texts, Expressing Ideas Clearly CC.3.SL.1
- Explain Ideas and Understanding CC.3.SL.1.d
- Report on a Text CC.3.SL.4

Language and Vocabulary

- Demonstrate Command of Grammar CC.3.L.1
- Form and Use Possessives CC.3.L.2.d
- Use Knowledge of Language and Conventions CC.3.L.3
- Acquire and Use General Academic and Domain-Specific Words CC.3.L.6

WARM-UP

Have students discuss connections they can make between ideas in the week's readings and other ideas they have about various habitats in the world.

Vocabulary Review

1 Review Science and Academic Vocabulary

Project **Student eEdition** page 334 and point out the Key Words. Chorally read all the words as a class. Pause after each word and have a volunteer give the definition.

Have students play a guessing game with the words. Partner A secretly chooses a word. Partner B asks three yes/no questions to try to guess the word. Have partners reverse roles and repeat until all words have been guessed. The student who guesses the most words wins.

Review and Integrate Ideas

2 Compare Text Features Anthology page 334

Read aloud the introduction on **Student eEdition** page 334. Clarify: *The types of text features listed are used in one or both of the selections.*

Explain the entry under *Science Article*: *The term section heads is a synonym for headings.* Explain the entry under *Interview*: *The introduction on page 329 helps me locate information about the person being interviewed.* Explain that, for the rest of the entries, students should use text features to locate information related to the topic of each selection.

Have students read aloud "Meet Maycira Costa" and then complete **Practice Master PM5.26**. Then have partners discuss how they used each text feature to locate information.

Check & Reteach

OBJECTIVE: Use Text Features

As students discuss how they used text features, check to see if they understand how to use them to locate information.

If students have difficulty using text features, model identifying several text features from **Anthology** page 332 and explain how each helps you locate information about the topic.

Key Words

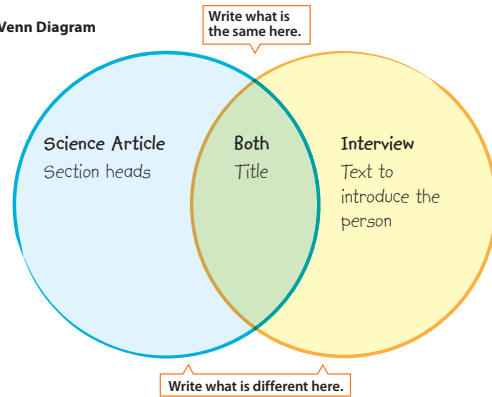
area	mixture
combine	sand
composition	surface
firm	water
ground	wetland

Compare Text Features

Study the Venn diagram with a partner. Then use the text features below to complete the diagram.

chart diagram photos captions
map questions answers

Venn Diagram



Talk Together

What can cause the **ground** to change? Think about the science article and the interview. Use **Key Words** to explain your ideas.

STUDENT TECHNOLOGY



Student eEdition



Resources

NGReach.com

Academic Talk

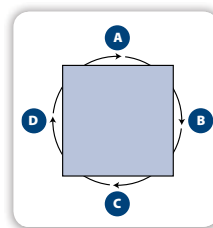
3 Talk Together Anthology page 334

Remind students that the Big Question is: What causes matter to change? Read aloud the question and directions and explain: *Both the science article and the interview explained events that cause changes in the ground. Keep the Big Question in mind as you answer the question on page 334.*

Use **Team Word Webbing** to have students discuss events that cause the ground to change. Remind students to express their ideas clearly by explaining with details and examples.

- Have each team of four sit around a large piece of paper.
- Give each student on each team a different colored marker.
- Have teams write the **Talk Together** question in the middles of their papers.
- Have each student on each team draw a branch to the nearest part of the web and add an answer to the question.
- On a signal, have teams rotate their papers so students can add to new parts of their webs.
- Repeat the process until every student on each team has added at least one answer to each branch of the web.

For **Team Word Webbing**, see page BP46.



Team Word Webbing

Fluency

Practice Phrasing As partners reread the interview aloud several times, circulate and listen for correct phrasing.

Name _____ Date _____

Compare Text Features
Compare a science article and an interview.

Take turns with a partner. Interview each other about the science article and the interview. What text features did you like? Why?

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For use with TE p. T333a

PMS.26 Unit 5 | Mysteries of Matter

Differentiate

SN Special Needs

ISSUE Spanish speakers may use articles instead of possessive adjectives. Korean and Vietnamese may completely omit possessive adjectives.

STRATEGY Provide a 2-column chart of possessive phrases:

Possessive Nouns	Possessive Adjectives
teacher's book	my book
Celia's pencil	your pencil
Jose's pen	his pen
the dog's bed	its bed
the school's flag	our flag
Sai and Kim's bag	their bag

Have students copy the chart and add to it as they encounter more examples.

AL Above Level

ISSUE Students quickly identify possessive nouns and possessive adjectives.

STRATEGY Have students rewrite each sentence, replacing each possessive adjective with a matching possessive noun.

Grammar Focus

4 Possessive Nouns/Adjectives Anthology page 335

Project **Student eEdition** page 335. Read the introduction and clarify: *A possessive can also tell that a person belongs with the noun. For example, if I say "This is your school," I am not saying that you own the school. I am saying that you belong with this school.* Read aloud and explain each example and concept in the Grammar Rules chart with emphasis on the correct positions of apostrophes.

Display **eVisual 5.32** and read aloud the passage. Model identifying the first possessive adjective. (*their*): *I see that the possessive adjective comes before the noun community. I know that their refers to more than one person. So, I know that all the scientists are part of the community; all of the scientists "own" the community or all of the scientists belong with the community.*



Grammar Passage

The scientists studied the reasons for the mudslides in their community. All summer, the scientists' team took samples of soil. The soil's texture showed that it had been flooded with more water than usual. One scientist checked her weather records. Her records showed that it had rained a normal amount. The scientist's conclusion was that changes in the groundwater had caused the muddy soil. The team reported its findings to the news media.

[NGReach.com](https://www.ngreach.com)

Grammar Passage: eVisual 5.32



INTERACTIVE WHITEBOARD TIP: Circle possessive nouns. Underline possessive adjectives.

Have students identify the rest of the possessive nouns and adjectives and explain the number of "owners" each stands for.

5 Read Possessive Nouns and Adjectives Anthology page 335

Read aloud the directions and the sentences. Have partners check each other's work.

See **Differentiate**

6 Write Possessive Nouns and Adjectives Anthology page 335

Read aloud the directions and have students work independently. Provide support as necessary. Assign **Practice Master PM5.27**.

Check & Reteach

OBJECTIVE: Grammar: Possessive Nouns and Adjectives 

Check students' punctuation of possessive nouns and adjectives on **Practice Master PM5.27**.

If students do not punctuate possessives correctly, reteach with these words: *Nora Brook's question, Dr. Costa's answer, the satellites' information.*

Name _____ Date _____

Grammar: Practice

Creatures of the Wetlands

Grammar Rules Possessive Nouns and Adjectives

	One Owner	More Than One Owner
Possessive Nouns: Use an apostrophe and an s.	an alligator's teeth	the crabs' claws
Possessive Adjectives: Use the correct word for one or more owners.	my, your, his, her, its	our, your, their

Write the correct form of the possessive noun or adjective.

Nita's family visited a wetland. They rode in two guides' boats. Her two brothers' hands tickled the water's surface. They pulled their hands back when they heard a splash.

The guide said a mudskipper's favorite tree is the mangrove. Her fish story is true! Mudskippers are fish that climb mangroves' branches.

Use a possessive noun to write a new title for the story. Read your title to a partner. Check to see if your partner used an apostrophe and an s correctly.

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PM5.27 Unit 5 | Mysteries of Matter

[NGReach.com](https://www.ngreach.com) Practice Master PM5.27

Possessive Nouns/Adjectives

A **possessive noun** is the name of an owner. A **possessive adjective** can take the place of an owner's name.

apostrophe

Example: **Linda's** family goes to the beach.
Her family goes to the beach.

Grammar Rules Possessive Nouns/Adjectives

	One Owner	More Than One Owner
<ul style="list-style-type: none"> Always use an apostrophe (') with a possessive noun. 	the truck's wheels Corey's shirt	the frogs' log the boys' pebbles
<ul style="list-style-type: none"> Be sure to use the correct possessive adjective to tell about the number of owners. 	my your his, her, its	our your their

Read Possessive Nouns and Adjectives

Read the sentences. Can you identify one possessive noun and one possessive adjective? Show them to a partner.

Anil's feet sink in the sand. His feet disappear!

Write Possessive Nouns and Adjectives

Write a caption for each photograph on page 316. Use a possessive noun and a possessive adjective. Read your captions to your partner.

335

Anthology page 335

Writing

7 Write to Reinforce Grammar

Have students imagine a day that Dr. Costa might spend exploring the Pantanal wetlands. Tell them they will write paragraphs describing her day. They should include possessive nouns and possessive adjectives. Model beginning a paragraph about her day: *Dr. Costa's son traveled with her to a nearby lake. They gathered soil and water samples. They carried their samples back to her lab.*

After students write their paragraphs, have them trade papers with partners. Have partners circle the possessive nouns and adjectives and check for correct usage and punctuation. Then have students add their paragraphs to their Weekly Writing folders.

Daily Language Arts

Daily Spelling and Word Work ✓

Practice page T327l

Daily Grammar ✓

Display the **Grammar Passage: eVisual 5.32** and point out the possessive adjective *their* in the first sentence. Then use page T327n to review possessive nouns and possessive adjectives.

Daily Writing Skills ✓

Remind students that they should support their opinions statements with reasons. Then use page T327p to practice providing supporting reasons.

WRAP-UP Have students recall their knowledge of soil and water before reading this week's selections and share with partners what they learned about the topics this week. Have students add ideas from the discussion to their unit concept maps.

OBJECTIVES

Thematic Connection: Changes in Soil

✔ **Relate Words: Synonyms**

Relate Ideas

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Mark-Up Reading: Practice Masters PM5.28–PM5.29

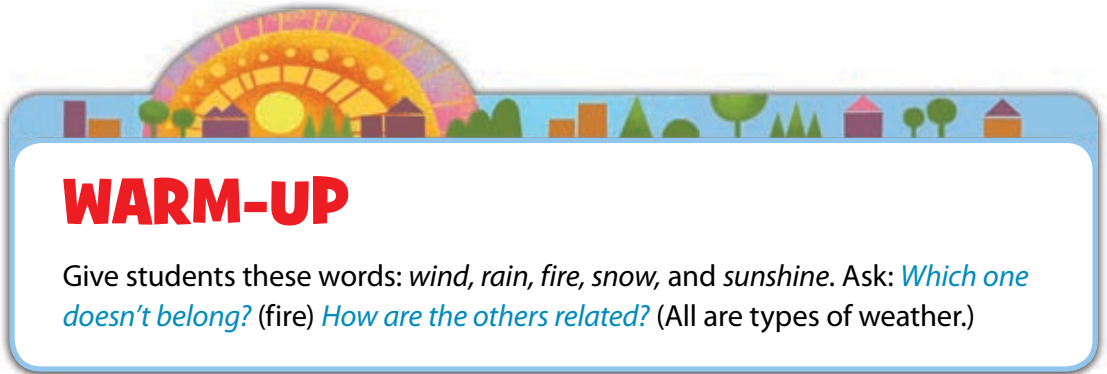
TECHNOLOGY ONLY

Mark-Up Model 5.2 or Model 5.2 PDF

Vocabulary Strategy Practice: eVisual 5.33

PROGRAM RESOURCES

online or print thesauruses



WARM-UP

Give students these words: *wind, rain, fire, snow, and sunshine*. Ask: *Which one doesn't belong?* (fire) *How are the others related?* (All are types of weather.)

Comprehension

1 Relate Ideas

SCREEN 1

1 Explain that students will read a science article to recognize the different ways in which ideas can be related. Display and read aloud the first part of **Mark-Up Model 5.2**. Have students follow along using **Practice Masters PM5.28–PM5.29**. Ask: *What was the important idea in paragraph one?* (Winter can be dangerous for Wyoming animals.) *How did this affect Erica?* (She raised animals.) Explain that words such as *because* can show related ideas. Ask: *Since Erica knew that snow fences protect animals, what question did she have?* (Could they be built to work better?) Have volunteers click the sentences to highlight. Have students mark up **Practice Master PM5.28**. Then click the arrow to go to the next screen.

SCREEN 2

2 Display and read aloud the next part. Ask: *As Erica gathered information, what did she learn?* (that snow fences slow and catch blowing snow) *Why was this important?* (It prevents snow from building up) Have volunteers click these related ideas. Have students mark up **Practice Master PM5.28**. Explain that scientists use a process called the scientific method to answer questions: *Erica's first step was to ask a question about snow fences. What was her next step?* (to gather information about them) Following this process helps Erica organize her ideas about how to improve snow fences. Click the arrow to the next screen.

SCREEN 3

3 Display and read aloud the third part of **Mark-Up Model 5.2**. Have volunteers click to identify related ideas in the passage. Explain: *Erica had two different ways to improve snow fences. How do these ideas relate to what she learned about the fences?* (Possible response: She hoped they would help the fences trap more snow.) *What is Erica's next step?* (to test her ideas) Have students mark up **Practice Master PM5.28**.

Now have students write to explain how ideas are related on **Practice Master PM5.28**. Then have them continue to highlight sentences with related ideas on **Practice Master PM5.29** and explain how the ideas are related. Have partners share and compare their mark-ups of **Practice Masters PM5.28–PM5.29**.

Name _____ Date _____

Mark-Up Reading

Good Fences

by Lisa Schneider

Biting winds. Freezing temperatures. Snowdrifts the size of houses. For people who live in Wyoming, winter can be a challenge. **For animals kept outdoors there, winter can be a matter of life or death.**



▲ Snow fences trap blowing snow.

Ask a Question

Eleven-year-old Erica David understood this danger because she raised goats, sheep, and pigs. Erica wanted to give her animals the best possible protection. **She knew that snow fences helped to protect animals. So she wondered if snow fences could be built to work better.**

Do Research

First, Erica gathered information. **She learned that snow fences slow and "catch" blowing snow. This prevents snow from building up on highways or animal pens.** Was there a way to catch more snow?

Form a Hypothesis

Erica thought about two possible ideas, or hypotheses, to improve snow fences. **Her first idea was to change the thickness of the boards used in the fences. The second idea was to change the spacing between the boards.** Next, she would test her ideas to see if either one worked.

Explanation: *Because Erica raised animals, she knew that snow was a danger. She knew snow fences protected animals, but she wondered if the fences could be better. When Erica learned how fences slow and catch snow, she thought about using thicker boards or different spacing between them.*

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PM5.28

Unit 5 | Mysteries of Matter

NGReach.com Practice Masters PM5.28–PM5.29

COMMON CORE STANDARDS

Reading

Relate Ideas CC.3.Rinf.3

Read with Fluency to Support Comprehension CC.3.Rfou.4

Writing

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

Language and Vocabulary

Understand Word Relationships CC.3.L.5

Understand Nuances CC.3.L.5


Distinguish Shades of Meaning CC.4.L.5.c



SCREEN 1

Good Fences
by Lisa Schneider

1 Biting winds. Freezing temperatures. Snowdrifts the size of houses. For people who live in Wyoming, winter can be a challenge. For animals kept outdoors there, winter can be a matter of life or death.



▲ Snow fences trap blowing snow.

Ask a Question
Eleven-year-old Erica David understood this danger because she raised goats, sheep, and pigs. Erica wanted to give her animals the best possible protection. She knew that snow fences helped to protect animals. So she wondered if snow fences could be built to work better.

2 Click sentences that show related ideas.


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NGReach.com Mark-Up Model 5.2

SCREEN 2

Good Fences
(continued)

3 **Do Research**
First, Erica gathered information. She learned that snow fences slow and "catch" blowing snow. This prevents snow from building up on highways or animal pens. Was there a way to catch more snow?



▲ Snow fences trap blowing snow.

4 Click sentences that show related ideas.

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SCREEN 3

Good Fences
(continued)

5 **Form a Hypothesis**
Erica thought about two possible ideas, or hypotheses, to improve snow fences. Her first idea was to change the thickness of the boards used in the fences. The second idea was to change the spacing between the boards. Next, she would test her ideas to see if either one worked.



▲ Snow fences trap blowing snow.

6 Click sentences that show related ideas.

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Fluency ✓

Model and Practice Phrasing Explain: *Fluent readers recognize that some words should be said together, such as the best possible protection. Such word groupings are called phrases. To show words that go together, pause at the end of each phrase as you read.* Model phrasing by reading aloud the first paragraph in **Practice Master PM5.28**. Have students put slash marks in the text to indicate where you pause. Then have students read these three sentences, pausing to show the phrasing.

Check & Reteach

OBJECTIVE: Relate Ideas

Review students' marked-up **Practice Masters PM5.28–PM5.29** to check if they understand how ideas are related. If students have difficulty relating ideas, support the process by asking the following questions:

- *Look at the section called "Test a Hypothesis." What did Erica observe?* (Thick boards caught the most snow.)
- *Why did this happen?* (The thick boards slowed the wind the most.)

Explain that the signal words *as a result* help to show how these ideas are related.

Daily Language Arts**Daily Spelling and Word Work** ✓

Practice page T327l

Daily Grammar ✓

Write the possessive noun *board's* on the board and explain that Erica tested the effectiveness of each board's thickness in keeping out snow. Then use page T327n to practice correcting errors with possessive nouns and possessive adjectives.

Daily Writing Skills ✓

Point out how the author supports her opinion that winters are hard in Wyoming in **Practice Master PM5.28**. (It is bitter cold. Snowdrifts are as big as houses.) Then use page T327p to practice how to support opinions in writing.

Power Writing

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

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

Vocabulary Practice**2 Synonyms** ✓

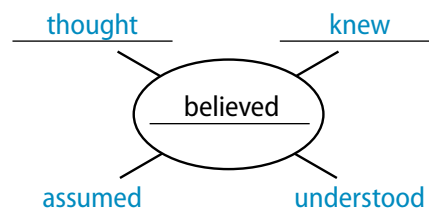
Remind students that they have learned how to decide which synonyms of a word fit in a particular context and which do not. Display **eVisual 5.33**.

**Vocabulary Strategy Practice****Word List**

believed materials catch

Sample Sentence

Based on her observations, Erica believed that snow fences with thick boards would work the best.

Word Web

NGReach.com Vocabulary Strategy: eVisual 5.33



INTERACTIVE WHITEBOARD TIP: Have students add synonyms to the word web.

Remind students that synonyms can have slight differences in meaning. Explain that students will review the meaning of each synonym and then decide which of the meanings best fit the context. Model with *believed*: *I look up synonyms for believed and find thought, knew, assumed, and understood. If I try each synonym in the context, only thought really works because David didn't know or understand for sure. She also didn't assume because she tested her idea.*

Have partners draw word webs for *materials* and *catch*. Explain that partners will take turns looking up each word in the thesaurus and filling in a web with synonyms. Then they will find each word in a sentence in **Practice Masters PM5.28–PM5.29**. They will determine which synonyms fit the context and circle them on each word web.

Check & Reteach**OBJECTIVE:** Synonyms

Review partners' word webs to see if they were able to list synonyms and determine the best synonyms for the context. If students have difficulty determining appropriate synonyms, support the process by asking questions about *energy*:

- *Why isn't "hardware" a good synonym for materials?* (because "hardware" describes tools. Erica needed different kinds of materials.)
- *Why does things make sense in the context?* (because Erica was using a variety of materials)

Academic Talk

3 Discuss Discovery

Explain: *Think about shades of meaning in the words used to describe the process in “Good Fences.” Erica David was more certain about some things than she was about others.* Have students work with a partner to find these words (*observed, saw, wondered, thought, noticed, knew, understood, believed, tested, and concluded*) on **Practice Masters PM5.28–PM5.29**. Then discuss what these words show about the different stages of the scientific discovery process.

Writing

4 Write in Sequence


Introduce the activity: *Now you will write a paragraph describing the scientific process that Erica followed.* Model the process using the steps of another scientific experiment, such as the following.

Think Aloud	Write
<i>I'll describe the first step in the scientific process.</i>	Ben Franklin believed that lightning carried electricity. He wondered how to prove it.
<i>Then I'll describe the next steps the scientist took.</i>	Ben gathered information about how electricity is drawn to metal. He predicted that lightning would be drawn to a metal object in the sky.
<i>Finally, I'll explain how the scientist tested the hypothesis and what the conclusion was.</i>	Ben tied a metal key to a kite and sent the kite in the air during a lightning storm. The lightning was drawn to the key. He had proven that lightning carried electricity.

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

Have students write the steps in the scientific process described on **Practice Masters PM5.28–PM5.29**. Have students share their paragraphs and then add their sequences to their Weekly Writing Folders.

See **Differentiate**



WRAP-UP Have student pairs imagine they are scientists studying caimans in South America. The caimans are disappearing. Have them describe the steps they would take to find out why and share their answers.

Differentiate

EL English Learners

ISSUE Students lack the language skills to explain the process.

STRATEGY Have students draw cartoon strips or storyboards that show the steps in the process. Beneath each cartoon, have students write captions or labels to tell about or name each step.

BL Below Level

ISSUE Students have difficulty sequencing the steps in the process

STRATEGY Write the steps on sentence strips and have students put them in the correct order as they read the selection.

OBJECTIVES

Thematic Connection: Changes in Soil

- ✓ Relate Words: Synonyms
- ✓ Use and Compare Text Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM5.1

Mark-Up Reading: Practice Masters PM5.28–PM5.29

TECHNOLOGY ONLY


Vocabulary Strategy: eVisual 5.34

Venn Diagram: eVisual 5.35

Power Writing

Have students write as much as they can as well as they can in one minute about good descriptions.

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



WARM-UP

Give small groups a sentence that describes a situation, such as: *My dog tore my favorite shirt. I was so _____.* Have them choose a word to fill in the blank and list synonyms. The group with the most synonyms wins.

Vocabulary Practice

1 Synonyms ✓

Remind students that they have learned to use a thesaurus to find synonyms and to choose which synonym best fits a context. Display **eVisual 5.18**.



Vocabulary Strategy Practice

It was wet outside. The trees were wet. The ground was wet. When I ran outside to bring in the paper, the wet grass soaked my shoes. Back inside, I opened up the wet newspaper. The forecast was for two more days of wet weather.

Synonyms for wet: rainy, drenched, dripping, soaked, damp, sodden, soggy, drizzly

NGReach.com

Vocabulary Strategy: eVisual 5.34



INTERACTIVE WHITEBOARD TIP: Have students write synonyms for *wet* on the lines provided.

Explain that choosing strong synonyms helps make a passage more interesting. Model: *In the second sentence, I could describe wet trees as rainy, drenched, or dripping. Dripping works the best because it creates a picture in the reader's mind.*

Have partners copy the paragraph and use a thesaurus to create a list of synonyms for *wet*. Then have partners take turns replacing *wet* with appropriate synonyms. When they have rewritten the paragraph, have students discuss how using synonyms affects both its clarity and effectiveness. Ask: *What would writing be like without synonyms?* (Possible response: The sentences would sound similar.)

COMMON CORE STANDARDS

Reading

Use Text Features CC.3.Rinf.5

Writing

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

Speaking and Listening

Draw on Information to Explore Ideas CC.3.SL.1.a

Language and Vocabulary

Choose Words for Effect CC.3.L.3.a

Understand Word Relationships CC.3.L.5

Understand Nuances CC.3.L.5

Check & Reteach

OBJECTIVE: Synonyms ✓

Review partners' paragraphs to check if students used synonyms effectively.

If students have difficulty choosing appropriate synonyms, reteach by supporting the process with questions such as these:

- *Would you describe wet weather as rainy or soaked?* (rainy)
- *Would you describe wet grass as soggy or drizzly?* (soggy)
- *Would you describe a wet newspaper as rainy or damp?* (damp)


Name _____ Date _____

Mark-Up Reading

Good Fences

 by Lisa Schneider

Biting winds. Freezing temperatures. Snowdrifts the size of houses. For people who live in Wyoming, winter can be a challenge. **For animals kept outdoors there, winter can be a matter of life or death.**



▲ Snow fences trap blowing snow.

Ask a Question
Eleven-year-old Erica David understood this danger because she raised goats, sheep, and pigs. Erica wanted to give her animals the best possible protection. **She knew that snow fences helped to protect animals. So she wondered if snow fences could be built to work better.**

Do Research
 First, Erica gathered information. **She learned that snow fences slow and "catch" blowing snow. This prevents snow from building up on highways or animal pens.** Was there a way to catch more snow?

Form a Hypothesis
 Erica thought about two possible ideas, or hypotheses, to improve snow fences. **Her first idea was to change the thickness of the boards used in the fences. The second idea was to change the spacing between the boards.** Next, she would test her ideas to see if either one worked.

Explanation: Because Erica raised animals, she knew that snow was a danger. She knew snow fences protected animals, but she wondered if the fences could be better. When Erica learned how fences slow and catch snow, she thought about using thicker boards or different spacing between them.

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Name _____ Date _____

Mark-Up Reading

Good Fences

 (continued)

Test a Hypothesis
 Erica built models of six fence designs. She used a fan to blow detergent "snow" onto the models. In three models, the boards were a different thickness but had the same spacing. In the other three, the thickness was the same, but the spacing between them was different.



▲ Erica changed the boards' thickness and spacing.

Erica observed that thick boards seemed to catch the most "snow."

Erica's next step was to test this idea on real snow and fences. With her dad's help, she built three, 3-foot tall snow fences. The boards were a different thickness in each fence but all had the same spacing. Erica measured the wind speeds behind each fence. **The fence with the thickest boards slowed the wind the most. As a result, it caught the most snow.**

Draw a Conclusion
Erica concluded that snow fences with thick boards would work best to protect her animals. Over the next several years, Erica worked to improve her snow fence designs. She even worked with a local company to see how snow fences might be used to conserve water. Today, both animals and people are benefitting from Erica's work.

Explain how ideas are related. Erica learned that fences with thick boards catch the most snow because they slow the wind the most. Erica has used her ideas to see how snow fences might conserve water.

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Review and Integrate Ideas

2 Use Text Features ✓

Explain that students will identify the text features in **Practice Masters PM5.28–PM5.29** and explain how each feature helps them locate information in the text. Create a chart like the one below. Model the process by completing sample entries for a text feature. Then have students copy and complete the chart.

Text Feature	How I Can Use
title	It can help me understand the topic of the article.
subheads	I can use these to locate specific steps in the scientific process she used.
signal words	I can use these to find out the order in which events happened.
diagram	This helps me to see how Erica planned to change the design of the fences and how the two designs compare to each other.
captions	They give me more information about how snow fences work and how they are designed.



Daily Language Arts

Daily Spelling and Word Work ✓

Test page T327k

Daily Grammar ✓

Have students find the possessive adjective in the last paragraph on **Practice Master PM5.29**. (*her*) Then use page T327n to review and assess students' understanding of possessive nouns and possessive adjectives.

Daily Writing Skills ✓

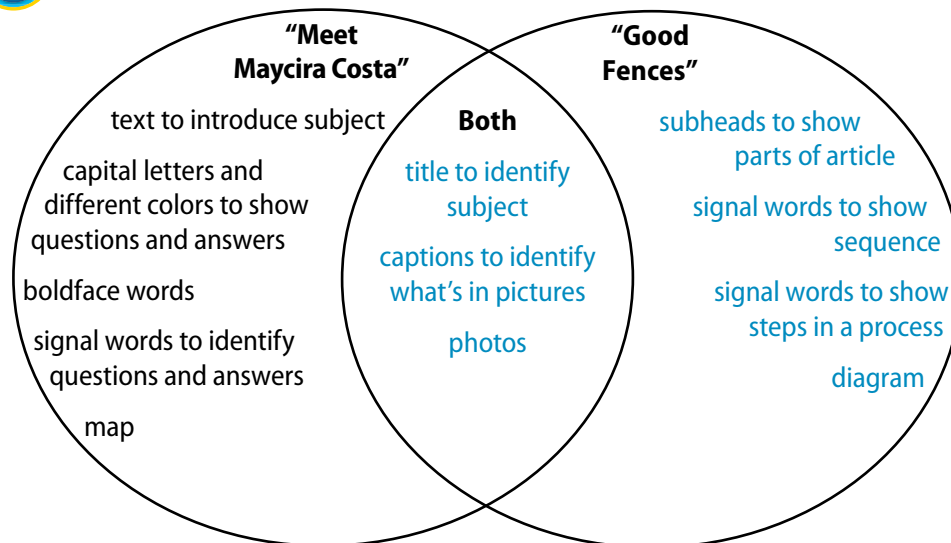
Review the last paragraph on **Practice Master PM5.29**. Ask: *What detail could you use to support the opinion that Erica David does important work?* (She helped ranchers to better protect their animals.) Then use page T327p to review and assess students' understanding of how to support opinions in writing.

3 Compare Text Feature ✓

Explain to students that they will compare the text features in "Meet Maycira Costa" to those in **Practice Masters PM5.28–PM5.29**. Display **eVisual 5.35**.



Venn Diagram



NGReach.com Venn Diagram: eVisual 5.35



INTERACTIVE WHITEBOARD TIP: Have students complete the chart.

Explain that students will use the diagram to compare the text features in the interview and the article. Model the process: *Both the interview and the article use a title to identify the topic.*

Differentiate

SN Special Needs

ISSUE Students cannot identify the features on the pages.

STRATEGY Cut poster board into various sizes and distribute. Cut a "window" in one piece about the size of the titles, subheads, and signal words. Cut another with a "window" that fits photos and maps. Have students use these to focus on specific features.

AL Above Level

ISSUE Students satisfy the minimum requirement for the assignment.

STRATEGY Challenge students to use precise, vivid language in describing the text features of the interview and the article.

Check & Reteach

OBJECTIVE: Compare Text Features ✓

Review students' charts to check if they are able to describe the text features.

If students have difficulty comparing text features, reteach by asking questions such as the following: *Which text uses subheads to identify parts?* (article) *Which text uses signal words to identify questions and answers?* (interview) *Which text uses photos to support text?* (both)

Writing

4 Write About Text Features

Introduce the activity: *Now you will write a paragraph that identifies the text features you found most helpful in reading "Meet Maycira Costa" and Practice Masters PM5.28–PM5.29 and explain why.* Give students time to review the features. Have students share their paragraphs and add them to their Weekly Writing folders.

See **Differentiate**

Academic Talk

5 Relate Readings to the Big Question

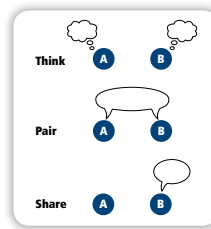
Have students recall the unit’s Big Question: What causes matter to change? Introduce the activity: *Think about “Quicksand: When Earth Turns to Liquid,” “Meet Maycira Costa,” “Good Fences,” and a Small Group Reading book you have read. What do these selections show about changes in matter and how they affect other things?*

Model a response to the question for the article “Quicksand: When Earth Turns to Liquid”: *Underground water can cause solid ground to act like a liquid. When this happens, people and other things can sink down a little.*



Use a **Think, Pair, Share** to have students continue discussion about how the readings relate to the Big Question.

- Have students think about the causes and effects of changes in matter they explored in their readings. Use questions to prompt their thinking:
 - *Based on the selections you read, why are there myths about changes in matter?*
 - *How can we learn about changes in matter?*
 - *How do people cause changes in matter?*
 - *How do changes in matter affect people lives?*
- Have partners discuss the topic.
- Have students individually share information with the class.



Think, Pair, Share

Best Practices

Encourage Respect Encourage students to validate each other’s point of view. Provide examples:

- *That’s an interesting point.*
- *I hadn’t thought of that, but it makes sense.*
- *Thanks for explaining what you mean.*

WRAP-UP Explain: *Quicksand, wetlands, and tar pools are all natural features created by changes in matter. Other such features are glaciers (snow changing to ice), geysers (water changing to steam), and rain clouds (gas changing to water.) Which of these features seem threatening? Which seem helpful?* Have students vote by a show of hands to indicate whether they find each feature threatening or helpful.

OBJECTIVES

Thematic Connection: Changes in Soil
✔ Write a Literary Response: Organization

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Writing Rubric: Assessment Master A5.44

TECHNOLOGY ONLY

Writing Trait: Organization: eVisual 5.30

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

COMMON CORE STANDARDS

Writing

Write Opinions on Topics	CC.3.W.1
Introduce the Topic, State an Opinion, and Create a Structure	CC.3.W.1.a
Provide Reasons	CC.3.W.1.b
Link Opinions and Reasons	CC.3.W.1.c
Provide a Concluding Statement or Section	CC.3.W.1.d
Group Related Information	CC.3.W.2.a
Plan, Revise, and Edit Writing	CC.3.W.5
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
Form and Use Possessives	CC.3.L.2.d

Study a Model

Read the Literary Response Anthology page 336

Read aloud the prompt and the model on **Student eEdition** page 336. Then have volunteers read aloud the notes next to the student sample and identify the features of the model literary response (writer's opinion, details that support the opinion and develop the writer's ideas, and an ending that makes the writing feel complete).

Review the Trait: Organization

Display and read aloud **eVisual 5.30**.



Writing Trait: Organization

A literary response that is well-organized:

- begins with an opinion statement.
- includes details that support reasons for the writer's opinion.
- includes a satisfying ending.

[NGReach.com](https://www.ncreach.com) Trait: Organization: eVisual 5.30



INTERACTIVE WHITEBOARD TIP: Place a check mark next to each point as you explain it.

Explain each element of the writing trait and elaborate: *Your opinion statement should also give a reason why you like or dislike the selection. Then you should add details that support your reason.* Point out the reason included in Maria's opinion statement in the model (because it was funny and full of surprises) and explain how each detail supports either how the story was funny or how it was full of surprises. Have students find other examples of organization in the model.

Prewrite

Choose a Topic Anthology page 337

Have students reread the prompt. Then ask questions, such as *What is the writing form?* to unpack the prompt and begin completing a RAFT.

Role: Critical reader

Audience: Other students

Form: Literary response

Have a volunteer read aloud step 1 on page 337. Then have partners use the language frames to talk about their ideas. Then have each student choose a selection to review and complete a RAFT.

Gather Information Anthology page 337

Have a volunteer read step 2. Have students review the selections that they have chosen, looking for details that might have led them to form their opinions.

Writing Project

Write as a Reader

Write a Literary Response

Describe how you felt about one of the selections you read in this unit. Share your opinions with your classmates during a Reader's Circle.



Study a Model

In a literary response, you give your opinions, or personal feelings, about a selection. You support your opinion with details.

Melt the Snow!

by Maria Montes

reviewed by Rachel Zimmerman

Melt the Snow! is a wonderful play about an ant trapped by a snowflake. I liked it because it was funny and full of surprises.

First, I laughed when Hormiguita's leg got caught by the snowflake. I would never have thought that a snowflake could trap someone!

I was also surprised that none of the strong characters could help the ant. For example, Sun couldn't help because it was covered by Cloud. Cloud couldn't move without Wind.

Finally, I liked how little Mouse was the hero. I was happy that he helped Hormiguita and saved the day!

The beginning gives a short summary of the play and the writer's opinion.

The writer develops her ideas with details from the play. She presents her ideas in an interesting way.

The ending makes the writing feel complete.

336

Prewrite

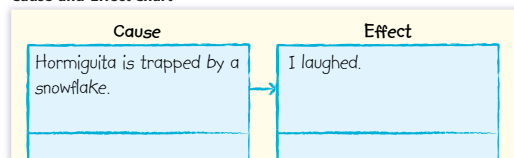
1. **Choose a Topic** With a partner, review the selections in this unit. Talk about how you reacted to each one.

Language Frames	
Tell Your Ideas I thought the selection was _____. When I read the selection, I felt _____. My favorite part of the selection was _____.	Respond to Ideas I'm surprised you thought _____. Can you explain why? I don't understand what you mean by _____. Can you say it another way? What parts of _____ did you like the best?

2. **Gather Information** How will you explain your response? Find details in the selection that support your opinion and develop your ideas.

3. **Get Organized** A cause-and-effect chart is one way to organize your thoughts.

Cause-and-Effect Chart



Draft

Use your chart to help you write your draft. State your opinion clearly. Use details from the selection to develop your ideas.

337

Anthology
pages 336–337

Get Organized

Anthology page 337

Have a volunteer read step 3 aloud. Draw students' attention to the graphic organizer and explain how to use a cause-and-effect chart to organize ideas. Clarify: *In the Cause box, write a detail that happened in the story. In the Effect box, write how you reacted to the detail.* Have students use cause-and-effect charts to organize their thoughts.

Draft

Write Ideas

Anthology page 337

Invite a volunteer to read the instructions aloud. Provide students with some guidelines for developing opinions about the work they will review.

- *You do not have to agree with the writer to have an opinion about the work. You may want to give reasons you liked the work and reasons you did not.*
- *Your review should focus on what happened in the selection, but you can also use your personal experiences to help form your opinion. These experiences help explain and support your opinion. For example, Maria did that in her review of Melt the Snow! She did not think a snowflake could trap someone.*

See **Differentiate**

Differentiate

EL English Learners

ISSUE Students lack language proficiency to link reasons to opinions.

STRATEGY Provide frames, such as:

- I _____ the story because _____.
- The part about _____ shows _____.

AL Above Level

ISSUE Students are distracted by unrelated knowledge about a detail in a selection.

STRATEGY Prompt with questions, such as:

- *How does that idea relate to an idea in the selection?*
- *What cause or effect does that idea relate to?*



Daily Language Arts

Daily Spelling and Word Work ✓

Practice pages T327k–T327l

Daily Grammar ✓

On **Anthology** page 336, point to the possessive noun *Hormiguita's* in the second paragraph of the model. Then use pages T327m–T327n to have students practice forming and using possessives.

Daily Writing Skills ✓

Explain that the added text after the second bullet on **Anthology** page 338 is a reason that supports the writer's opinion. Use pages T327o–T327p to have students practice writing opinions, supporting reasons, and concluding statements.

Revise

Read, Retell, Respond **Anthology** page 338

Read aloud step 1 on page 338. Have partners take turns reading their literary responses to each other and then retelling what they have heard. Then have them hold peer conferences to aid in revising. Model how to offer feedback: *I understand that you really liked that little Mouse was the hero. But can you better explain why you liked that idea?*

Make Changes **Anthology** page 338

Read aloud the instructions and guide students through the instructions and sample changes on page 338. Have students explain the changes in response to questions, such as:

- *In the first revision, why did the writer edit the sentence?* (The change adds a reason for the opinion.)
- *In the second revision, why did the writer add a second sentence?* (The second sentence adds details that support the reason for the opinion.)

Have students use Revising Marks to improve their drafts. Remind them to make sure that they begin with an opinion and a reason for it and include a satisfying ending. Remind them to be sure that the reasons for their opinions are clearly supported with details from the selection.

See **Differentiate**

Edit and Proofread

Check the Literary Response **Anthology** page 339

Have students work with partners to edit and proofread their literary responses. Have them check usages of possessive nouns and possessive adjectives, with particular attention to punctuation. Then have students edit and proofread their drafts, focusing on any Week 4 spelling words they may have used.

Differentiate

BL Below Level

ISSUE Students have difficulty organizing their ideas to support reasons for their opinions.

STRATEGY Have students list what they liked or did not like about the selections. Then have them organize the lists in order of significance to them personally. Tell students to use these lists in their essays.

SN Special Needs

ISSUE Students have difficulty tracking ideas in their drafts in order to make changes.

STRATEGY Remind students that every cause should have at least one effect and vice versa. Have students use their cause-and-effect charts to check that each cause is related to an effect in their drafts.

Writing Project, continued

Revise

- 1. Read, Retell, Respond** Read your draft aloud to a partner. Your partner listens and then retells your response. Next, talk about ways to improve your writing.

Language Frames	
Retell You thought the selection was _____. Your reasons were _____. Some details you used to support your opinion were _____.	Make Suggestions I'm not sure what your response to _____ was. Can you say it more clearly? I don't think _____ is a strong reason. You didn't include many details. Maybe you could add _____.

- 2. Make Changes** Think about your draft and your partner's suggestions. Then use the Revising Marks on page 573 to mark your changes.

- Is your opinion or response clear? If not, try rewording it.

I liked it a lot. *because it was funny and full of surprises.*

- Use details from the selection to support your reasons.

I was also surprised that none of the strong characters could help the ant. *For example, Sun couldn't help because it was covered by Cloud.*

Edit and Proofread

Work with a partner to edit and proofread your literary response. Check that you used possessive nouns and adjectives correctly. Use the marks on page 574 to show your changes.

Punctuation Tip

Always use an apostrophe (') with a possessive noun.

- Hormiguita's leg
- the students' play

Publish

- 1. On Your Own** Make a final copy of your literary response. Read it to a partner who wrote about the same selection. Compare your ideas.

Presentation Tips	
If you are the speaker...	If you are the listener...
Read slowly and clearly.	Compare the speaker's ideas to your own.
Look up once in a while to make sure your reader understands what you are saying.	Tell whether you agree or disagree, and why.

- 2. With a Group** Form a Reader's Circle to discuss the selections you read. Ask one another questions about your responses and make comments. You could also start a Reader's Blog and share your ideas that way.



Anthology
pages 338–339

Publish

On Your Own Anthology page 339

Have students write final drafts of their literary responses. If possible, pair students who have reviewed the same selections. Have partners discuss what they liked or disliked about the selections, and how they could make each literary response stronger. Students may also post their responses on a class Literary Responses bulletin board.

Use the **Writing Rubric** to assess each student's literary response. Then have students add their literary responses to their Weekly Writing folders.

With a Group Anthology page 339

Have a volunteer read aloud the instructions. Encourage students to post their literary responses in the library for students in other classes to read.

Writing Rubric

Score Point	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Presentation
4	The writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's organization is smooth and logical. The writer uses appropriate transitions and cohesive devices.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.
3	Most of the writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's organization is smooth and logical. The writer uses appropriate transitions and cohesive devices.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.
2	The writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a clear structure and purpose. The writer's organization is smooth and logical. The writer uses appropriate transitions and cohesive devices.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a clear focus and a strong main idea. The writer's purpose is clear. Details are accurate and relevant. The writer shows a deep understanding of the topic.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.	Most of the writing has a unique voice and tone. The writer's language is appropriate for the purpose and audience.
1	The writing does not have a clear focus and a strong main idea. The writer's purpose is unclear. Details are inaccurate and irrelevant. The writer shows a shallow understanding of the topic.	The writing does not have a clear structure and purpose. The writer's organization is not smooth and logical. The writer does not use appropriate transitions and cohesive devices.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the purpose and audience.	The writing does not have a clear focus and a strong main idea. The writer's purpose is unclear. Details are inaccurate and irrelevant. The writer shows a shallow understanding of the topic.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the purpose and audience.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the purpose and audience.	The writing does not have a unique voice and tone. The writer's language is not appropriate for the purpose and audience.

Week 4 Assessment & Reteaching

= TESTED

Assess

OBJECTIVES

Reading

- Comprehend Character and Plot
- Compare Points and Details
- Use Text Features: Search Tools
- Explain Text Structure: Cause and Effect
- Use and Compare Text Features
- Make Connections to Comprehend Text

ASSESSMENTS

Reading Comprehension Test
Directions: Read the story. Then answer the questions about the story.

The Secret of Sand

Stella can enjoy the beach for the sand building contest. She'd been looking forward to this all week. She wrote her name on a contest entry form at the judge's table and found a place on the beach to build her best sand animal with a prize. Stella decided to build a lion. She imagined a brave lion with its head lifted high.

Stella gathered a pile of sand. She started to create her lion, but the sand wouldn't stay together. Over and over, the sand fell apart each time she tried to shape it. She continued to try, but time was passing quickly. Just as Stella made part of the lion's face, the sand fell apart once again.

Stella looked around at the row of sand animals forming around her. "What's the secret to building with sand?" Stella wondered.

Maya saw that Stella was having trouble. Maya knew the secret to working with sand. Stella's sand was too dry. Maya brought Stella a bucket. She whispered, "Here's some water. Keep trying."

Stella began again, but this time she wet the sand with the water. The sand stayed together "Oh!" she exclaimed. "Wet sand holds its shape!" Stella and Maya finished building the lion, and it was amazing!

AS.26

Reading Comprehension Test
1. In the first paragraph, Stella is —
 a. brave.
 b. excited.
 c. curious.
 d. worried.

2. What happens when Stella uses dry sand?
 a. The lion falls apart.
 b. Stella finishes the lion.
 c. Stella imagines the lion.
 d. The sand holds its shape.

3. Maya says, "Here's some water. Keep trying!" Maya's words show that she is —
 a. shy.
 b. proud.
 c. helpful.
 d. puzzled.

AS.27

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 score.

Ask: *What do you do when you are reading? How do you know if you understand what you are reading? What do you do to understand better? How do you do it?*

Plan and Monitor	Reading Strategy Rubric				Main Inference
	4	3	2	1	
1. The student reads and monitors for comprehension. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.	4	3	2	1	1. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.
2. The student reads and monitors for comprehension. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.	4	3	2	1	2. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.
3. The student reads and monitors for comprehension. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.	4	3	2	1	3. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.
4. The student reads and monitors for comprehension. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.	4	3	2	1	4. The student uses a strategy to help understand what is read. The student uses a strategy to help understand what is read.

SGS.30

Reading Comprehension Unit Test
A5.26–A5.31

Reading Strategy Assessment
SG5.30–SG5.31

Fluency

- Phrasing
- Accuracy and Rate

Oral Reading Assessment

What is matter? Matter is everything that takes up space. Matter is all around you. Matter usually comes in one of three states. Those states are solid, liquid, and gas. Water, for example, can be a solid, a liquid, or a gas.

Water is solid when it's very cold. Think of ice and snow. These are forms of solid water. Solid matter has a size and shape of its own. Liquid matter is different. Liquids have no shape of their own. They take the shape of the container they are in. You can see liquid water do this whenever you pour water to drink. You can also find water as a gas when liquid water evaporates into the air. Gases also have no size or shape of their own. You often cannot see gases.

Matter can change from one state to another. The change often depends on the temperature of the matter. Water can turn from solid to liquid to gas, for example, to turn ice into liquid, its temperature has to reach the melting point of ice. This is 32 degrees Fahrenheit or zero degrees Celsius. To turn liquid water into a gas (water vapor), its temperature has to reach the boiling point of water, which is 212 degrees Fahrenheit or 100 degrees Celsius.

When water reaches its melting point or boiling point, its temperature will stay the same while the water changes from one state to another. Afterward, the temperature will begin to go up or down again.

AS.1

Oral Reading Assessment

Accuracy	Reading Rubric				Fluency
	4	3	2	1	
1. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.	4	3	2	1	1. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.
2. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.	4	3	2	1	2. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.
3. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.	4	3	2	1	3. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.
4. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.	4	3	2	1	4. The student reads with accuracy. The student reads with accuracy. The student reads with accuracy.

AS.2

Oral Reading Assessment

Ask the student about his or her reading. You can prompt the student with questions such as:

- Do you have any problems reading the passage? If so, what are they?
- 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 very expressive. You read clearly and you read fast."
- Make suggestions about what improvements are needed, for example, "The next time you read, try to read more slowly and clearly."
- If you asked the student to read 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.

AS.3

Oral Reading Assessment
A5.1–A5.3

Use these passages throughout Unit 5. Work with Below Level students this week.

Vocabulary and Spelling

- Use Domain-Specific Words
- Use Academic Words
- Relate Words: Antonyms
- Relate Words: Synonyms
- Spell Words with r-Controlled Vowels: /ar/ air, ear; /ir/ ear, eer
- Use Commonly Misspelled Words Correctly

Vocabulary Test
Directions: Read the question. Choose the correct answer.

1. What is a synonym for **quickly**?
 a. fast
 b. soon
 c. quickly
 d. smoothly

2. What is a synonym for **catch**?
 a. air
 b. sun
 c. dirt
 d. water

AS.32

Vocabulary Test
Directions: Choose the answer that completes the sentence correctly.

3. What is an antonym for **over**?
 a. after
 b. under
 c. behind
 d. around

4. All the different rocks are **interesting**.
 a. soft
 b. pretty
 c. unattractive
 d. unattractive

AS.33

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

Words with r-Controlled Vowels: /ar/ air, ear; /ir/ ear, eer

- affairs People have weddings and other fancy **affairs** in the community center.
- bearing The mule pulled a wagon **bearing** lamps of coal.
- beard The miner got over mud in his long **beard** each time he leaned over to get for gold.
- clear The water is **clear**, so we can see the lake bottom.
- deer A buck led a herd of **deer** across the rocky ground.
- disappear If I step in that mud, my feet will **disappear** beneath it.
- dreary The big storm made it gray and **dreary** outside, and we cancelled our picnic.
- gear The geologist packed his rock-hunting **gear** in his backpack.
- pairs The scientists handed out **pairs** of gloves so we could take soil samples.
- peered I **peered** closely at the earthworm to watch it wiggle.
- rear The gopher tortoise dug a **rear** entrance to its den so it could escape quickly.
- sear I **sear** wet soil in a thin layer to look at it.
- upstairs We saw muddy tracks going **upstairs** to the bedroom.
- wears Over thousands of years, the wind **wears** down rocks.
- yearly We plow the soil once a year, or **yearly** in spring.

Watch-Out Words

- ate Today, we **ate** spaghetti with tomato sauce.
- eight I have **eight** tomato plants, so I can make lots of sauce.
- face Picking all the tomatoes didn't **face** me, so I felt fine.
- phase However, after the cooking **phase**, I was very tired.

Vocabulary Unit Test
A5.32–A5.34

Spelling Pretest/ Spelling Test
T327k

Grammar and Writing

- Use Adjectives
- Use Comparison Adjectives
- Use Adjectives and Articles
- Use Demonstrative Adjectives
- Use Possessive Nouns and Possessive Adjectives
- Support Opinions

Writing, Revising, and Editing Test
Directions: Read the paragraph. Then answer the questions.

I visited Aunt Chris this summer. Aunt _____ husband is Jack. Jack is _____ favorite uncle. He and Aunt Chris live in Oklahoma. _____ house is on the prairie. It has not rained in two months. The garden has dried up. All the _____ leaves are turning brown. I sure hope it rains soon!

1. Choose the answer that goes in Blank 1.
 a. Chris
 b. Chriss
 c. Chriss'
 d. Chriss

2. Choose the answer that goes in Blank 2.
 a. his
 b. my
 c. her
 d. her

3. Choose the answer that goes in Blank 3.
 a. Chris
 b. Our
 c. Chriss'
 d. Their

4. Choose the answer that goes in Blank 4.
 a. plants
 b. plant's
 c. plant
 d. plants

AS.35

Writing, Revising, and Editing Test
Directions: Read the paragraph. Then answer the questions.

It has been a very rainy year. It is the most terrible winter we have ever had! Several streets in our town are flooded. So many cars get stuck in the flood yesterday! Mr. Greenbergs blue car is still stuck. That is her car on the right. The other car belongs to my parents. It is your family's car. Both cars are completely under water!

5. What is the correct way to write sentence 1?
 a. It
 b. It has been a very rainy year.
 c. It has been a very rainy year.
 d. She has been a very rainy year.
 e. Correct as is

6. What is the correct way to write sentence 2?
 a. This is the most terrible winter we have ever had!
 b. This is the most terrible winter we have ever had!
 c. This is a most terrible winter we have ever had!
 d. Correct as is

AS.36

Writing Rubric

Writing	4	3	2	1
1. The student writes a clear and focused main idea or topic sentence. The student writes a clear and focused main idea or topic sentence.	4	3	2	1
2. The student writes a clear and focused main idea or topic sentence. The student writes a clear and focused main idea or topic sentence.	4	3	2	1
3. The student writes a clear and focused main idea or topic sentence. The student writes a clear and focused main idea or topic sentence.	4	3	2	1
4. The student writes a clear and focused main idea or topic sentence. The student writes a clear and focused main idea or topic sentence.	4	3	2	1

AS.44

Writing, Revising, and Editing Unit Test
A5.35–A5.39

Writing Rubric
A5.44

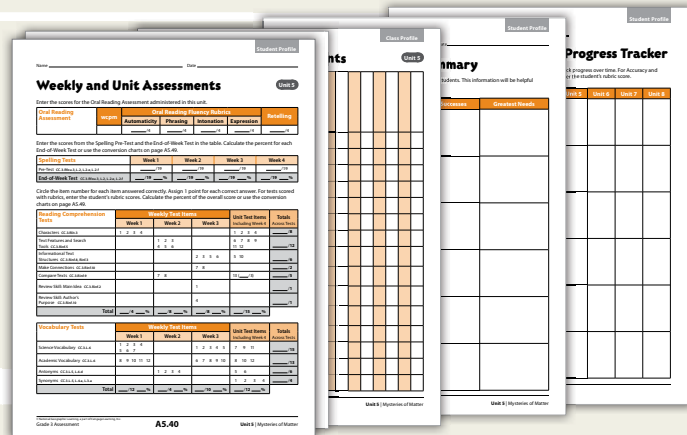


ExamView®



Reteach and Practice

REPORTS



PRINT & ONLINE Report Forms

- Student Profile: Weekly and Unit Assessments** A5.40–A5.41
- Class Profile: Weekly and Unit Assessments** A5.42
- Student Profile: Strengths and Needs Summary** A5.43
- Student Profile: Oral Reading Assessment** A1.3
- Progress Tracker**

RESOURCES AND ROUTINES

Reading

RETEACH

- Use Text Features: Reteaching Master RT5.10**
- Relate Ideas: Reteaching Master RT5.11**
- Make Connections: Reteaching Master RT5.12**

ADDITIONAL PRACTICE

Comprehension Coach NGReach.com

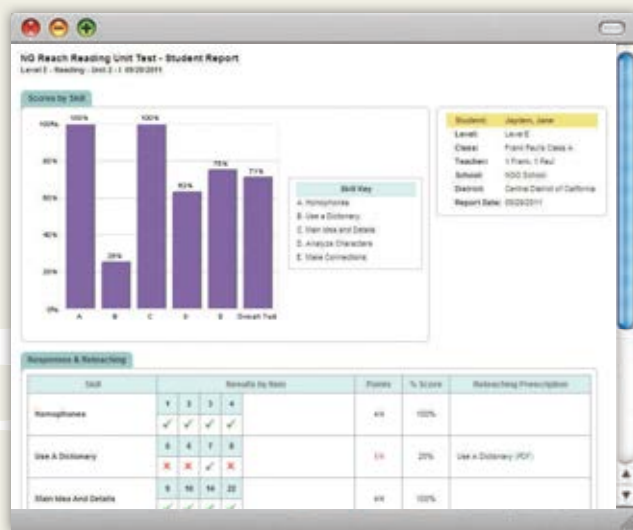
Fluency

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 T327k–T327l

Grammar and Writing

RETEACH

- Adjectives, Demonstrative Adjectives, and Articles: Anthology Handbook, pages 586, 590–591**
- Writing: Reteaching Writing Routine, page BP51**
- Writing Trait: Organization: Reteaching Master RT5.13**

ADDITIONAL PRACTICE


More Grammar Practice PM5.31

Daily Writing Skills Practice, pages T327o–T327p

See Weeks 1–3 for additional reteaching resources.

Unit 5 Wrap-Up


?
BIG Question What causes matter to change?



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 an Explanation

Choose one example on your concept map. Explain how matter changes and what makes it change.

340

Anthology
pages 340–341

OBJECTIVES

Thematic Connection: States of Matter
Review Content

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Unit Concept Map: Practice Master PM5.1

COMMON CORE STANDARDS

Writing

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

Speaking and Listening

Draw on Preparation to Explore Ideas CC.3.SL.1.a

Unit 5 Wrap-Up

Share Your Ideas

Choose one of these ways to share your ideas about the **Big Question**.

Write It!

Write a Blog

Think of a time when you went on a camping trip or somewhere else outdoors. Tell how changes in matter affected you. Did it snow? Did the ground become muddy? Share your personal experience in a blog.

Talk About It!

Give a Weather Broadcast

Work with a classmate. Pretend you are a weather team. Report on the hottest or coldest day of the year. Tell what is happening outside.



Do It!

Perform a Dance

Get together with a group of classmates. Make up a dance to represent a solid, a liquid, or a gas. Perform your dance for the class.



Write It!

Classify Matter

Work with a partner. Look at objects in the classroom and out a window. List some of the objects. Write the name of each object under the word *Liquid*, *Solid*, or *Gas*.

341

Academic Talk

1 Talk Together Anthology page 340

Display the Big Question. Read aloud the first paragraph on page 340. Have students revisit **Practice Master PM5.1** 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 elaboration: *What different kinds of matter did you read about? How did each kind of matter change in the reading?*

Writing

2 Write an Explanation Anthology page 340

Read aloud the instructions. Point out that writing an explanation requires thinking about the information learned from a text and rephrasing it.

Ask volunteers to choose one example from their completed **Practice Master PM5.1**. Have students work independently to write a paragraph explaining how that form of matter can change. Have students share their paragraphs with partners.

Unit Projects

3 Share Your Ideas **Anthology** page 341

Read aloud the options. Depending on students' choices, have them: sit with partners (Talk About It, second Write It), meet in the center of the room (Do It group project), or work independently at their desks.

Write It!



MATERIALS

Computer with Internet access (optional)

Plan

Display "Rosie's Reports" from **Anthology** page 197 as a sample of a blog post. Tell students to think of an outdoor experience that could be described in a similar blog format.

Write a Blog

Ask students to consider the format of the example blog post. They should include a title and then write a narrative account of their experience. You may wish to have students create their posts on a computer or write them by hand.

Students may choose to post their entries to a class blog.

Write Narratives, Using
Descriptive Details

CC.3.W.3

Talk About It!



Plan

Students should work together to recall the hottest or coldest day that they can remember. Have them brainstorm words that describe what the weather felt like.

Give a Weather Broadcast

Have pairs work together to write a script for a television or radio weather broadcast. One student acts as the weather reporter in the field, while the other acts as the news anchor who is interviewing the reporter about the weather conditions. Each student should have lines to speak. When students are finished, ask them to rehearse their lines and then give the broadcast to the class.

Draw on Information to Explore Ideas CC.3.SL.1.a
Report on a Topic CC.3.SL.4

Do It!



Plan

Have the group imagine how solids, liquids, and gases move. Ask volunteers to call out words to describe the movements.

Perform a Dance

Allow students time to plan their movements. They may want to each pick a form of matter and interpret it individually, or they may want to split into solid/liquid/gas groups and plan coordinated movements.

After students have time to rehearse, ask them to perform the dance for the rest of the class. See if the audience can guess what movements stood for which forms of matter.

Draw on Information to Explore Ideas CC.3.SL.1.a

Write It!



Plan

Display a 3-column chart with the labels *solid*, *liquid*, and *gas*. Have students copy the chart.

Classify Matter

Partners work to find objects in and around the classroom. For each object that they choose, they should talk to each other to determine its form of matter. Students record the objects on their 3-column charts.

Remind students that they should include things in the *gas* column. They may not be able to see those things, but they do exist in the room.

Write Over Shorter Time
for Specific Tasks

CC.3.W.10

Unit 5 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



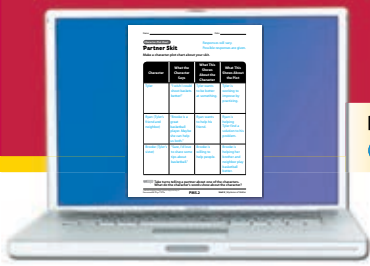
Read With Me MP3s



Sing With Me MP3s



Go to NGReach.com for practice resources.



Contents at a Glance

Practice Masters		Pages
Family Newsletter 5: English and Spanish		
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	Character-Plot Chart	PM5.2
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	Day 4: Grammar and Writing	PM5.4
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NATIONAL GEOGRAPHIC Reach



NEWSLETTER

Level D | Unit 5

Dear Family Member,

“What causes matter to change?” That is the big question we are exploring in this unit. To answer it, we are reading, writing, and talking about what happens when materials change from solid to liquid to gas. 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 the foods you have in your house. Which do you eat, and which do you drink? Share what you know about solid foods and liquid foods. Try to use some of the New Words in your discussion.
2. Work together to fill in the list below. In the first column, write the foods you eat. In the second column, write the foods you drink.
3. Remind your student to bring the completed list to class.

What We're Reading

Melt the Snow!

by Marisa Montes

In this play, a snowflake falls on a little ant. How will she get free?

“Saved in Ice”

A student sends an e-mail to a friend.

Attached to it is an article about an exciting discovery.

“Quicksand: When Earth Turns to Liquid”

by Kris Hirschmann

This science article gives facts about quicksand.

“Meet Maycira Costa”

by Nora Brook

In this interview, Explorer Maycira Costa explains what makes wetlands special.

And more!

Foods We Eat

Foods We Drink



New Words

Weeks 1 and 2

alter

melt

substance

form

occur

temperature

freeze

solid

thermometer

liquid

state

trap

Weeks 3 and 4

area

ground

water

combine

mixture


wetland

composition

sand

firm

surface

Learn and play with words.  [NGReach.com](https://www.NGReach.com)



NATIONAL GEOGRAPHIC Reach



BOLETÍN DE NOTICIAS

Nivel D | Unidad 5

Estimado miembro de la familia,

“¿Qué causa que la materia cambie?” Esa es la gran pregunta que estamos explorando en esta unidad. Para responderla, estamos leyendo, escribiendo y hablando acerca de lo que ocurre cuando los materiales cambian de sólido, a líquido o a gas. ¡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 los alimentos que tienen en casa ¿Cuáles son para comer y cuáles para beber? Compartan lo que sepan acerca de alimentos sólidos y alimentos líquidos. Intenten usar algunas de las Nuevas Palabras en su conversación.
2. Juntos, completen la lista que aparece abajo. En la primera columna, escriban los alimentos que comen. En la segunda columna, escriban los alimentos que beben.
3. Recuerde a su estudiante traer la lista completa a clase.

Qué estamos leyendo

Melt the Snow!

por Marisa Montes

En esta obra, un copo de nieve cae sobre una hormiguita. ¿Cómo logrará liberarse?

“Saved in Ice”

Un estudiante envía un correo electrónico a una amiga. Anexo al correo va un artículo sobre un emocionante descubrimiento.

“Quicksand: When Earth Turns to Liquid”

por Kris Hirschmann

Este artículo científico nos informa acerca de las arenas movedizas.

“Meet Maycira Costa”

por Nora Brook

En esta entrevista, la exploradora Maycira Costa explica porqué los pantanos son especiales.

¡Y más!

Alimentos que comemos

Alimentos que bebemos



Nuevas Palabras

Semanas 1 y 2

alter
alterar

form
formar

freeze
congelar

liquid
líquido

melt
derretir

occur
ocurrir

solid
sólido

state
estado

substance
sustancia

temperature
temperatura

thermometer
termómetro

trap
atrapar

Semanas 3 y 4

area
área

combine
combinar

composition
composición

firm
firme

ground
suelo

mixture
mezcla

sand
arena

surface
superficie

water
agua

wetland
pantano

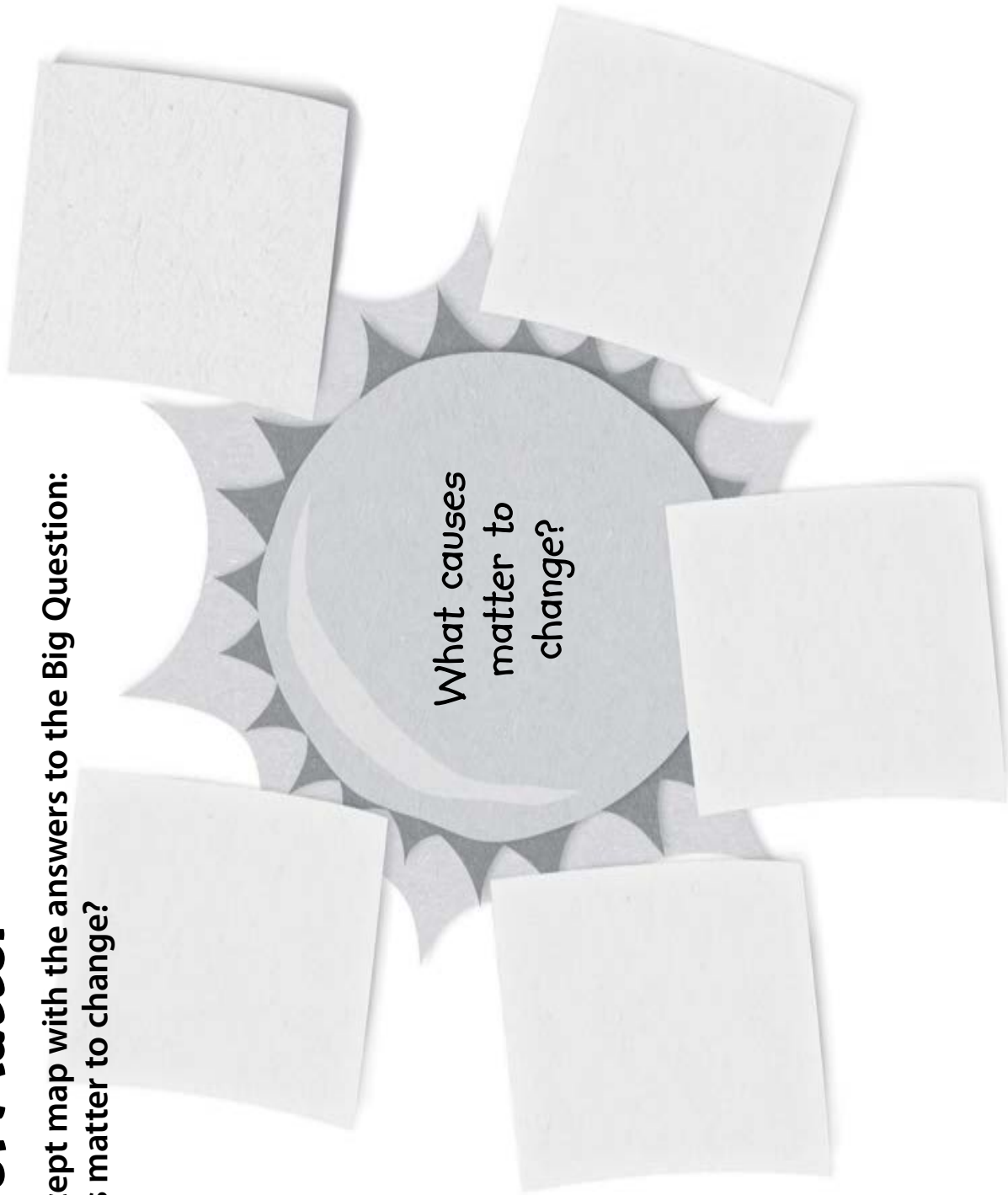
COPY READY

Aprenda y juegue con palabras. [NGReach.com](https://www.ngreach.com)

Unit Concept Map

States of Matter

Make a concept map with the answers to the Big Question:
What causes matter to change?



COPY READY

Character-Plot Chart

Partner Skit

Make a character-plot chart about your skit.

COPY READY

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot

 Take turns telling a partner about one of the characters. What do the character's words show about the character?

Grammar: Game

Rising Temperatures

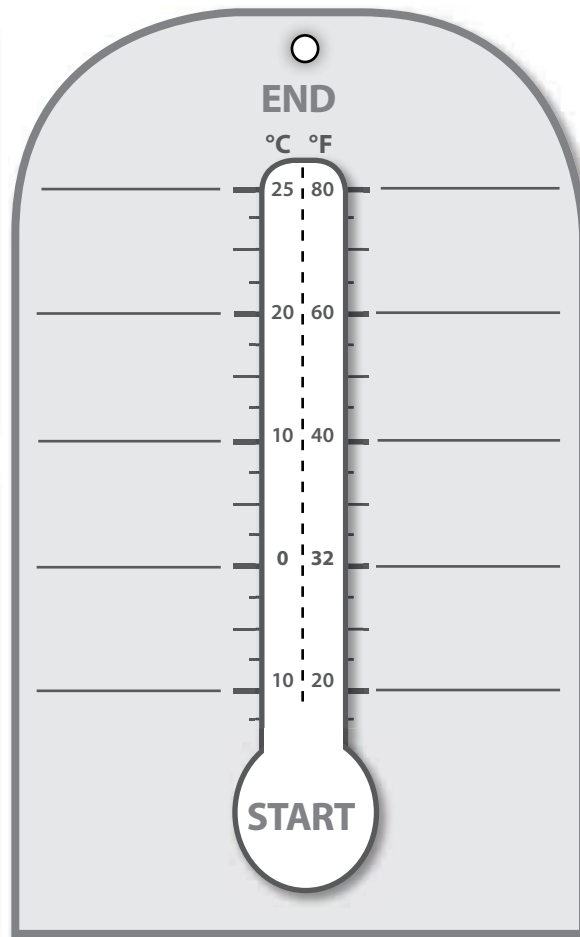
Directions:

1. Write your names below the thermometer.
2. Take turns choosing an adjective from the Adjectives box.
3. Use *-est* or *most* to say the correct form of the adjective for comparing three or more things. Then use it in a sentence with a noun from the Helpful Nouns box.
4. If your partner agrees the form is correct, put a checkmark beside the word and write the correct form in the first empty space above your name. Color the thermometer next to your adjective.
5. The player who reaches the END in fewer turns wins.

COPY READY

Adjectives	
___ warm	___ bright
___ beautiful	___ strong
___ powerful	___ exciting
___ gray	___ unusual
___ cold	___ dark

Helpful Nouns		
weather	day	summer
snow	clouds	fall
storm	week	blizzard
wind	month	rain
spring	fog	winter
year	sun	night



_____ Name _____ Name

Grammar: Grammar and Writing

Edit and Proofread

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

- adjectives that describe
- adjectives that compare two things
- adjectives that compare three or more things

Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
⊙	Add period.
^,	Add comma.

"It is ~~more~~^y colder tonight than it was today," Hormiguita says sadly. "Listen to that howling wind!" She pulls on a greener sweater.

"This winter has the low temperatures in many years," Mami says. She picks the colorfulest yarn from a basket full of knitting. Before starting to knit, she looks outside. She sees a grayer mouse blown like a tumbleweed by the wind. "Hormiguita, is that your friend?"

"Oh, poorest Mouse!" Hormiguita cries. Mami opens the door against the dangerousest wind of all. "Mouse, come in!"

Mouse rushes in. "You are oldest than Hormiguita," says Mouse, "so you must be Mami. I am the oldest one here, and this is the amazingest kindness I've seen in my life!" Mouse hugs them both.

Test-Taking Strategy Practice

Reread

Directions: Read each question about *Melt the Snow!* Choose the best answer.

Sample

1 Who is stronger than Snow?

- A Cloud
- B Sun
- C Wind
- D Hormiguita

2 How is Cloud stronger than Sun?

- A Cloud covers Sun's warm rays.
- B Cloud rains on Sun's warm rays.
- C Cloud uncovers Sun's warm rays.
- D Cloud snows on Sun's warm rays.

3 Who is stronger than Wind?

- A Snow
- B Mami
- C Sun
- D Wall

4 What does Mami make for Hormiguita when she returns home?

- A dinner
- B a hot bath
- C hot chocolate
- D a snowstorm

How did you use the test-taking strategy to answer the questions?


Character-Plot Chart

Melt the Snow!

Make a character-plot chart for *Melt the Snow!*

COPY READY

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Mami	"Don't go far, and be very careful."	Mami wants Hormiguita to be safe.	Mami lets Hormiguita go out to play.
Hormiguita			

 How does the play's dialogue help you understand its characters and plot? Use your character-plot chart to explain this to a partner.

Fluency Practice

Melt the Snow!

Use this passage to practice reading with proper expression.

HORMIGUITA [*pointing*]: ¡Mami, mira! Look, 3
 the sun is shining. It's melting the snow. 11
 It's been such a long winter, and I'm tired of 21
 staying indoors. May I go out and play? 29

From *Melt the Snow!* page 284

COPY READY

Fluency: Expression

- 1 Does not read with feeling. 3 Reads with appropriate feeling for most content.
- 2 Reads with some 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.

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

Grammar: Reteach

Let It Snow

Grammar Rules Comparison Adjectives

- An **adjective** describes, or tells about, a noun.

A **light** snow fell on the **busy** city.

- Add **-er** followed by **than** to compare two things.
- If the adjective has three or more syllables, use **more** followed by **than**.


The snow in the country was deeper **than** in the city.
An icy road is **more** dangerous **than** a dry road.

- Add **-est** to compare three or more things. Use **the** in front of the adjective.
- If the adjective has three or more syllables, use **the most**.

A snowy day with sunshine is **the** brightest day of all.
A snowy woods is **the most** wonderful of all places.

Read each sentence. Write the correct form of the comparison adjective on the line.

- We have _____ paw prints in our snowy yard.
(strange)
- Prints in the park are _____ than those in our yard.
(interesting)
- _____ prints of all are in the woods.
(mysterious)
- Birds, mice, and moles leave the _____ of all footprints.
(small)

 Tell a partner about your favorite season. Compare it to the other seasons of the year.

Grammar: Game

Let's Compare!

Directions:

1. Take turns. Flip a coin. For heads, move 2 squares. For tails, move 1 square.
2. Follow the directions in the square. Use one of the gray adjectives in your description.

Remember: To describe one thing, use **good** or **bad**. To compare two things, use **better** or **worse**. To compare three or more things, use **best** or **worst**.

3. If the group agrees that you have used the gray adjective correctly, stay on your space. If not, move back one space. The player who reaches the end first wins.

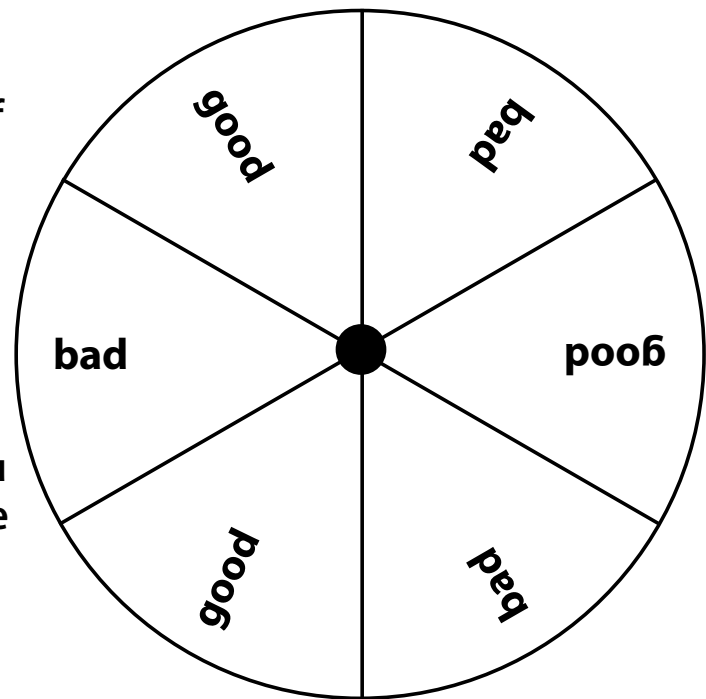
	Good	Better	Bad	Best	Worst	Compare 3 or more pets.	END
	Best	Compare 3 or more foods.	Compare 2 classes.	Compare 3 or more classes.	Better	Compare 2 pets.	
	Better	Describe 1 food.	Worse	Describe 1 class.	Best	Compare 3 or more pairs of shoes.	
	Worst	Compare 2 meals.	Better	Describe 1 bike.	Worse	Describe 1 pair of shoes.	
	Compare 2 days.	Compare 3 or more days.	Good	Compare 2 bikes	Compare 3 or more bikes.	Compare 2 pairs of shoes.	
START	Describe 1 day.	Worse	Bad	Better	Good	Best	

Grammar: Game**Good or Bad?****Directions:**

1. Copy the phrases at bottom, cut them into cards, and stack them face down.
2. Take turns. Spin the spinner. Then choose a card.
3. Follow the directions on the card to make a sentence. Use the correct form of the adjective on the spinner. For example, if you land on "bad" and draw "Compare three or more things," you could say, "The Ice Age had the worst weather of all."
4. If the group agrees that you used the correct form of the adjective, give yourself one point and put the card at the bottom of the stack.
5. At the end of ten minutes, the player with the most points wins.

Make a Spinner

1. Put a paper clip at the center of the circle
2. Put the point of a pencil through the opening of the paper clip and at the center of the circle.
3. Hold the pencil in place and spin the paper clip to choose an adjective.



Talk about one thing.	Compare three or more things.	Compare two things.
Compare three or more things.	Compare two things.	Talk about one thing.
Compare two things.	Talk about one thing.	Compare three or more things.

Comparison Chart

Compare Media

Compare an e-mail and a Web-based news article.

	Rudy's E-Mail	"Saved in Ice"
electronic form of communication	yes	yes
formal language		
informal language		
personal information		
factual information		

COPY READY

 **Talk with a partner. Explain whether or not you liked the article and give reasons why or why not.**

Grammar: Practice

The Storm**Grammar Rules Adjectives and Articles**

Some adjectives tell “which one.”

This day is warm. Was it warm **that** day?

These clouds are big. Were **those** clouds bigger?

Articles identify nouns.

An animal died in Russia.

The mammoth was about as big as **a** dog.

Write an adjective or an article in each blank.

_____ storm is starting today. _____ storm reminds me of one last year. In _____ storm, _____ inch of rain fell every hour. Then _____ rain turned into snow. Winds knocked down _____ tree, too. I hope today’s storm is smaller. I hope _____ winds are softer. I like _____ tree I can see here. I want to climb _____ tree after the storm.

 Tell a partner a weather story. Include at least three adjectives and three articles.

Mark-Up Reading

The Venezuelan Tar Pits Research Group

[Bones from the Tar](#) | [Working at the Site](#) | [Working in the Lab](#) | [Ancient South America](#) | Search

Bones from the Tar

- [Why Do Fossil Hunters Come Here?](#)
- [Why So Many Fossils?](#)
- [An Important Find](#)

Bones from the Tar

Why Do Fossil Hunters Come Here?

The tar pits of Venezuela, a country in South America, are a tough place to work for fossil hunters. The heat is often extreme, sometimes reaching 120°F. Why are scientists so eager to work here? The tar pits preserve fossils of a rich variety of Ice Age animals, including horses, llamas, tapirs, and other huge animals.

Why So Many Fossils?

Long ago, a thick, oily material called tar seeped upward from deep underground. When the tar reached the surface, it formed pools. Rainwater collected on top of the pools, attracting animals. But when the animals tried to drink, they became trapped in the sticky tar. Ice Age meat-eaters like the scimitar cat were drawn to the struggling animals. When the meat-eaters attacked, they too became trapped in the tar. Soaked in tar, the animals' bones were preserved.

An Important Find

When Dr. Ascanio Rincon and his team recently found the bones of scimitar cats in the tar pits, they were very excited. No fossils of this animal had been found in South America before. Finding these fossils helped scientists understand how plants and animals traveled between North America and South America during the Ice Age.

▲ A man is careful not to step in the naturally sticky tar.

COPY READY

Mark-Up Reading

COPY READY

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Q

Lisa Rubio's Field Notes

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[Video](#)
[Contact](#)

March 8
CATEGORY: Tar Pits

I know I say this a lot, but I have the best job! I As a member of a team of tar pit researchers in Venezuela, I get to discover amazing things. Don't get me wrong, it's not an easy place to work. The heat from the tar can be uncomfortable. The ground isn't even solid in many spots! Bubbles form and pop in the black ooze. It sticks to our skin, clothes, and equipment. But that nasty muck has done a great job. It's preserved the bones of creatures that lived 25,000 years ago!

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[February](#)

[January](#)

POSTS BY CATEGORY


[Fossils](#)

[Recent Discoveries](#)

[Tar Pits](#)

March 12
CATEGORY: Recent Discoveries

This month the team has already made some really exciting finds! Under the leadership of Dr. Ascanio Rincon, we have found six jawbones and the skull of a scimitar cat. The tar has preserved the fossils well, but they are still fragile. So we will cover them in coats of plaster that will harden and protect them on their trip to the lab. When the fossils get there, scientists will carefully remove the plaster to study them. I'm sure they'll be as thrilled as we are to see these incredible gifts from the past.



▲ the skull of a scimitar cat

[8 COMMENTS](#) [SHARE](#)

Grammar: Grammar and Writing

Edit and Proofread

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

- comparison adjectives
- demonstrative adjectives
- articles

Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
⦿	Add period.
^,	Add comma.

Lyuba is ^{an} ~~a~~ [^] amazing discovery! It is more amazinger that she lay quietly for thousands of years *without* being discovered. How did she stay hidden?

Lyuba is an baby mammoth. She was found in dampest snow in northern Russia. This region is near one of the colder regions in the world. On this day, the temperatures there might have been warmer than usual, causing the snow to melt.

Lyuba was only a month older when she died. Now she is thousands of years old! It is sad that she died young, but it would be worser if she had never been discovered. She is in the goodest condition of any mammoth found. A scientists are happy to have baby Lyuba.

Reteach: Grammar

Pond Ice

Grammar Rules Adjectives and Articles

<ul style="list-style-type: none"> Some adjectives have special forms. 	<p>good → better than → the best bad → worse than → the worst</p>
<ul style="list-style-type: none"> To compare two things, use -er, than, or more than. 	<p>colder than more dependable than</p>
<ul style="list-style-type: none"> For adjectives that compare three or more things, use the -est or the most. 	<p>the greatest the most interesting</p>
<ul style="list-style-type: none"> Use this or that to tell “which one.” Use this for near objects and that for farther objects. 	<p>this activity that book</p>
<ul style="list-style-type: none"> Use articles to identify a noun. 	<p>a skater the pond</p>

Circle the correct form of the adjective or article.

- The park here in Greenville is (better than | the best) the park ten miles south.
- (This | That) park is smaller and doesn't have an ice rink.
- Greenville's park has (a | an) small pond that freezes in winter.
- Let's go into the park through (that | this) entrance right here.
- It has (a gooder | the best) ice fishing contest for kids.
- (A | The) pond freezes and skaters put on (an | a) ice show.

 **Tell a partner about a fun place. Compare it to another place. Use a form of *good* or *bad* and *this* or *that*.**

Cause-and-Effect Chart

Why Did It Happen?

Make a cause-and-effect chart about something that happened.

Cause	Effect

COPY READY

 Talk with a partner about a game. Tell what happened to cause another event to happen.

Grammar: Game

The Game Begins with a Spin

Directions:

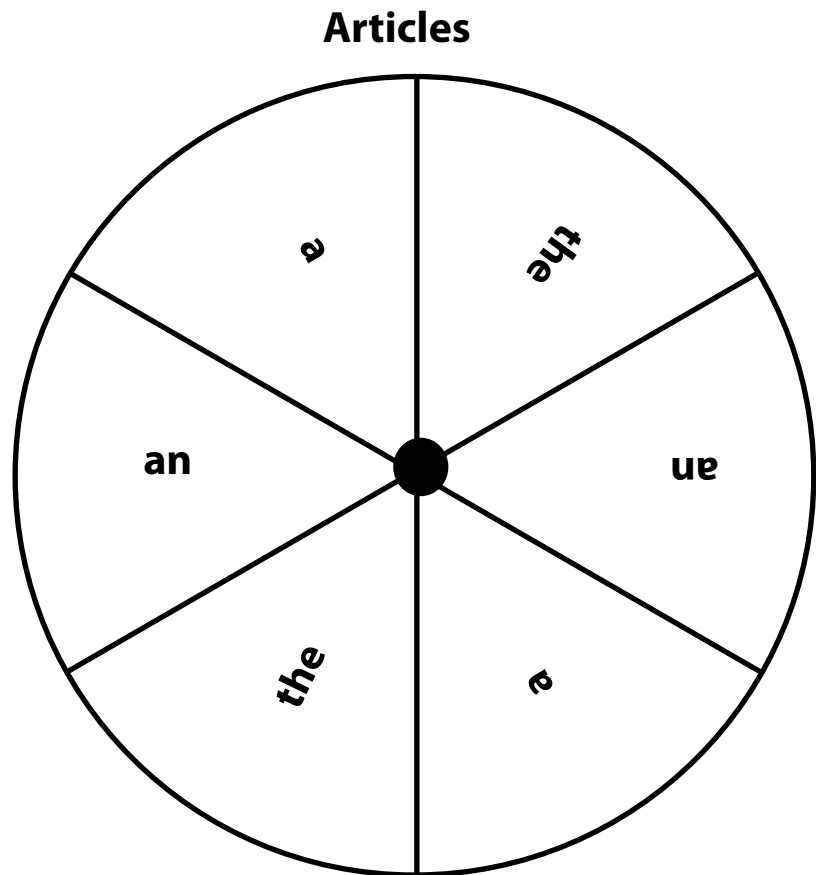
1. Take turns. Spin for an article.
2. On your turn, choose a noun and use the article and noun in a sentence.
3. If your partner agrees that your sentence is correct, put your initials in the noun box.
4. If all words that can be used for an article have been initialed, choose one to use again. Put your initials in the box too.
5. After five turns each, see who has more initialed noun boxes. Then work with your partner to see how many of the initialed nouns you can use in a story.

Make a Spinner

1. Put a paper clip over the center of the circle.
2. Put a pencil point through a loop of the paper clip.
3. Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

COPY READY

mixture	cloud
quicksand	marsh
substances	egg
pebbles	horse
wetland	igloos
ice cube	honor
insect	waves



Grammar: Grammar and Writing

Edit and Proofread

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

- demonstrative adjectives
- articles

Editing and Proofreading Marks

^	Add.
↷	Take out.
≡	Capitalize.
⦿	Add period.
^,	Add comma.

The reporter points to ^{the} a sand at his feet and says, "These sand is damp but pretty solid."

"Damp sand is not quicksand," a eager scientist says. She adds, "These children are playing on this dry, hard-packed sand. If sand is dry, there is no quicksand."

"Quicksand is an simple substance," the scientist continues. "It is sand with lots of water around a particles."

As they enter a small grove of trees, she says, "Beyond those trees, the land is marshy." Minutes later, their shoes are off and jeans rolled up. A reporter walks into wet sand. "Wow! That quicksand is the strangest thing I've ever felt."

Test-Taking Strategy Practice**Reread**

Directions: Read each question about “Quicksand: When Earth Turns to Liquid.” Choose the best answer.

Sample

- 1** What causes quicksand to form?
- Ⓐ A lot of dry sand collects in the desert.
 - Underground water pushes into sand.
 - Ⓒ Rain combines with firm sand.
 - Ⓓ A deep area of sand reaches the surface.
- 2** Where is quicksand found?
- Ⓐ usually at the beach
 - Ⓑ usually in a desert
 - Ⓒ usually in wetlands
 - Ⓓ usually in gravel
- 3** What happens to solid ground when quicksand starts to form?
- Ⓐ It shakes.
 - Ⓑ It forms a hole.
 - Ⓒ It sucks you down.
 - Ⓓ It acts like a liquid.
- 4** Why won't you sink in quicksand?
- Ⓐ Quicksand is alive.
 - Ⓑ Quicksand is full of bubbles.
 - Ⓒ The gravel will hold you up.
 - Ⓓ Quicksand is thicker than water.

 **How did you use the test-taking strategy to answer the question?**

Cause-and-Effect Chart

“Quicksand: When Earth Turns to Liquid”

Cause	Effect
Water sinks into the sand.	

COPY READY

 Use your cause-and-effect chart to summarize the selection for a partner.

Fluency Practice

“Quicksand: When Earth Turns to Liquid”

Use this passage to practice reading with proper intonation.

The word <i>quicksand</i> makes some people shiver with fear.	9
This is probably because of the way many movies show quicksand. In films, quicksand is often a mysterious substance that sucks people and animals to their deaths!	19
	28
	36
Actual quicksand is very different from movie quicksand.	44
It rarely harms people or animals. Real quicksand is not mysterious. It is a simple substance that forms naturally.	54
	63

**From “Quicksand: When Earth Turns to Liquid,”
pages 316–317**

Fluency: Intonation

- | | |
|---|--|
| <input type="checkbox"/> 1 Does not change pitch. | <input type="checkbox"/> 3 Changes pitch to match some of the content. |
| <input type="checkbox"/> 2 Changes pitch, but does not match content. | <input type="checkbox"/> 4 Changes pitch to match all of the 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

Play Ball!


Grammar Rules Adjectives and Articles

Some adjectives tell “which one” or “which ones.”		near	far
	singular	this team	that team
	plural	these shirts	those shirts
Articles are words that signal nouns. <ul style="list-style-type: none"> Use the before a noun that represents a specific thing. Use a or an before a noun that is not specific. 	<p>The game starts in ten minutes. We hope to be the winners We can't start until a referee comes. She'll play an inning of the game. The game may be over in an hour.</p>		

COPY READY

Read each sentence. Circle the correct form of the adjective or article.

- (Those | These) mountains over there are solid states of matter.
- Water is (a | an) liquid, but can become (a | an) ice cube, or a solid.
- There are molecules in (those | this) glass of water on my desk.
- (A | An) gas is also a state of matter.
- What state of matter is in (that | this) balloon high up in the sky?
- What liquids are in (these | those) containers?
- There is (a | an) ice cream sandwich in (that | this) bag over there.

 **With a partner, compare an ice cube in your hand to an iceberg in a polar region. Use the adjectives this and that.**

Grammar: Game

Whose Is It?

Directions:

1. Copy the words below, cut them into cards, and spread them out face up. Take turns choosing a noun (a white card) and matching a gray card to make the noun possessive.
2. Spell the possessive noun aloud. If the other players agree with your spelling, make up a phrase that includes the possessive noun and keep the white card.

Example: *e-g-r-e-t- apostrophe -s*
an egret's white feathers

3. If the other players don't agree, place the white card back with the other nouns.
4. Play until all white cards are gone. The winner is the one with the most cards at the end of the game.

's	'	egret	wetlands
plants	soil	families	area
birds	rocks	ocean	women
animal	surface	state	fields
parks	Jess	children	ground

Grammar: Game

Your Game? My Game? Our Game!

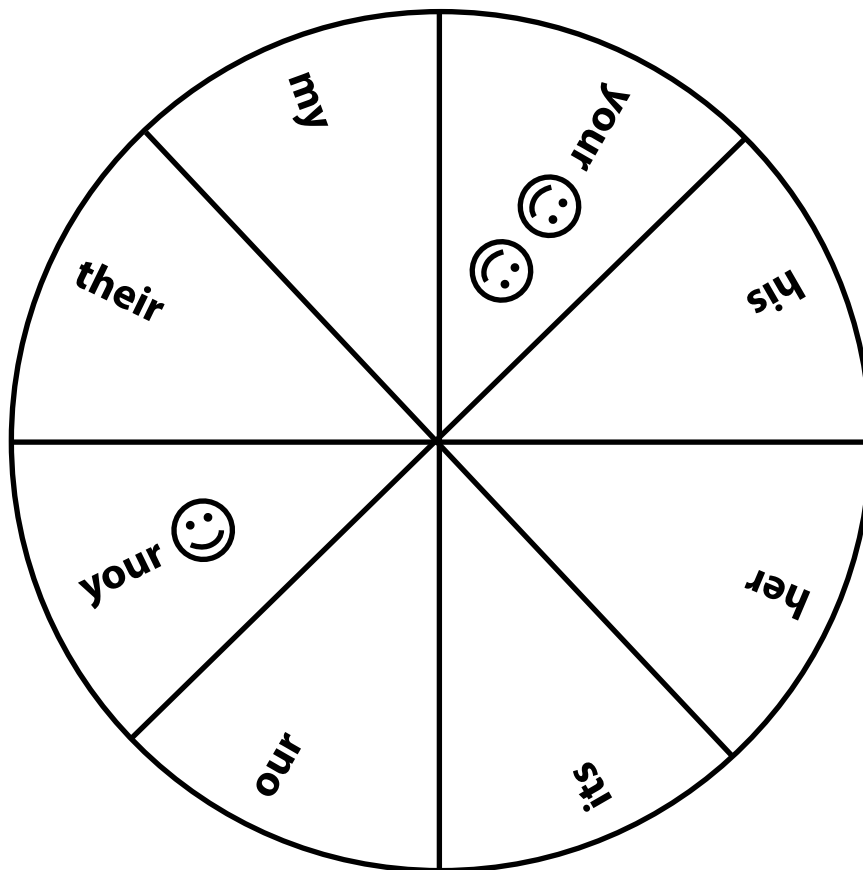
Directions:

1. Take turns spinning for a possessive adjective.
2. Tell if the word stands for one owner or more than one owner. Then use the word in a phrase or a sentence.
3. If other players agree that you identified the possessive adjective correctly, score one point. If they agree that you used it correctly, score another point.
4. The winner is the player with the most points at the end of the game.

Make a Spinner

1. Put a paper clip over the center of the circle.
2. Put a pencil point through a loop of the paper clip.
3. Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

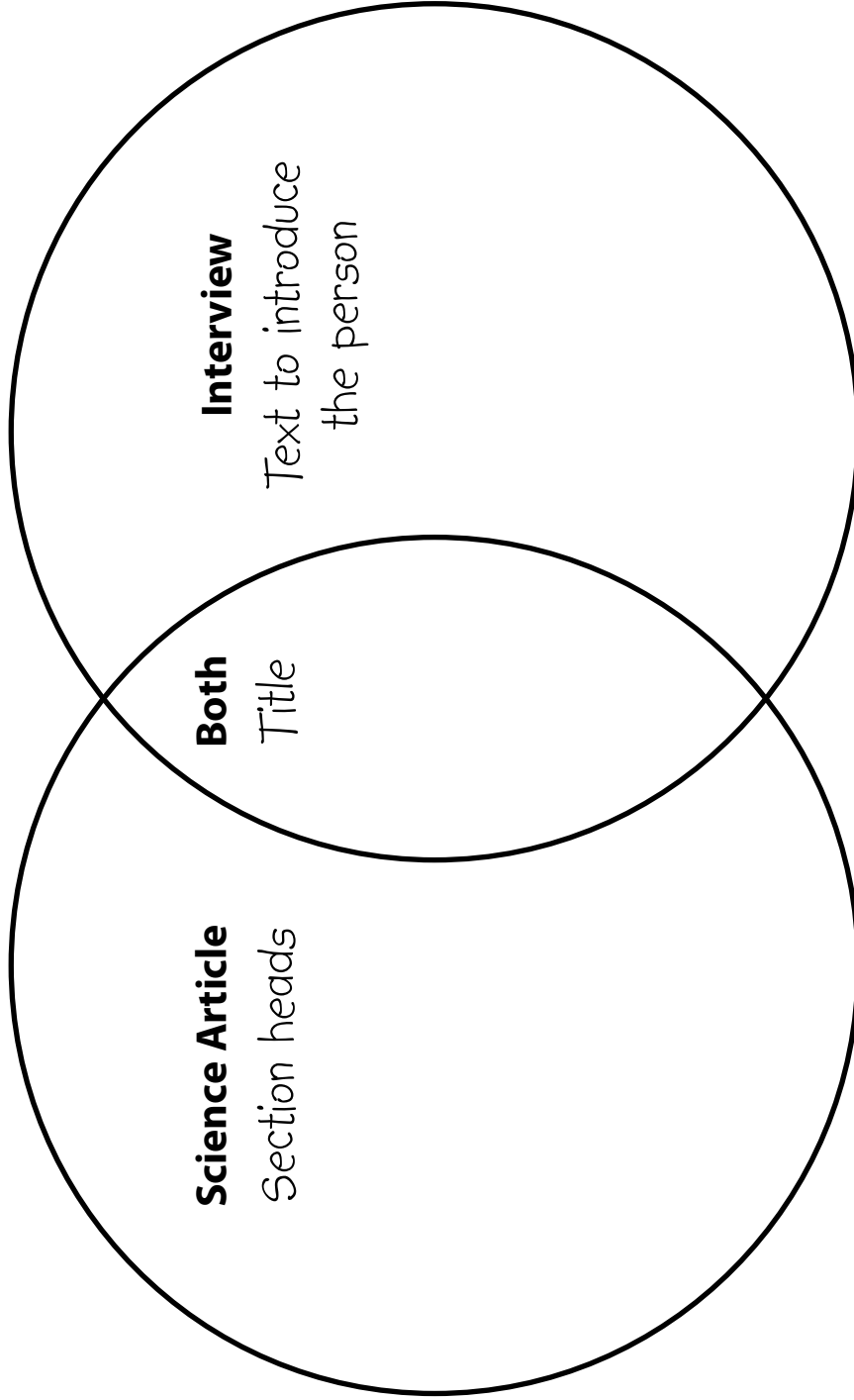
Possessive Adjectives



Venn Diagram

Compare Text Features

Compare a science article and an interview.



Take turns with a partner. Interview each other about the science article and the interview. What text features did you like? Why?

Grammar: Practice

Creatures of the Wetlands

Grammar Rules Possessive Nouns and Adjectives

	One Owner	More Than One Owner
Possessive Nouns: Use an apostrophe and an s.	an alligator's teeth	the crabs' claws
Possessive Adjectives: Use the correct word for one or more owners.	my, your, his, her, its	our, your, their

COPY READY


Write the correct form of the possessive noun or adjective.

_____ family visited a wetland. They rode in two
(Nita's/Nitas')

_____ boats. Her two _____ hands tickled the
(guide's/guides') (brother's/brothers')

_____ surface. They pulled _____ hands back when they
(water's/waters') (his/their)
heard a splash.

The guide said a _____ favorite tree is the
(mudskipper's/mudskippers')
mangrove. _____ fish story is true! Mudskippers are fish that climb
(Her/Our)
_____ branches.
(mangrove's/mangroves')

 Use a possessive noun to write a new title for the story.
Read your title to a partner. Check to see if your partner used an apostrophe and an s correctly.

Mark-Up Reading

Good Fences

by Lisa Schneider

Biting winds. Freezing temperatures. Snowdrifts the size of houses. For people who live in Wyoming, winter can be a challenge. For animals kept outdoors there, winter can be a matter of life or death.



▲ Snow fences trap blowing snow.

Ask a Question

Eleven-year-old Erica David understood this danger because she raised goats, sheep, and pigs. Erica wanted to give her animals the best possible protection. She knew that snow fences helped to protect animals. So she wondered if snow fences could be built to work better.

Do Research

First, Erica gathered information. She learned that snow fences slow and “catch” blowing snow. This prevents snow from building up on highways or animal pens. Was there a way to catch more snow?

Form a Hypothesis

Erica thought about two possible ideas, or hypotheses, to improve snow fences. Her first idea was to change the thickness of the boards used in the fences. The second idea was to change the spacing between the boards. Next, she would test her ideas to see if either one worked.

Explanation: _____

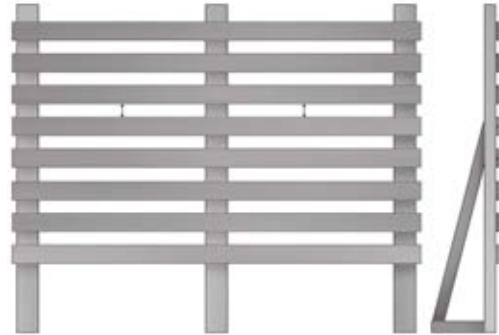
COPY READY

Mark-Up Reading

Good Fences (continued)

Test a Hypothesis

Erica built models of six fence designs. She used a fan to blow detergent “snow” onto the models. In three models, the boards were a different thickness but had the same spacing. In the other three, the thickness was the same, but the spacing between them was different. Erica observed that thick boards seemed to catch the most “snow.”



▲ Erica changed the boards' thickness and spacing.

Erica’s next step was to test this idea on real snow and fences. With her dad’s help, she built three, 3-foot tall snow fences. The boards were a different thickness in each fence but all had the same spacing. Erica measured the wind speeds behind each fence. The fence with the thickest boards slowed the wind the most. As a result, it caught the most snow.

Draw a Conclusion

Erica concluded that snow fences with thick boards would work best to protect her animals. Over the next several years, Erica worked to improve her snow fence designs. She even worked with a local company to see how snow fences might be used to conserve water. Today, both animals and people are benefitting from Erica’s work.

Explain how ideas are related. _____

Grammar: Grammar and Writing

Edit and Proofread

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

- possessive nouns
- possessive adjectives

Editing and Proofreading Marks

^	Add.
↵	Take out.
≡	Capitalize.
⦿	Add period.
^,	Add comma.

Our teacher wanted us to see the ^{wetlands'}wetlands' plants and animals. She took us to her friend Shellys tour company. Shelly owns a lot of boats, and their boats are made just for touring wetlands.

We had three guides and three boats. All of the boats rails were high, but we could still see through them. Jose, the guide in my boat, told us your job was really great. He said he especially liked watching the childrens faces as they saw all of the amazing sights.

At that moment, I gasped loudly, grabbed Kriss camera, and quickly snapped a picture. Then I showed her the picture. "It's a photo of two alligator's tails," she exclaimed.

"It's good thing his tails were going the other way!" our guide laughed.

COPY READY

Grammar: Reteach

Team Effort

COPY READY

Grammar Rules Possessive Nouns and Adjectives

- A **possessive noun** is the name of an owner.
- For one owner, add **'s**.
- For more than one owner, just add an apostrophe (**'**).
- Add **'s** to some special forms of plural nouns that do not end in **s**.

a **project's** research
the **students'** report
children's notes

- A **possessive adjective** can replace an owner's name.
- Choose the possessive adjective that matches the number of owners.

one owner:
my, your, his, her, its
more than one owner:
our, your, their

Read each sentence. Circle the correct form.

1. We got ready to present (our | its) science project on wetlands.
2. The student had notes from (Dr. Costa's | Dr. Costas') interview.
3. "Luana, what was (you're | your) responsibility?" asked Reggie.
4. They helped Jim gather (his's | his) plant samples from the wetland.
5. "Look at this bottle," complained Maya. "(Its | It's) label is coming off."

 **With a partner, discuss what makes good teamwork. Use a possessive noun and two possessive adjectives.**

Name _____ Date _____

Unit Concept Map
States of Matter
 Make a concept map with the answers to the Big Question:
 What causes matter to change?

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PM5.1 **Unit 5 | Mysteries of Matter**

Name _____ Date _____

Character-Plot Chart Responses will vary.
 Possible responses are given.

Partner Skit

Make a character-plot chart about your skit.

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Tyler	"I wish I could shoot baskets better!"	Tyler wants to be better at something.	Tyler is working to improve by practicing.
Ryan (Tyler's friend and neighbor)	"Brooke is a great basketball player. Maybe she can help us both."	Ryan wants to help his friend.	Ryan is helping Tyler find a solution to his problem.
Brooke (Tyler's sister)	"Sure, I'd love to share some tips about basketball."	Brooke is willing to help people.	Brooke is helping her brother and neighbor play basketball better.

Take turns telling a partner about one of the characters. What do the character's words show about the character?

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PM5.2 **Unit 5 | Mysteries of Matter**

Name _____ Date _____

Grammar: Game

Rising Temperatures

Directions:

- Write your names below the thermometer.
- Take turns choosing an adjective from the Adjectives box.
- Use *-est* or *most* to say the correct form of the adjective for comparing three or more things. Then use it in a sentence with a noun from the Helpful Nouns box.
- If your partner agrees the form is correct, put a checkmark beside the word and write the correct form in the first empty space above your name. Color the thermometer next to your adjective.
- The player who reaches the END in fewer turns wins.

Words may appear in any order.

Adjectives

___ warm	___ bright
___ beautiful	___ strong
___ powerful	___ exciting
___ gray	___ unusual
___ cold	___ dark

Helpful Nouns

weather	day	summer
snow	clouds	fall
storm	week	blizzard
wind	month	rain
spring	fog	winter
year	sun	night

Name _____

Name _____

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PM5.3 **Unit 5 | Mysteries of Matter**

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- adjectives that describe
- adjectives that compare two things
- adjectives that compare three or more things

Editing and Proofreading Marks

^	Add.
↷	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

"It is ~~more~~ colder tonight than it was today," Hormiguita says sadly. "Listen to that howling wind!" She pulls on a greener sweater. "This winter has the ~~low~~ temperatures in many years," Mami says. She picks the ~~colorful~~ ^{most colorful} yarn from a basket full of knitting. Before starting to knit, she looks outside. She sees a ~~gray~~ mouse blown like a tumbleweed by the wind. "Hormiguita, is that your friend?"

"Oh, poorest Mouse!" Hormiguita cries. Mami opens the door ~~most dangerous~~ against the ~~dangerous~~ ^{most dangerous} wind of all. "Mouse, come in!"

Mouse rushes in. "You are ~~older~~ ^{older} than Hormiguita," says Mouse, "so you must be Mami. I am the oldest one here, and this is the ~~amazingest~~ ^{most amazing} kindness I've seen in my life!" Mouse hugs them both.

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PM5.4 **Unit 5 | Mysteries of Matter**

Name _____ Date _____

Test-Taking Strategy Practice

Reread

Directions: Read each question about *Melt the Snow!* Choose the best answer.

Sample

1 Who is stronger than Snow?

- A Cloud
- B Sun
- C Wind
- D Hormiguita

2 How is Cloud stronger than Sun?

- A Cloud covers Sun's warm rays.
- B Cloud rains on Sun's warm rays.
- C Cloud uncovers Sun's warm rays.
- D Cloud snows on Sun's warm rays.

3 Who is stronger than Wind?

- A Snow
- B Mami
- C Sun
- D Wall

4 What does Mami make for Hormiguita when she returns home?

- A dinner
- B a hot bath
- C hot chocolate
- D a snowstorm

How did you use the test-taking strategy to answer the questions?

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PM5.5

Unit 5 | Mysteries of Matter

Name _____ Date _____

Character-Plot Chart

Melt the Snow!

Answers will vary.
Possible responses are given.

Make a character-plot chart for *Melt the Snow!*

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Mami	"Don't go far, and be very careful."	Mami wants Hormiguita to be safe.	Mami lets Hormiguita go out to play.
Hormiguita	"Snow, I'm stuck! Give me back my leg so I can go home."	Hormiguita is upset.	Hormiguita is stuck.
Snow	"Lo siento. I cannot. But there is someone stronger than me."	Snow is sorry and wants to help.	Snow cannot help Hormiguita.
Wind	"I cannot help you. But there is someone stronger than me."	Wind wants to help.	Wind cannot help Hormiguita.
Mouse	"I will help you—of course! We tiny creatures must stick together..."	Mouse is helpful and thinks of Hormiguita as a friend.	Mouse can and will help Hormiguita.

How does the play's dialogue help you understand its characters and plot? Use your character-plot chart to explain this to a partner.

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PM5.6

Unit 5 | Mysteries of Matter

Name _____ Date _____

Fluency Practice

Melt the Snow!

Use this passage to practice reading with proper expression.

HORMIGUITA [pointing]: ¡Mami, mira! Look, 3
the sun is shining. It's melting the snow. 11
It's been such a long winter, and I'm tired of 21
staying indoors. May I go out and play? 29

From *Melt the Snow!* page 284

Fluency: Expression

- 1 Does not read with feeling.
- 2 Reads with some feeling, but does not match content.
- 3 Reads with appropriate feeling for most 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.

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

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PM5.7

Unit 5 | Mysteries of Matter

Name _____ Date _____

Grammar: Reteach

Let It Snow

Grammar Rules Comparison Adjectives

• An adjective describes, or tells about, a noun.	A light snow fell on the busy city.
• Add -er followed by than to compare two things.	The snow in the country was deeper than in the city.
• If the adjective has three or more syllables, use more followed by than .	An icy road is more dangerous than a dry road.
• Add -est to compare three or more things. Use the in front of the adjective.	A snowy day with sunshine is the brightest day of all.
• If the adjective has three or more syllables, use the most .	A snowy woods is the most wonderful of all places.

Read each sentence. Write the correct form of the comparison adjective on the line.

- We have strange paw prints in our snowy yard.
(strange)
- Prints in the park are more interesting than those in our yard.
(interesting)
- The most mysterious prints of all are in the woods.
(mysterious)
- Birds, mice, and moles leave the smallest of all footprints.
(small)

Tell a partner about your favorite season. Compare it to the other seasons of the year.

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PM5.8

Unit 5 | Mysteries of Matter

Grammar: Game

Let's Compare!

Directions:

1. Take turns. Flip a coin. For heads, move 2 squares. For tails, move 1 square.
2. Follow the directions in the square. Use one of the gray adjectives in your description.

Remember: To describe one thing, use **good** or **bad**. To compare two things, use **better** or **worse**. To compare three or more things, use **best** or **worst**.

3. If the group agrees that you have used the gray adjective correctly, stay on your space. If not, move back one space. The player who reaches the end first wins.

	Good	Better	Bad	Best	Worst	Compare 3 or more pets.	END
	Best	Compare 3 or more foods.	Compare 2 classes.	Compare 3 or more classes.	Better	Compare 2 pets.	
	Better	Describe 1 food.	Worse	Describe 1 class.	Best	Compare 3 or more pairs of shoes.	
	Worst	Compare 2 meals.	Better	Describe 1 bike.	Worse	Describe 1 pair of shoes.	
	Compare 2 days.	Compare 3 or more days.	Good	Compare 2 bikes	Compare 3 or more bikes.	Compare 2 pairs of shoes.	
START	Describe 1 day.	Worse	Bad	Better	Good	Best	

Grammar: Game

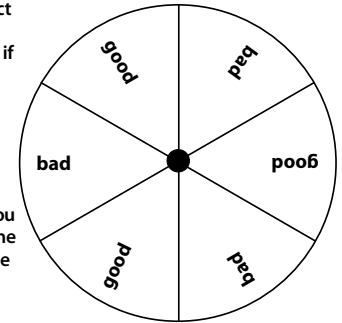
Good or Bad?

Directions:

1. Copy the phrases at bottom, cut them into cards, and stack them face down.
2. Take turns. Spin the spinner. Then choose a card.

Make a Spinner

1. Put a paper clip at the center of the circle
2. Put the point of a pencil through the opening of the paper clip and at the center of the circle.
3. Hold the pencil in place and spin the paper clip to choose an adjective.



3. Follow the directions on the card to make a sentence. Use the correct form of the adjective on the spinner. For example, if you land on "bad" and draw "Compare three or more things," you could say, "The Ice Age had the worst weather of all."

4. If the group agrees that you used the correct form of the adjective, give yourself one point and put the card at the bottom of the stack.

5. At the end of ten minutes, the player with the most points wins.

Talk about one thing.	Compare three or more things.	Compare two things.
Compare three or more things.	Compare two things.	Talk about one thing.
Compare two things.	Talk about one thing.	Compare three or more things.

Comparison Chart

Compare Media

Compare an e-mail and a Web-based news article.

	Rudy's E-Mail	"Saved in Ice"
electronic form of communication	yes	yes
formal language	no	yes
informal language	yes	no
personal information	yes	no
factual information	yes	yes

Talk with a partner. Explain whether or not you liked the article and give reasons why or why not.

Grammar: Practice

The Storm

Grammar Rules Adjectives and Articles

Some adjectives tell "which one."

This day is warm. Was it warm **that** day?

These clouds are big. Were **those** clouds bigger?

Articles identify nouns.

An animal died in Russia.

The mammoth was about as big as **a** dog.

Write an adjective or an article in each blank.

_____ **A** _____ storm is starting today. _____ **This** _____ storm reminds me of one last year. In _____ **that** _____ storm, _____ **an** _____ inch of rain fell every hour. Then _____ **the** _____ rain turned into snow. Winds knocked down _____ **a** _____ tree, too. I hope today's storm is smaller. I hope _____ **these** _____ winds are softer. I like _____ **the** _____ tree I can see here. I want to climb _____ **this** _____ tree after the storm.

Tell a partner a weather story. Include at least three adjectives and three articles.

Name _____ Date _____

Mark-Up Reading

Bones from the Tar

Why Do Fossil Hunters Come Here?

The tar pits of Venezuela, a country in South America, are a tough place to work for fossil hunters. The heat is often extreme, sometimes reaching 120°F. Why are scientists so eager to work here? The tar pits preserve fossils of a rich variety of **Ice Age** animals, including horses, llamas, tapirs, and other huge animals.

Why So Many Fossils?

Long ago, a thick, oily material called tar seeped upward from deep underground. When the tar reached the surface, it formed pools. Rainwater collected on top of the pools, attracting animals. But when the animals tried to drink, they became trapped in the sticky tar. Ice Age meat-eaters like the **scimitar cat** were drawn to the struggling animals. When the meat-eaters attacked, they too became trapped in the tar. Soaked in tar, the animals' bones were preserved.

An Important Find

When Dr. Ascanio Rincon and his team recently found the bones of scimitar cats in the tar pits, they were very excited. No fossils of this animal had been found in South America before. Finding these fossils helped scientists understand how plants and animals traveled between **North America** and South America during the Ice Age.

▲ A man is careful not to step in the naturally sticky tar.

Name _____ Date _____

Mark-Up Reading

Lisa Rubio's Field Notes

March 8
CATEGORY: Tar Pits

I know I say this a lot, but I have the best job! I As a member of a team of **tar pit** researchers in Venezuela, I get to discover amazing things. Don't get me wrong, it's not an easy place to work. The heat from the tar can be uncomfortable. The ground isn't even solid in many spots! Bubbles form and pop in the black ooze. It sticks to our skin, clothes, and equipment. But that nasty muck has done a great job. It's preserved the bones of creatures that lived 25,000 years ago!

3 COMMENTS **SHARE**

March 12
CATEGORY: Recent Discoveries

This month the team has already made some really exciting finds! Under the leadership of Dr. Ascanio Rincon, we have found six jawbones and the skull of a **scimitar cat**. The tar has preserved the **fossils** well, but they are still fragile. So we will cover them in coats of plaster that will harden and protect them on their trip to the lab. When the fossils get there, scientists will carefully remove the plaster to study them. I'm sure they'll be as thrilled as we are to see these incredible gifts from the past.

8 COMMENTS **SHARE**

▲ the skull of a scimitar cat

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- comparison adjectives
- demonstrative adjectives
- articles

Editing and Proofreading Marks

^	Add.
↗	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Lyuba is ^{an} ~~a~~ ^{more amazing} amazing discovery! It is ^{more amazing} ~~more amazing~~ that she lay quietly for thousands of years ~~without~~ being discovered. How did she stay hidden?

Lyuba is ^a ~~an~~ baby mammoth. She was found in ^{damp} ~~damp~~ snow in northern Russia. This region is near one of the ^{coldest} ~~colder~~ regions in the world. On ^{that} ~~this~~ day, the temperatures there might have been warmer than usual, causing the snow to melt.

Lyuba was only a month ^{older} ~~old~~ when she died. Now she is thousands of years old! It is sad that she died young, but it would be ^{worse} ~~worse~~ if she had never been discovered. She is in the ^{best} ~~goodest~~ condition of any mammoth found. ^{The} ~~A~~ scientists are happy to have baby Lyuba.

Name _____ Date _____

Reteach: Grammar

Pond Ice

Grammar Rules Adjectives and Articles

• Some adjectives have special forms.	good → better than → the best bad → worse than → the worst
• To compare two things, use -er , than , or more than .	colder than more dependable than
• For adjectives that compare three or more things, use the -est or the most .	the greatest the most interesting
• Use this or that to tell "which one." Use this for near objects and that for farther objects.	this activity that book
• Use articles to identify a noun.	a skater the pond

Circle the correct form of the adjective or article.

- The park here in Greenville is (better than | the best) the park ten miles south.
- (This | That) park is smaller and doesn't have an ice rink.
- Greenville's park has (a | an) small pond that freezes in winter.
- Let's go into the park through (that | this) entrance right here.
- It has (a gooder | the best) ice fishing contest for kids.
- (A | The) pond freezes and skaters put on (an | a) ice show.

Tell a partner about a fun place. Compare it to another place. Use a form of *good* or *bad* and *this* or *that*.

Cause-and-Effect Chart

Why Did It Happen?

Make a cause-and-effect chart about something that happened.

Cause	Effect
Responses will vary.	

Talk with a partner about a game. Tell what happened to cause another event to happen.

Grammar: Game

The Game Begins with a Spin

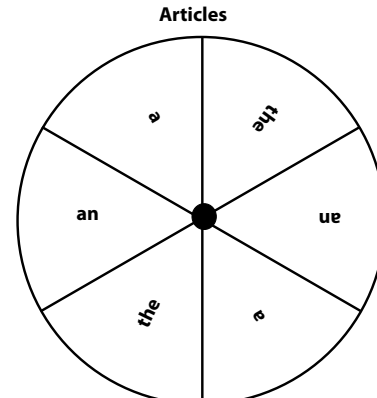
Directions:

1. Take turns. Spin for an article.
2. On your turn, choose a noun and use the article and noun in a sentence.
3. If your partner agrees that your sentence is correct, put your initials in the noun box.
4. If all words that can be used for an article have been initialed, choose one to use again. Put your initials in the box too.
5. After five turns each, see who has more initialed noun boxes. Then work with your partner to see how many of the initialed nouns you can use in a story.

Make a Spinner

1. Put a paper clip over the center of the circle.
2. Put a pencil point through a loop of the paper clip.
3. Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

mixture a, the	cloud a, the
quicksand the	marsh a, the
substances the	egg an the
pebbles the	horse a, the
wetland a, the	igloos the
ice cube an, the	honor an, the
insect an, the	waves the



Grammar: Grammar and Writing

Edit and Proofread

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

- demonstrative adjectives
- articles

Editing and Proofreading Marks

^	Add.
↗	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

The reporter points to ^{the} sand at his feet and says, "This ^{These} sand is damp but pretty solid."

"Damp sand is not quicksand," ^a eager scientist says. She adds, "Those ^{That} children are playing on ^{this} dry, hard-packed sand. If sand is dry, there is no quicksand."

"Quicksand is ^a simple substance," the scientist continues. "It is sand with lots of water around ^{the} particles."

As they enter a small grove of trees, she says, "Beyond ^{those} trees, the land is marshy." Minutes later, their shoes are off and jeans rolled up. ^{The} reporter walks into wet sand. "Wow! ^{This} quicksand is the strangest thing I've ever felt."

Test-Taking Strategy Practice

Reread

Directions: Read each question about "Quicksand: When Earth Turns to Liquid." Choose the best answer.

Sample

1. What causes quicksand to form?
 - Ⓐ A lot of dry sand collects in the desert.
 - Underground water pushes into sand.
 - Ⓒ Rain combines with firm sand.
 - Ⓓ A deep area of sand reaches the surface.
2. Where is quicksand found?
 - Ⓐ usually at the beach
 - usually in wetlands
 - Ⓑ usually in a desert
 - Ⓓ usually in gravel
3. What happens to solid ground when quicksand starts to form?
 - Ⓐ It shakes.
 - Ⓑ It forms a hole.
 - Ⓒ It sucks you down.
 - It acts like a liquid.
4. Why won't you sink in quicksand?
 - Ⓐ Quicksand is alive.
 - Ⓑ Quicksand is full of bubbles.
 - Ⓒ The gravel will hold you up.
 - Quicksand is thicker than water.

How did you use the test-taking strategy to answer the question?

Name _____ Date _____

Cause-and-Effect Chart

“Quicksand: When Earth Turns to Liquid”

Cause	Effect
Water sinks into the sand.	It pushes small pieces of sand or dirt away from each other.
Movies show people drowning in quicksand.	Some people think quicksand is scary.
There is too much water.	The sand cannot hold anything up.
The ground is not firm.	It will not hold anyone.
A person steps in the quicksand.	The quicksand moves and appears to be alive.

Use your cause-and-effect chart to summarize the selection for a partner.

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PM5.21 Unit 5 | Mysteries of Matter

Name _____ Date _____

Fluency Practice

“Quicksand: When Earth Turns to Liquid”

Use this passage to practice reading with proper intonation.

The word *quicksand* makes some people shiver with fear. 9

This is probably because of the way many movies show 19

quicksand. In films, quicksand is often a mysterious substance 28

that sucks people and animals to their deaths! 36

Actual quicksand is very different from movie quicksand. 44

It rarely harms people or animals. Real quicksand is not 54

mysterious. It is a simple substance that forms naturally. 63

From “Quicksand: When Earth Turns to Liquid,”
pages 316–317

Fluency: Intonation

1 Does not change pitch. 3 Changes pitch to match some of the content.

2 Changes pitch, but does not match content. 4 Changes pitch to match all of the content.

Accuracy and Rate Formula

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

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

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PM5.22 Unit 5 | Mysteries of Matter

Name _____ Date _____

Grammar: Reteach

Play Ball!

Grammar Rules Adjectives and Articles

Some adjectives tell “which one” or “which ones.”		near	far
	singular	this team	that team
	plural	these shirts	those shirts

Articles are words that signal nouns.

- Use **the** before a noun that represents a specific thing.
- Use **a** or **an** before a noun that is not specific.

The game starts in ten minutes.
We hope to be **the** winners.
We can't start until **a** referee comes.
She'll play **an** inning of the game.
The game may be over in **an** hour.

Read each sentence. Circle the correct form of the adjective or article.

- (Those) These mountains over there are solid states of matter.
- Water is (a) | an liquid, but can become (a | an) ice cube, or a solid.
- There are molecules in (those | this) glass of water on my desk.
- (A | An) gas is also a state of matter.
- What state of matter is in (that | this) balloon high up in the sky?
- What liquids are in (these | those) containers?
- There is (a | an) ice cream sandwich in (that | this) bag over there.

With a partner, compare an ice cube in your hand to an iceberg in a polar region. Use the adjectives **this** and **that**.

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PM5.23 Unit 5 | Mysteries of Matter

Name _____ Date _____

Grammar: Game

Whose Is It?

Directions:

- Copy the words below, cut them into cards, and spread them out face up. Take turns choosing a noun (a white card) and matching a gray card to make the noun possessive.
- Spell the possessive noun aloud. If the other players agree with your spelling, make up a phrase that includes the possessive noun and keep the white card.

Example: **e-g-r-e-t apostrophe -s**
an egret's white feathers

- If the other players don't agree, place the white card back with the other nouns.
- Play until all white cards are gone. The winner is the one with the most cards at the end of the game.

's	'	egret egret's	wetlands wetlands'
plants plants'	soil soil's	families families'	area area's
birds birds'	rocks rocks'	ocean ocean's	women women's
animal animal's	surface surface's	state state's	fields fields'
parks parks'	Jess Jess's	children children's	ground ground's

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PM5.24 Unit 5 | Mysteries of Matter

Grammar: Game

Your Game? My Game? Our Game!

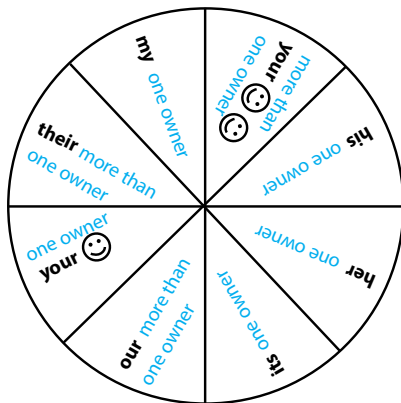
Directions:

1. Take turns spinning for a possessive adjective.
2. Tell if the word stands for one owner or more than one owner. Then use the word in a phrase or a sentence.
3. If other players agree that you identified the possessive adjective correctly, score one point. If they agree that you used it correctly, score another point.
4. The winner is the player with the most points at the end of the game.

Make a Spinner

1. Put a paper clip over the center of the circle.
2. Put a pencil point through a loop of the paper clip.
3. Hold the pencil firmly with one hand. Spin the paper clip with the other hand.

Possessive Adjectives



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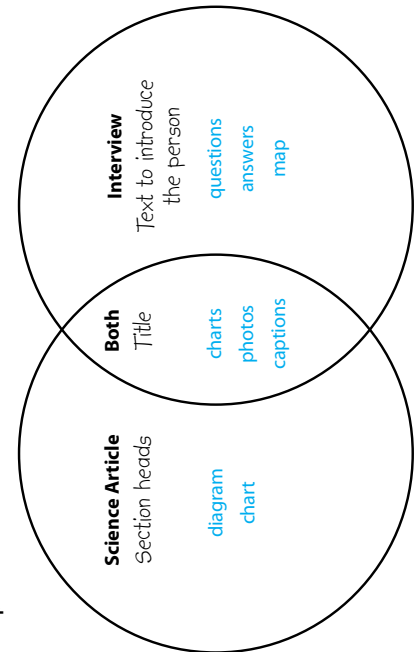
PM5.25

Unit 5 | Mysteries of Matter

Grammar: Game

Compare Text Features

Compare a science article and an interview.



Venn Diagram

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PM5.26

Unit 5 | Mysteries of Matter

Take turns with a partner. Interview each other about the science article and the interview. What text features did you like? Why?

Grammar: Practice

Creatures of the Wetlands

Grammar Rules Possessive Nouns and Adjectives

	One Owner	More Than One Owner
Possessive Nouns: Use an apostrophe and an s.	an alligator's teeth	the crabs' claws
Possessive Adjectives: Use the correct word for one or more owners.	my, your, his, her, its	our, your, their

Write the correct form of the possessive noun or adjective.

Nita's family visited a wetland. They rode in two guides' boats. Her two brothers' hands tickled the water's surface. They pulled their hands back when they heard a splash.

The guide said a mudskipper's favorite tree is the mangrove. Her fish story is true! Mudskippers are fish that climb mangroves' branches.

Use a possessive noun to write a new title for the story. Read your title to a partner. Check to see if your partner used an apostrophe and an s correctly.

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PM5.27

Unit 5 | Mysteries of Matter

Mark-Up Reading

Good Fences by Lisa Schneider

Biting winds. Freezing temperatures. Snowdrifts the size of houses. For people who live in Wyoming, winter can be a challenge. For animals kept outdoors there, winter can be a matter of life or death.



▲ Snow fences trap blowing snow.

Ask a Question

Eleven-year-old Erica David understood this danger because she raised goats, sheep, and pigs. Erica wanted to give her animals the best possible protection. She knew that snow fences helped to protect animals. So she wondered if snow fences could be built to work better.

Do Research

First, Erica gathered information. She learned that snow fences slow and "catch" blowing snow. This prevents snow from building up on highways or animal pens. Was there a way to catch more snow?

Form a Hypothesis

Erica thought about two possible ideas, or hypotheses, to improve snow fences. Her first idea was to change the thickness of the boards used in the fences. The second idea was to change the spacing between the boards. Next, she would test her ideas to see if either one worked.

Explanation: Because Erica raised animals, she knew that snow was a danger. She knew snow fences protected animals, but she wondered if the fences could be better. When Erica learned how fences slow and catch snow, she thought about using thicker boards or different spacing between them.

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PM5.28

Unit 5 | Mysteries of Matter

Name _____ Date _____

Mark-Up Reading

Good Fences (continued)

Test a Hypothesis

Erica built models of six fence designs. She used a fan to blow detergent “snow” onto the models. In three models, the boards were a different thickness but had the same spacing. In the other three, the thickness was the same, but the spacing between them was different.



▲ Erica changed the boards' thickness and spacing.

Erica observed that thick boards seemed to catch the most “snow.”

Erica's next step was to test this idea on real snow and fences. With her dad's help, she built three, 3-foot tall snow fences. The boards were a different thickness in each fence but all had the same spacing. Erica measured the wind speeds behind each fence. The fence with the thickest boards slowed the wind the most. As a result, it caught the most snow.

Draw a Conclusion

Erica concluded that snow fences with thick boards would work best to protect her animals. Over the next several years, Erica worked to improve her snow fence designs. She even worked with a local company to see how snow fences might be used to conserve water. Today, both animals and people are benefitting from Erica's work.

Explain how ideas are related. Erica learned that fences with thick boards catch the most snow because they slow the wind the most. Erica has used her ideas to see how snow fences might conserve water.

Name _____ Date _____

Grammar: Grammar and Writing

Edit and Proofread

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

- possessive nouns
- possessive adjectives

Editing and Proofreading Marks

^	Add.
↗	Take out.
≡	Capitalize.
⊙	Add period.
^	Add comma.

Our teacher wanted us to see the wetlands' plants and animals. She took us to her friend Shelly's tour company. Shelly owns a lot of boats, and her boats are made just for touring wetlands. We had three guides and three boats. All of the boats' rails were high, but we could still see through them. Jose, the guide in my boat, told us your job was really great. He said he especially liked watching the children's faces as they saw all of the amazing sights. At that moment, I gasped loudly, grabbed Kris's camera, and quickly snapped a picture. Then I showed her the picture. "It's a photo of two alligators' tails," she exclaimed. "It's good thing their tails were going the other way!" our guide laughed.

Name _____ Date _____

Grammar: Reteach

Team Effort

Grammar Rules Possessive Nouns and Adjectives

<ul style="list-style-type: none"> • A possessive noun is the name of an owner. • For one owner, add 's. • For more than one owner, just add an apostrophe ('). • Add 's to some special forms of plural nouns that do not end in s. 	<p>a project's research</p> <p>the students' report</p> <p>children's notes</p>
<ul style="list-style-type: none"> • A possessive adjective can replace an owner's name. • Choose the possessive adjective that matches the number of owners. 	<p>one owner: my, your, his, her, its</p> <p>more than one owner: our, your, their</p>

Read each sentence. Circle the correct form.

1. We got ready to present (our | its) science project on wetlands.
2. The student had notes from (Dr. Costa's | Dr. Costas') interview.
3. "Luana, what was (you're | your) responsibility?" asked Reggie.
4. They helped Jim gather (his's | his) plant samples from the wetland.
5. "Look at this bottle," complained Maya. "(Its | It's) label is coming off."

With a partner, discuss what makes good teamwork. Use a possessive noun and two possessive adjectives.

Small Group Reading



Small Group Reading Time

TEACHER

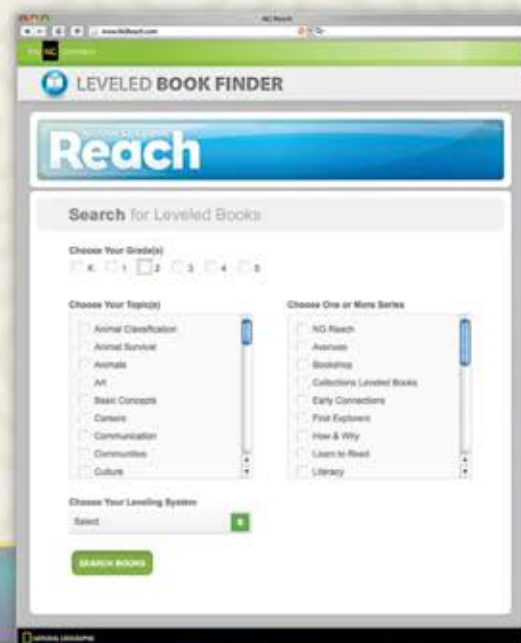
- Introduce Books
- Conduct Mini Lessons
- Monitor Small Group Reading
- Guide Discussion
- Assess Progress

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 Temperature and Change	DAY 1	Explorer Books, Say Cheese! BL Pioneer Edition OL Pathfinder Edition	Susan Halko	Physical and Chemical Changes	SG4–SG5
	DAYS 2–5	BL Does a Candle Keep You Warm?	Elizabeth Sengel	Heating	SG6, SG8
		BL Sneezy the Snowman	Maureen Wright	Freezing and Melting	SG6, SG8
		OL Summer Day Slushes	David Rish	Freezing and Melting	SG7, SG9
		AL The Schoolchildren’s Blizzard	Donald B. Lemke	Freezing	SG7, SG9
Week 2 Ice and Preservation	DAY 1	Explorer Books, Mammoth Mammals BL Pioneer Edition OL Pathfinder Edition	Beth Geiger	The Ice Age	SG10–SG11
	DAYS 2–5	BL Frozen Vegetables	Gretchen Will Mayo	Frozen Food	SG12, SG14
		BL Ice Mummy: The Discovery of a 5,000-Year-Old Man	Mark Dubowski and Cathy East Dubowski	Ice and Archaeology	SG12, SG14
		OL Clarence Birdseye: Frozen Food Innovator	Joanne Mattern	Frozen Food	SG13, SG15
		AL Ice Mummies: Frozen in Time	Eric Kudalis	Ice and Archaeology	SG13, SG15
Week 3 Matter	DAY 1	Explorer Books, Winning Properties BL Pioneer Edition OL Pathfinder Edition	Susan Halko	Defining Matter	SG16–SG17
	DAYS 2–5	BL States of Matter	Mary Garcia	Defining Matter	SG18, SG20
		BL What Is Matter?	Glen Phelan	Defining Matter	SG18, SG20
		OL Mixing and Separating	Chris Oxlade	Combining and Separating Matter	SG19, SG21
		AL Matter, Matter Everywhere	Steven Tomecek	Defining and Measuring Matter	SG19, SG21
Week 4 Changes in Soil	DAY 1	Explorer Books, A Blast with Glass BL Pioneer Edition OL Pathfinder Edition	Macon Morehouse and Patrick McGeehan	Sand	SG22–SG23
	DAYS 2–5	BL Clay	Mary Firestone	Clay	SG24, SG26
		BL Dirt	Steve Tomecek	Dirt	SG24, SG26
		OL Sand	Monica Halpern	Sand	SG25, SG27
		AL Soil	Christin Ditchfield	Rock and Mud	SG25, SG27

*See page R2 for Guided Reading (GR) and other leveling translation information.

Unit 5 Reading Routines

Fiction & Nonfiction

PROGRAM RESOURCES

PRINT ONLY

Fiction and Nonfiction Books

PRINT & TECHNOLOGY

Unit 4 Assessment Masters:

SG4.29–SG4.32

Unit 5 Practice Masters: SG5.1–SG5.28

Unit 5 Assessment Masters:

SG5.29–SG5.32

TECHNOLOGY ONLY

My Vocabulary Notebook

WEEK 1 Fiction



WEEK 2 Nonfiction



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 4 **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 causes matter to change?*

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 suggest means to offer an idea.*
5. Relate each word to students' knowledge and experience. *I would like to suggest that we have pizza for dinner.* 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

Does a Candle Keep You Warm?

agree (ə-gree) verb
When you **agree** with someone, you think his or her opinion is correct. *Agree* is an agreement verb.

bother (buh-ther) verb
To **bother** is to disturb or annoy. *Will he bother you if he comes over?*

brag (bray) verb
To **brag** means to tell good things about yourself. *Stop bragging! You can't see the ending, but I can!*

cheat (cheit) verb
When you **cheat**, you don't follow the rules. *Do you really win your football?*

delicious (dih-lic-ee-oh) adjective
If something is **delicious**, it tastes very good. *Delicious* is an adjective.

Summer Day Slushes

accidentally (ah-ken-ee-den-lee) adverb
When something happens **accidentally**, it is not on purpose. *Accidentally* is an adverb.

disappointed (dih-sa-pen-tee-d) adjective
When you are **disappointed**, you are unhappy because things didn't turn out the way you had hoped. *Disappointed* is an adjective.

perfect (per-fekt) adjective
Something that is **perfect** is exactly right. *She is a perfect pianist!*

pour (pore) verb
To **pour** means to move something from one place to another in a steady stream. *Pour* is a verb.

suggest (suh-jest) verb
To **suggest** means to offer an idea. *I would like to suggest* is a verb.

Sneezy the Snowman

awesome (ə-wes-oh) adjective
If something is **awesome**, it is really great. *Awesome* is an adjective.

gigantic (jig-uh-ten-ik) adjective
Something that is **gigantic** is very big. *It is a gigantic* is an adjective.

shiver (shih-er) verb
When you **shiver**, you tremble or shake. *He had shivers* is a verb.

swift (swift) verb
To **swift** means to move something in a circular motion. *Whirl* is a verb.

warmth (wahr-mth) noun
Warmth is the state of being enough heat. *We had a lot of warmth* is a noun.

The Schoolchildren's Blizzard

gather (gay-ther) verb
To **gather** means to bring together or collect. *Gather* is a verb.

remain (ri-meyn) verb
If you **remain** somewhere, you stay there. *We will remain* is a verb.

seasonal (see-zen-uhl) adjective
Something that is **seasonal** has to do with a certain season. *Seasonal* is an adjective.

suspect (suh-spekt) verb
If you **suspect** something, you think it might be true or possible. *Suspect* is a verb.

victim (vik-tim) noun
A **victim** is someone to whom something bad happens. *Victims* is a noun.

SGS.1 Unit 5 | Mysteries of Matter

NGReach.com Practice Masters
SG5.1, SG5.8, SG5.15, SG5.22

AFTER READING

Speaking and Listening Observation Log

UNIT 5	1	2	3	4	5	6	7	8	9	10	11	12
Student Name												

Speaking and Listening Standards

Comprehension and Collaboration

1. Participates actively in discussions, listening to others' ideas and expressing one's own ideas clearly.

2. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

3. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

4. Compares and contrasts the main ideas and supporting details of two texts on the same topic or issue, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

5. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

6. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

7. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

8. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

9. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

10. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

11. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

12. Analyzes a speaker's main ideas and supporting details, assessing how well the ideas and details are supported and how well they relate to the topic and issue.

Grade 5 Assessment SGS.29 Unit 5 | Mysteries of Matter

NGReach.com
Assessment Master SG5.29

DURING CONFERENCES

Name _____ Date _____

Book Title _____ Page _____

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 score.

Ask: *What did you do while you were reading?*
What part of the book did you find interesting?
What did you do to understand better?
How did it work?

Plan and Monitor	Reading Strategy Rubrics				Make Inferences
	4	3	2	1	
1	What did you do before you started reading the book?	What questions did you have when you were reading?	What did you do when you were reading? Did you go back and reread any part of the book for better understanding?	What did you do to understand better?	What did you do to understand better?
2	What did you do when you were reading the book?	What questions did you have when you were reading?	What did you do when you were reading? Did you go back and reread any part of the book for better understanding?	What did you do to understand better?	What did you do to understand better?
3	What did you do when you were reading the book?	What questions did you have when you were reading?	What did you do when you were reading? Did you go back and reread any part of the book for better understanding?	What did you do to understand better?	What did you do to understand better?
4	What did you do when you were reading the book?	What questions did you have when you were reading?	What did you do when you were reading? Did you go back and reread any part of the book for better understanding?	What did you do to understand better?	What did you do to understand better?

Grade 5 Assessment SGS.30 Unit 5 | Mysteries of Matter

NGReach.com
Assessment Masters SG5.30–SG5.32

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 the states of matter.

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 the Unit 5 Speaking and Listening Observation Log **Assessment Master SG5.29** 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 SG5.30–SG5.31** to assess how well the student uses the reading strategies. Then have the student complete Reader Reflection **Assessment Master SG5.32**.

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 connections, analyzing character and plot, comparing points and details, identifying cause and effect, or using text features, use the Assessment and Reteaching resources provided on pages RT5.1–RT5.15.
- 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: Temperature and Change

Read and Comprehend Informational Text

Explain the Relationship Between Ideas in a Text

Say Cheese!

by Susan Halko

Summary *Say Cheese!* explores the science of cheese making and explains the difference between chemical and physical changes in food. In “Say Cheese!” author Susan Halko explains that bacteria are added to milk to form cheese. This is a chemical change, one that changes matter into a new substance with different properties. The change cannot be reversed. Chemical changes also affect the cheese’s taste and texture. Some chemical changes cause cheeses such as Limburger to have strong odors. Others cause cheeses like Swiss to have holes. Physical changes—those that make matter look different—also play a part in cheese making. Cutting curds into pieces is one such physical change. “Changes for Breakfast” describes physical and chemical changes that occur while preparing breakfast foods. For example, melting butter is a physical change and cooking eggs is a chemical change.



Activate Prior Knowledge Display the front cover and ask: *Are all cheeses the same?* (no) *How are they different?* (Possible response: They smell, taste, and look different; some are hard, and some are soft.)

Build Background Tell students that people have been making cheese for thousands for years. Today, hundreds of different kinds of cheeses exist. Use the photos on pages 4–5 to identify some steps in cheese making. Have volunteers describe what they see in each photo.

PROGRAM RESOURCES

PRINT ONLY

Say Cheese! Pioneer Edition

Say Cheese! Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Relate Ideas 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 Ideas in a Text

Explain: *In scientific texts, authors often explain ideas by telling causes, or why things happen. They also tell effects, or what happens as a result.* Point out that good readers know how to explain cause-and-effect relationships between ideas in a text.

Read aloud the following text from page 4 of the Pioneer Edition of *Say Cheese!* as students listen.

From Liquid to Solid

Cheese makers turn milk into a solid. Cheese makers add rennet. Rennet is an **enzyme** found in cows’ stomachs. It helps speed up the chemical change. It makes the milk thicker, like pudding.

Text from Pioneer Edition

Think aloud to model how to find related ideas in the text and explain the cause-and-effect relationship: *In this text, the author explains how cheese changes from a liquid to a solid:*

- *Cheese makers add rennet.*
- *It makes the milk thicker, like pudding.*

These ideas are related. They explain how cheese changes from a liquid to a solid. The word makes is a clue the author is explaining ideas by telling what happens and why. Point out that other clue words, such as *because*, show cause-and-effect relationships.

Have students explain how ideas in the text above are related. (Possible response: The ideas are related because they explain what happens—milk gets thicker—and why—the enzyme rennet is added to the milk. The author uses the word *makes*. This is a clue that she is using a cause-and-effect relationship.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection:
Physical and Chemical Changes

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

chemical change enzyme matter physical change

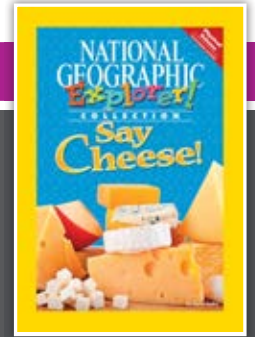
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Describe** What is a chemical change? (A chemical change is a change that causes matter to form a new substance with different properties. The change cannot be reversed.)
- Describe** What is a physical change? (A physical change is a change that causes a substance to look different, but the substance does not change into a different substance.)
- Explain Relationship Between Ideas** Why does Swiss cheese have holes? (Possible response: Warm bacteria in the cheese make bubbles. The cheese curves around the bubbles and makes holes. The ideas are related because they explain how holes form in Swiss cheese.)
- Explain** Why do stinky cheeses smell so bad? (The bacteria in the cheese are the same bacteria that are found in human sweat.)
- Evaluate** Is making waffles a physical change or a chemical change? Explain. (It is a chemical change because the batter changes from a liquid to a solid. The solid waffle cannot be changed back into liquid batter.)

OL ON LEVEL 740L



PATHFINDER EDITION

Lexile: 740L | GR: R

Content Connection:
Physical and Chemical Changes

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

chemical change enzyme matter physical change

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 chemical change in cheese making? (Possible response: Putting lactic acid into milk, a liquid, changes it into a solid.)
- Details** What is an example of a physical change in cheese making? (Possible response: Cutting the curds into small pieces is a physical change.)
- Explain Relationship Between Ideas** Why does Swiss cheese have holes? (Possible response: Warm bacteria in the cheese make bubbles. The cheese curves around the bubbles and makes holes. The ideas are related because they explain how holes form in Swiss cheese.)
- Explain** Why do stinky cheeses smell so bad? (The bacteria in the cheese are the same bacteria that are in human sweat. Also, the different mixtures used to wash the rinds of the cheese can add to the bad smell.)
- Evaluate** Is making waffles a physical change or a chemical change? Explain. (It is a chemical change because the batter changes from a liquid to a solid. The solid waffle cannot be changed back into liquid batter.)

Check & Reteach

OBJECTIVE: Explain the Relationship Between Ideas in a Text

Have partners explain the relationship between the ideas in “Stinky Cheese” on page 6. (Possible response: The ideas explain why cheese is stinky. The word *because* is a clue that the author is using a cause-and-effect relationship to explain ideas.)

For students who cannot explain cause-and-effect relationships between ideas in a text, reteach using the second paragraph of “Moldy Blue” on page 7. Say: *The text presents the ideas that some cheeses are blue and that mold is added to some cheeses. How are these two ideas related?* Help students skim the text for clue words. (*makes*) Then have groups discuss the relationship between the ideas. (Possible response: The ideas are related. They use a cause-and-effect relationship to explain how mold in the milk reacts with oxygen in the air and makes a cheese turn blue.)

BL BELOW LEVEL 300L



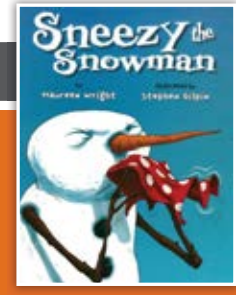
Does a Candle Keep You Warm?

by Elizabeth Sengel

Content Connection:
Heating

Folktale | Pages: 32 | Lexile: 300 L | GR: J

BL BELOW LEVEL AD420L



Sneezy the Snowman

by Maureen Wright

Content Connection:
Freezing and Melting

Fantasy | Pages: 32 | Lexile: AD420L | GR: L

OBJECTIVES

Thematic Connection: Temperature and Change

Read and Comprehend Literature

- Make Connections
- Character and Plot

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG5.1, page SG28
- Practice Master SG5.2, page SG29
- Practice Master SG5.3, page SG30
- Practice Master SG5.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Hodja bets his friend Kemal that he can stay outside all night without fire. The loser will cook dinner for the other. Hodja stays out all night, imagining that a candle's light in a window far away is keeping him warm. Kemal says Hodja cheated because he used fire, so Hodja uses only a candle to cook dinner, proving that a candle cannot cook dinner, it cannot keep a person warm.

Activate Prior Knowledge Ask: *How do you use your imagination to make you feel better?*

Build Background Explain that people react to temperature because of nerves located just beneath the skin. The face and ears have the most, which explains why these areas feel cold faster than the rest of the body.

Story Words Use **Practice Master SG5.1** to extend vocabulary.

- agree*, page 23
- bother*, page 6
- brag*, page 6
- cheat*, page 22
- delicious*, page 13

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG5.1, page SG28
- Practice Master SG5.2, page SG29
- Practice Master SG5.4, page SG31
- Practice Master SG5.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–17
- DAY 3 Read pages 18–32 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Sneezy the Snowman is too cold. The warm things he does, such as drink cocoa and sit in a hot tub, make him melt. The children keep rebuilding him and giving him their warm clothes until he is too warm. Instead of taking off the warm clothes, they take him for ice cream to cool him off. Then he feels just right.

Activate Prior Knowledge Say: *How do you get warm when you are cold? How do you cool off when you are too hot?*

Build Background Explain that a sneeze happens when the nose is irritated. Nerve endings send a message to the brain, which tells the chest and throat to contract and the eyes to shut. A sneeze can reach up speeds of up to 100 miles per hour.

Story Words Use **Practice Master SG5.1** to extend vocabulary.

- awesome*, page 13
- gigantic*, page 12
- shiver*, page 5
- swirl*, page 11
- warmth*, page 21

OL ON LEVEL 560L

Summer Day Slushes

by David Rush

Content Connection:
Freezing and Melting

Realistic Fiction | Pages: 32 | Lexile: 560L | GR: N



AL ABOVE LEVEL GN700L

The Schoolchildren's Blizzard

by Donald B. Lemke

Content Connection:
Freezing

Graphic Novel | Pages: 32 | Lexile: GN700L | GR: Q



COMMON CORE STANDARDS

Reading

Summarize	CC.3.Rlit.2
Describe Characters	CC.3.Rlit.3
Explain Characters' Actions	CC.3.Rlit.3
Read and Comprehend Literature	CC.3.Rlit.10

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 SG5.1, page SG28

Practice Master SG5.2, page SG29

Practice Master SG5.5, page SG32

Practice Master SG5.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–17
- DAY 3 Read pages 18–30
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary On a hot day, Paolo and Teresa go to the park where workers are putting in a new playground. When Paolo knocks his bike into the pond, a worker helps him. The kids go home and make fruit slushes to give to the workers to say thank you. Their challenge is to get the slushes back to the park before they melt.

Activate Prior Knowledge Ask: *What is something you enjoy eating or drinking on a hot day? How does this help you to cool off?*

Build Background Explain that water can be liquid, ice, or steam. Each of these states depends on the temperature of the water. Water freezes at 32 degrees Fahrenheit and usually boils at 212 degrees Fahrenheit.

Story Words Use **Practice Master SG5.1** to extend vocabulary.

- accidentally*, page 8
- disappointed*, page 11
- perfect*, page 18
- pour*, page 7
- suggest*, page 4

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.1, page SG28

Practice Master SG5.2, page SG29

Practice Master SG5.6, page SG33

Practice Master SG5.7, page SG34

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–15
- DAY 3 Read pages 16–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary January 12, 1888, started out unseasonably warm. Soon, a raging blizzard hit the Great Plains. Many children and teachers were trapped in school buildings. Lack of supplies led teachers to make the difficult decision to move children through the storm to safer shelter. Thousands of children across the Midwest struggled against the snow. Almost 500 people lost their lives in the storm.

Activate Prior Knowledge Ask: *Have you ever watched a terrible storm out your window, or have you ever been caught in one? What happened?*

Build Background Explain that a blizzard is a storm caused by the combination of strong winds and snow. This snow can be falling snow or snow that is already on the ground and is being blown around (ground blizzard). These conditions must last for at least three hours for the storm to be called a blizzard.

Story Words Use **Practice Master SG5.1** to extend vocabulary.

- gather*, page 6
- remain*, page 26
- seasonal*, page 4
- suspect*, page 9
- victim*, page 26

BL > BELOW LEVEL 300L

Does a Candle Keep You Warm?

by Elizabeth Sengel

Build Comprehension

- **Character's Actions** *Why does Hodja use a candle to cook dinner for Kemal?* (Possible response: He wants to show Kemal that it was not fair for him to say that a candle could keep Hodja warm.)
- **Explain** *How is Hodja able to stay in the cold all night?* (Possible response: He looks at a candle in a window and imagines how the warmth feels.)

Writing Options

- **Song Lyrics** Have students review the song lyrics on pages 9, 17, and 29. Then have them write their own song that tells about the story.
- **Diary Entry** Have students write a diary entry for Hodja, telling about his experience sleeping in the cold.
- **Journal Entry** Invite students to write about a time they used their imagination to take their mind off something in order to help them get through something difficult or unpleasant. Encourage them to tell how using their imagination helped.

BL > BELOW LEVEL AD420L

Sneezy the Snowman

by Maureen Wright

Build Comprehension

- **Goal and Outcome** *What is Sneezy's goal?* (Possible response: He wants to be warm.) *How does he reach his goal?* (Possible response: The children help him by making him new and giving him warm clothes.)
- **Identify Problem and Solution** *How does getting warm create a new problem for Sneezy?* (He gets too warm.) *How does he solve this new problem?* (He eats ice cream.)

Writing Options

- **Character Sketch** Have students make a list of Sneezy's characteristics. Then have them write a character sketch that describes Sneezy.
- **Email** Have students write an email from one of the children in the book, telling about how the children helped Sneezy solve his problem. Encourage students to include the obstacles encountered and how the children overcame them.
- **Journal Entry** Invite students to write about how they keep warm when they are cold.

Check & Reteach

Ask students to describe the characters and plot of each book.

If students have difficulty identifying the characters and plot, refer them to their character-plot charts. Ask: *What do the characters say? What do these things show about the characters? What do they show about the plot?*

DURING READING

Name _____ Date _____

Character-Plot Chart
Character and Plot

Take notes on this character-plot chart to help you to keep track of the characters and what happens in the plot.

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot

Use your character-plot chart to tell a partner about the book.

For use with TE pp. 526-529 **SG5.2** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide
Does a Candle Keep You Warm?

Review the story words with your group. Then discuss these questions together.

1. Make Inferences Why do you think Kemal is surprised to find that Hodja stayed outside all night?

2. Character and Plot In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.

- **What the Character Says** What does Hodja say to show Kemal he was wrong about Hodja cheating?
- **What This Shows About the Character** What does this say about Hodja's character?
- **What This Shows About the Plot** What does Kemal do when Hodja says this?

3. Make Connections Think of a time you wanted to prove you could do something. Describe what happened.

4. Think Question Generalize How can you cause the temperature to feel like it has changed, even when it has not?

Story Words
agree
bother
brag
cheat
delicious

For use with TE pp. 526-529 **SG5.3** Unit 5 | States of Matter

AFTER READING

Name _____ Date _____

Discussion Guide
Sneezy the Snowman

Review the story words with your group. Then discuss these questions together.

1. Make Inferences Why do you think the children give Sneezy their hat, scarf, and coat?

2. Character and Plot In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.

- **What the Character Says** What does Sneezy keep saying when he melts?
- **What This Shows About the Character** What does this say about Sneezy's character?
- **What This Shows About the Plot** What do the children do when he says this?

3. Make Connections When have you seen something melt? What happened to make it melt?

4. Think Question Generalize What causes Sneezy to keep changing?

Story Words
awesome
gigantic
shiver
swirl
warmth

For use with TE pp. 526-529 **SG5.4** Unit 5 | Mysteries of Matter

OL ON LEVEL 560L

Summer Day Slushes
by David Rush

Build Comprehension

- **Make Comparisons** *Why do Paolo and Teresa decide it is better to make slushes instead of ice pops?* (Possible response: For ice pops, the juice has to freeze solid, but for slushes, it does not have to. They did not have enough time to freeze the juice solid.)
- **Problem and Solution** *What do Paolo and Teresa do to make sure the slushes do not melt?* (Possible response: They keep them on ice in a cooler, take them to the park in an air-conditioned car, and keep the cooler out of the sun.) *Does it work? Explain.* (Yes. The workers at the park enjoy the slushes.)

Writing Options

- **How-To Guide** Have students write a how-to guide explaining how to make a slush.
- **Thank You Note** Have students write a thank you note from Pat and Holly to Paolo and Teresa, thanking them for the slushes.
- **Journal Entry** Invite students to write about how they like to cool off on a hot day.

AL ABOVE LEVEL GN700L

The Schoolchildren's Blizzard
by Donald B. Lemke

Build Comprehension

- **Goal and Outcome** *Why do the teachers and children leave their schools?* (Possible responses: They want to find a safer place; they run out of food and fuel.) *What happens?* (Possible response: Many make it to safety; some only make it to a straw stack; others get lost in the storm.)
- **Explain** *Why doesn't everyone know the storm is coming?* (Possible response: It takes too long for the telegram that warns about the storm to arrive from St. Paul.)

Writing Options

- **New Report** Have students write a news report in which they tell about the Great Plains blizzard in 1888, using information from the book.
- **Friendly Letter** Have students write a friendly letter from one of the children in the book, telling about what happened on the day of the blizzard.
- **Journal Entry** Invite students to write about a time they took a risk and tell how it turned out.



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 SG5.7** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Summer Day Slushes

Review the story words with your group. Then discuss these questions together.

Story Words
accidentally
disappointed
perfect
pour
suggest

1. **Make Inferences** Why do Paolo and Teresa worry that the slushes will melt before they can get them to Pat and Holly?
2. **Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Paolo say in the car that shows he is worried the slushes will melt?
 - **What This Shows About the Character** What does this say about Paolo's character?
 - **What This Shows About the Plot** What does he learn after he says this about why things melt?
3. **Make Connections** When have you eaten something frozen on a hot day? What happened? Did you have to change the way you ate it?
4. **Discussion Generalize** What did Paolo and Teresa learn about how liquid can change?

For use with TE pp. 560–562 **SG5.5** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

The Schoolchildren's Blizzard

Review the story words with your group. Then discuss these questions together.

Story Words
gather
remain
seasonal
suspect
victim

1. **Make Inferences** What kind of person is Miss Hunt? What makes you think so?
2. **Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Miss Hunt say that shows they don't know how dangerous the blizzard is?
 - **What This Shows About the Character** What does this say about Miss Hunt's character?
 - **What This Shows About the Plot** Why is Miss Hunt wrong about what she says?
3. **Make Connections** Think of a time someone you know helped to keep you safe. Describe what happened.
4. **Discussion Generalize** What can happen when the temperature outside changes quickly? Why was everyone so surprised by the blizzard?

For use with TE pp. 560–562 **SG5.6** Unit 5 | Mysteries of Matter

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.

Does a Candle Keep You Warm?
Sneezing the Snowman
Summer Day Slushes
The Schoolchildren's Blizzard

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the books tell about what can happen when the temperature changes?
2. Think about your book. Then tell about a time when you have seen something change in a similar way because of a change in temperature.
3. **Discussion** What is something that can cause matter to change? How does it change?

For use with TE pp. 560–562 **SG5.7** Unit 5 | Mysteries of Matter

OBJECTIVES

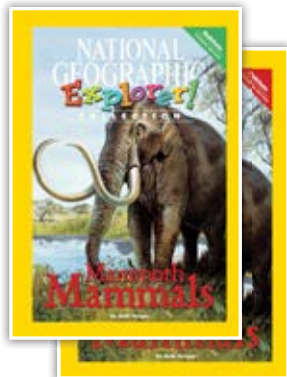
Thematic Connection: Ice and Preservation

Read and Comprehend Informational Text
Use Text Features

Mammoth Mammals

by Beth Geiger

Summary *Mammoth Mammals* describes animals that lived during the Ice Age and explains why they died out. It also explores three modern relatives of these animals. In “Mammoth Mammals,” author Beth Geiger explains that the Ice Age began two million years ago when temperatures dropped and glaciers covered parts of Earth. Not much life survived in these areas. However, in warmer regions, huge mammals such as the sabertooth and the woolly mammoth lived successfully. The Ice Age ended 10,000 years ago when Earth warmed. Many animals died out, for unknown reasons. “Mammals of Today and Long Ago” describes three modern relatives of Ice Age animals: the tiger, the elephant, and the sloth. “Where Did They Go?” presents theories about why Ice Age animals died out. Still, some Ice Age animals, like the rhino, survived. Their relatives roam Earth today.



Activate Prior Knowledge Display the front cover and trace the animal. Ask: *What modern animal is like this animal?* (elephant) *How are the two animals similar?* (Possible response: big tusks; long nose; eats plants)

Build Background Explain that two million years ago, glaciers covered large parts of Earth. Our planet was much colder than today. This period, which ended 10,000 years ago, is called the Ice Age. During this period, animals such as the mammoth thrived. Use the map on page 5 to point out areas that were covered with ice. Have volunteers name the places.

PROGRAM RESOURCES

PRINT ONLY

Mammoth Mammals, Pioneer Edition

Mammoth Mammals, 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 6 of the Pioneer Edition of *Mammoth Mammals* as students listen.

Heating Up

Ice Age animals once ruled Earth. Then Earth got warmer about 10,000 years ago. Many kinds of animals died out.

Text from Pioneer Edition

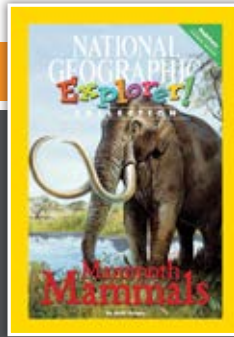
Then, think aloud to model how to use text features: *The main text says that many Ice Age animals died out when Earth got warmer. The sidebar “Meet the Animals” on page 7 gives additional information about this topic. I will use the sidebar to locate examples of animals that died out and find out what they were like:*

- **Glyptodont** looked like a giant armadillo. It was 10 feet long and five feet tall.
- **Giant sloth** was about the size of an elephant. It ate grass and tree branches.

By using the information in the sidebar, I can quickly find examples of Ice Age animals that died out when Earth got warmer. I can also find out about their size and what some of them ate.

Have students use the sidebar on page 7 to locate and describe another example of an Ice Age animal that died out. (Possible response: Titanus was a bird that did not fly. It was almost 10 feet tall and could run 40 miles an hour. It ate fresh meat with its strong beak.)

BL BELOW LEVEL 450L



PIONEER EDITION

Lexile: 450L | GR: P

Content Connection: The Ice Age

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

fossil glacier orbit tusk

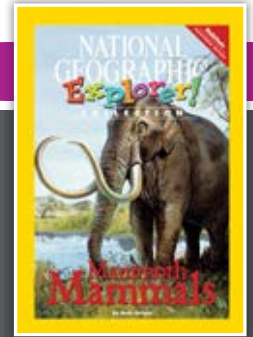
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Details** What was the Ice Age? (It was a time when Earth was very cold. Glaciers covered parts of Earth. Plants could not grow on glaciers, and few animals lived there. The Ice Age began two million years ago and ended ten thousand years ago.)
- Explain** Why did the Ice Age end? (The Earth warmed and many glaciers melted.)
- Describe** How do scientists learn about the Ice Age? (Scientists learn about the Ice Age from pictures that Ice Age people painted on walls of caves. They also learn from plant and animal fossils.)
- Cause/Effect** Why did some Ice Age animals die out? (Possible response: Some scientists think that the animals could not live in the warmer weather. Perhaps they could not find food or they got sick. Other scientists think that hunters killed them off.)
- Use Text Features** How are Ice Age animals like some animals living today? (Possible response: The woolly mammoth and the elephant are huge animals. They both have tusks. The sabertooth and the tiger are large cats with strong teeth.)

OL ON LEVEL 590L



PATHFINDER EDITION

Lexile: 590L | GR: Q

Content Connection: The Ice Age

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

climate glacier mammal orbit tundra

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 was the Ice Age? (It was a time when glaciers covered much of the Northern Hemisphere. Earth was very cold. Plants could not grow on the ice, and few animals could survive in the cold climate.)
- Explain** When did the Ice Age end? (It ended ten thousand years ago.) What might have caused it to end? (The Earth warmed and many glaciers melted.)
- Describe** How do scientists learn about the Ice Age? (They learn about the Ice Age from pictures that Ice Age people painted on walls of caves, and from plant and animal fossils.)
- Use Text Features** What animals living today are similar to Ice Age animals? (elephants, tigers, sloths) How do these animals compare? (Woolly mammoths and elephants are huge animals with tusks. Tigers and sabertooths are large cats with strong teeth. Today's sloth is much smaller than the giant sloth.)
- Cause/Effect** What do scientists think happened to Ice Age animals in America? (Some scientists think the animals could not adjust fast enough to the warmer weather, so the animals died. Others think that hunters killed off the animals.)

Check & Reteach

OBJECTIVE: Use Text Features

Have partners use the feature "Where Did They Go?" on pages 10–11 to locate information about modern relatives of Ice Age animals and explain why the information is relevant. (Possible response: The feature describes animals alive today, like the rhinoceros, that are related to animals that survived the Ice Age. This helps me understand what the Ice Age animals were like.)

For students who cannot use text features, reteach with the map on page 5. Remind students that animals lived in warmer regions during the Ice Age. Ask: *What specific information does the map give about where animals lived?* Have students find information on the map. Have groups discuss places where animals may have lived. Also, have them discuss why the information is relevant. (Possible response: Animals probably lived in the places where it was warmer, like grasslands, forests, and deserts. The information is relevant because it shows where animals could survive.)

BL BELOW LEVEL



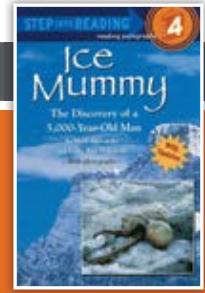
Frozen Vegetables

by Gretchen Will Mayo

Content Connection:
Frozen Food

Expository Nonfiction | Pages: 24

BL BELOW LEVEL 510L



Ice Mummy

by Mark Dubowski and Cathy East Dubowski

Content Connection:
Ice and Archaeology

Narrative Nonfiction | Pages: 48 | Lexile: 510L | GR: N

OBJECTIVES

Thematic Connection: Ice and Preservation

Read and Comprehend Text

Make Connections

Compare Points and Details

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.8, page SG35

Practice Master SG5.9, page SG36

Practice Master SG5.10, page SG37

Practice Master SG5.14, page SG41

SUGGESTED PACING

DAY 2 Introduce and read pages 2–14

DAY 3 Read pages 15–21 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Freezing food began as a way to keep food fresh to be eaten at times when fresh food was not available. Today, factories can freeze vegetables faster than we can at home, keeping the vegetables fresher when they are thawed for cooking and eating. Today, frozen vegetables offer us options for fresh and healthful food all year long.

Activate Prior Knowledge Ask: *What vegetables do you like to eat? Why are vegetables an important part of a healthy diet?* (Possible response: They have vitamins and nutrients we need.)

Build Background Explain that canned vegetables may be convenient because they can be stored for long periods of time and are available all year long, but the process of canning them causes the loss of important nutrients. Frozen vegetables are generally considered healthier because the nutrients are preserved.

Story Words Use **Practice Master SG5.8** to extend vocabulary.

chop, page 13

habit, page 21

packet, page 18

serving, page 19

whisk, page 14

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.8, page SG35

Practice Master SG5.9, page SG36

Practice Master SG5.11, page SG38

Practice Master SG5.14, page SG41

SUGGESTED PACING

DAY 2 Introduce and read pages 4–23

DAY 3 Read pages 24–48 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary In 1991, at the border of Austria and Italy, two hikers found a body that had been frozen for 5,000 years. Scientists examined the Iceman and artifacts, such as clothing and tools, and were able to deduce details about the man's life and death, including the fact that he was killed by an arrow that was still lodged in his shoulder.

Activate Prior Knowledge Ask: *What items do you carry with you each day?* (Possible responses: books; backpack; lunch) *What do these things say about you?* (Possible responses: I am a student. I like peanut butter and jelly sandwiches.)

Build Background Explain that some people believe that the Iceman is cursed because seven people associated with his discovery have died: one of the tourists who found him, the head of a mountain rescue team, two scientists, a mountain guide, the filmmaker who filmed the body's removal, and the author of a book about the Iceman.

Story Words Use **Practice Master SG5.8** to extend vocabulary.

border, page 5

expert, page 14

preserve, page 42

protection, page 27

scattered, page 8

OL ON LEVEL

Clarence Birdseye: Frozen Food Innovator

by Joanne Mattern

Content Connection: **Frozen Food**

Biography | Pages: 32



AL ABOVE LEVEL

Ice Mummies: Frozen in Time

by Eric Kudalis

Content Connection:
Ice and Archaeology

Expository Nonfiction | Pages: 32



COMMON CORE STANDARDS

Reading

Summarize CC.3.Rlit.2
Compare Important Points and Details in Two Texts CC.3.Rinf.9
Read and Comprehend Informational Texts CC.3.Rinf.10

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 SG5.8, page SG35
- Practice Master SG5.9, page SG36
- Practice Master SG5.12, page SG39
- Practice Master SG5.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–13
- DAY 3 Read pages 14–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Clarence Birdseye was born in Brooklyn, New York, in 1886. He was interested in animals and cooking. His experiences working in the wild gave him the idea to freeze food to be eaten at a later date. After years of experimenting, Birdseye discovered the best way to freeze food to ensure freshness. He started a frozen foods company that still exists today.

Activate Prior Knowledge Ask: *What are some foods you have seen in the freezer section of the grocery store? Have you ever tasted these foods? How did they taste?*

Build Background Explain that many Americans eat frozen foods for their convenience and affordable prices. Frozen dinners and pizzas are not the most healthy options because of high salt and fat contents, but frozen fruits and vegetables are affordable and healthy.

Story Words Use **Practice Master SG5.8** to extend vocabulary.

- afford, page 8
- convenient, page 4
- damage, page 14
- possible, page 4
- roam, page 6

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG5.8, page SG35
- Practice Master SG5.9, page SG36
- Practice Master SG5.13, page SG40
- Practice Master SG5.14, page SG41

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–15
- DAY 3 Read pages 16–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary Ice mummies, bodies that have been preserved in ice for hundreds or thousands of years, have been found all over the world. These human remains provide scientists with information about how people once lived. Scientists are able to figure out how these people died and what their societies might have been like by using DNA tests, CT scans, endoscopes, and radiocarbon dating.

Activate Prior Knowledge Ask: *Have you ever been to a museum? Why do you think the things in a museum are kept there?* (Possible response: They tell us about the past.)

Build Background Explain that an archaeologist is a scientist who studies life and culture of the past using fossils, human remains, and other artifacts that give clues about how people lived. Often, these things are buried deep in the ground because, over time, soil builds up around the things that are left behind.

Story Words Use **Practice Master SG5.8** to extend vocabulary.

- difficult, page 27
- disaster, page 13
- examine, page 27
- preserve, page 6
- stretch, page 5

BL > BELOW LEVEL

Frozen Vegetables

by Gretchen Will Mayo

Build Comprehension

- **Paraphrase** *What is the process for freezing vegetables?* (Possible response: Frozen food companies buy the freshest vegetables. The vegetables are then cleaned, trimmed, shelled or husked, cut, frozen, and packaged.)
- **Form Generalizations** *How did the process of freezing vegetables change the way we eat?* (Possible response: Being able to buy frozen vegetables means we can eat more kinds of vegetables all year long.)

Writing Options

- **List** Have students make a list of the vegetables they have eaten and rate them according to how much they liked each one.
- **Flow Chart** Have students make a list of the steps a vegetable takes from farm to freezer. Then have them create a flow chart that explains what happens at each step.
- **Journal Entry** Invite students to write about ways they can get more vegetables into their diets.

BL > BELOW LEVEL 510L

Ice Mummy

by Mark Dubowski and Cathy East Dubowski

Build Comprehension

- **Identify Problem and Solution** *How did the scientists keep the Iceman's remains from rotting?* (They washed him with germ killer and put him in a big refrigerator to stay cold.)
- **Draw Conclusions** *What did the Iceman's clothes tell scientists about his life?* (Possible responses: His clothes were made by skilled hands, so he came from a village community. They also think he was camping in the mountains.)

Writing Options

- **Email** Have students write an email to a friend, explaining two points they found interesting in the book. Encourage students to tell why they found the points interesting.
- **Interview Questions** Have students write three questions they would like to ask the scientists who studied the Iceman. Then have them share their questions with a partner.
- **Journal Entry** Invite students to write about an item that is important to them that would give hints to future scientists about their lives.

Check & Reteach

Ask students to compare the points and details between their book and the selection in the student edition, "Saved in Ice: Frozen Baby Mammoth Found."

If students have difficulty comparing points and details, refer them to their comparison charts. Ask: *What is one detail from each text? What do you understand better from reading both texts?*

DURING READING

Name _____ Date _____

Comparison Chart

Compare Points and Details

Take notes on this chart to help you compare your book to the article "Saved in Ice: Frozen Baby Mammoth Found." Write details about each text in the top sections. Write what you learned from both texts in the bottom section.

Text 1

Text 2

Synthesis

Use your chart to tell a partner about the book.

For use with TE pp. 5012-5019 **SG5.9** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

Frozen Vegetables

Review the story words with your group. Then discuss these questions together.

Story Words

chop

habit

packet

servings

whisk

1. **Cause and Effect** What is the effect of freezing vegetables quickly, instead of slowly?
2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to "Saved in Ice: Frozen Baby Mammoth Found." What is an important point you can make about both texts?
 - **Text 1** What effect do freezing conditions have on vegetables? Why is this important?
 - **Text 2** How did freezing conditions help to preserve the baby mammoth? Why is this important?
3. **Make Connections** Have you ever eaten frozen vegetables? How are they different from fresh vegetables?
4. **Read/Question** **Generalize** How does freezing vegetables change them?

For use with TE pp. 5012-5019 **SG5.10** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

Ice Mummy: The Discovery of a 5,000-Year-Old Man

Review the story words with your group. Then discuss these questions together.

Story Words

border

expert

preserve

protection

scattered

1. **Cause and Effect** Why did the Iceman's body begin thawing? What problem did this cause?
2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to "Saved in Ice: Frozen Baby Mammoth Found." What is an important point you can make about both texts?
 - **Text 1** How did the freezing conditions preserve the Iceman? Why is this important?
 - **Text 2** How did the cold conditions help to preserve the baby mammoth? Why is this important?
3. **Make Connections** Scientists learned many facts about the Iceman's life. What are some things you have in common with the Iceman?
4. **Read/Question** **Generalize** How do ice and cold affect how things change?

For use with TE pp. 5012-5019 **SG5.11** Unit 5 | Mysteries of Matter

OL ON LEVEL

Clarence Birdseye: Frozen Food Innovator
by Joanne Mattern

Build Comprehension

- **Make Comparisons** *How is flash freezing vegetables different from freezing them slowly?* (Possible response: When vegetables are frozen quickly, only small ice crystals form. Freezing slowly causes large ice crystals that damage food and make it taste bad.)
- **Goal and Outcome** *Why did Birdseye want to find a way to freeze food to be sold?* (Possible response: He wanted to find a way to freeze food that would taste good and fresh when it thawed, unlike the frozen foods people already had.)

Writing Options

- **Advertisement** Have students create an ad for a frozen food item they like.
- **Interview Questions and Answers** Have students write five questions they would like to ask Clarence Birdseye, and then share their questions with a partner. Have them discuss possible answers to the questions, based on information from the book.
- **Journal Entry** Invite students to write about whether they think frozen foods are good or bad and tell why or why not.

AL ABOVE LEVEL

Ice Mummies: Frozen in Time
by Eric Kudalis

Build Comprehension

- **Explain** *What needs to happen for an ice mummy to form?* (Possible responses: An ice mummy needs temperatures below freezing to keep it from rotting. It also needs shelter so animals will not eat it.)
- **Form Generalizations** *Why are ice mummies important?* (Possible response: Ice mummies give scientists information about how people once lived, how they dressed, and what things were important to them.)

Writing Options

- **Book Review** Have students write a review in which they tell what they thought of the book and then tell why they would or would not recommend it.
- **Friendly Letter** Have students write a letter to a friend in which they explain three things they learned from the book.
- **Journal Entry** Invite students to write something about themselves that they would want people to know in the future.



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 SG5.14** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Clarence Birdseye: Frozen Food Innovator

Review the story words with your group. Then discuss these questions together.

Story Words
afford
convenient
damage
possible
ream

1. **Cause and Effect** What did Birdseye have to do to make it possible for people all around the country to buy his frozen foods?
2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to "Saved in Ice: Frozen Baby Mammoth Found." What is an important point you can make about both texts?
 - **Text 1** What did Birdseye discover was the best way to freeze food? Explain.
 - **Text 2** How did the freezing conditions help to make the baby mammoth an important discovery?
3. **Make Connections** What frozen foods have you eaten? How were these different from the fresh foods you have eaten?
4. **Question Generalize** How can ice and cold affect how food changes?

For use with TE pp. 502-509 | SG5.12 | Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

Ice Mummies: Frozen in Time

Review the story words with your group. Then discuss these questions together.

Story Words
difficult
disaster
examine
preserve
stretch

1. **Cause and Effect** What did scientists discover about the Franklin mummies? How did the fact that the mummies were frozen help scientists to make this discovery?
2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to "Saved in Ice: Frozen Baby Mammoth Found." What is an important point you can make about both texts?
 - **Text 1** How do ice mummies help scientists learn things about the past?
 - **Text 2** What do scientists hope to learn from the baby mammoth? Why will they be able to learn things from the baby mammoth?
3. **Make Connections** The stories of ice mummies are mysteries that scientists like to solve. What is a mystery you have solved? How did you solve it?
4. **Question Generalize** How do ice and cold affect how things change?

For use with TE pp. 502-509 | SG5.13 | Unit 5 | Mysteries of Matter

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.

Frozen Vegetables
Ice Mummy: The Discovery of a 5,000-Year-Old Man
Clarence Birdseye: Frozen Food Innovator
Ice Mummies: Frozen in Time

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did you learn from your books about how ice can preserve, or save, things?
2. Why is the topic of freezing things important in all of the books? What details support this point?
3. **Question** What do the books show about how cold and ice can affect how things change? How does heat change things?

For use with TE pp. 502-509 | SG5.14 | Unit 5 | Mysteries of Matter

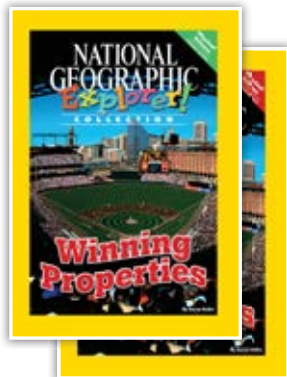
OBJECTIVES

Thematic Connection: Matter

- Read and Comprehend Informational Text
- Identify Supporting Details

Winning Properties by Susan Halko

Summary *Winning Properties* describes matter and its properties by describing baseball bats and entries in the Guinness Book of World Records. In “Winning Properties,” author Susan Halko points out that a bat is matter—something that takes up space. She describes the steps required to make a bat, from selecting the wood to forming its shape, and then sanding it to get it to the proper weight. Properties of matter—weight, size, shape, and thickness—can affect how a bat performs. The perfect weight of a bat depends on the player’s size, strength, and how fast the player swings. Some players prefer bats made of ash because ash is lighter. Other players choose bats made of maple because maple is harder. “Extreme Properties” explores the properties of items in the Guinness Book of World Records, such as the world’s largest baseball bat and tallest snowman.



Activate Prior Knowledge Display the front cover and ask: *What are baseball bats made of?* (wood or metal) *What are some properties you could use to describe what wood is like?* (Possible responses: size; shape; weight)

Build Background Explain that matter is anything that takes up space. A baseball bat is matter. Like all matter, it has properties such as weight, shape, and hardness. Point out that a bat’s properties affect how a player hits the ball. Use the photos on pages 4–5 to describe how bats are made. Have volunteers point to each photo and describe what they see.

PROGRAM RESOURCES

PRINT ONLY

Winning Properties, Pioneer Edition

Winning Properties, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Explain How Key Details Support the Main Idea
Read and Comprehend Informational Text

CC.3.Rinf.2
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 key details support a main idea in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *Winning Properties* as students listen.

Personalized Properties

The Major League Baseball Association has rules about the size of a bat. It can be no more than 6.9 centimeters (2.75 inches) thick or 106 centimeters (42 inches) long.

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 is stated in the first sentence of the paragraph:*

- The Major League Baseball Association has rules about the size of a bat.*

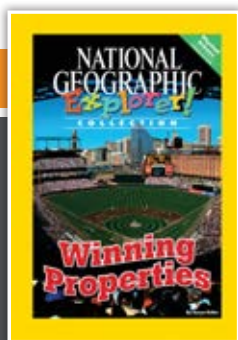
The next sentence gives key details that support this main idea by telling what the rules are about the size of bats. One key detail is:

- It can be no more than 6.9 centimeters (2.75 inches) thick.*

Point out that this detail gives facts about the thickness of a bat.

Have students identify the second key detail about the size of bats in the text above. Then have them explain how all the details support the main idea in the text. (Detail: A bat can be no more than 106 centimeters [42 inches] long. Possible response: The details support the main idea because they give the rules that the Major League Baseball Association has for the size of a bat. They give specific information about the maximum length and thickness that a bat can be.)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Defining Matter

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

billet matter properties

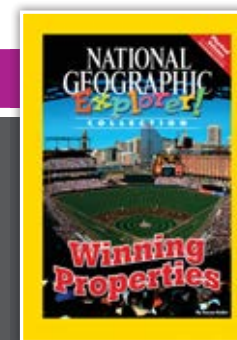
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Explain** What is matter? (Matter is anything that has mass and takes up space.)
- Identify Supporting Details** How can you tell if wood is dense? (The grains of the wood are closer together. This explains the way matter is tightly packed together in dense wood.)
- Make Inferences** How does sanding a bat affect its weight? (Possible response: The sanding makes a bat lighter because sanding removes some of the wood.)
- Describe** What are some properties of a bat? (Possible response: Some properties are its length, weight, and color.)
- Analyze** What kind of matter do you measure in your everyday life? (Possible responses: I measure ingredients, such as flour, for recipes; I measure my body to check my height; I measure the amount of snow that falls in my yard.)

OL ON LEVEL 780L



PATHFINDER EDITION

Lexile: 780L | GR: R

Content Connection: Defining Matter

Science Vocabulary

Use Wordwise on page 7 to introduce new words:

billet matter properties

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.

- Explain** What is matter? (Matter is anything that has mass and takes up space.)
- Identify Supporting Details** How can looking at the grains in wood help you know if it is dense? (The grains are closer together when the wood is dense. This example shows how matter is tightly packed together in dense wood.)
- Details** How does sanding a bat affect its weight? (Possible response: The sanding makes a bat lighter because sanding removes some of the wood.)
- Describe** What properties are important in a bat? (Possible response: Length, weight, and type of wood are important properties of a bat.)
- Analyze** What kind of matter do you measure in your everyday life? (Possible responses: I measure ingredients, such as flour, for recipes; I measure my body to check my height; I measure the amount of food I feed my pet; I measure the amount of snow that falls in my yard.)

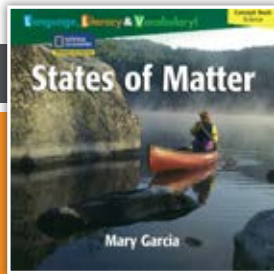
Check & Reteach

OBJECTIVE: Identify Supporting Details

Have partners identify key details in “Big Dog, Little Dog” on page 11 and explain how they support the main idea that the mastiff and St. Bernard are the heaviest breeds of dogs. (Details: Males of both types can weigh over 91 kilograms (200 pounds). These details explain why they are the heaviest breeds.)

For students who cannot identify key details and explain how they support a main idea, reteach with the first paragraph of “Properties Matter” on page 6. Say: *The main idea is that pro ball players can be choosy about their bats. What details support, or explain, this idea?* Have students skim the text, looking for details. Make a class list to record them. (Some players visit lumberyards to find the perfect piece of wood; some players watch the lathe operator to make sure the bat is just right.) Guide students as they explain how the details support the main idea. (Possible response: The details give examples of ways that players can be choosy about their bats.)

BL BELOW LEVEL 480L



States of Matter

by Mary Garcia

Content Connection:
Defining Matter

Expository Nonfiction | Pages: 32 | Lexile: 480L | GR: M

BL BELOW LEVEL 530L



What Is Matter?

by Glen Phelan

Content Connection:
Defining Matter

Expository Nonfiction | Pages: 32 | Lexile: 530L | GR: N

OBJECTIVES

Thematic Connection: Matter

Read and Comprehend Text

- Make Connections
- Cause and Effect

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG5.15, page SG42
- Practice Master SG5.16, page SG43
- Practice Master SG5.17, page SG44
- Practice Master SG5.21, page SG48

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–11
- DAY 3 Read pages 12–21 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Everything in the world is made of matter. Matter is anything that takes up space. It comes in three forms: solid, liquid, and gas. Matter can change from one form to another. Liquids can freeze into solids, or they can change into gas when heat is applied to them. A solid can melt and become a liquid. Sometimes matter can change states and then change back. Other times, it cannot.

Activate Prior Knowledge Ask: *What is something that is solid?* (Possible responses: books; walls) *What is something that is liquid?* (water; juice) *What is something that is a gas?* (the air we breathe) Explain that these things are matter.

Build Background Explain that there are three well-known states of matter: solid, liquid, and gas. However, the fourth state of matter, plasma, is actually the one found most often in the universe. Plasma is a gas pumped with energy. The sun is an enormous ball of plasma.

Story Words Use **Practice Master SG5.15** to extend vocabulary.

- | | | |
|-------------------------|------------------------|------------------------|
| <i>become</i> , page 15 | <i>bubble</i> , page 6 | <i>common</i> , page 6 |
| <i>object</i> , page 19 | <i>shape</i> , page 8 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

- Practice Master SG5.15, page SG42
- Practice Master SG5.16, page SG43
- Practice Master SG5.18, page SG45
- Practice Master SG5.21, page SG48

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–15
- DAY 3 Read pages 16–31 and discuss
- DAY 4 Reteach or conduct intervention
- DAY 5 Connect across texts

Summary Everything that surrounds us, by having mass and taking up space, is matter. Matter can be a solid, liquid, or gas, and it can be measured by volume and density. We use different types of matter, based on their properties. For example, different metals can be used to make things, such as tools and cars, based on their strength and ability to mix with other materials.

Activate Prior Knowledge Ask: *What are some things you can see and touch?* (Possible responses: desk; chair; books) *What is something you know is here, but you cannot see?* (the air we breathe) Explain that these things are matter.

Build Background Explain that the Hittites, who lived in the area that is now Turkey and northern Syria around 1900 BC, were the first to successfully melt iron. But, the Iron Age did not begin in Europe until 800 BC, when people made iron tools and weapons. The Iron Age lasted until the medieval period.

Story Words Use **Practice Master SG5.15** to extend vocabulary.

- | | | |
|---------------------------|---------------------------|------------------------------|
| <i>breathe</i> , page 7 | <i>divide</i> , page 14 | <i>interesting</i> , page 18 |
| <i>treasure</i> , page 26 | <i>valuable</i> , page 26 | |

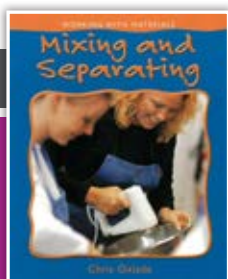
OL ON LEVEL IG660L

Mixing and Separating

by Chris Oxlade

Content Connection:
Combining and Separating Matter

Expository Nonfiction | Pages: 32 | Lexile: IG660L | GR: P



AL ABOVE LEVEL 810L

Matter, Matter Everywhere

by Steven Tomecek

Content Connection:
Defining and Measuring Matter

Expository Nonfiction | Pages: 32 | Lexile: 810L | GR: S



COMMON CORE STANDARDS

Reading

Summarize	CC.3.Rlit.2
Relate Ideas	CC.3.Rinf.3
Describe Text Structure	CC.3.Rinf.8
Read and Comprehend Informational Texts	CC.3.Rinf.10

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 SG5.15, page SG42

Practice Master SG5.16, page SG43

Practice Master SG5.19, page SG46

Practice Master SG5.21, page SG48

SUGGESTED PACING

- DAY 2 Introduce and read pages 6–17
- DAY 3 Read pages 18–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary A mixture is made of two or more materials. Some are natural, such as milk and seawater. Others, such as fruit salad, we can make ourselves. Mixtures in which materials change when they are mixed together are called solutions. Parts of a mixture can be separated using the properties of the materials in the mixture. Separation can take place by settling and skimming, using a sieve, filtering, and evaporation.

Activate Prior Knowledge Ask: *What is something you can make by mixing two or more things together?* (Possible responses: fruit salad; pancakes; pasta sauce)

Build Background Explain that materials we mix and separate are called matter. Three states of matter are solid, liquid, and gas. Sometimes the states of matter can change forms. Water (a liquid) can be frozen into ice (a solid) or boiled to make steam (a gas).

Story Words Use **Practice Master SG5.15** to extend vocabulary.

- | | | |
|------------------|--------------------|-----------------|
| attach, page 7 | disappear, page 10 | include, page 6 |
| material, page 6 | sort, page 15 | |

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.15, page SG42

Practice Master SG5.16, page SG43

Practice Master SG5.20, page SG47

Practice Master SG5.21, page SG48

SUGGESTED PACING

- DAY 2 Introduce and read pages 4–13
- DAY 3 Read pages 14–29
- DAY 4 Reread and discuss
- DAY 5 Connect across texts

Summary We are surrounded by matter. Matter comes in different states: solid, liquid, gas, and plasma. Matter can be described based on its properties, including volume, mass, and density. The tiniest units of matter are called atoms. Matter can undergo physical changes, where the matter changes but does not become a new substance. Chemical changes cause matter to change into a new substance.

Activate Prior Knowledge Point to an object in the room, such as a desk, and ask: *Is this (desk) a solid or liquid? How do you know?* (It is solid because it has a shape; you cannot pour it.)

Build Background Explain that Archimedes, born in 287 BC in Sicily, was asked by King Hieron to figure out if a crown maker had cheated him by using some silver instead of all gold to make his crown. It is said that he shouted “Eureka!” (“I have found it!”) when he figured out how to solve the problem.

Story Words Use **Practice Master SG5.15** to extend vocabulary.

- | | | |
|------------------|-------------------|---------------|
| arrange, page 15 | exchange, page 23 | float, page 7 |
| mystery, page 5 | symbol, page 19 | |

BL > BELOW LEVEL 480L

States of Matter

by Mary Garcia

Build Comprehension

- **Explain** *How do we know that a gas is matter when we cannot see it?* (Possible response: Matter takes up space, and gas takes up space. Even though a gas does not have its own shape, it can fill something, such as a balloon.)
- **Evaluate** *How can water change from one state of matter to another?* (Possible response: Water can freeze, changing it from liquid to solid. Ice can melt, changing it from solid to liquid. Water can turn to water vapor, changing it from liquid to gas. Water vapor can change to water, turning a gas into a liquid.)

Writing Options

- **Questions** Have students write three questions they have about matter. Then have them share their questions with a partner and try to help each other answer them.
- **Friendly Letter** Have students write a letter to a family member, telling what they learned about the states of matter.
- **Journal Entry** Invite students to write about how they use or encounter each state of matter in their lives every day. Encourage students to include times in which they have changed, or observed changes in, states of matter.

BL > BELOW LEVEL 530L

What Is Matter?

by Glen Phelan

Build Comprehension

- **Form Generalizations** *Why was the discovery of iron ore important?* (Possible response: Iron ore could be turned into iron tools. When it is mixed with carbon, it becomes steel. Steel is a stronger metal.)
- **Make Comparisons** *How are the three states of matter different from each other?* (Possible response: Solids have a set shape and set volume. Liquids have a set volume, but not a set shape. Gases do not have a set volume or shape.)

Writing Options

- **List** Have students make a three-column chart, with the headings *Solid*, *Liquid*, and *Gas*. Have students list at least three things in each column that they use or encounter in their daily lives.
- **Email** Have students write an email to a friend, explaining three things they learned from the book.
- **Journal Entry** Invite students to choose something that is a solid, a liquid, or a gas. Then have them write about how they use their five senses to describe it and to tell which state of matter it is.

Check & Reteach

Ask students to give examples of cause and effect from each book. If students have difficulty finding causes and effects, refer them to their cause-and-effect chart. Ask: *What is one thing that happened? What caused that to happen?*

DURING READING

Name _____ Date _____

Cause and Effect Chart

Cause and Effect

Take notes on this cause-and-effect chart to keep track of things that happened (effects) and why they happened (causes) in your book.

Cause	Effect

Use your cause-and-effect chart to tell a partner about the book.

For use with TE pp. 5218–5221 **SG5.16** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

States of Matter

Review the story words with your group. Then discuss these questions together.

Story Words
become
bubble
common
object
shape

1. **Summarize** In your own words, briefly tell what this book is about.
2. **Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens to water when it gets cold?
 - **Effect** What is something fun people can do when this happens?
3. **Make Connections** In the book, you read about the three states of matter. Give an example of how you use each state of matter in your life every day.
4. **Think/Question Generalize** What is one way that each state of matter can change?

For use with TE pp. 5218–5221 **SG5.17** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

What Is Matter?

Review the story words with your group. Then discuss these questions together.

Story Words
breathe
divide
interesting
treasure
valuable

1. **Summarize** In your own words, explain the difference between the three states of matter.
2. **Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens when enough heat is applied to iron?
 - **Effect** What happens to iron after heat has been applied to it? Why is this important?
3. **Make Connections** In the book, you read about how the properties of matter can be measured. Tell about some of the ways you measure things.
4. **Think/Question Generalize** What is an example of how we can change matter to make it more useful to us?

For use with TE pp. 5218–5221 **SG5.18** Unit 5 | Mysteries of Matter

OL ON LEVEL IG660L

Mixing and Separating
by Chris Oxlade

Build Comprehension

- **Explain** *Why can't some mixtures be separated?* (Possible response: Sometimes, mixing materials together causes them to change into something new, such as bread or concrete.)
- **Identify Problem and Solution** *What are two examples of how materials can be separated?* (Possible responses: A filter can separate water and coffee grounds. Salt and water can be separated by evaporation.)

Writing Options

- **Email** Have students write an email to a friend, telling five interesting facts they learned from the book. Encourage students to tell why the facts are interesting.
- **Explanation** Have students explain how to separate a mixture of metal shavings, salt, and sand, using the properties of the materials. Have them work with a partner, if necessary. (Use a magnet to remove the metal. Use hot water to dissolve the salt, and filter the sand from the water. When the water evaporates, the salt will be left behind again.)
- **Journal Entry** Invite students to write about a recipe they like to make and explain what happens when they add different ingredients to their mixture.

AL ABOVE LEVEL 810L

Matter, Matter Everywhere
by Steven Tomecek

Build Comprehension

- **Make Comparisons** *What is the difference between a physical change and a chemical change?* (Possible response: During a physical change, matter does not become a new substance and it can change back. A chemical change is when matter becomes a new substance because the atoms change. It cannot change back.)
- **Make Comparisons** *Why was Archimedes' discovery important?* (Possible response: Archimedes found a way to measure the volume of an object with an odd shape. This made it possible to figure out the volume of any solid matter.)

Writing Options

- **Interview Questions** Have students choose one of the scientists mentioned in the book and write five questions they would like to ask him. Then have them share their questions with a partner.
- **Description** Have students describe two examples of physical changes and two examples of chemical changes.
- **Journal Entry** Invite students to write about a time they have seen matter change from one form to another. Encourage students to tell why it changed.



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 SG5.21** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Mixing and Separating

Review the story words with your group. Then discuss these questions together.

Story Words
attach
disappear
include
material
sort

1. **Summarize** In your own words, summarize how a mixture can be separated.
2. **Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens when you drop a sugar cube into a cup of hot coffee?
 - **Effect** What is the result? What else could you drop into the cup? What would be the result?
3. **Make Connections** In the book, you read about how materials can be mixed or separated. Give one everyday example of how you make a mixture and one example of how you separate a mixture.
4. **Generalize** Why can some mixtures be separated but others cannot? What causes the matter in these mixtures to change?

For use with TE pp. S218-S221 **SG5.19** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

Matter, Matter Everywhere

Review the story words with your group. Then discuss these questions together.

Story Words
arrange
exchange
float
mystery
symbol

1. **Summarize** In your own words, explain the difference between a physical change and a chemical change. Use examples.
2. **Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What is a compound? How does it happen?
 - **Effect** What is an example of a compound? Explain.
3. **Make Connections** In the book, you read about the three states of matter. Give an example of how you use each state of matter in your life every day.
4. **Generalize** Explain two ways that matter can change.

For use with TE pp. S218-S221 **SG5.20** Unit 5 | Mysteries of Matter

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.

States of Matter
What is Matter?
Mixing and Separating
Matter, Matter Everywhere

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do your books tell you about matter?
2. What is one cause-and-effect relationship that has to do with matter?
3. **Generalize** How do the books show how matter can change?

For use with TE pp. S218-S221 **SG5.21** Unit 5 | Mysteries of Matter

OBJECTIVES

Thematic Connection: Changes in Soil

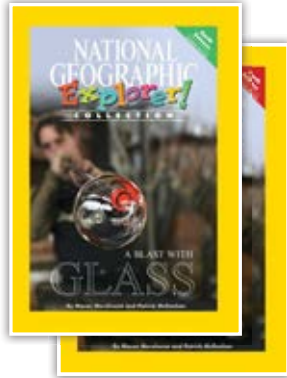
Read and Comprehend Informational Text

Determine Word Meanings

A Blast with Glass

by Macon Morehouse and Patrick McGeehan

Summary *A Blast with Glass* explores how glass is made. It also explains the art of glassblowing and ways that nature makes glass. In “Cooking with Glass,” Macon Morehouse and Patrick McGeehan point out that glass is a very useful substance. It is made up of silica—pure sand—a substance called soda, and a chalky powder called lime. Adding metals, such as iron, gives glass its color. This mixture is heated at 1,200°C (2,200°F). High heat turns the mixture to molten liquid. Artists like Dale Chihuly carefully blow and twirl this hot glass into amazing art. Today, scientists are creating new uses for glass, like glass submarines and glass airplane wings. The photo essay “Nature’s Glass” describes ways that nature makes glass. Lava can turn into obsidian. Meteorites can create glass discs, called tektites. And lightning strikes can melt sand into glassy fulgurites.



Activate Prior Knowledge Display the front cover, pointing out that it shows glass in its hot, liquid form. Ask: *What things are made of glass?* (Possible responses: drinking glasses; windows) Discuss why glass is useful.

Build Background Explain that people first created glass 5,000 years ago. Point out that glass is made from a type of sand and two powdery substances. These ingredients are melted together at very high temperatures to make glass. Use photos on pages 8–9 to point out some uses of glass. Have volunteers point to and describe each photo.

PROGRAM RESOURCES

PRINT ONLY

A Blast with Glass, Pioneer Edition

A Blast with Glass, Pathfinder Edition

TECHNOLOGY ONLY

My Vocabulary Notebook

COMMON CORE STANDARDS

Reading

Determine Meaning of Domain-Specific Words CC.3.Rinf.4

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

Language

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

Mini Lesson

Determine Word Meanings

Explain: *In a text, an author often gives clues to the meaning of unfamiliar words. Clues include definitions, synonyms, and descriptions.* Point out that good readers know how to determine word meanings by using clues in a text.

Read aloud the following text from page 5 of the Pioneer Edition of *A Blast with Glass* as students listen.

The Science of Glass

Glass can be fragile, or easy to break. It can also be strong. Stronger than steel!

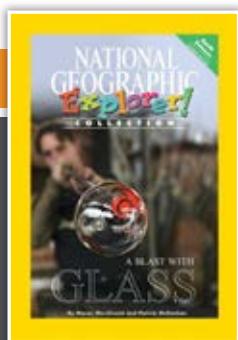
Text from Pioneer Edition

Then, think aloud to model how to determine word meanings in a text: *As I read this article about glass, I come across the word fragile. I'm not sure what it means, but as I read on, I see that the phrase "or easy to break" follows the word fragile. I know that the word or is a clue that the authors have included a definition of the unfamiliar word.* Point out that the words *means* and *called* are also clues that the authors have included a definition.

Then say: *As I read the next sentence, I see the phrase "it can also be strong." I know that something strong does not break easily. So, strong is the opposite of fragile. This antonym also helps me understand the meaning of the word fragile.*

Have students explain how to determine the meaning of the word *fragile* in the above text. (Possible response: The phrase “or easy to break” follow the word *fragile*. The authors include a definition right after they use the unfamiliar word. The word *or* gives me a clue that the unfamiliar word is defined. So, I know that *fragile* means “easy to break.”)

BL BELOW LEVEL



PIONEER EDITION

GR: P

Content Connection: Sand

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

atom chemistry physics state of matter

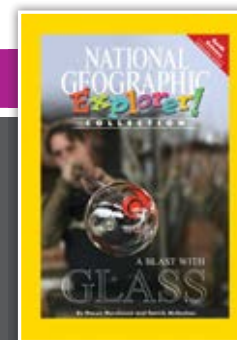
Have students add new words to **My Vocabulary Notebook**.

Build Comprehension

After reading, use the Concept Check on page 12. Remind students to use details and examples to support each answer.

- Evaluate** Why is glass such a useful material? (It can break easily or it can be stronger than steel. It can be hard and stiff or melt into shapes.) How do we depend on it every day? (We use glass for things such as windows, light bulbs, and computers.)
- Explain** How does temperature change glass? (Heating changes glass from a hard solid to a liquid that flows.)
- Sequence** How is glass made? List the steps in order. (Start by getting some silica. Add soda to the silica to help it melt. Add lime to make the glass strong and hard. Add metals for color and boron to make it stronger. Heat the ingredients to 1,200° C (2,200° F) until they melt. Shape the melted glass. Then cool the glass slowly in an oven.)
- Determine Word Meanings** In Roman times, glass was a luxury. What does *luxury* mean? (A luxury is something that is very expensive.)
- Details** Describe two kinds of glass made by nature. (Possible response: Obsidian is made by lava from volcanoes. If the lava contains a lot of silica, it can turn to glass. Tektites are made when burning meteorites slam into Earth. The heat from the crash can make glass.)

OL ON LEVEL



PATHFINDER EDITION

GR: R

Content Connection: Sand

Science Vocabulary

Use Wordwise on page 9 to introduce new words:

atom chemistry physics state of matter versatile

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.

- Evaluate** Why is glass important for everyday life? (Glass is used to make things such as windows, light bulbs, and computers, and it is used in telescopes and in fibers that carry TV and Internet signals.)
- Describe** How is glass like both a solid and a liquid? (Glass has properties of both states of matter. It is hard like a solid, but its atoms are scattered like those in a liquid.)
- Sequence** How is glass made? List the steps in order. (Start by getting some silica. Add soda to the silica to help it melt. Add lime to make the glass strong. Add metals for color and boron to make it stronger. Heat the ingredients until they melt. Shape the melted glass. Cool it slowly in an oven.)
- Determine Word Meanings** Today, glass items are mass-produced. Define *mass-produced*. (It means that items are made in large numbers, often in factories.)
- Details** Describe three kinds of glass made by nature. (Obsidian is made from lava that has a lot of silica. As the lava cools, glass forms. Tektites are made when burning meteorites hit Earth. The heat from the crash can make glass. Fulgurites are made when heat from lightning strikes sand and melts it.)

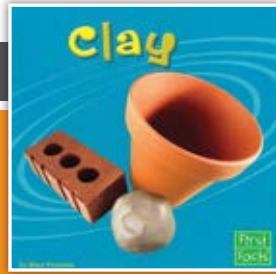
Check & Reteach

OBJECTIVE: Determine Word Meanings

Have partners determine the meaning of the word *atoms* in "A Pinch of Physics" on page 5. (Atoms are tiny invisible particles inside glass. The word *called* is a clue that the author has included a definition.)

For students who cannot determine word meanings, reteach with the word *silica* in "A Sprinkle of Chemistry" on page 6. Say: *The section discusses substances used to make glass. It says to start with silica. What clue in the text helps you determine the meaning of the word silica?* Have students skim the paragraph. Record clues they identify. ("Silica is a very pure sand.") Guide students to determine that the authors have provided a definition for *silica* that follows right after the word *is*. Then have students define *silica* in their own words. (a kind of pure sand used to make glass)

BL BELOW LEVEL



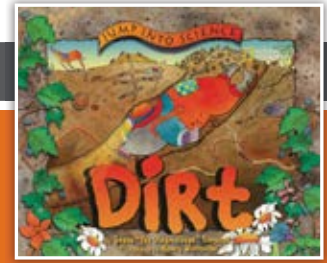
Clay

by Mary Firestone

Content Connection:
Clay

Expository Nonfiction | Pages: 32

BL BELOW LEVEL



Dirt

by Steve Tomecek

Content Connection:
Dirt

Expository Nonfiction | Pages: 32

OBJECTIVES

Thematic Connection: Changes in Soil

Read and Comprehend Text

Make Connections

Use Text Features

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.22, page SG49

Practice Master SG5.23, page SG50

Practice Master SG5.24, page SG51

Practice Master SG5.28, page SG55

TECHNOLOGY ONLY

Digital Library: Clay Sculptures

SUGGESTED PACING

DAY 2 Introduce and read pages 4–13

DAY 3 Read pages 14–21 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Clay is a natural material made of minerals that is part of many things we use each day. Clay is found most often in the soil. It is mined from quarries, processed, and used to thicken things and to make things like paint, soap, bricks, and bathtubs. Clay in the soil can help plants grow.

Activate Prior Knowledge Ask: *Have you ever made something from clay? What did it look and feel like?* (Possible response: It was gray or red. It got softer by adding water, and then it got hard when it dried.)

Build Background Display photos of clay sculptures from the **Digital Library**. Explain that clay can be used to make works of art. An artist can create sculptures, pots, vases, and other items. Many cultures have different methods for decorating these pieces. The finished products are heated to high temperatures to harden the clay and make it last.

Story Words Use **Practice Master SG5.22** to extend vocabulary.

lean, page 4

pure, page 12

rinse, page 4

settle, page 7

thicken, page 15

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.22, page SG49

Practice Master SG5.23, page SG50

Practice Master SG5.25, page SG52

Practice Master SG5.28, page SG55

SUGGESTED PACING

DAY 2 Introduce and read pages 4–17

DAY 3 Read pages 18–31 and discuss

DAY 4 Reteach or conduct intervention

DAY 5 Connect across texts

Summary Dirt, or soil, starts out as rock and is worn down into sediments, which are full of minerals. Dirt forms into layers with different characteristics that can be used for many purposes. Dirt also contains organic matter and many living things. The dirt and living things in it work together to make life possible by providing the food and oxygen needed for life.

Activate Prior Knowledge Ask: *Where do you find dirt?* (Possible responses: in the park; in the garden; in the yard; outside) *How would you describe it?* (Possible responses: black; brown; dusty; sticky; full of worms)

Build Background Explain that soil scientists do important work in helping to understand what dirt is made of and how it forms. They help to improve soil on farms, give advice about managing land for building, and conduct studies related to keeping soil healthy.

Story Words Use **Practice Master SG5.22** to extend vocabulary.

include, page 8

owe, page 18

probably, page 4

sink, page 12

suggestion, page 26

OL ON LEVEL 600L



Sand

by Monica Halpern

Content Connection:
Sand

Expository Nonfiction | Pages: 16 | Lexile: 600L | GR: O

AL ABOVE LEVEL 790L



Soil

by Christin Ditchfield

Content Connection:
Rock and Mud

Expository Nonfiction | Pages: 48 | Lexile: 790L | GR: R

COMMON CORE STANDARDS

Reading

Summarize CC.3.Rlit.2
Use Text Features CC.3.Rinf.5
Read and Comprehend Informational Texts CC.3.Rinf.10

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 SG5.22, page SG49
Practice Master SG5.23, page SG50
Practice Master SG5.26, page SG53
Practice Master SG5.28, page SG55

TECHNOLOGY ONLY

Digital Library: Sand grains

SUGGESTED PACING

DAY 2 Introduce and read pages 2–9
DAY 3 Read pages 10–16
DAY 4 Reread and discuss
DAY 5 Connect across texts

Summary Sand is everywhere. It is made of rocks and corals that have broken down over time. Grains of sand come in many shapes and sizes, but they are larger than grains of dirt. Sand is moved around by water, wind, and ice. Sand can be used to make glass, to clean things, to keep roads from being icy, or to play with at the beach.

Activate Prior Knowledge Ask: *Where have you seen sand?* (Possible response: the beach) *Describe it.* (Possible response: made of tiny grains; brown)

Build Background Display the photos of magnified grains of sand from the **Digital Library**. Explain that sand may look as if it is all the same, but every grain is uniquely different. Dr. Gary Greenberg has spent many years photographing grains of sand from all over the world at over 250 times their real size.

Story Words Use **Practice Master SG5.22** to extend vocabulary.

giant, page 13 *gradually*, page 4 *period*, page 4
probably, page 2 *soak*, page 9

PROGRAM RESOURCES

PRINT & TECHNOLOGY

Practice Master SG5.22, page SG49
Practice Master SG5.23, page SG50
Practice Master SG5.27, page SG54
Practice Master SG5.28, page SG55

SUGGESTED PACING

DAY 2 Introduce and read pages 4–23
DAY 3 Read pages 24–43
DAY 4 Reread and discuss
DAY 5 Connect across texts

Summary Soil, an important natural resource, is formed when solid rock breaks down over time. It is home to many living things. Soil has many layers and types based on size, color, and amount of nutrients it contains. Chemicals and erosion can harm the soil and make it unhealthy for growing food. Scientists work to protect the soil and keep it healthy.

Activate Prior Knowledge Ask: *What are some things people do with soil?* (Possible responses: plant a garden; dig into it to build buildings; play on it)

Build Background Explain that composting is a method of turning waste into rich, healthy soil. Compost adds nutrients to plants and helps keep moisture in the soil. To create a compost heap, you need air, water, plant materials—such as kitchen and yard waste—and microbes that are found in nature. They will break down the waste and turn it into rich compost.

Story Words Use **Practice Master SG5.22** to extend vocabulary.

equal, page 29 *original*, page 23 *particular*, page 17
release, page 42 *waste*, page 19

BL BELOW LEVEL

Clay

by Mary Firestone

Build Comprehension

- **Form Generalizations** *Why is clay important to our everyday lives?* (Possible response: We use clay to make many of the things we use every day, such as soap, toothpaste, plates, bricks, tiles, pipes, and many other things.)
- **Explain** *Why is clay important for plants?* (Possible response: Clay keeps the soil from washing away and stores water and food for plants, which helps to keep plants healthy.)

Writing Options

- **List** Have students make a list of five things made from clay. Then have them write to describe each item.
- **Explanation** Have students write a few sentences explaining how clay is mined and processed.
- **Journal Entry** Invite students to write about three ways they use something made from clay every day.

BL BELOW LEVEL

Dirt

by Steve Tomecek

Build Comprehension

- **Draw Conclusions** *Could we live without earthworms?* **Explain.** (Possible responses: No. Earthworms recycle nutrients in the soil that help plants to grow. Plants provide the food we eat and the oxygen we breathe.)
- **Identify Problem and Solution** *What problems can be caused when buildings, roads, and farms are carelessly built?* (Possible response: If plants and trees that help to keep the soil in place are removed, soil can wash away with the rain or blow away with the wind.)

Writing Options

- **Poem** Have children make a list of facts about soil and then write a poem that explains why soil is important for life on Earth.
- **Poster** Have students make a poster on which they show the parts of soils and explain why soil is important.
- **Journal Entry** Invite students to write about an experience they had with dirt and tell about what they observed.

Check & Reteach

Ask students to discuss the use of text features in each book.

If students have difficulty identifying text features, refer them to their 3-column charts. Ask: *What is one text feature in the book? What does it tell you?*

DURING READING

Name _____ Date _____

3-Column Chart
Use Text Features

Take notes on this 3-column chart to keep track of the text features that help you understand the information in the book.

Page	Text Feature	What It Tells Me

Use your 3-column chart to tell a partner about the book.

For use with TE pp. S624-S627 **SG5.23** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide
Clay

Review the story words with your group. Then discuss these questions together.

Story Words
lean
pure
rinse
settle
thicken

1. **Explain** How do factories process clay?
2. **Use Text Features** How do the text features in *Clay* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** Name two text features on page 7.
 - **What They Tell Me** How does each text feature help you understand what you are reading?
3. **Make Connections** In the book, you read about many of the uses of clay. How is clay a part of your everyday life?
4. **Think/Question** **Generalize** What are some ways that clay can be changed?

For use with TE pp. S624-S627 **SG5.24** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide
Dirt

Review the story words with your group. Then discuss these questions together.

Story Words
include
owe
probably
sink
suggestion

1. **Explain** What are sediments and how are they important to the soil?
2. **Use Text Features** How do the text features in *Dirt* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** Look at pages 8-9. What are two text features used here?
 - **What They Tell Me** How do these text features help you understand what you are reading?
3. **Make Connections** In the book, you read about what makes up dirt and why it is important. How is dirt a part of your everyday life?
4. **Think/Question** **Generalize** What changes take place as soil forms?

For use with TE pp. S624-S627 **SG5.25** Unit 5 | Mysteries of Matter

OL ON LEVEL 600L

Sand

by Monica Halpern

Build Comprehension

- **Make Comparisons** *How is sand different from dirt?* (Possible response: Sand is made of larger grains than dirt. Water will soak into dirt, but will run through sand.)
- **Explain** *What are some uses for sand?* (Possible response: Sand can be used to make glass. It can be blown onto buildings to clean dirt off of them. It can be used to stop water from flooding an area.)

Writing Options

- **Chart** Have students create a chart on which they explain why sand comes in different colors, including descriptions of each kind of sand mentioned in their books.
- **Friendly Letter** Have students write a letter to a friend in which they explain three things that their friend should know about sand.
- **Journal Entry** Invite students to write about an experience they have had with sand.

AL ABOVE LEVEL 790L

Soil

by Christin Ditchfield

Build Comprehension

- **Goal and Outcome** *Why do farmers use chemicals on their crops?* (to kill weeds and fertilize crops) *What can be the outcome of using these chemicals?* (The chemicals can be harmful to people, plants, and animals. They can seep into rivers and lakes.)
- **Evaluate** *How are earthworms important to the soil?* (Possible response: Earthworms dig tunnels that mix the layers of soil together and let fresh air and water into the soil. They also release vitamins and minerals into the soil, which makes the soil healthier, so plants will grow better.)

Writing Options

- **Blog Post** Have students write a blog post in which they tell about why soil is considered an important natural resource.
- **Persuasive Statement** Have students write a sentence or two explaining why we should take care of the soil.
- **Journal Entry** Invite students to write about what they have observed about soil.



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 SG5.28** to guide discussion.

AFTER READING

Name _____ Date _____

Discussion Guide

Sand

Review the story words with your group. Then discuss these questions together.

Story Words
giant
gradually
period
probably
soak

1. **Explain** Why are there different colors of sand? Explain.
2. **Use Text Features** How do the text features in *Sand* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** What are two text features that are used in your book?
 - **What They Tell Me** What do these text features tell you about sand?
3. **Make Connections** In the book, you read about many of the things that can be done with sand. What is a way you have used sand?
4. **Generalize** How does matter change to make sand?

For use with TE pp. 5224-5227 **SG5.26** Unit 5 | Mysteries of Matter

AFTER READING

Name _____ Date _____

Discussion Guide

Soil

Review the story words with your group. Then discuss these questions together.

Story Words
equal
original
particular
release
waste

1. **Explain** Why is it important to take care of the soil?
2. **Use Text Features** How do the text features in *Soil* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** What are three text features used in your book?
 - **What They Tell Me** How do each of these text features help you to understand the text?
3. **Make Connections** In the book, you read about what makes up the soil and why it is important. How is the soil a part of your life every day?
4. **Generalize** How does matter change to make soil?

For use with TE pp. 5224-5227 **SG5.27** Unit 5 | Mysteries of Matter

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.

Clay
Dirt
Sand
Soil

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are the types of soil that you read about formed?
2. Why are the text features in the books important? Name some text features used in your book and tell how they helped you as you read.
3. **Generalize** What are some things that cause soil to change? What changes are good? What changes are bad?

For use with TE pp. 5224-5227 **SG5.28** Unit 5 | Mysteries of Matter

Academic Vocabulary

Story Words

Does a Candle Keep You Warm?

agree (u-grē) *verb*
When you **agree** with someone, you think his or her opinion is correct. *I agree with my sister that it is too cold to play outside.*

bother (bah-thur) *verb*
To **bother** is to disturb or annoy. *Will it bother you if I turn on some music?*

brag (brag) *verb*
To **brag** means to tell good things about yourself. *I was going to tell my friends that I won the spelling bee, but I don't want to brag.*

cheat (chēt) *verb*
When you **cheat**, you don't follow the rules. *You can't really win a game if you cheat.*

delicious (di-li-shus) *adjective*
If something is **delicious**, it tastes very good. *This delicious soup would be perfect on a cold day.*

Summer Day Slushes

accidentally (ak-su-dent-lē) *adverb*
When something happens **accidentally**, it is not on purpose. *I accidentally dropped my glass and broke it.*

disappointed (dis-u-point-ud) *adjective*
When you are **disappointed**, you are unhappy because things didn't turn out the way you had hoped. *I'm disappointed that our baseball game is rained out.*

perfect (pur-fikt) *adjective*
Something that is **perfect** is exactly right. *She practiced her piano piece until it was perfect.*

pour (por) *verb*
To **pour** means to move something from one place to another in a steady stream. *Please pour me some lemonade out of that pitcher.*

suggest (sug-jest) *verb*
To **suggest** means to offer an idea. *I would like to suggest that we have pizza for dinner.*

Sneezy the Snowman

awesome (aw-sum) *adjective*
If something is **awesome**, it is really great. *Having a picnic today is an awesome idea!*

gigantic (jī-gan-tik) *adjective*
Something that is **gigantic** is very big. *He took such a gigantic bite that he could hardly chew.*

shiver (shi-vur) *verb*
When you **shiver**, you tremble or shake. *The cold breeze made me shiver.*

swirl (swurl) *verb*
To **swirl** means to move something in a circular motion. *When you stir your tea with a spoon, you cause it to swirl.*

warmth (warmth) *noun*
Warmth is the state of having enough heat. *We took off our boots and let the warmth from the fire dry our socks.*

The Schoolchildren's Blizzard

gather (ga-thur) *verb*
To **gather** means to bring together or collect. *I will gather wildflowers to give to my mother for her birthday.*

remain (ri-mān) *verb*
If you **remain** somewhere, you stay there. *We will remain at school until the storm passes.*

seasonal (sēz-u-nul) *adjective*
Something that is **seasonal** has to do with a certain season. *Each summer we expect a seasonal heat wave.*

suspect (su-spekt) *verb*
If you **suspect** something, you think it might be true or possible. *Because of those big, gray clouds, I suspect a storm is coming.*

victim (vik-tum) *noun*
A **victim** is someone to whom something bad happens. *The victim of the robbery spoke with the police.*

COPY READY

Character-Plot Chart

Character and Plot

Take notes on this character-plot chart to help you to keep track of the characters and what happens in the plot.

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot

COPY READY

 Use your character-plot chart to tell a partner about the book.

Discussion Guide

Does a Candle Keep You Warm?

Review the story words with your group. Then discuss these questions together.

Story Words


agree

bother

brag

cheat

delicious

- 1. Make Inferences** Why do you think Kemal is surprised to find that Hodja stayed outside all night?
- 2. Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Hodja say to show Kemal he was wrong about Hodja cheating?
 - **What This Shows About the Character** What does this say about Hodja's character?
 - **What This Shows About the Plot** What does Kemal do when Hodja says this?
- 3. Make Connections** Think of a time you wanted to prove you could do something. Describe what happened.
- 4.  BIG Question Generalize** How can you cause the temperature to feel like it has changed, even when it has not?

Discussion Guide

Sneezy the Snowman

Review the story words with your group. Then discuss these questions together.

Story Words

awesome

gigantic

shiver

swirl

warmth

1. **Make Inferences** Why do you think the children give Sneezy their hat, scarf, and coat?
2. **Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Sneezy keep saying when he melts?
 - **What This Shows About the Character** What does this say about Sneezy's character?
 - **What This Shows About the Plot** What do the children do when he says this?
3. **Make Connections** When have you seen something melt? What happened to make it melt?
4. **BIG Question** **Generalize** What causes Sneezy to keep changing?

Discussion Guide

Summer Day Slushes

Review the story words with your group. Then discuss these questions together.

Story Words


accidentally

disappointed

perfect

pour

suggest

- 1. Make Inferences** Why do Paolo and Teresa worry that the slushes will melt before they can get them to Pat and Holly?
- 2. Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Paolo say in the car that shows he is worried the slushes will melt?
 - **What This Shows About the Character** What does this say about Paolo's character?
 - **What This Shows About the Plot** What does he learn after he says this about why things melt?
- 3. Make Connections** When have you eaten something frozen on a hot day? What happened? Did you have to change the way you ate it?
- 4.  BIG Question Generalize** What did Paolo and Teresa learn about how liquid can change?

Discussion Guide

The Schoolchildren's Blizzard

Story Words

gather

remain

seasonal

suspect

victim

Review the story words with your group. Then discuss these questions together.

- 1. Make Inferences** What kind of person is Miss Hunt? What makes you think so?
- 2. Character and Plot** In your own words, explain how the characters and the plot of the story are connected. Use these questions and the notes on your character-plot chart to help you.
 - **What the Character Says** What does Miss Hunt say that shows they don't know how dangerous the blizzard is?
 - **What This Shows About the Character** What does this say about Miss Hunt's character?
 - **What This Shows About the Plot** Why is Miss Hunt wrong about what she says?
- 3. Make Connections** Think of a time someone you know helped to keep you safe. Describe what happened.
- 4. ? BIG Question Generalize** What can happen when the temperature outside changes quickly? Why was everyone so surprised by the blizzard?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Does a Candle Keep You Warm?
Sneezy the Snowman
Summer Day Slushes
The Schoolchildren’s Blizzard

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. How do the books tell about what can happen when the temperature changes?
2. Think about your book. Then tell about a time when you have seen something change in a similar way because of a change in temperature.
3. **BIG Question** What is something that can cause matter to change? How does it change?

Academic Vocabulary

Story Words

COPY READY

Frozen Vegetables

chop (chahp) *verb*

To **chop** means to cut something into small pieces. *Please chop the vegetables to put into the soup.*

habit (ha-but) *noun*

A **habit** is something you do all the time. *Biting your nails is a bad habit.*

packet (pa-kut) *noun*

A **packet** is a small bundle or package. *I bought a packet of carrot seeds to plant in my garden.*

serving (sur-ving) *noun*

A **serving** is a portion of food or drink. *May I have another serving of potatoes?*

whisk (hwisk) *verb*

To **whisk** something means to mix it very fast until it fluffs up. *Whisk the eggs before you add them to the batter.*

Ice Mummy

border (bor-dur) *noun*

A **border** is an outer part or edge. *Cut along the border of the picture with your scissors.*

expert (ek-spurt) *noun*

An **expert** is someone who is very good at doing something. *He is an expert at baking birthday cakes.*

preserve (pri-zurv) *verb*

To **preserve** something means to keep it the same. *You can preserve fruit by freezing it.*

protection (pru-tek-shun) *noun*

When you look for **protection**, you are looking for safety. *I wore my raincoat as protection from the rain.*

scattered (ska-turd) *adjective*

Scattered things look like they have been tossed in many directions. *The scattered birdseed brought many birds to our yard.*

Clarence Birdseye: Frozen Food Innovator

afford (u-ford) *verb*

If you can **afford** something, you have enough money to pay for it. *I want to buy a new bike, but I can't afford it.*

convenient (kun-vēn-yunt) *adjective*

If something is **convenient**, it is nearby. *The new grocery store is in a convenient location around the corner.*

damage (da-mij) *verb*

Damage is the harm done to something. *The storm tore the roof off the house and did a lot of other damage.*

possible (pah-su-bul) *adjective*

If something is **possible**, it can be done. *If you try hard, anything is possible.*

roam (rōm) *verb*

When you **roam**, you move from one place to another without direction. *Whenever I visit a new city, I like to roam the streets looking for interesting places.*

Ice Mummies: Frozen in Time

difficult (di-fi-kult) *adjective*

If something is **difficult**, it is hard to do. *The test was difficult, but I was able to answer most of the questions.*

disaster (di-zas-tur) *noun*

A **disaster** is an event that causes damage and loss. *When the oven started smoking, I knew dinner was going to be a disaster.*

examine (ig-za-mun) *verb*

To **examine** something means to look closely at it. *The doctor will examine your eyes and tell you if you need glasses.*

preserve (pri-zurv) *verb*

To **preserve** something means to keep it the same. *Putting flowers in water will preserve them longer.*

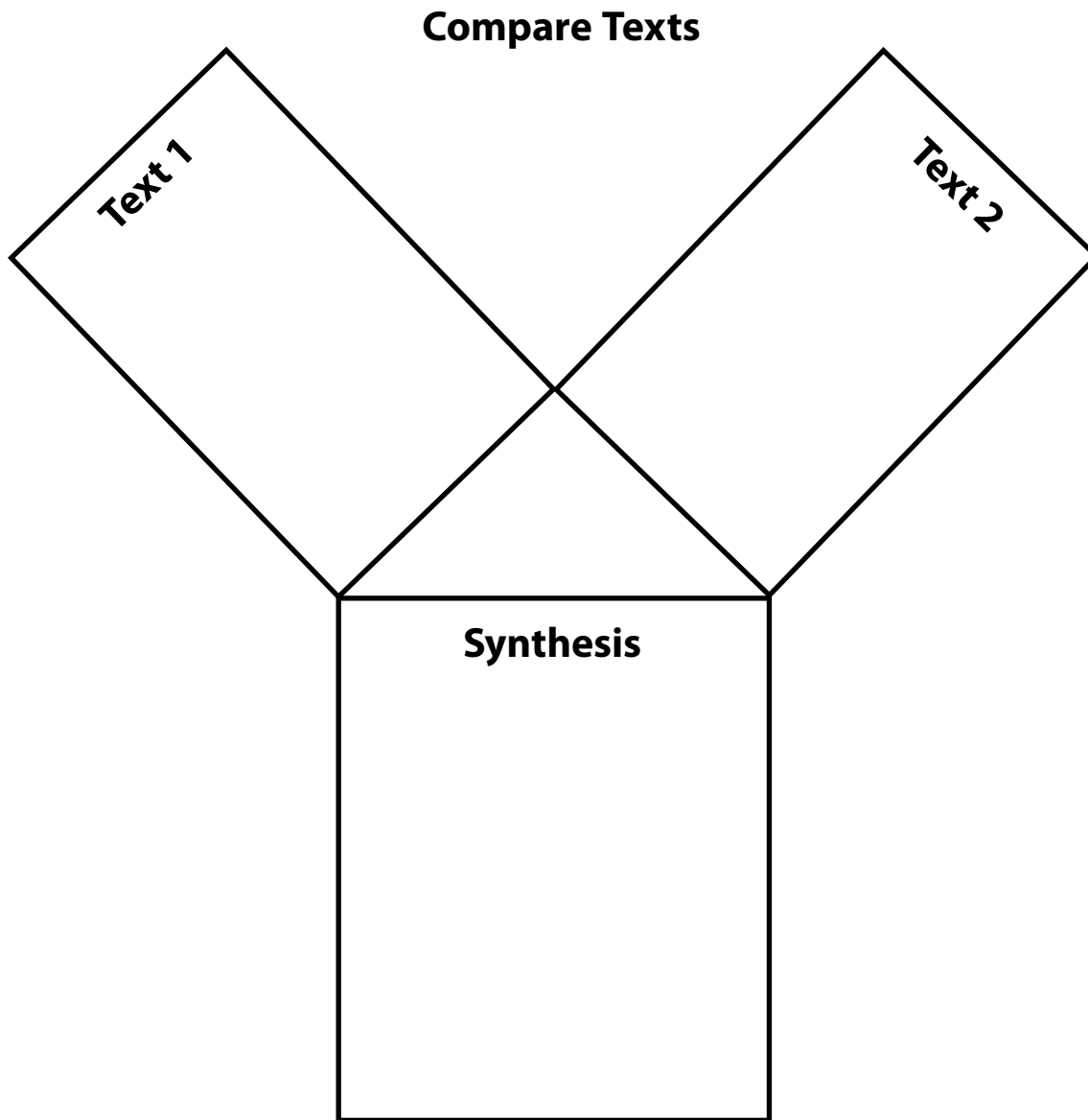
stretch (strech) *verb*

To **stretch** means to expand over a large area. *The farmer's fields stretch out to the next county.*

Comparison Chart

Compare Points and Details

Take notes on this chart to help you compare your book to the article "Saved in Ice: Frozen Baby Mammoth Found." Write details about each text in the top sections. Write what you learned from both texts in the bottom section.



COPY READY

 Use your chart to tell a partner about the book.

Discussion Guide

Frozen Vegetables

Review the story words with your group. Then discuss these questions together.

Story Words

chop

habit

packet

serving

whisk

1. **Cause and Effect** What is the effect of freezing vegetables quickly, instead of slowly?

2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to “Saved in Ice: Frozen Baby Mammoth Found.” What is an important point you can make about both texts?
 - **Text 1** What effect do freezing conditions have on vegetables? Why is this important?
 - **Text 2** How did freezing conditions help to preserve the baby mammoth? Why is this important?

3. **Make Connections** Have you ever eaten frozen vegetables? How are they different from fresh vegetables?

4. **BIG Question** **Generalize** How does freezing vegetables change them?

Discussion Guide

Ice Mummy: The Discovery of a 5,000-Year-Old Man

Review the story words with your group. Then discuss these questions together.

Story Words

border

expert

preserve

protection

scattered

- 1. Cause and Effect** Why did the Iceman's body begin thawing? What problem did this cause?
- 2. Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to "Saved in Ice: Frozen Baby Mammoth Found." What is an important point you can make about both texts?
 - **Text 1** How did the freezing conditions preserve the Iceman? Why is this important?
 - **Text 2** How did the cold conditions help to preserve the baby mammoth? Why is this important?
- 3. Make Connections** Scientists learned many facts about the Iceman's life. What are some things you have in common with the Iceman?
- 4. ? BIG Question Generalize** How do ice and cold affect how things change?

Discussion Guide

Clarence Birdseye: Frozen Food Innovator

Story Words

afford

convenient

damage

possible

roam

Review the story words with your group. Then discuss these questions together.

1. **Cause and Effect** What did Birdseye have to do to make it possible for people all around the country to buy his frozen foods?

2. **Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to “Saved in Ice: Frozen Baby Mammoth Found.” What is an important point you can make about both texts?
 - **Text 1** What did Birdseye discover was the best way to freeze food? Explain.
 - **Text 2** How did the freezing conditions help to make the baby mammoth an important discovery?

3. **Make Connections** What frozen foods have you eaten? How were these different from the fresh foods you have eaten?

4. **BIG Question** **Generalize** How can ice and cold affect how food changes?

Discussion Guide

Ice Mummies: Frozen in Time

Review the story words with your group. Then discuss these questions together.

Story Words


difficult

disaster

examine

preserve

stretch

- 1. Cause and Effect** What did scientists discover about the Franklin mummies? How did the fact that the mummies were frozen help scientists to make this discovery?
- 2. Compare Points and Details** Use the notes in your comparison chart and the questions below to compare your book to “Saved in Ice: Frozen Baby Mammoth Found.” What is an important point you can make about both texts?
 - **Text 1** How do ice mummies help scientists learn things about the past?
 - **Text 2** What do scientists hope to learn from the baby mammoth? Why will they be able to learn things from the baby mammoth?
- 3. Make Connections** The stories of ice mummies are mysteries that scientists like to solve. What is a mystery you have solved? How did you solve it?
- 4.  BIG Question Generalize** How do ice and cold affect how things change?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Frozen Vegetables
Ice Mummy: The Discovery of a 5,000-Year-Old Man
Clarence Birdseye: Frozen Food Innovator
Ice Mummies: Frozen in Time

Compare and contrast the books you have read. Discuss these questions with your group.

1. What did you learn from your books about how ice can preserve, or save, things?
2. Why is the topic of freezing things important in all of the books? What details support this point?
3. **BIG Question** What do the books show about how cold and ice can affect how things change? How does heat change things?

Academic Vocabulary

Story Words

States of Matter

become (bi-kum) *verb*

To **become** means to change into something. *When we freeze the water, it will **become** ice.*

bubble (bu-bul) *noun*

A **bubble** is a small body of gas inside a liquid film. *The soap **bubble** floated in the air and landed in the tub.*

common (kah-mun) *adjective*

Something that is **common** is something that happens or appears often. *Pigeons are **common** birds to see in cities.*

object (ahb-jikt) *noun*

An **object** is something solid that you can see or feel. *The **object** on the table is a bowl.*

shape (shāp) *noun*

A **shape** is a form. *A circle is a **shape**.*

What Is Matter?

breathe (brēth) *verb*

When you **breathe**, you draw in air and let it out. *It was nice to visit the country and **breathe** the fresh air.*

divide (du-vīd) *verb*

If you **divide** something, you separate it into two or more pieces. *If we **divide** the cookie in half, we can each have a piece.*

interesting (in-trus-ting) *adjective*

If you think something is **interesting**, you want to know more about it. *I read lots of books about outer space because I think it is **interesting**.*

treasure (tre-zhur) *verb*

To **treasure** something means to take care of it because it is special. *I really **treasure** our friendship.*

valuable (val-yu-bul) *adjective*

If something is **valuable**, it is of great use. *Our mistake taught us a **valuable** lesson.*

Mixing and Separating

attach (u-tach) *verb*

To **attach** means to connect. ***Attach** this paper to the wall with a piece of tape.*

disappear (dis-u-pir) *verb*

If you see something **disappear**, you can't see it anymore. *I can't find my keys, but I know they couldn't just **disappear**.*

include (in-klūd) *verb*

To **include** something means to take it in as part of the group. *Be sure to **include** the card with the gift.*

material (ma-tir-ē-ul) *verb*

Material is what you use to make something. *Wood is a **material** used to build houses.*

sort (sort) *verb*

To **sort** means to group things based on what they have in common. *You must **sort** the laundry into white and dark clothing before you wash it.*

Matter, Matter Everywhere

arrange (u-rānj) *verb*

When you **arrange** things, you put them in a certain order. *I will **arrange** these beautiful flowers in a vase.*

exchange (iks-chānj) *noun*

An **exchange** is a trade. *If I give you five nickels for a quarter, it will be an even **exchange**.*

float (flōt) *verb*

To **float** means to rest on the surface of a liquid. *We watched the leaves **float** on the water.*

mystery (mis-tu-rē) *noun*

A **mystery** is something that is not understood. *Whether or not there is life on other planets is a **mystery**.*

symbol (sim-bul) *noun*

A **symbol** is a thing that stands for something else. *The American flag is a **symbol** of our country.*

Cause-and-Effect Chart

Cause and Effect

Take notes on this cause-and-effect chart to keep track of things that happened (effects) and why they happened (causes) in your book.

COPY READY

Cause	Effect

 Use your cause-and-effect chart to tell a partner about the book.

Discussion Guide

States of Matter

Review the story words with your group. Then discuss these questions together.

Story Words


become

bubble

common

object

shape

- 1. Summarize** In your own words, briefly tell what this book is about.
- 2. Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens to water when it gets cold?
 - **Effect** What is something fun people can do when this happens?
- 3. Make Connections** In the book, you read about the three states of matter. Give an example of how you use each state of matter in your life every day.
- 4.  BIG Question Generalize** What is one way that each state of matter can change?

Discussion Guide

What Is Matter?

Review the story words with your group. Then discuss these questions together.

Story Words


breathe

divide

interesting

treasure

valuable

- 1. Summarize** In your own words, explain the difference between the three states of matter.
- 2. Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens when enough heat is applied to iron?
 - **Effect** What happens to iron after heat has been applied to it? Why is this important?
- 3. Make Connections** In the book, you read about how the properties of matter can be measured. Tell about some of the ways you measure things.
- 4.  BIG Question Generalize** What is an example of how we can change matter to make it more useful to us?

Discussion Guide

Mixing and Separating

Review the story words with your group. Then discuss these questions together.

Story Words


attach

disappear

include

material

sort

- 1. Summarize** In your own words, summarize how a mixture can be separated.
- 2. Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What happens when you drop a sugar cube into a cup of hot coffee?
 - **Effect** What is the result? What else could you drop into the cup? What would be the result?
- 3. Make Connections** In the book, you read about how materials can be mixed or separated. Give one everyday example of how you make a mixture and one example of how you separate a mixture.
- 4.  BIG Question Generalize** Why can some mixtures be separated but others cannot? What causes the matter in these mixtures to change?

Discussion Guide

Matter, Matter Everywhere

Review the story words with your group. Then discuss these questions together.

Story Words

arrange


exchange

float

mystery

symbol

COPY READY

- 1. Summarize** In your own words, explain the difference between a physical change and a chemical change. Use examples.
- 2. Cause and Effect** In your own words, explain what a cause-and-effect relationship is. Use these questions to help you explain a cause-and-effect relationship in the book.
 - **Cause** What is a compound? How does it happen?
 - **Effect** What is an example of a compound? Explain.
- 3. Make Connections** In the book, you read about the three states of matter. Give an example of how you use each state of matter in your life every day.
- 4.  BIG Question Generalize** Explain two ways that matter can change.

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

States of Matter
What Is Matter?
Mixing and Separating
Matter, Matter Everywhere

COPY READY

Compare and contrast the books you have read. Discuss these questions with your group.

1. What do your books tell you about matter?
2. What is one cause-and-effect relationship that has to do with matter?
3. **Big Question** How do the books show how matter can change?

Academic Vocabulary

Story Words

COPY READY

Clay

lean (lĕn) *verb*

When you **lean**, you put your weight against something. *My kickstand is broken, so I have to **lean** my bike against the wall.*

pure (pyur) *adjective*

If something is **pure**, it is clean or not mixed with anything else. *The water from the faucet is more **pure** than the water from the lake.*

rinse (rints) *verb*

When you **rinse** something, you wash it off with clean water. *When you give the dog a bath, be sure to **rinse** him off well.*

settle (se-tul) *verb*

To **settle** means to sink to the bottom. *After a while, the sand will **settle** to the bottom of the bucket.*

thicken (thi-kun) *verb*

To **thicken** something means to make it more dense. *You can **thicken** the soup by adding a little flour.*

Sand

giant (jĭ-unt) *adjective*

If something is **giant**, it is very big. *The **giant** cake could feed one hundred people.*

gradually (graj-u-wu-le) *adverb*

When something happens **gradually**, it happens slowly over time. *The stray cat **gradually** began to trust us.*

period (pir-ĕ-ud) *noun*

A **period** is a portion of time. *Let's sit down and rest for a short **period** before we start walking again.*

probably (prahb-u-blĕ) *adverb*

Probably means very likely. *I will **probably** need some help with my homework.*

soak (sōk) *verb*

To **soak** something means to let liquid seep into it. *Please **soak** the shirt in soapy water before washing it.*

Dirt

include (in-klüd) *verb*

When you **include** something, you take it in as part of a group. *Our new library will **include** a section for movies, too.*

owe (ō) *verb*

To **owe** means you have something to offer as thanks to someone or something else. *We **owe** our lives to our parents.*

probably (prahb-u-blĕ) *adverb*

Probably means very likely. *School will **probably** be cancelled tomorrow if it snows tonight.*

sink (singk) *verb*

To **sink** means to drop to the bottom. *If you put a stone in the pond, it will **sink**.*

suggestion (sug-jes-chun) *noun*

If you have a **suggestion**, you have a thought or idea that you give to someone else. *I have a **suggestion** for how we can raise money for our field trip.*

Soil

equal (ĕ-kwul) *adjective*

Equal means the same. *We divided the cookie in half, so we would each have an **equal** piece.*

original (u-rij-u-nul) *adjective*

The **original** is the one that others are copied from. *The **original** version of that song was much longer.*

particular (pur-ti-kyu-lur) *adjective*

Something **particular** relates to one person, place, or thing. *There are no toppings on this **particular** slice of pizza.*

release (ri-lĕs) *verb*

If you **release** something, you let it go. *To shoot the arrow, you pull it back with the bow and **release** it.*

waste (wäst) *noun*

Waste is unusable material or garbage. *Please throw your **waste** in the garbage can.*

3-Column Chart

Use Text Features

Take notes on this 3-column chart to keep track of the text features that help you understand the information in the book.

Page	Text Feature	What It Tells Me

COPY READY

 Use your 3-column chart to tell a partner about the book.

Discussion Guide

Clay

Review the story words with your group. Then discuss these questions together.

Story Words


lean

pure

rinse

settle

thicken

- 1. Explain** How do factories process clay?
- 2. Use Text Features** How do the text features in *Clay* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** Name two text features on page 7.
 - **What They Tell Me** How does each text feature help you understand what you are reading?
- 3. Make Connections** In the book, you read about many of the uses of clay. How is clay a part of your everyday life?
- 4.  BIG Question Generalize** What are some ways that clay can be changed?

Discussion Guide

Dirt

Review the story words with your group. Then discuss these questions together.

Story Words


include

owe

probably

sink

suggestion

- 1. Explain** What are sediments and how are they important to the soil?
- 2. Use Text Features** How do the text features in *Dirt* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** Look at pages 8–9. What are two text features used here?
 - **What They Tell Me** How do these text features help you understand what you are reading?
- 3. Make Connections** In the book, you read about what makes up dirt and why it is important. How is dirt a part of your everyday life?
- 4.  BIG Question Generalize** What changes take place as soil forms?

Discussion Guide

Sand

Review the story words with your group. Then discuss these questions together.

Story Words


giant

gradually

period

probably

soak

- 1. Explain** Why are there different colors of sand? Explain.
- 2. Use Text Features** How do the text features in *Sand* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** What are two text features that are used in your book?
 - **What They Tell Me** What do these text features tell you about sand?
- 3. Make Connections** In the book, you read about many of the things that can be done with sand. What is a way you have used sand?
- 4.  BIG Question Generalize** How does matter change to make sand?

Discussion Guide

Soil

Review the story words with your group. Then discuss these questions together.

Story Words


equal

original

particular

release

waste

- 1. Explain** Why is it important to take care of the soil?
- 2. Use Text Features** How do the text features in *Soil* help you understand what you are reading? Use these questions and the notes on your 3-column chart to help you answer this question.
 - **Text Features** What are three text features used in your book?
 - **What They Tell Me** How do each of these text features help you to understand the text?
- 3. Make Connections** In the book, you read about what makes up the soil and why it is important. How is the soil a part of your life every day?
- 4.  BIG Question Generalize** How does matter change to make soil?

Discussion Guide

Connect Across Texts

Share the story words with your group. Then take notes as you listen to each summary.

Clay
Dirt
Sand
Soil

Compare and contrast the books you have read. Discuss these questions with your group.

1. How are the types of soil that you read about formed?
2. Why are the text features in the books important? Name some text features used in your book and tell how they helped you as you read.
3. **BIG Question** What are some things that cause soil to change? What changes are good? What changes are bad?

Speaking and Listening Observation Log

Unit 5

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

Student Name																			
Speaking and Listening Standards Comprehension and Collaboration 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i> , building on others' ideas and expressing their own clearly. CC.3.SL.1 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. CC.3.SL.1.a 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 text under discussion). CC.3.SL.1.b c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. CC.3.SL.1.c d. Explain their own ideas and understanding in light of the discussion. CC.3.SL.1.d 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. CC.3.SL.2 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. CC.3.SL.3																			

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 5

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	
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.

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 Grade 3 Assessment

SG5.30

Unit 5 | Mysteries of Matter

Name _____ Date _____

Book Title _____ Pages _____

Reading Strategy Assessment

Unit 5

Reading Strategy Rubrics

Determine Importance				Make Connections (Unit Focus)				Visualize				Synthesize			
4	3	2	1	4	3	2	1	4	3	2	1	4	3	2	1
<ul style="list-style-type: none"> • What is an important idea in the book you chose? • Why do you think that is important? • How would you summarize this book for someone who has not read it? 				<ul style="list-style-type: none"> • Did you read anything in the book that connects to your life? What was that, and how does it connect? • Did you read anything that reminded you of something else you read? What was that, and how does it connect? • Did you read anything you already knew about in the world around you? What was that, and how does it connect? 				<ul style="list-style-type: none"> • Was there a part of the book that made you visualize (see pictures in your mind)? • How did this help you understand what you were reading? • Are there particular words that helped you visualize? 				<ul style="list-style-type: none"> • Tell me about the book you read. What about the book can you generalize, or say is true most of the time? • What can you conclude from these parts? • Based on this book and what you know about (topic), what do you think is probably true about (topic)? 			
4				4				4				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				3				3				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				2				2				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				1				1				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:

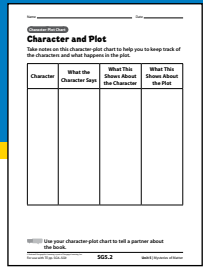
- stopped to think about its meaning.
- looked for clues to its meaning.
- checked in a dictionary or asked someone about the meaning of the word.
- other (describe): _____

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



Practice Master SG5.2

Character-Plot Chart Practice Master SG5.2

BL Does a Candle Keep You Warm?

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Hodja	"The flame was far away, but it made me feel warm."	Hodja found a way to stay outside all night.	The men will have to decide if the candle counts as having fire.

BL Sneezey the Snowman

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Sneezey the Snowman	"B-r-r. It's cold out here, that's for sure."	Sneezey is a snowman who doesn't like the cold.	Sneezey will try to get warm.

OL Summer Day Slushes

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Paolo	"It was really nice of Pat and Holly to help us . . . Could we make some frozen fruit pops for them as a thank-you?"	He is thoughtful and grateful.	The kids are going to make Pat and Holly a frozen treat.

AL The Schoolchildren's Blizzard

Character	What the Character Says	What This Shows About the Character	What This Shows About the Plot
Miss Hunt	"From every stormy wind that blows; From every swelling tide of woes; There is a calm, a sure retreat . . ."	She is trying to comfort her students.	Miss Hunt and her students are in a danger because of the cold.

Discussion Guides

Analyze Books

BL Does a Candle Keep You Warm?

Practice Master SG5.3

- Make Inferences** Kemal was sure that it would be too cold and Hodja would not be able to take it. He thought he would win the bet.
- Character and Plot** The characters say and do things that give clues about what will happen in the plot of the story.
 - What the Character Says** “If a candle can keep me warm, a candle can cook your dinner.”
 - What This Shows About the Character** He is clever and funny.
 - What This Shows About the Plot** Kemal agrees that Hodja has won the bet and then makes dinner for him.
- Make Connections** (Answers will vary, but encourage students to tell in detail about a time in their own lives that the book made them think about.)
- Generalize** You can use your imagination to pretend it is warm or cool. This will make you feel warmer or cooler.

OL Summer Day Slushes

Practice Master SG5.5

- Make Inferences** The weather is very hot, and ice melts in the heat.
- Character and Plot** The characters say and do things that give clues about what will happen in the plot of the story.
 - What the Character Says** “I’m just checking to make sure they aren’t melting.”
 - What This Shows About the Character** He wants to be sure his thank-you gift for Pat and Holly is perfect.
 - What This Shows About the Plot** His father tells him that when he opens the cooler, warm air moves in and can melt the slushes.
- Make Connections** (Answers will vary, but encourage students to tell in detail about a time in their own lives that the book made them think about.)
- Generalize** They learned that it takes a long time for something to freeze solid. They also learned how to keep something from melting by keeping it cool.

BL Sneezzy the Snowman

Practice Master SG5.4

- Make Inferences** These are things that keep them warm, so they think these things will keep Sneezzy warm, too.
- Character and Plot** The characters say and do things that give clues about what will happen in the plot of the story.
 - What the Character Says** “Make me brand new!”
 - What This Shows About the Character** He doesn’t want to give up.
 - What This Shows About the Plot** They rebuild Sneezzy and keep trying to help him get warm.
- Make Connections** (Answers will vary, but encourage students to tell in detail about a time in their own lives that the book made them think about.)
- Generalize** He is made of snow, and snow melts when it gets warm.

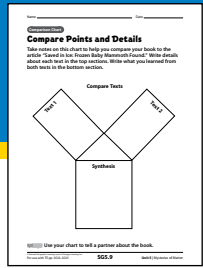
AL The Schoolchildren’s Blizzard

Practice Master SG5.6

- Make Inferences** She is courageous and responsible because she makes the decision to get her students to safety. When they could only find a haystack, she kept them together and they all survived.
- Character and Plot** The characters say and do things that give clues about what will happen in the plot of the story.
 - What the Character Says** “This storm can’t last for long. We have plenty of fuel to keep warm.”
 - What This Shows About the Character** She is calm in the face of danger.
 - What This Shows About the Plot** The blizzard goes on for so long that they run out of fuel and have to leave the schoolhouse.
- Make Connections** (Answers will vary, but encourage students to tell in detail about a time in their own lives that the book made them think about.)
- Generalize** A blizzard can happen. The day started out warm, but a drop in temperature brought wind and snow.

Connect Across Texts Practice Master SG5.7

- Hodja stays outside in the cold and wishes for a fire that could keep him warm. Sneezzy keeps melting when it gets warm. Paolo and Teresa learn how to freeze juice to make slushes and how heat can melt frozen things. The schoolchildren and their teacher learn that a rapid change in temperature outside can cause a blizzard.
- (Answers will vary, but encourage students to make logical connections between the events in the text and their own life experiences.)
- Temperature can cause matter to change. If liquid gets too cold, it freezes. If ice gets too warm, it melts. If the temperature outside gets too cold, it can snow.

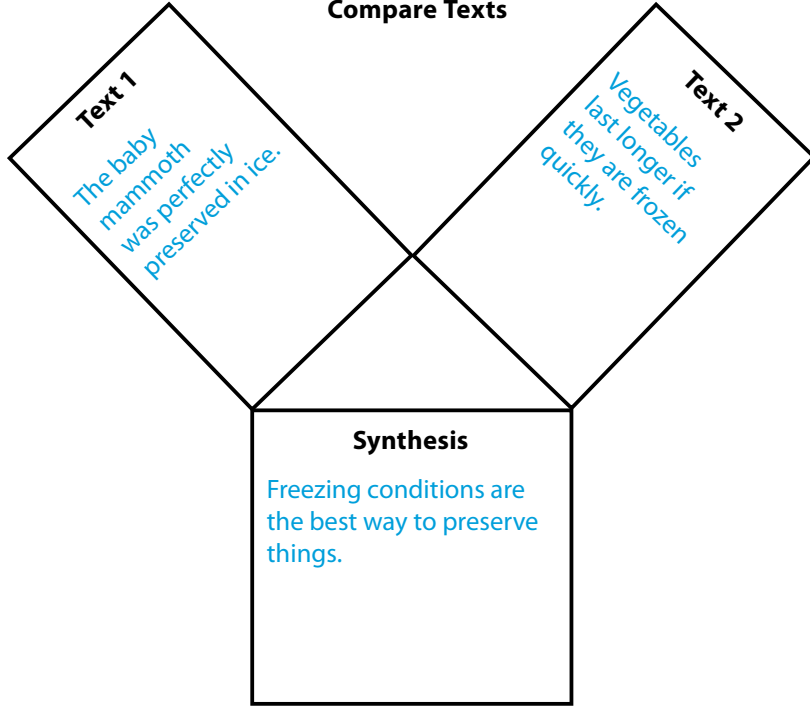


Practice Master SG5.9

Comparison Chart Practice Master SG5.9

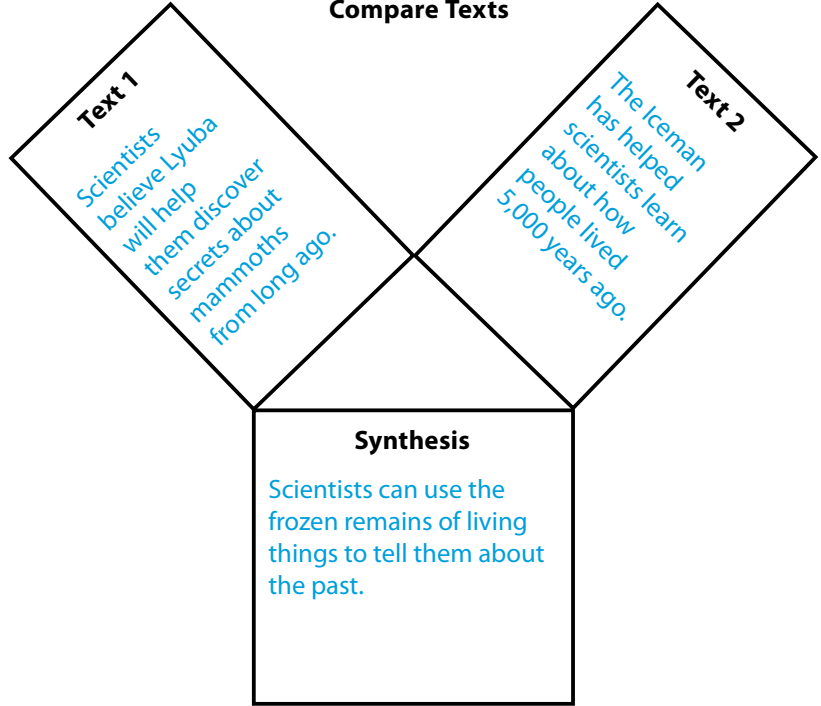
BL Frozen Vegetables

Compare Texts



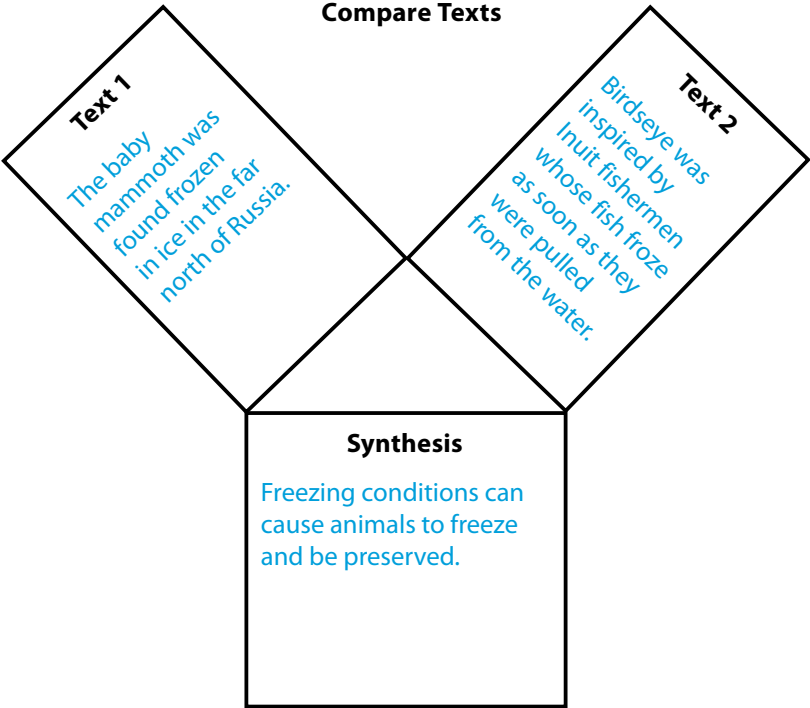
BL Ice Mummy: The Discovery of a 5,000-Year-Old Man

Compare Texts



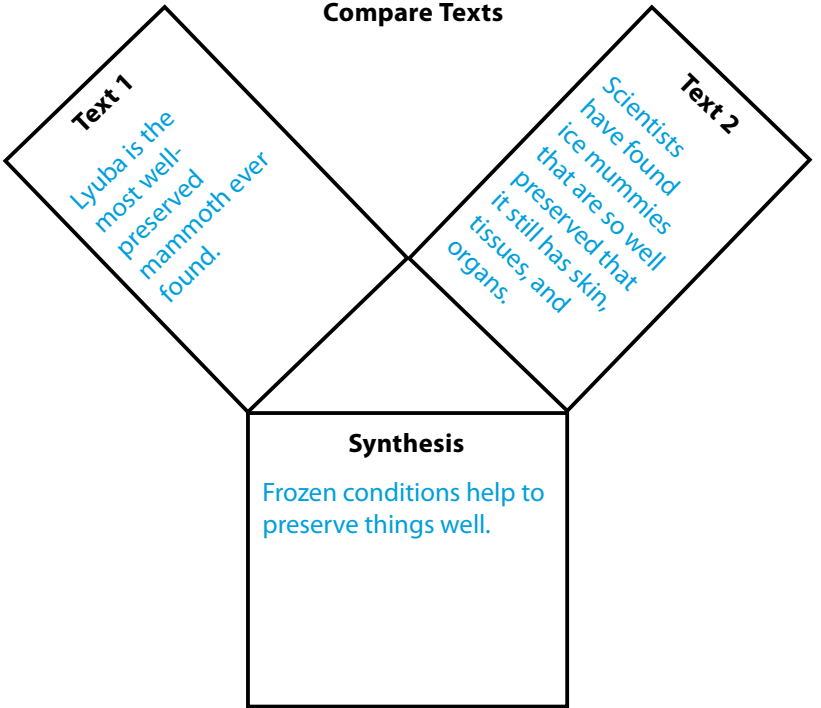
OL Clarence Birdseye: Frozen Food Innovator

Compare Texts



AL Ice Mummies: Frozen in Time

Compare Texts



Discussion Guides

Analyze Books

BL Frozen Vegetables

Practice Master SG5.10

- Cause and Effect** By freezing vegetables quickly, water is turned into tiny crystals instead of big chunks. This helps them stay firmer as they thaw.
- Compare Points and Details** Freezing things is a good way to preserve them.
 - Text 1** Frozen vegetables can keep for years. This means they can still taste fresh long after they are picked.
 - Text 2** Freezing conditions preserved the baby mammoth for 40,000 years. This means scientists can study something that lived a long time ago and learn about the past.
- Make Connections** (Answers will vary, but students should be able to recognize that frozen vegetables are kept in the freezer, are usually cooked before being eaten, and do not rot or decay the way fresh vegetables do.)
- Generalize** When vegetables are frozen, they are made solid with ice so they can be preserved and used later.

OL Clarence Birdseye

Practice Master SG5.12

- Cause and Effect** Birdseye had special display freezers built and rented them to store owners, so more stores could sell his frozen foods. He also rented refrigerated railroad cars to send his foods all over the country.
- Compare Points and Details** Freezing things will preserve them.
 - Text 1** Birdseye discovered that freezing food quickly is the best way to freeze it. His experiments showed that this method keeps large ice crystals that damage the food from forming.
 - Text 2** Because the baby mammoth was kept frozen for so long, it is the most well-preserved mammoth ever found.
- Make Connections** (Answers will vary, but students should be able to recognize that frozen foods are kept in the freezer, are usually cooked before being eaten, and do not rot or decay the way fresh foods do.)
- Generalize** When foods are frozen, they are made solid with ice so they can be preserved and eaten later.

Connect Across Texts Practice Master SG5.14

- Vegetables last longer when they are frozen, and taste fresher if they are frozen quickly; ice preserved the Iceman for 5,000 years, and scientists learned about his life because he was well preserved; Clarence Birdseye discovered that quickly freezing food helps it stay fresh longer and keeps it tasting good; ice mummies have stayed well preserved because they have stayed frozen, so scientists can learn how people lived long ago.

BL Ice Mummy

Practice Master SG5.11

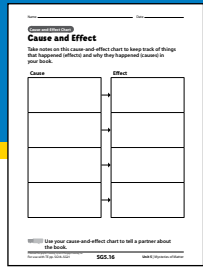
- Cause and Effect** The temperature in the medical school was too warm. This caused the Iceman to start thawing out, which meant he was starting to rot.
- Compare Points and Details** Ice and freezing conditions can preserve things for very long periods of time.
 - Text 1** The Iceman was 5,000 years old, but the ice kept his body preserved. His organs and skin were still in place. This means that scientists could get a lot of information about him, such as what he ate, how he dressed, and how he died.
 - Text 2** The freezing conditions kept the baby mammoth frozen, so it didn't rot away. This means the scientists can discover new information about mammoths.
- Make Connections** (Answers will vary, but students may mention that they eat meat and bread, dress warmly for cold weather, carry a backpack, or go camping.)
- Generalize** When living things die, they can be preserved if they are frozen. The Iceman was preserved for 5,000 years, instead of rotting away. The ice and cold froze the body solid.

AL Ice Mummies: Frozen in Time

Practice Master SG5.13

- Cause and Effect** Scientists discovered the sailors had died from lead poisoning. Because the mummies were frozen, scientists were able to study the sailors' internal organs, which contained lead. That helped them discover that the sailors had kept food in tin cans that contained lead.
- Compare Points and Details** Ice and freezing conditions can preserve things for very long periods of time.
 - Text 1** Ice mummies are preserved, so scientists can study the tissues, organs, and body markings to figure out things about lives long ago.
 - Text 2** Scientists hope to learn things about the mammoths that lived long ago. They will be able to learn these things because the baby mammoth was so well preserved.
- Make Connections** (Answers will vary, but students should be able to recognize that to solve a mystery, you have to ask questions and collect and organize information.)
- Generalize** When living things die, they can be preserved if they are frozen. Ice mummies can be preserved for hundreds or thousands of years, instead of rotting. The ice and cold freeze the mummies solid.

- All books discuss how freezing helps preserve things. Details include that food can be frozen quickly to be eaten later, and ice mummies can be frozen for thousands of years and help scientists learn about the past.
- Each book gives an example of how something is preserved because it is frozen. When things are frozen, they become solid. When things become warm again, they can begin to decay.



Practice Master SG5.16

Cause-and-Effect Chart Practice Master SG5.16

BL States of Matter

Cause	Effect
A car is a solid.	The car stays the same shape and size.
A gas does not have a shape of its own.	A gas spreads out into whatever it is inside of.
Heat is added to water.	The water changes into steam.
A liquid pancake mixture is cooked.	The mixture becomes solid pancakes.

BL What Is Matter?

Cause	Effect
Water is a liquid without a set shape.	Water takes the shape of its container.
A bowling ball has more mass in its volume than a beach ball.	A bowling ball has a greater density.
Iron mixed with carbon.	Iron became steel.
Titanium is strong, lightweight, and can keep its shape when it gets hot.	Titanium is used to make rocket engines.

OL Mixing and Separating

Cause	Effect
Sugar dissolves in water.	Sugar and water create a solution.
Steel is magnetic.	Magnets can be used to separate steel from other materials.
Some materials change when they are mixed with each other.	These materials cannot be separated.
A sieve has holes in the bottom that are bigger than some items and smaller than other items that need to be separated.	A sieve works to separate materials.

AL Matter, Matter Everywhere

Cause	Effect
Liquids do not have a definite shape.	Liquids take the form of the container they are in.
Gases do not take up a definite amount of space.	Gases spread out to fill a space.
Archimedes got into his tub.	The water level in the tub rose.
Cooking an egg causes a chemical change.	A raw egg that is cooked cannot change back.

Discussion Guides

Analyze Books

BL States of Matter

Practice Master SG5.17

1. **Summarize** This book is about the most common states of matter: solids, liquids, and gases. It gives examples of these states of matter and tells how they can change from one state to another.
2. **Cause and Effect** There is a reason for everything that happens. The cause is the reason something happens, and the effect is what happens.
 - **Cause** Cold weather causes water, a liquid, to freeze into ice, a solid.
 - **Effect** People go ice skating.
3. **Make Connections** Every day, I drink water, which is a liquid. I read books, which are solid. I breathe air, which is a gas.
4. **Generalize** A liquid, such as melted wax, can become a solid when it cools. Ice cream, which is solid, can melt to a liquid as it warms. Water can turn to steam, which is a gas, when it is heated.

OL Mixing and Separating

Practice Master SG5.19

1. **Summarize** You can sieve materials to separate small pieces from large pieces by pouring the mixture through a tray with holes. You can allow materials to settle and skim the solids off the top. You can filter solids from liquids by draining a mixture through a colander. You can separate gases using an air filter. You can separate a solution using evaporation, by allowing the liquid to turn into vapor.
2. **Cause and Effect** There is a reason for everything that happens. The cause is the reason something happens, and the effect is what happens.
 - **Cause** The sugar cube melts and mixes with the coffee.
 - **Effect** Your coffee becomes sweet. You could drop an ice cube into coffee and it would melt and make the coffee cooler.
3. **Make Connections** I make a mixture by putting milk on my cereal. I separate a mixture by picking the peas out of my mixed vegetables.
4. **Generalize** Some materials don't change when they are mixed with other materials, such as water and beans. They can be separated again. Some materials, such as the ingredients in bread dough, change when they are mixed together. These cannot be separated.

Connect Across Texts Practice Master SG5.21

1. Matter can be a solid, a liquid, or a gas; matter has properties that can be measured; matter can be mixed or separated; matter is made up of different kinds of atoms that form molecules.
2. (Students will have a variety of responses. Encourage them to explain a clear cause-and-effect relationship in the book and provide a connection between the cause-and-effect relationship and the topic of the book: matter.)

BL What Is Matter?

Practice Master SG5.18

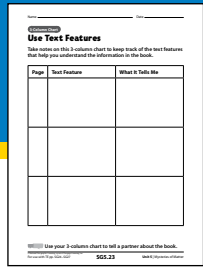
1. **Summarize** Solids have a set shape and volume. Liquids have a set volume, but they don't have a set shape, so they take the shape of the container they are in. Gases do not have a set shape or volume, so they fill out whatever space they are in.
2. **Cause and Effect** There is a reason for everything that happens. The cause is the reason something happens, and the effect is what happens.
 - **Cause** It will melt into a liquid.
 - **Effect** When it cools, it will become steel. This is important because we use steel to make many things.
3. **Make Connections** I use a ruler to measure length; I use a scale to measure weight; I use measuring cups and spoons to measure ingredients for a cake.
4. **Generalize** We can turn iron into steel by adding carbon. Steel is much stronger than iron and can be used for making buildings, bridges, cars, and airplanes.

AL Matter, Matter Everywhere

Practice Master SG5.20

1. **Summarize** A physical change is when matter changes from one state to another, but it can change back to the other state. An example of this is water freezing into ice and melting back into water. A chemical change happens when the atoms and molecules change and a new substance is formed. An example of this is when a raw egg is cooked.
2. **Cause and Effect** There is a reason for everything that happens. The cause is the reason something happens, and the effect is what happens.
 - **Cause** A compound is a substance that forms when two or more kinds of atoms bond chemically.
 - **Effect** Water is an example of a compound. Water forms when an oxygen atom and two hydrogen atoms bond.
3. **Make Connections** Every day, I breathe air, which is a gas. I sit at my desk, which is a solid. I take a shower with water, which is a liquid.
4. **Generalize** Matter can change when the temperature is heated or cooled, such as when water freezes or ice melts. Matter can also change when one element is changed into another element during a nuclear reaction, when atoms join or break apart.

3. Each book describes ways that matter can change, which include changing from one state to another, mixing and separating materials, and changing the atomic make-up of matter through a nuclear reaction.



Practice Master SG5.23

3-Column Chart Practice Master SG5.23

BL Clay

Page	Text Feature	What It Tells Me
14	section heading	The section heading is "Clay's Many Uses." This tells me that the next section will be about the many ways clay can be used.

BL Dirt

Page	Text Feature	What It Tells Me
25	diagram	There are four layers of soil: humus, topsoil, subsoil, and parent material. The diagram shows that things are built into the parent material.

OL Sand

Page	Text Feature	What It Tells Me
9	photograph	Sand and dirt are different. Grains of sand are bigger than grains of dirt. When water is put into the sand, it sinks in quickly. When water is put into dirt, it stays on top for a while.

AL Soil

Page	Text Feature	What It Tells Me
43	photograph	Earthworms make tunnels in the soil. They leave spaces in the soil. Plant roots can grow into those spaces.

Discussion Guides

Analyze Books

BL Clay

Practice Master SG5.24

- Explain** Water is added to the mined clay. Then, it is shaped into bricks, tiles, and pipes. Next, it is fired in large ovens. It becomes hard as it cools.
- Use Text Features** Text features give information that helps me to understand what I am reading. They give me something to look at, so I can have a picture of what I am reading, and they also organize the information in the book.
 - Text Features** the heading “What Is Clay?”
 - What They Tell Me** The heading “What Is Clay?” tells me that this page will answer the question and tell me what clay is.
- Make Connections** There is clay in my soap and toothpaste and in the plates and mugs I use for eating. Clay is also in the paint and bricks on my house. Clay is in the soil, and it helps the plants I eat to grow.
- Generalize** Clay can be shaped into many different things. When clay is fired in a kiln, it turns hard.

OL Sand

Practice Master SG5.26

- Explain** Sand is made from different materials. Black sand is made from lava that cools into black rocks and breaks down into sand. Golden sand is made from quartz rocks that break down. Other minerals make different colors of sand.
- Use Text Features** Text features give information that helps me to understand what I am reading. They give me something to look at, so I can have a picture of what I am reading, and they also organize the information in the book.
 - Text Features** the pictures on page 9 and their labels: sand and dirt; the caption under the pictures on page 9
 - What They Tell Me** The caption tells me that water soaks through sand faster than dirt. The photos show what sand and dirt look like and how water soaks more slowly through sand than dirt.
- Make Connections** I have built a sand castle in the sandbox at the park. I help my dad put sand on our sidewalk in the winter.
- Generalize** Over time, different kinds of rocks are broken down into tiny pieces by wind and rain. The pieces become sand.



Connect Across Texts Practice Master SG5.28

- The books describe how clay, dirt, sand, and soil are formed when different kinds of rocks break down into smaller pieces. Soil, or dirt, also includes organic matter that has broken down.
- In all the books, the text features help to organize the information. They divide the books into sections and give pictures that help the words to make more sense. (Specific examples will vary, but students should

BL Dirt

Practice Master SG5.25

- Explain** Sediments are tiny pieces of rock that have broken down over time, such as gravel, sand, silt, and clay. Sediment gives plant roots something to hold on to, and it contains minerals that help plants grow.
- Use Text Features** Text features give information that helps me to understand what I am reading. They give me something to look at, so I can have a picture of what I am reading, and they also organize the information in the book.
 - Text Features** the heading “What Makes Up Soil?” and the pictures with their captions: Wind, Rain, Ice
 - What They Tell Me** The heading tells me that the page will be about what makes up soil. The pictures and their captions help to show what the text says.
- Make Connections** There is dirt everywhere. All buildings are built on dirt. The food I eat grows in the dirt.
- Generalize** Sediment builds up on rocks. Plants grow in it. When they die, they add organic matter, and the soil keeps building up for hundreds or even thousands of years.

AL Soil

Practice Master SG5.27

- Explain** Soil is important for all living things. It provides homes for animals and a place for the plants we eat to grow. If the soil becomes damaged or unhealthy, it will hurt the plants we need for food.
- Use Text Features** Text features give information that helps me to understand what I am reading. They give me something to look at, so I can have a picture of what I am reading, and they also organize the information in the book.
 - Text Features** the table of contents, section headings, and captions
 - What They Tell Me** The table of contents tells me what sections are in the book. The section headings tell me what the section will be about. The labels and captions tell me about what is in the photos.
- Make Connections** Soil is everywhere. I walk on soil. I eat food that is grown in soil. My house is built on soil.
- Generalize** Over many years, solid rock is broken down into tiny pieces by wind, rain, freezing and thawing, people and animals walking on it, and plant roots breaking through the cracks in it. Dead plants and animals cover the rock. This turns the rock into soil.



name specific text features, their page numbers, and explain how they used each feature to aid comprehension.)

- Clay is formed into things we need and heated to make it hard so it will last; dirt is changed as earthworms eat it and release it with nutrients in it; when minerals break down, they change into sand; soil changes when it is damaged by chemicals and is no longer good for planting.



Recommended Books

Fiction About the States of Matter

- Ehlert, Lois. **Snowballs**. Houghton Mifflin Harcourt, 1999.
- Keats, Ezra Jack. **The Snowy Day**. Penguin Young Readers Group, 1976.
 CALDECOTT MEDAL WINNER
- Ray, Mary Lyn. **Mud**. Houghton Mifflin Harcourt, 2001.
- Rylant, Cynthia. **Henry and Mudge and the Snowman Plan**. Simon & Schuster Children's Publishing, 2000.
-
- Greenburg, Dan. **Just Add Water...and Scream!** Penguin Young Readers Group, 2003.
- Osborne, Mary Pope. **Polar Bears Past Midnight**. Random House, Inc., 1998.
- Rylant, Cynthia. **Henry and Mudge in Puddle Trouble**. Simon and Schuster Children's Publishing, 1996.
- Stevens, Carla. **Anna, Grandpa, and the Big Storm**. Penguin Young Readers Group, 1998.
-
- Gardiner, John Reynolds. **Stone Fox**. HarperCollins Publishers, 1992.
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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.

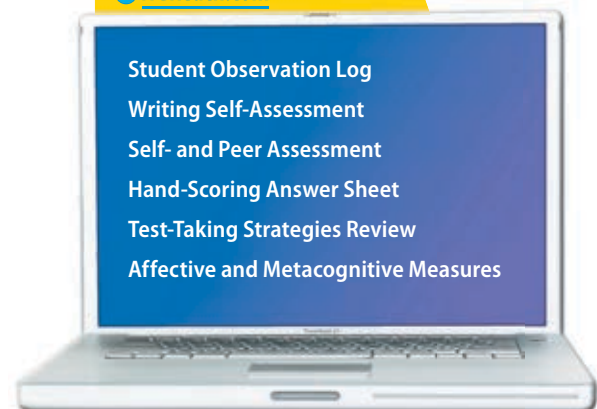
Contents at a Glance

Assessment Masters	Pages	Reteaching Masters	Pages
Week 1			
Reading Comprehension Test	A5.4	Comprehension: Character and Plot	RT5.1
Vocabulary Test	A5.6	Comprehension: Making Connections	RT5.2
Writing, Revising, and Editing Test	A5.8	Writing Trait: Fluency	RT5.3
Week 2			
Reading Comprehension Test	A5.10	Comprehension: Compare Points and Details	RT5.4
Vocabulary Test	A5.14	Comprehension: Use Text Features	RT5.5
Writing, Revising, and Editing Test	A5.15	Comprehension: Making Connections	RT5.6
		Writing Trait: Ideas	RT5.7
Week 3			
Reading Comprehension Test	A5.17	Comprehension: Cause and Effect	RT5.8
Vocabulary Test	A5.21	Comprehension: Making Connections	RT5.9
Writing, Revising, and Editing Test	A5.23		
Week 4			
Reading Comprehension Unit Test	A5.26	Comprehension: Use Text Features	RT5.10
Vocabulary Unit Test	A5.32	Comprehension: Relate Ideas	RT5.11
Writing, Revising, and Editing Unit Test	A5.35	Comprehension: Making Connections	RT5.12
		Writing Trait: Organization	RT5.13
		(Also see prior weeks.)	
Oral Reading Assessment	A5.1		
(Also see Unit 1 for the Oral Reading Assessment Routine and Progress Tracker.)			
Profiles			
Student Profile: Weekly and Unit Assessments	A5.40		
Class Profile: Weekly and Unit Assessments	A5.42		
Student Profile: Strengths and Needs Summary	A5.43		
Writing Rubric	A5.44		
Research Project Rubric	A5.45		
Unit Self-Assessment	A5.46		
Answer Keys and Rubrics	A5.47		
Small Group Reading Assessments			
Speaking and Listening Observation Log	SG5.29		
Reading Strategy Assessment	SG5.30		
Reader Reflection	SG5.32		

Online Assessment Resources

NGReach.com

Student Observation Log
 Writing Self-Assessment
 Self- and Peer Assessment
 Hand-Scoring Answer Sheet
 Test-Taking Strategies Review
 Affective and Metacognitive Measures



Oral Reading Assessment

Unit 5

What is matter? Matter is everything that takes up space. Matter is all around you. Matter usually comes in one of three states. Those states are solid, liquid, and gas. Water, for example, can be a solid, a liquid, or a gas.

Water is solid when it is very cold. Think of ice and snow. These are forms of solid water. Solid matter has a size and shape of its own. Liquid matter is different. Liquids have no shape of their own. They take the shape of the container they are in. You can see liquid water do this whenever you pour water to drink. You can also find water as a gas when liquid water evaporates into the air. Gases also have no size or shape of their own. You often cannot see gases!

Matter can change from one state to another. The change often depends on the temperature of the matter. Water can turn from solid to liquid to gas. For example, to turn ice into liquid, its temperature has to reach the melting point of ice. This is 32 degrees Fahrenheit or zero degrees Celsius. To turn liquid water into a gas (water vapor), its temperature has to reach the boiling point of water, which is 212 degrees Fahrenheit or 100 degrees Celsius.

When water reaches its melting point or boiling point, its temperature will stay the same while the water changes from one state to another. Afterward, the temperature will begin to go up or down again.

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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 5

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 5, Week 1

Directions: Read the scene from the play. Then answer the questions about it.



SCENE ONE:

[A house next to the swamp. MOM looks out the window. HACHI, her 12-year-old daughter, is at the table doing homework.]

MOM *[sighs]*: Oh, Micco! Where are you? *[turns to HACHI]* Your brother is out there somewhere. He drove the motorboat across the swamp to take pictures of birds. Now it's almost dark. He should be back by now.

HACHI *[jumps up]*: I'll go look for Micco. I have an idea where he might be. And you know the swamp doesn't scare me. *[MOM gives a nod.]*

[HACHI goes out the door and gets into a small boat. She drives into the darkening swamp. Soon, she spots MICCO'S boat, tied to a tree. MICCO stands and waves excitedly at his sister.]

HACHI *[calling]*: Micco! What's wrong? Why are you still out here?

MICCO *[calls back]*: I ran out of gas. Am I glad to see you! I sure didn't want to be here in the dark listening to scary animal sounds. We can come back for my boat tomorrow, but right now, let's get going!

[He jumps into the boat with HACHI.]

An orange arrow pointing to the right with the words "GO ON" written inside in white capital letters.

Reading Comprehension Test

Unit 5, Week 1

- 1** Mom sighs and says, "Oh, Micco! Where are you?" This shows that she —
- Ⓐ plays games.
 - Ⓑ forgets easily.
 - Ⓒ is angry at Micco.
 - Ⓓ is worried about Micco.
- 2** Hachi says, "I have an idea where he might be." What part of the plot does this tell about?
- Ⓐ Micco running out of gas.
 - Ⓑ Hachi going to find Micco.
 - Ⓒ Hachi doing her homework.
 - Ⓓ Mom looking out the window.

- 3** Which word best describes Hachi?
- Ⓐ proud
 - Ⓑ brave
 - Ⓒ friendly
 - Ⓓ curious
- 4** Micco's words show that he is —
- Ⓐ upset that he didn't get enough pictures.
 - Ⓑ curious about the animals in the swamp.
 - Ⓒ really glad to be going home.
 - Ⓓ worried about his boat.

COPY READY

Score
_____/4

DONE!

Vocabulary Test

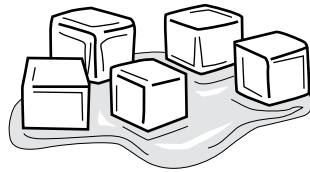
Unit 5, Week 1

Directions: Choose the answer that completes the sentence correctly.

COPY READY

1 Ice is _____ water.

- (A) unique
- (B) positive
- (C) proud
- (D) solid



2 A snowflake is a _____ of water.

- (A) form
- (B) reward
- (C) blossom
- (D) competition



3 The _____ of something tells how hot or cold it is.

- (A) impact
- (B) benefit
- (C) purpose
- (D) temperature



4 Water will _____ when the weather is very cold.

- (A) offer
- (B) freeze
- (C) produce
- (D) understand



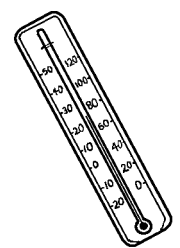
5 Ice cream will _____ when the weather is warm.

- (A) plow
- (B) melt
- (C) receive
- (D) harvest



6 This is a _____.

- (A) sprout
- (B) market
- (C) thermometer
- (D) characteristic



GO ON

Vocabulary Test

Unit 5, Week 1

7 Ice becomes _____ water in the sun.

- (A) liquid
- (B) scarce
- (C) nature
- (D) negative

8 When something _____, it happens.

- (A) harvests
- (B) controls
- (C) occurs
- (D) values

9 When you _____ something, you catch it and do not let it go.

- (A) trap
- (B) plow
- (C) identify
- (D) increase

10 _____ is the material that something is made of.

- (A) Competition
- (B) Substance
- (C) Balance
- (D) Growth

11 The _____ of something is the way it is at a certain time.

- (A) state
- (B) weed
- (C) market
- (D) farmer

12 When you _____ something, you change it.

- (A) identify
- (B) sustain
- (C) want
- (D) alter

COPY READY

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Unit 5, Week 1

Directions: Read the paragraph. Then answer the questions.

I am always in a 1 mood on 2 days. The sun gives me energy! Yesterday, the sun was 3 it has been in weeks. I was outside all day. I felt 4 than I did the day before, when 5 clouds covered the sky. I will be much 6 when the sun comes back out!

1 Choose the answer that goes in Blank 1.

- (A) run
- (B) wins
- (C) playful
- (D) quickly

2 Choose the answer that goes in Blank 2.

- (A) clouds
- (B) sunny
- (C) smile
- (D) hat

3 Choose the answer that goes in Blank 3.

- (A) bright
- (B) brighter
- (C) more bright
- (D) the brightest

4 Choose the answer that goes in Blank 4.

- (A) more wonderful
- (B) most wonderful
- (C) wonderfuler
- (D) wonderful



Writing, Revising, and Editing Test

Unit 5, Week 1

- 5** Choose the answer that goes in Blank 5.
- Ⓐ jacket
 - Ⓑ rains
 - Ⓒ birds
 - Ⓓ gray
- 6** Choose the answer that goes in Blank 6.
- Ⓐ happy
 - Ⓑ happier
 - Ⓒ happiest
 - Ⓓ more happier

- 7** Read the story below. Then rewrite the story as a script for a play. Make sure to describe the setting and to include dialogue that will show what the characters are like.

Yuka, Rob, and Jamie walk home from school. Yuka is surprised it has not rained yet. The weather report said it would rain all day. Yuka was prepared with her umbrella, but the others were not. Rob teases Yuka for bringing her umbrella. Suddenly, it begins to rain. Yuka quickly opens her umbrella. She generously offers to share it with Rob and Jamie. Jamie stands under the umbrella next to Yuka, shivering. Rob is too tall, and he doesn't want to admit that he doesn't like to get wet. Yuka hands the umbrella to Rob. That way, Rob can hold the umbrella, and they will all fit underneath it.

Score
_____/6 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit 5, Week 2

Directions: Read the article. Then answer the questions about the article.

COPY READY

The screenshot shows a web browser window with the URL <http://www.ngreach.com>. The page title is "Museum of Fine Art". There are five navigation tabs: "ABOUT THE MUSEUM", "HOURS AND LOCATION", "ART CLASSES", "CARING FOR OUR TREASURES", and "CALENDAR OF EVENTS". The "CARING FOR OUR TREASURES" tab is selected. On the left side, there is a search bar and a list of sub-topics under "Caring for Our Treasures": "Handling Paintings", "Hanging Paintings", and "Temperature for Paintings". The main content area features two sections: "Handling Paintings" and "Hanging Paintings".

Handling Paintings

Most paintings are done on cloth called canvas. It doesn't last forever, so people at museums work to keep their paintings safe. One important step is to always wear clean gloves when handling paintings. This keeps grease and dirt off the art.

Hanging Paintings

How a painting is hung is also very important. If it's not done correctly, the art can crash to the floor. That's why museums often use wall anchors. These fasten paintings safely to a wall. Even in an earthquake, the paintings will probably stay put.

At the bottom of the article, there are two navigation arrows: a left arrow and a right arrow.

GO ON

Reading Comprehension Test

Unit 5, Week 2

- 1** What is the next section of the article?
- Ⓐ Art Classes
 - Ⓑ Museum of Fine Art
 - Ⓒ Temperature for Paintings
 - Ⓓ Painting on Canvas
- 2** Where would you click to find information about special events at the museum?
- Ⓐ the top menu
 - Ⓑ the search field
 - Ⓒ the side menu
 - Ⓓ the first link in the text
- 3** Readers who click on the wall anchors link will learn more about —
- Ⓐ the cloth used for paintings.
 - Ⓑ what days the museum is open.
 - Ⓒ how to hang paintings.
 - Ⓓ ways that paintings are kept clean.
- 4** If you want to see if the museum has paintings by a certain artist, you should use —
- Ⓐ the top menu.
 - Ⓑ the search field.
 - Ⓒ the side menu.
 - Ⓓ the first link in the text.

COPY READY

GO ON 

Reading Comprehension Test

Directions: Read the blog. Then answer the questions about the blog.

COPY READY

The screenshot shows a web browser window with the URL <http://www.ngreach.com>. The page title is "Jay 'the Museum Guy's' Monthly Blog". There is a navigation menu with four items: HOME, ABOUT ME, PICTURES, and CONTACT. The main content area shows a post for the month of June. The text of the post is as follows:

June

We constantly get new things to show our visitors. This month, one museum member gave a box of old photographs to the museum. We keep photos away from sunlight. This makes them less likely to fade. Temperature is also important. Heat can make photos curl. That's one reason we keep the museum at a steady 68 degrees.

Today, I worked on a teddy bear that's more than 100 years old! First, I froze the bear to make sure no insects were living inside. Then I added stuffing to parts of the bear that were sagging. Finally, I sewed one of its ears that was coming loose. Now the teddy bear is ready to show.

Here's something you may not know. The History Museum holds the county's very first car. We make sure it stays clean and rust-free. Keeping history safe is our job here at the History Museum. Stop by often to see our historical treasures.

At the bottom of the post, there is a link for "6 COMMENTS" and two navigation arrows (back and forward).

On the right side of the browser window, there is a search bar labeled "Search All Posts" and a "BLOG ARCHIVE" section with links for each month: [January](#), [February](#), [March](#), [April](#), [May](#), and [June](#) (which is bolded).

GO ON

Reading Comprehension Test

Unit 5, Week 2

- 5** If you want to see what readers had to say about the blog, you should click —
- Ⓐ Home.
 - Ⓑ Comments.
 - Ⓒ About Me.
 - Ⓓ Search All Posts.
- 6** You can use the side menu on the blog page to —
- Ⓐ leave a comment for the museum guy.
 - Ⓑ send an e-mail to the museum guy.
 - Ⓒ click a link to go to the home page.
 - Ⓓ click a link to see an older blog.
- 7** Based on the article and the blog, the right temperature is important for both —
- Ⓐ canvas and teddy bears.
 - Ⓑ wall anchors and old cars.
 - Ⓒ paintings and photographs.
 - Ⓓ art lovers and museum workers.
- 8** The overall points in the article and the blog are similar because they are both about —
- Ⓐ helping things last longer.
 - Ⓑ getting a job in a museum.
 - Ⓒ caring for important paintings.
 - Ⓓ inviting visitors to a special show.

COPY READY

Score
_____/8

DONE!

Vocabulary Test

Unit 5, Week 2

Directions: Read the question. Choose the correct answer.

COPY READY

1 What is an antonym for nice?

Helping a friend is a nice thing to do.

- (A) big
- (B) hard
- (C) mean
- (D) happy

2 What is an antonym for wet?

My shirt will get wet at the beach.

- (A) dry
- (B) clear
- (C) dirty
- (D) damp

3 What is an antonym for lost?

She lost her umbrella.

- (A) used
- (B) found
- (C) raised
- (D) opened

4 What is an antonym for beginning?

He walks his dog at the beginning of the day.

- (A) end
- (B) hour
- (C) time
- (D) front

Score
_____/4

DONE!

Writing, Revising, and Editing Test

Unit 5, Week 2

Directions: Read the paragraph. Then answer the questions.

I just read 1 interesting article about studying bugs in my new science magazine. It was 2 than last month's story about rocks. The body of 3 insect was discovered in a piece of amber. 4 insect, called a bat fly, died 20 million years ago. Amber, a liquid that comes from trees and hardens, is probably the 5 tool for preserving insects. I thought the bat fly might look scary, but it was not really that 6 . It looked like 7 mosquito. The 8 part is that it used to drink bat blood!

1 Choose the answer that goes in Blank 1.

- Ⓐ a
- Ⓑ an
- Ⓒ the

2 Choose the answer that goes in Blank 2.

- Ⓐ best
- Ⓑ good
- Ⓒ better
- Ⓓ gooder

3 Choose the answer that goes in Blank 3.

- Ⓐ a
- Ⓑ an
- Ⓒ that

4 Choose the answer that goes in Blank 4.

- Ⓐ A
- Ⓑ An
- Ⓒ This



Writing, Revising, and Editing Test

Unit 5, Week 2

COPY READY

5 Choose the answer that goes in Blank 5.

- (A) best
- (B) worse
- (C) goodest
- (D) worstest

6 Choose the answer that goes in Blank 6.

- (A) baddest
- (B) worse
- (C) worst
- (D) bad

7 Choose the answer that goes in Blank 7.

- (A) a
- (B) an
- (C) the

8 Choose the answer that goes in Blank 8.

- (A) baddest
- (B) badder
- (C) worser
- (D) worst

9 Read the paragraph below. It is about a glacier, a thick layer of ice that moves very slowly. The paragraph does not have a topic sentence. Write three different topic sentences to grab the reader's attention. One topic sentence should ask a question, one should give a command, and one should make a personal connection.

_____. Pine Island Glacier is the biggest area of melting ice in Antarctica. The glacier has a crack in it that is almost 20 miles long. Scientists think a giant piece of ice will soon break off along the crack. When it does, it will create an iceberg the size of New York City!

Score	
_____ /8	multiple-choice
_____ /4	writing

DONE!

Reading Comprehension Test

Unit 5, Week 3

Directions: Read the article. Then answer the questions about the article.

What Is Snow?

Snow can be special. It's exciting to wake up on a winter morning and see a white blanket of snow.

What is snow, really? Each snowflake begins with a tiny building block. This building block is a crystal of ice. Inside cold clouds, the crystal forms on a tiny piece of dust. The crystal moves around inside the cloud and grows as more ice sticks to the crystal. As it grows, the crystal becomes heavier. When the crystal is heavy enough to fall, it becomes a snowflake that drops to the ground.

Each snowflake looks different. That's because each snowflake came from a crystal that moved differently inside a cold cloud. Each crystal grew in its own way.

When they think about a snowflake, most people picture a star-like shape. Actually, snowflakes have many shapes. If the weather is cold and not very wet, a snowflake might be thin and flat like a plate. Other snowflakes are long, like tubes.

One thing always stays the same. All snowflakes have six sides because ice crystals have six sides. However, no two snowflakes are exactly alike. That's another reason snow is special.

GO ON 

Reading Comprehension Test**Unit 5, Week 3****COPY READY**

- 1** What is the main idea of this article?
- Ⓐ Not all snowflakes are shaped like a star.
 - Ⓑ A snowflake must get heavy before it falls to the ground.
 - Ⓒ Snowflakes are tiny crystals that form in clouds when it's cold.
 - Ⓓ When snowflakes cover the ground, it looks like a white blanket.
- 2** Why do snowflakes fall to the ground?
- Ⓐ They are white.
 - Ⓑ They become heavy.
 - Ⓒ They are ice crystals.
 - Ⓓ They have many shapes.
- 3** Snowflakes are never exactly alike because they —
- Ⓐ have six sides.
 - Ⓑ cover everything like a blanket.
 - Ⓒ grow and move in their own way.
 - Ⓓ drop through the clouds to the ground.
- 4** What is the author's purpose for writing this article?
- Ⓐ to inform
 - Ⓑ to persuade
 - Ⓒ to entertain
 - Ⓓ to express feelings

GO ON 

Reading Comprehension Test

Unit 5, Week 3

Directions: Read the article. Then answer the questions about the article.

What Is Hail?

Something is making noise on the roof. Then it hits your window—ping, ping, ping! If you see little balls of ice, then you’re looking at hail.

Why is it hailing instead of raining? Sometimes in a thunderstorm, a strong wind blows raindrops back up into the clouds. If they hit very cold air, the drops can freeze. The wind keeps blowing the frozen drops upward. More cold raindrops freeze to them. This helps explain why hailstones are not perfectly round. They are made from different drops freezing at different times. These frozen lumps of ice are called hailstones.

As hailstones grow in size, they get heavier. If the hailstones are too heavy for the wind to blow around, they fall to the ground.

Hailstones can move very fast. Some reach speeds around 100 miles per hour! Luckily, most hailstones are fairly small and don’t cause harm. However, in fierce weather, hailstones can be dangerous. Big ones can be the size of a softball and weigh over a pound!

Hail usually melts quickly after it lands. For a short time, though, those raindrops had quite a wild ride!

A yellow arrow pointing to the right with the text "GO ON" inside it.

Reading Comprehension Test

Unit 5, Week 3

COPY READY

- 5 What causes raindrops to go up instead of falling to the ground?
- Ⓐ cold air
 - Ⓑ lumps of ice
 - Ⓒ strong winds
 - Ⓓ growing hailstones
- 6 Why do the frozen drops grow?
- Ⓐ They fall to the ground.
 - Ⓑ They become very heavy.
 - Ⓒ Big hailstones bump into them.
 - Ⓓ More water freezes onto them.
- 7 What about hail is most similar to snowflakes?
- Ⓐ Hail can move very fast.
 - Ⓑ Hail falls when it is heavy.
 - Ⓒ Hail is noisy when it lands.
 - Ⓓ Hail can get large and dangerous.
- 8 What is required for both snow and hail to form?
- Ⓐ wind
 - Ⓑ crystals
 - Ⓒ loud noise
 - Ⓓ cold clouds

Score
_____/8

DONE!

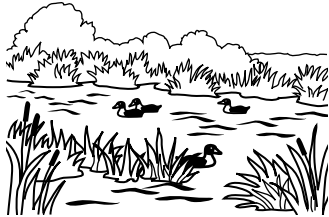
Vocabulary Test

Unit 5, Week 3

Directions: Choose the answer that completes the sentence correctly.

1 This place is a _____.

- (A) wetland
- (B) kindness
- (C) market
- (D) reward



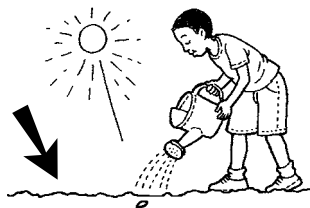
2 This is a drop of _____.

- (A) soil
- (B) water
- (C) growth
- (D) agriculture



3 This is the _____.

- (A) moon
- (B) future
- (C) ground
- (D) rain forest



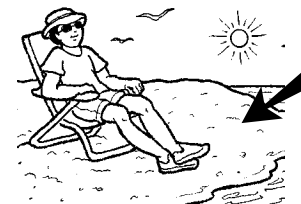
4 He makes a _____.

- (A) blossom
- (B) mixture
- (C) seller
- (D) river



5 This is _____.

- (A) diversity
- (B) money
- (C) night
- (D) sand



COPY READY

GO ON 

Vocabulary Test

Unit 5, Week 3

COPY READY

- 6** An _____ is a part of a place.
- Ⓐ area
 - Ⓑ action
 - Ⓒ amount
 - Ⓓ alternative
- 7** The _____ is the outside part of something.
- Ⓐ food chain
 - Ⓑ surface
 - Ⓒ buyer
 - Ⓓ city
- 8** When you _____ things, you mix them together.
- Ⓐ accomplish
 - Ⓑ decrease
 - Ⓒ combine
 - Ⓓ protect
- 9** You can skate on ice because it is _____.
- Ⓐ positive
 - Ⓑ unique
 - Ⓒ scarce
 - Ⓓ firm
- 10** The _____ of mud is dirt and water.
- Ⓐ want
 - Ⓑ agriculture
 - Ⓒ composition
 - Ⓓ neighborhood

Score
_____/10

DONE!

Writing, Revising, and Editing Test

Unit 5, Week 3

Directions: Read the paragraphs. Then answer the questions.

My cousin Neil came to visit. He has never visited 1 ocean beach before, so my parents and I took him there.

When we arrived, Neil ran right into 2 crashing waves. After a few minutes, he bent down to look at something.

“Don’t touch 3 jellyfish!” I called to him. “They will sting you!”

Neil started to collect shells instead. He looked at a few shells closely, and asked, “What animal made 4 curly shells?”

“I am not sure,” I say, “but 5 flat one down by your foot is 6 oyster shell.”

“I wonder if it has 7 pearl inside,” Neil said.

“ 8 kind of oyster doesn’t make pearls,” I told him, “but look at how pretty the inside of the shell is!”

1 Choose the answer that goes in Blank 1.

- Ⓐ a
- Ⓑ an
- Ⓒ the

2 Choose the answer that goes in Blank 2.

- Ⓐ the
- Ⓑ an
- Ⓒ a



Writing, Revising, and Editing Test**Unit 5, Week 3****COPY READY**

3 Choose the answer that goes in Blank 3.

- Ⓐ these
- Ⓑ those
- Ⓒ this

4 Choose the answer that goes in Blank 4.

- Ⓐ these
- Ⓑ those
- Ⓒ that

5 Choose the answer that goes in Blank 5.

- Ⓐ that
- Ⓑ this
- Ⓒ those

6 Choose the answer that goes in Blank 6.

- Ⓐ a
- Ⓑ an
- Ⓒ the

7 Choose the answer that goes in Blank 7.

- Ⓐ the
- Ⓑ an
- Ⓒ a

8 Choose the answer that goes in Blank 8.

- Ⓐ This
- Ⓑ Those
- Ⓒ These

GO ON 

Writing, Revising, and Editing Test

Unit 5, Week 3

- 9** The sentence on each note card below gives information about a material called mulch. Write a title on each note card for the topic or research question. Then organize the note cards into two groups. Use all the note cards to create an outline for an article about mulch.

Title: _____
 Mulch keeps moisture in the soil.

Title: _____
 Organic mulch gives plants nutrients.

Title: _____
 Mulch can be made of grass, bark, or wood chips.

Title: _____
 Most mulch is made of natural materials.

Title: _____
 Mulch is a protective material put on soil.

Title: _____
 Mulch is used in gardening and farming.

Title: _____
 Some mulch is made of gravel, rubber, or plastic.

COPY READY

Score
_____/8 multiple-choice
_____/4 writing

DONE!

Reading Comprehension Test

Unit Test

Directions: Read the story. Then answer the questions about the story.

The Secret of Sand



Stella ran eagerly to the beach for the sand-building contest. She'd been looking forward to this all week. She wrote her name on a contest entry form at the judges' table and found a place on the beach to build.

The best sand animal would win a prize. Stella decided to build a lion. She imagined a brave lion with its head lifted high.

Stella gathered a pile of sand. She started to create her lion, but the sand wouldn't stay together. Over and over, the sand fell apart each time she tried to shape it. She continued to try, but time was passing quickly. Just as Stella made part of the lion's face, the sand fell apart once again.

Stella looked around at the zoo of sand animals forming around her. "What's the secret to building with sand?" Stella wondered.

Maya saw that Stella was having trouble. Maya knew the secret to working with sand. Stella's sand was too dry. Maya brought Stella a bucket. She whispered, "Here's some water. Keep trying."

Stella began again, but this time she wet the sand with the water. The sand stayed together! "Oh!" she exclaimed. "Wet sand holds its shape." Stella and Maya finished building the lion, and it was amazing!

GO ON 

Reading Comprehension Test

Unit Test

- 1** In the first paragraph, Stella is —
- Ⓐ brave.
 - Ⓑ excited.
 - Ⓒ curious.
 - Ⓓ worried.
- 2** What happens when Stella uses dry sand?
- Ⓐ The lion falls apart.
 - Ⓑ Stella finishes the lion.
 - Ⓒ Stella imagines the lion.
 - Ⓓ The sand holds its shape.
- 3** Stella wonders, “What’s the secret to building with sand?” What does this tell about the plot?
- Ⓐ Stella is having trouble.
 - Ⓑ Stella is finishing the lion.
 - Ⓒ Stella has entered a contest.
 - Ⓓ Stella has found a place on the beach.
- 4** Maya says, “Here’s some water. Keep trying.” Maya’s words show that she is —
- Ⓐ shy.
 - Ⓑ proud.
 - Ⓒ helpful.
 - Ⓓ puzzled.

COPY READY

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

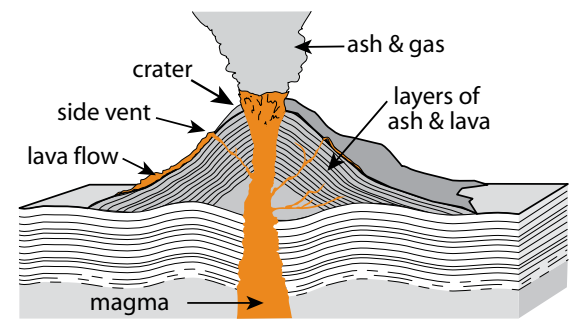


Going Deep

Miles beneath our feet, the Earth gets very hot. About 90 miles down, it's so hot that rock is liquid. It's called molten rock, or magma.

Look Out Below!

There are cracks in the Earth where magma comes up to the surface. A volcano is one of these spots. When magma and gas force their way out, it's called an eruption. Lava is the molten rock that comes out of a volcano. How hot is it? About 2,000 degrees Fahrenheit!



A volcano from the inside out

Rivers of Rock

Like water, lava flows downhill. It looks thick and gooey, like honey. It usually moves only a few yards a minute. In a really big eruption, it can rush quickly, like a fiery river of rock. When the air cools it enough, lava turns back into solid rock.

A Live Volcano

Hawaii has a volcano named Kilauea. It has been erupting since 1983. That's why it's called a "live" or "active" volcano. Enough lava comes out of Kilauea each day to fill 40,000 dump trucks. Some of this lava covered a town. Thankfully, the slow-moving lava gave the people plenty of time to move away!

GO ON

Reading Comprehension Test**Unit Test**

- 5** What causes the lava to start turning back into rock?
- Ⓐ the slow flow
 - Ⓑ the cooling air
 - Ⓒ the cracks in the Earth
 - Ⓓ the heat beneath the Earth
- 6** Under which heading can readers learn what magma is?
- Ⓐ Going Deep
 - Ⓑ Look Out Below!
 - Ⓒ Rivers of Rock
 - Ⓓ A Live Volcano
- 7** The heading “A Live Volcano” helps readers find information about —
- Ⓐ a place to go on vacation and see a volcano.
 - Ⓑ a place that was formed by cooling lava.
 - Ⓒ a place with the hottest and slowest lava.
 - Ⓓ a place with a volcano that’s erupting.
- 8** What can readers learn from the diagram?
- Ⓐ how hot the lava is
 - Ⓑ how far the lava can travel
 - Ⓒ how lava flows from a volcano
 - Ⓓ how much lava comes from a volcano
- 9** The caption under the diagram helps readers understand —
- Ⓐ what the diagram shows.
 - Ⓑ where the diagram came from.
 - Ⓒ which volcano is in the diagram.
 - Ⓓ which paragraph explains the diagram.

GO ON 

Reading Comprehension Test

Unit Test

Directions: Read the article. Then answer the questions about the article.

COPY READY

The screenshot shows a web browser window with the URL <http://www.ngreach.com>. The page title is "Hot Springs for Health". There are four navigation buttons: HOME, ABOUT ME, PICTURES, and CONTACT. A search bar is present with the text "Search All Posts" and a magnifying glass icon. Below the search bar, there is a list of links: "About Hot Springs", "What Are Hot Springs?", "How Hot Springs Form", and "Where Hot Springs Form". The main content area has a heading "About Hot Springs" followed by the sub-heading "What Are Hot Springs?". The text reads: "Hot springs are pools of warm water. Some are about the temperature of your body heat. Others are hot enough to boil. Where does all that heat come from?" Below this is another heading "How Hot Springs Form" with the text: "Deep beneath the surface of the Earth is hot melted rock called magma. In some places, though, magma rises closer to the surface. Water that has seeped into the ground finds its way down to the magma. The water boils and bubbles back up to the Earth's surface. The water pools and forms a hot spring." At the bottom of the article content, there are two black square buttons with white left and right arrow symbols.

GO ON 

Reading Comprehension Test

Unit Test

- 10** What causes the water at a hot spring to be warm?
- Ⓐ The water forms a pool.
 - Ⓑ The water gets close to magma.
 - Ⓒ The water comes from a volcano.
 - Ⓓ The water bubbles up to the surface.

- 11** What would you click to read posts about hot springs?
- Ⓐ a link in the text
 - Ⓑ the side menu
 - Ⓒ the search field
 - Ⓓ the top menu

- 12** What is the next section of the article "About Hot Springs"?
- Ⓐ A Rock Called Magma
 - Ⓑ Hot Springs and Health
 - Ⓒ Where Hot Springs Form
 - Ⓓ Where the Heat Comes From

13 What is a concept or point that is shared by "About Hot Springs" and "Lava"? Give one detail from each article that supports it.

Score
_____/15

DONE!

COPY READY

Vocabulary Test

Unit Test

Directions: Read the question. Choose the correct answer.

- 1 What is a synonym for quickly?

The duck swam quickly across the pond.

- Ⓐ fast
- Ⓑ soon
- Ⓒ gladly
- Ⓓ smoothly

- 2 What is a synonym for earth?

Vegetables grow well in rich earth.

- Ⓐ air
- Ⓑ sun
- Ⓒ dirt
- Ⓓ water

- 3 What is a synonym for observe?

I like to observe the clouds floating across the sky.

- Ⓐ imagine
- Ⓑ ignore
- Ⓒ move
- Ⓓ watch

- 4 What is a synonym for stone?

There is a large stone in the middle of the path.

- Ⓐ animal
- Ⓑ puddle
- Ⓒ rock
- Ⓓ leaf

GO ON 

Vocabulary Test

Unit Test

Directions: Choose the answer that completes the sentence correctly.

5 What is an antonym for over?

The dog escaped over the fence.

- Ⓐ after
- Ⓑ under
- Ⓒ behind
- Ⓓ around

6 What is an antonym for different?

All the different rocks are interesting.

- Ⓐ soft
- Ⓑ same
- Ⓒ pretty
- Ⓓ unusual

7 Water can change _____ if it gets hot or cold enough.

- Ⓐ ground
- Ⓑ impact
- Ⓒ sand
- Ⓓ form

8 The ocean takes up a large _____ of Earth.

- Ⓐ area
- Ⓑ reward
- Ⓒ substance
- Ⓓ composition

COPY READY



Vocabulary Test

Unit Test

COPY READY

9 I add flour to the _____ of milk, butter, and eggs.

- Ⓐ sand
- Ⓑ water
- Ⓒ mixture
- Ⓓ wetland

10 Spiders _____ flies in their webs.

- Ⓐ trap
- Ⓑ offer
- Ⓒ learn
- Ⓓ freeze

11 She reads the _____ to find out how hot it is today.

- Ⓐ form
- Ⓑ blossom
- Ⓒ substance
- Ⓓ thermometer

12 When you tear a piece of paper, you _____ it.

- Ⓐ trap
- Ⓑ alter
- Ⓒ occur
- Ⓓ harvest

Score
_____/12

DONE!

Writing, Revising, and Editing Test

Unit Test

Directions: Read the paragraph. Then answer the questions.

I visited Aunt Chris this summer. Aunt 1 husband is Jack.
Jack is 2 favorite uncle. He and Aunt Chris live in Oklahoma.
 3 house is on the prairie. It has not rained in two months.
The garden has dried up. All the 4 leaves are turning brown.
I sure hope it rains soon!

1 Choose the answer that goes in Blank 1.

- Ⓐ Chris's
- Ⓑ Chrises
- Ⓒ Chrises'
- Ⓓ Chris'es

2 Choose the answer that goes in Blank 2.

- Ⓐ its
- Ⓑ my
- Ⓒ his
- Ⓓ her

3 Choose the answer that goes in Blank 3.

- Ⓐ Its
- Ⓑ Our
- Ⓒ Your
- Ⓓ Their

4 Choose the answer that goes in Blank 4.

- Ⓐ plants's
- Ⓑ plant's
- Ⓒ plants'
- Ⓓ plants



Writing, Revising, and Editing Test**Unit Test****Directions:** Read the paragraph. Then answer the questions.

(1) It has been a very rainy year. (2) This is the most terriblest winter we have ever had! (3) Several streets in our town are flooded. (4) So many cars got stuck in the flood yesterday. (5) Mr. Greenbergs blue car is still stuck. (6) That is her car on the right. (7) The other car belongs to my parents. (8) It is your family's car. (9) Both cars tires are completely under water!

- 5** What is the correct way to write sentence 1?
- Ⓐ It has been a very rain year.
 - Ⓑ It have been a very rainy year.
 - Ⓒ She has been a very rainy year.
 - Ⓓ Correct as is

- 6** What is the correct way to write sentence 2?
- Ⓐ This is the most terrible winter we have ever had!
 - Ⓑ That is the most terriblest winter we have ever had!
 - Ⓒ This is a most terriblest winter we have ever had!
 - Ⓓ Correct as is

GO ON 

Writing, Revising, and Editing Test

Unit Test

7 What is the correct way to write sentence 5?

- Ⓐ Mr Greenbergs blue car is still stuck.
- Ⓑ Mr. Greenbergs blue car are still stuck.
- Ⓒ Mr. Greenberg's blue car is still stuck.
- Ⓓ Correct as is

8 What is the correct way to write sentence 6?

- Ⓐ Those is her car on the right.
- Ⓑ That is his car on the right.
- Ⓒ Thats her car on the right.
- Ⓓ Correct as is

9 What is the correct way to write sentence 8?

- Ⓐ It is our family's car.
- Ⓑ It is your families car.
- Ⓒ Its your family's car.
- Ⓓ Correct as is

10 What is the correct way to write sentence 9?

- Ⓐ Both cars tires is completely under water!
- Ⓑ Both cars tires' are completely under water!
- Ⓒ Both cars' tires are completely under water!
- Ⓓ Correct as is

COPY READY

GO ON 

Writing, Revising, and Editing Test

Unit Test

- 11** Read the paragraph. There are six mistakes in grammar and usage, punctuation, or capitalization. Use the Editing and Proofreading Marks to correct each mistake.

(1) Have you ever seen a platypus? (2) I saw one on a nature show on television. (3) It is probably the stranger animal I have ever seen! (4) The platypus mouth makes it look like a duck. (5) Your tail makes it look like a beaver. (6) The platypus also has webbed feet. (7) That animal lives both on land and in the water. (8) I bet it can swim gooder than it can walk. (9) The platypus is a animal you have to see!

Editing and Proofreading Marks

^	Add.
e	Take out.
	Move to here.
^,	Add comma.
^.	Add period.

COPY READY

GO ON

Writing, Revising, and Editing Test

Unit Test

- 12** Read the story below. Write a literary response to share with classmates. Tell why you did or did not like the story. Give reasons to support your opinion. Your literary response should have at least three paragraphs.

How the Moon, Stars, and Night Were Born

Long ago, two suns lived in the sky, one at each end. It was day all the time, and Earth was hot and very dry. The animals were unhappy because it was so hot. All day they could do nothing but hide.

The animals decided that they must do something to change their world. The animals asked Frog to help because he had a bow and arrow. "You must shoot one of the suns," his friends said. "Then, it will not be so hot."

Frog knew his friends were depending on him. He shot an arrow at one of the suns, but he missed. His next shot was right on target! The sun broke into pieces. One large piece became the moon, the smaller pieces became the stars, and Frog became a hero.

Now Earth has day and night. Each day, the animals enjoy the sun. At night, they come out to laugh and dance in the cool moonlight.

Score	
_____ /10	multiple-choice
_____ /6	editing task
_____ /4	weekly writing skill
_____ /24	writing traits

DONE!

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

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 A5.49.

Spelling Tests	Week 1	Week 2	Week 3	Week 4
Pre-Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/19	_____/19	_____/19	_____/19
End-of-Week Test CC.3.Rfou.3, L.2, L.2.e, L.2.f	_____/19 ____%	_____/19 ____%	_____/19 ____%	_____/19 ____%

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 A5.49.

Reading Comprehension Tests	Weekly Test Items			Unit Test Items Including Week 4	Totals Across Tests
	Week 1	Week 2	Week 3		
Characters CC.3.Rlit.3	1 2 3 4			1 2 3 4	_____/8
Text Features and Search Tools CC.3.Rinf.5		1 2 3 4 5 6		6 7 8 9 11 12	_____/12
Informational Text Structures CC.3.Rinf.8, Rinf.3			2 3 5 6	5 10	_____/6
Make Connections CC.3.Rinf.10			7 8		_____/2
Compare Texts CC.3.Rinf.9		7 8		13 (____/3)	_____/5
Review Skill: Main Idea CC.3.Rinf.2			1		_____/1
Review Skill: Author's Purpose CC.3.Rinf.10			4		_____/1
Total	____/4 ____%	____/8 ____%	____/8 ____%	____/15 ____%	

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	1 2 3 4 5 6 7		1 2 3 4 5	7 9 11	_____/15
Academic Vocabulary CC.3.L.6	8 9 10 11 12		6 7 8 9 10	8 10 12	_____/13
Antonyms CC.3.L.5, L.4.d		1 2 3 4		5 6	_____/6
Synonyms CC.3.L.5, L.4.a, L.3.a				1 2 3 4	_____/4
Total	____/12 ____%	____/4 ____%	____/10 ____%	____/12 ____%	

Name _____ Date _____

Weekly and Unit Assessments

Unit 5

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	Adjectives CC.3.L.1.a, L.1.g, L.2.d, W.5	1 2 3 4 5 6	2 4 5 6 8	3 4 5 8	2 3 5 6 8 9 11a 11c 11d 11e	_____/25
	Articles CC.3.L.1, W.5		1 3 7	1 2 6 7	11f	_____/8
	Possessive Nouns CC.3.L.2.d, W.5				1 4 7 10 11b	_____/5
Subtotal		_____/6	_____/8	_____/8	_____/16	
Writing Skills	Write Scripts CC.3.W.3.b	_____/4				_____/4
	Introduce a Topic CC.3.W.2.a		_____/4			_____/4
	Develop an Outline CC.3.W.8, W.7			_____/4		_____/4
	Support Opinions CC.3.W.1, W.1.a, W.1.d				_____/4	_____/4
Subtotal		_____/4	_____/4	_____/4	_____/4	
Total		_____/10 ____%	_____/12 ____%	_____/12 ____%	_____/20 ____%	

Unit Test Writing Prompt—Traits CC.3.W.1, W.1.a, W.1.d	Ideas	Organization	Voice	Word Choice	Fluency	Conventions	Total
	_____/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

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Weekly and Unit Assessments

Unit 5

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

Reading Comprehension	Characters CC.3.Rlit.3												
	Text Features and Search Tools CC.3.Rinf.5												
	Informational Text Structures CC.3.Rinf.8, Rinf.3												
	Make Connections CC.3.Rinf.10												
	Compare Texts CC.3.Rinf.9												
	Review Skill: Main Idea CC.3.Rinf.2												
	Review Skill: Author's Purpose CC.3.Rinf.10												
Writing, Revising, and Editing	Adjectives CC.3.L.1.a, L.1.g, L.2.d, W.5												
	Articles CC.3.L.1, W.5												
	Possessive Nouns CC.3.L.2.d, W.5												
	Writing in Response to Prompt CC.3.W.3.b, W.2.a, W.8, W.7, W.1, W.1.a, W.1.d												
Vocabulary	Science Vocabulary CC.3.L.6												
	Academic Vocabulary CC.3.L.6												
	Antonyms CC.3.L.5, L.4.d												
	Synonyms CC.3.L.5, L.4.a, L.3.a												

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			

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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.

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Grade 3 Assessment

A5.44

Unit 5 | Mysteries of Matter

Research Rubric

Unit 5, Week 3

Scale	Content	Speaking/Listening
4	<ul style="list-style-type: none">• Research report contains strong, focused facts from several different sources about how matter changes.• Student organizes notes and develops a strong outline.	<ul style="list-style-type: none">• Speaker speaks clearly and at an appropriate pace.• Speaker answers question completely and elaborates with ideas.
3	<ul style="list-style-type: none">• Research report contains mostly strong, focused facts from at least three different sources about how matter changes.• Notes and/or outline are completed satisfactorily.	<ul style="list-style-type: none">• Speaker speaks clearly and at an appropriate pace most of the time.• Speaker answers question and elaborates with ideas in a satisfactory way.
2	<ul style="list-style-type: none">• Research report contains facts, some of which are weak or irrelevant, from one or two sources about how matter changes.• Notes and/or outline are not completed satisfactorily.	<ul style="list-style-type: none">• Speaker speaks clearly and at an appropriate pace some of the time.• Speaker struggles to elaborate with ideas when trying to answer questions.
1	<ul style="list-style-type: none">• Research report does not contain strong or focused facts about how matter changes.• Notes and/or outline are weak and disorganized.	<ul style="list-style-type: none">• Speaker does not speak clearly or at an appropriate pace.• Speaker does not answer questions or does not elaborate with ideas in a satisfactory way.

COPY READY

Unit Self-Assessment

Unit 5

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.
understand antonyms.			
understand synonyms.			
make connections when I read.			
use text features to help me understand when I read.			
understand the plot of a story and what the characters are doing.			
compare the important points between two texts.			
use search tools on Web pages.			
understand cause and effect.			
use descriptive and comparison adjectives.			
use articles.			
use possessive nouns and adjectives.			

Of all the texts you read for *Mysteries of Matter*, which one was your favorite? _____

What did you like about it? _____

Answer Keys and Rubrics

Unit 5

Reading Comprehension			
Week 1			
Item	Key	Item Descriptor	CCSS Code
1	D	Character and Plot	CC.3.Rlit.3
2	B	Character and Plot	CC.3.Rlit.3
3	B	Character and Plot	CC.3.Rlit.3
4	C	Character and Plot	CC.3.Rlit.3
Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Search Tools	CC.3.Rinf.5
2	A	Search Tools	CC.3.Rinf.5
3	C	Search Tools	CC.3.Rinf.5
4	B	Search Tools	CC.3.Rinf.5
5	B	Search Tools	CC.3.Rinf.5
6	D	Search Tools	CC.3.Rinf.5
7	C	Compare Points and Details	CC.3.Rinf.9
8	A	Compare Points and Details	CC.3.Rinf.9
Week 3			
Item	Key	Item Descriptor	CCSS Code
1	C	Main Idea	CC.3.Rinf.2
2	B	Cause and Effect	CC.3.Rinf.8, Rinf.3
3	C	Cause and Effect	CC.3.Rinf.8, Rinf.3
4	A	Author's Purpose	CC.3.Rinf.10
5	C	Cause and Effect	CC.3.Rinf.8, Rinf.3
6	D	Cause and Effect	CC.3.Rinf.8, Rinf.3
7	B	Make Connections	CC.3.Rinf.10
8	D	Make Connections	CC.3.Rinf.10
Unit Test (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	B	Character and Plot	CC.3.Rlit.3
2	A	Character and Plot	CC.3.Rlit.3
3	A	Character and Plot	CC.3.Rlit.3
4	C	Character and Plot	CC.3.Rlit.3
5	B	Cause and Effect	CC.3.Rinf.8, Rinf.3
6	A	Text Features	CC.3.Rinf.5
7	D	Text Features	CC.3.Rinf.5
8	C	Text Features	CC.3.Rinf.5
9	A	Text Features	CC.3.Rinf.5
10	B	Cause and Effect	CC.3.Rinf.8, Rinf.3
11	B	Search Tools	CC.3.Rinf.5
12	C	Search Tools	CC.3.Rinf.5
13	Skill Rubric	Compare Points and Details	CC.3.Rinf.9

Vocabulary					
Week 1 CC.3.L.6			Week 3 CC.3.L.6		
Item	Key	Word	Item	Key	Word
1	D	solid	1	A	wetland
2	A	form	2	B	water
3	D	temperature	3	C	ground
4	B	freeze	4	B	mixture
5	B	melt	5	D	sand
6	C	thermometer	6	A	area
7	A	liquid	7	B	surface
8	C	occurs	8	C	combine
9	A	trap	9	D	firm
10	B	Substance	10	C	composition
11	A	state			
12	D	alter			

Week 2			
Item	Key	Item Descriptor	CCSS Code
1	C	Antonyms	CC.3.L.5, L.4.d
2	A	Antonyms	CC.3.L.5, L.4.d
3	B	Antonyms	CC.3.L.5, L.4.d
4	A	Antonyms	CC.3.L.5, L.4.d
Week 4 (including Week 4)			
Item	Key	Item Descriptor	CCSS Code
1	A	Synonyms	CC.3.L.5, L.4.a, L.3.a
2	C	Synonyms	CC.3.L.5, L.4.a, L.3.a
3	D	Synonyms	CC.3.L.5, L.4.a, L.3.a
4	C	Synonyms	CC.3.L.5, L.4.a, L.3.a
5	B	Antonyms	CC.3.L.5, L.4.d
6	B	Antonyms	CC.3.L.5, L.4.d
7	D	Science Vocabulary	CC.3.L.6
8	A	Academic Vocabulary	CC.3.L.6
9	C	Science Vocabulary	CC.3.L.6
10	A	Academic Vocabulary	CC.3.L.6
11	D	Science Vocabulary	CC.3.L.6
12	B	Academic Vocabulary	CC.3.L.6

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	C	Descriptive Adjectives	CC.3.L.1.a	1	A	Possessive Nouns	CC.3.L.2.d
2	B	Descriptive Adjectives	CC.3.L.1.a	2	B	Possessive Adjectives	CC.3.L.2.d
3	D	Comparison Adjectives	CC.3.L.1.g	3	D	Possessive Adjectives	CC.3.L.2.d
4	A	Comparison Adjectives	CC.3.L.1.g	4	C	Possessive Nouns	CC.3.L.2.d
5	D	Descriptive Adjectives	CC.3.L.1.a	5	D	Editing: Descriptive Adjectives	CC.3.L.1.a, W.5
6	B	Comparison Adjectives	CC.3.L.1.g	6	A	Editing: Comparison Adjectives	CC.3.L.1.g, W.5
Prompt (7)	Skill Rubric	Write Scripts	CC.3.W.3.b	7	C	Editing: Possessive Nouns	CC.3.L.2.d, W.5
Week 2				8	B	Editing: Possessive Adjectives	CC.3.L.2.d, W.5
Item	Key	Item Descriptor	CCSS Code	9	A	Editing: Possessive Adjectives	CC.3.L.2.d, W.5
1	B	Articles	CC.3.L.1	10	C	Editing: Possessive Nouns	CC.3.L.2.d, W.5
2	C	Comparison Adjectives	CC.3.L.1.g	11a	Editing Rubric	Editing Task: Comparison Adjectives	CC.3.L.1.g, W.5
3	B	Articles	CC.3.L.1	11b	Editing Rubric	Editing Task: Possessive Nouns	CC.3.L.2.d, W.5
4	C	Demonstrative Adjectives	CC.3.L.1.a	11c	Editing Rubric	Editing Task: Possessive Adjectives	CC.3.L.2.d, W.5
5	A	Comparison Adjectives	CC.3.L.1.g	11d	Editing Rubric	Editing Task: Demonstrative Adjectives	CC.3.L.1.a, W.5
6	D	Comparison Adjectives	CC.3.L.1.g	11e	Editing Rubric	Editing Task: Comparison Adjectives	CC.3.L.1.g, W.5
7	A	Articles	CC.3.L.1	11f	Editing Rubric	Editing Task: Articles	CC.3.L.1, W.5
8	D	Comparison Adjectives	CC.3.L.1.g	Prompt (12)	Skills Rubric; Writing Rubric	Support Opinions	CC.3.W.1, W.1.a, W.1.d
Prompt (9)	Skill Rubric	Introduce a Topic	CC.3.W.2.a				
Week 3							
Item	Key	Item Descriptor	CCSS Code				
1	B	Articles	CC.3.L.1				
2	A	Articles	CC.3.L.1				
3	B	Demonstrative Adjectives	CC.3.L.1.a				
4	A	Demonstrative Adjectives	CC.3.L.1.a				
5	A	Demonstrative Adjectives	CC.3.L.1.a				
6	B	Articles	CC.3.L.1				
7	C	Articles	CC.3.L.1				
8	A	Demonstrative Adjectives	CC.3.L.1.a				
Prompt (9)	Skill Rubric	Develop an Outline	CC.3.W.8, W.7				

Answer Keys and Rubrics

Unit 5

Writing, Revising, and Editing	
Week 1 Skill Rubric Item 7 (Prompt) Write Scripts	
Student writes a script with	
4 points	vivid dialogue that clearly describes the characters and setting.
3 points	adequate dialogue that somewhat describes the characters and setting.
2 points	occasional dialogue that vaguely describes the characters and setting.
1 point	minimal dialogue that gives a limited description of the characters and setting.
Week 2 Skill Rubric Item 9 (Prompt) Introduce a Topic	
Student introduces the paragraph with	
4 points	three intriguing topic sentences that are closely related to the topic.
3 points	three interesting topic sentences that are adequately related to the topic.
2 points	two topic sentences that are somewhat related to the topic.
1 point	at least one topic sentence that is minimally related to the topic.
Week 3 Skill Rubric Item 9 (Prompt) Develop an Outline	
Student writes an outline with	
4 points	clear group topics with well-organized details.
3 points	adequate group topics with appropriately sorted details.
2 points	mediocre group topics with mostly relevant details.
1 point	vague group topics with some irrelevant details.

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 12 (Prompt) Support Opinions	
Student writes a literary response that includes	
4 points	clearly stated and strongly supported opinions.
3 points	generally stated and adequately supported opinions.
2 points	vaguely stated and somewhat supported opinions.
1 point	missing or minimally supported opinions.
Use the Writing Rubric on page A5.44 to assess the writing traits of student responses for the Unit Test Writing Prompt.	
Unit Test Editing Task Rubric Item 11 1 point correct per response	
11a	In sentence 3, change "stranger" to "strangest"
11b	In sentence 4, change "platypus" to "platypus's" or "platypus'"
11c	In sentence 5, change "Your" to "Its"
11d	In sentence 7, change "That" to "This"
11e	In sentence 8, change "gooder" to "better"
11f	In sentence 9, change "a" to "an"

Reading Comprehension	
Unit Test Rubric Item 13 Compare Points and Details	
3 points	Correctly identifies the concept the passages have in common, and provides a detail from each passage that supports the concept.
2 points	Correctly identifies the concept the passages have in common, but does not provide supporting details or the details provided don't support the concept.
1 point	Does not correctly identify the concept.

Conversion Charts: Points Earned to Percent Scored

4 points

Points	1	2	3	4
%	25	50	75	100

8 points

Points	1	2	3	4	5	6	7	8
%	13	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

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

15 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15
%	7	13	20	27	33	40	47	53	60	67	73	80	87	93	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

20 points

Points	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
%	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100

COPY READY

Character and Plot

Reteach

Review the Rules

In stories, what the characters say can tell you a lot about

- what the characters are like
- what is happening in the plot.

Practice

Read "Skating for School." Underline one line of dialogue for each character. Then complete the chart.

Skating for School

"Kylie, did you hear about the school fundraiser at the skating rink?" said Ana.

"I can't wait! I hope you'll be there on Friday!"

"Yeah, I heard," mumbled Kylie. "I'm terrible at ice skating. I'll just fall on my face and look goofy in front of everyone."

"Don't worry so much, Kylie," replied Ana. "You can take a skating lesson in the first half hour like a lot of other kids."

At the skating rink on Friday, Ana saw many of her classmates on the ice. She smiled when she saw Kylie zoom by.

"You were right!" Kylie yelled to Ana. "I can do this! This is the best fundraiser ever!"

Character	What the Dialogue Tells About Her	What the Dialogue Tells About the Plot
Ana		
Kylie		

Apply

Find some dialogue in one of your Small Group Reading books. With a partner, discuss what the dialogue tells you about the character and the plot.

Making Connections

Reteach

Review the Rules

When you read, try to connect the text to something you know from your own life. That way you will understand the ideas better.

Read the first paragraph of "At the Lake" and the sample connection.

At the Lake

It was really hot on Saturday, so everyone went for a swim in the lake. Everyone except Ian. He was too afraid of the water. So he sat on the shore and watched all his friends have fun.

When Zack noticed Ian, he swam close to the shore and stood up. "Hey, Ian," he said. "I can stand up here. The water feels great! Come on in and cool off."

Ian studied Zack for a minute. Then he slowly got up and waded into the water. "It does feel good," he thought. Ian went in further, then further, until he finally stood near Zack. "What was I so afraid of?" thought Ian proudly.

This reminds me of my first time at the pool when I was afraid of getting splashed. Now I understand how Ian must have felt.

COPY READY

Practice

Finish reading "At the Lake." Think about what the text reminds you of. Write ways that you can connect the text to your own life.

Apply

Tell a partner about connections you made with the text in one of your Small Group Reading books. Share how the connections helped you understand the text.

Writing Trait: Fluency

Reteach

Review the Rules

Fluent writing is writing that

- has sentences that flow smoothly together
- has a variety of sentence types
- has dialogue that sounds like natural speech.

Practice

Read the two versions of "Pizza Night." Circle the version that shows fluent writing.

Pizza Night

"Pizza might be good for dinner tonight. Pizza is a food I know how to make," said Tommy.

"I am glad you thought of that idea," said Mom. "The dough and pepperoni is here. The sauce is here."

"I love a lot of cheese on pizza," said Dad.

Pizza Night

"Can I fix pizza for dinner tonight?" asked Tommy.

"You bet," said Mom. "Here's the dough, some pepperoni, and sauce."

"Don't forget the extra cheese!" added Dad.

Apply

Rewrite this conversation to make it fluent.

"The sun is out, Ricky. It feels warm. We can go to the park. We can take the dog. Cookie likes to walk in the park," said Amy.

"Yes. The day is nice. I will get Cookie's leash. I like going to the park, too." replied Ricky.

Compare Points and Details

Reteach

Review the Rules

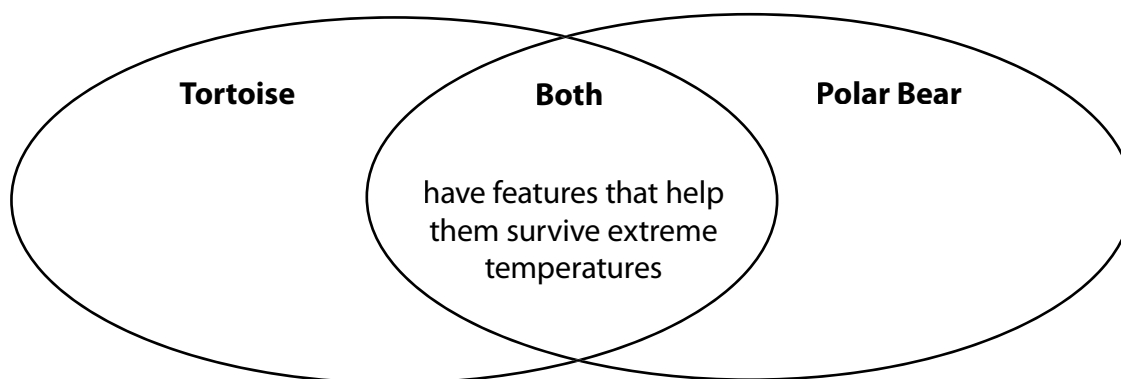
To compare points and details in nonfiction texts:

- Find the main idea, or overall point, for the first text. What do the details tell you about the overall point?
- Find the overall point and details of the second text.
- Ask yourself: How are the overall points and details in both texts the same? How are they different?

Practice

Read the two selections. Look at the underlined ideas. Then finish the Venn diagram.

<p style="text-align: center;">Keeping Cool</p> <p>The desert tortoise can survive <u>in places where the ground temperature can be up to 140 degrees Fahrenheit.</u> That's because the tortoise knows how to escape the heat. It makes its home in burrows underground. The cool, dark burrows protect it from the hot desert sun.</p>	<p style="text-align: center;">Made for the Cold</p> <p>It can be -40 degrees Fahrenheit in the Arctic. That's cold! <u>Polar bears have no problem surviving in freezing temperatures,</u> though. They have two coats of fur. On top, they have guard hairs that resist water and keep them dry. Underneath, they have very thick fur that goes all the way down to their feet.</p>
---	--



Apply

Look for texts about the same topic in your Small Group Reading books. Work with your partner to compare the points and details.

Use Text Features

Reteach

Review the Rules

To locate information on a website, use the menus and links.

Practice

The screenshot shows a web browser window with a navigation menu at the top. The menu includes 'The Leaning Tower of Pisa', 'Famous Sites in Italy', and 'Menu for Web Site'. The main content area is divided into three columns. The left column has a 'Menu of Article Sections' with three items: '1. Where is the Leaning Tower of Pisa?', '2. What is the Tower Made Of?', and '3. Why Does the Tower Lean?'. The middle column has a section titled 'The Leaning Tower of Pisa' with sub-sections 'Why Does the Tower Lean?' and 'Link to More Information'. The text under 'Link to More Information' describes the tower's construction in the Middle Ages. The right column has an image of the tower and a search bar with the text 'travel to pisa'.

1. Circle the text feature that would take you to information about where the tower is.
2. Draw a box around a link to a Web site that describes the Middle Ages.
3. Look at the Search field. If you clicked on the key words, what would you find?

Apply

Talk with a partner about one of your Small Group Reading books. Look for text features. How do they help you locate information?

Making Connections

Reteach

Review the Rules

Making connections between a text and your own life can help you understand what you are reading.

Read the first three sentences of "A Bad Day" and the sample connection.

A Bad Day

I was really nervous about going to a new school. I wanted to make a good impression, but nothing went right. In gym class, I tripped on my shoelace while running to first base. In the cafeteria, I dropped my lunch tray, and food went flying everywhere. I was so embarrassed. Just when I thought I'd never make new friends, a girl stopped to talk to me.

"Hey," she said, "Don't worry. Everyone has bad days. I've had a million." Then she smiled. "I'm Sophia. Want to sit outside and share my sandwich?" I nodded with relief.

On our way outside, Sophia tripped and nearly fell. "See?" she laughed, "I told you."

This reminds me of when I tripped on my shoelace going to school. I wouldn't want to do that in gym. Now I understand why this author had "A Bad Day."

Practice

As you read the rest of the text, complete the T-Chart with ways that you can connect the text to yourself.

The Text	My Own Life

Apply

Tell a partner about connections you made with the text in one of your Small Group Reading books. Be sure to share how your connections helped you understand the text.

COPY READY

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 "An Amazing Desert Plant." Then answer the questions.

An Amazing Plant

The Saguaro cactus is one of nature's most amazing plants. It grows in the desert areas of the southwestern United States. Although this plant grows about an inch a year, it can grow as tall as 50 feet! When a Saguaro absorbs water, the stems expand to hold the water. That can increase the cactus' weight by up to a ton! Because the Saguaro holds water so well, white flowers bloom from the tops of its branches every year, even if it doesn't rain.

1. Circle the main idea.
2. Underline the details that tell why the Saguaro is amazing.
3. Is the selection well-developed? Explain.

Apply

Write about a plant or animal you think is amazing. Ask a partner if your writing has a clear main idea and enough details.

Cause and Effect

Reteach

Review the Rules

An effect tells what happened. A cause tells why something happened. Cause-and-effect sentences often use the words *because*, *since*, or *so*.

Practice

Read "Teresa's Bike Ride." Then complete the chart.

Teresa's Bike Ride

It was sunny and clear, so Teresa went for bike ride. Suddenly, dark clouds filled the sky. Then Teresa heard a clap of thunder. "Uh, oh," she thought. "Here comes a thunderstorm." Because she didn't want to get caught in the rain, she turned around and pedaled as fast as she could for home. But just as she reached the driveway, the rain came down in buckets. Since Teresa had no cover, she got soaked!

Cause-and-Effect Chart

Cause		Effect
	→	Teresa went for a bike ride.
She didn't want to get caught in the rain.	→	
	→	

Apply

Tell a partner about causes and effects you read about in one of your Small Group Reading books. How did you know which was a cause and which was an effect?

COPY READY

Making Connections

Reteach

COPY READY

Review the Rules

Making connections helps you understand the text you are reading. You can make connections between

- a text and your own life
- a text and something you have read
- a text and something that you know about in the world.

Read the first paragraph of “Why Can’t Girls Play?” and the sample connection.

Why Can’t Girls Play?

My friends know that I always do what is right. That’s why I started a girl’s basketball team at my school. Many girls wanted to play, so I asked the principal. He said, “The boy’s team needs the court.” “We’ll play outside,” I said.

But that wasn’t the only problem. The principal said we’d need to make our own uniforms. So we did, and soon we were practicing outside.

All over my country, girl’s teams followed our example. I guess they had also wondered, “Why can’t girls play?”

This is about doing the right thing. It reminds me how I always stick up for my little brother. Now I can understand why the author wants to change what’s not fair.

Practice

As you read the rest of the text, think about what the selection reminds you of. Write at least one connection to the text. Explain how this helps you understand the text.

Apply

Tell a partner about connections you made with the text in one of your Small Group Reading books. Share how your connections helped you understand the text.

Use Text Features

Reteach

Review the Rules

Text features such as headings, maps, and photographs can help you understand a topic. Text features can also help you locate information.

Practice

Read the interview. Then answer the questions.

Hurricanes on the East Coast
by Isaiah Gomez

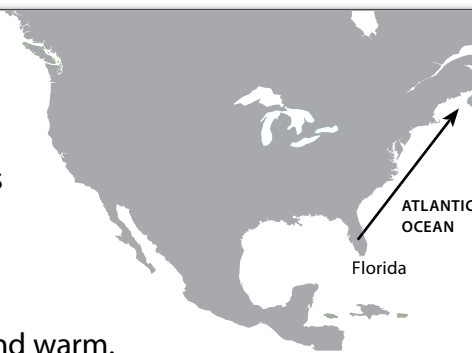
Today, I am talking to our local weather forecaster, Juan Whitman, about hurricanes on the East Coast of the United States.

Q: Hi, Juan. Tell me, where do hurricanes usually start?

A: Usually hurricanes start where it is hot and warm. They gain power over warm water, which means these storms grow in the tropics.

Q: How big are the storms?

A: These big storms can be up to 600 miles across!

A map of the United States with an arrow pointing to the Atlantic Ocean. The word "ATLANTIC OCEAN" is written next to the arrow. The state of Florida is labeled on the map.

1. What does the title tell you about the text?

2. What does the map show you about the topic?

3. What text feature would you add to make the text even clearer?

Apply

Find examples of two or more text features from your Small Group Reading books. Share them with your partner and talk about how they helped you understand the topic.

Relate Ideas

Reteach

Review the Rules

Ideas in texts can be related, or connected, in different ways. To find out how the ideas are related, ask yourself

- What is the main idea?
- What do the details tell me about the main idea?
- Are there words, such as *first* or *because*, that signal how the details are alike?

Practice

Read "Ant Recyclers." Then answer the questions.

Ant Recyclers

We usually think of ants as pests, but leafcutter ants help the jungle ecosystem by recycling leaves. First, the ants gather leaves and take them to their nests. Then the ants chop the leaves and smash the pieces into a paste. After a fungus grows on the paste, the ants eat the fungus. When the fungus is gone, they push the leaf paste out of their nest. As the paste decomposes, it releases important nutrients for plants into the soil.

1. Underline the main idea.
2. What do the details tell you about the main idea?
3. Circle any signal words. How are the ideas related?

Apply

Tell a partner how the ideas relate in one of your Small Group Reading books. What helped you figure out how the ideas were related?

Making Connections

Reteach

Review the Rules

Making connections helps you understand the text you are reading. You can make connections between

- a text and your own life
- a text and something you have read
- a text and something that you know about in the world.

Read the first three sentences of "Moving to the City" and the sample connection.

Moving to the City

June 17, 1919

Dear Diary,

We're staying with Aunt Ruth and Uncle Arnie until we find our own place in Chicago. Dad has found a job in a steel mill. Aunt Ruth says Mom will be able to find work in a laundry. We are all thrilled, except my brother Bobby. He keeps saying that he wants to go back to the farm in the South. Ha! And go back to being poor and to that one-room schoolhouse? Forget it. In the fall, I'll be going to high school with dozens of classrooms! I must write to Cousin Josie and tell her.

It's about the writer's parents getting new jobs. This reminds me of a report I read that said many people are looking for jobs. Now I understand what the family is facing.

Practice

As you read the rest of the text, think about what the selection reminds you of. Write at least one connection. Explain how this helps you understand the text.

Apply

Tell a partner about connections you made with the text in one of your Small Group Reading books. Share how your connections helped you understand the text.

Writing Trait: Organization

Reteach

Review the Rules

When you write, organize your ideas so your readers can follow them. Use a logical order that makes sense for your topic or the kind of writing you are doing.

Practice

Improve the organization of this literary response. Circle the parts and sentences that are out of order. Draw an arrow to show where they should go.

The Girl Who Loved Wild Horses

by Paul Goble

reviewed by Sharon Mosher

Each picture has such interesting details! I especially like the one of the girl watching the stallion by a waterfall. You can see flowers in the meadow, rocks, birds, and even a rainbow.

This story is about a Native American girl who loves horses so much that one day she becomes one of them. I really like the story, but I especially like the pictures.

The horses' manes fly back so you can tell they are running away from the thunderstorm. I could almost hear their scared whinnies! Other pictures show the action.

I'll also I remember it because I know how good it feels to do something you love. I'll remember this story because of the illustrations.

Apply

Write a literary response for one of your Small Group Reading books. Let a partner read it to see if he or she can follow your ideas.

RT5.1 Character and Plot

Answers will vary but should reflect that

- Ana’s dialogue reveals that there’s a school fundraiser at the skating rink on Friday and that she is a caring and encouraging friend.
- Kylie’s dialogue reveals that she doesn’t want to be embarrassed because she doesn’t skate well, but she goes to the fundraiser anyway and learns how to skate.

RT5.2 Making Connections

Possible connections:

Zack reminds of my friend who always tries to get me to join activities.; This reminds me of how scared I was to jump off the diving board at first. But once I did, it was easier and easier.

RT5.3 Writing Trait: Fluency

Students should circle the second version of “Pizza Night.”

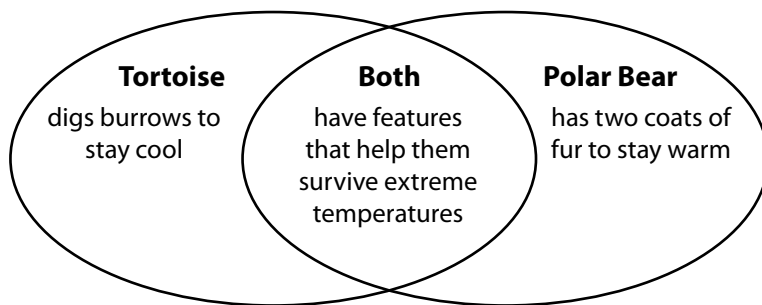
Apply

Possible response:

“Hey, Ricky. It’s a beautiful day. Let’s take Cookie for a walk in the park.” said Amy.

“Great idea,” replied Ricky. “I’ll get Cookie’s leash.”

RT5.4 Compare Points and Details



RT5.5 Use Text Features

1. In the side menu, “Where is the Leaning Tower of Pisa” should be circled.
2. The link [Middle Ages](#) should be boxed.
3. Possible response: How to get to Pisa, where to stay, other things to do there.

RT5.6 Making Connections

Answers will vary, but should reflect the content. Possible connections might be times when students dropped things, were embarrassed, or found a new friend.

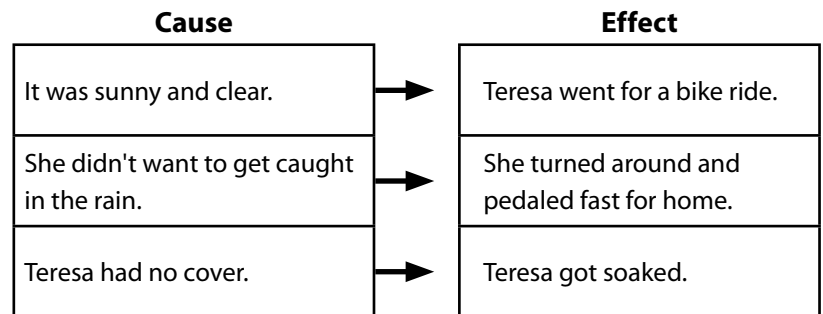
RT5.7 Writing Trait: Ideas

1. and 2.

An Amazing Plant
<u>The Saguaro cactus is one of nature’s most amazing plants.</u> It grows in the desert areas of the southwestern United States. Although this plant grows about an inch a year, <u>it can grow as tall as 50 feet!</u> When a Saguaro absorbs water, <u>the stems expand to hold the water.</u> That can increase the cactus’ weight by up to a ton! Because the <u>Saguaro holds water so well, white flowers bloom from the tops of its branches every year, even if it doesn’t rain.</u>

3. Possible response: Yes, the selection is well-developed because there are plenty of details that tell why the Saguaro is an amazing plant.

RT5.8 Cause and Effect



RT5.9 Making Connections

Possible response:

This reminds me of an article I read about a woman who became a race car driver. It was hard for her at first, but she was determined. This helps me understand how the author’s determination made something come true.

RT5.10 Use Text Features

1. The title says the topic of the interview is hurricanes on the East Coast.
2. The map shows where the East Coast is and how hurricanes move up the coast from Florida.
3. Possible responses: a photograph of a hurricane and the damage it can cause, a diagram that shows how a hurricane forms, a chart that shows how strong the winds can be.

RT5.11 Relate Ideas

1.

Ant Recyclers

We usually think of ants as pests, but leafcutter ants help the jungle ecosystem by recycling leaves. First, the ants gather leaves and take them to their nests. Then the ants chop the leaves and smash the pieces into a paste. After a fungus grows on the paste, the ants eat the fungus. When the fungus is gone, they push the leaf paste out of their nest. As the paste decomposes, it releases important nutrients for plants into the soil.

2. Possible response: The details tell what the ants do to recycle leaves.
3. Possible response: Each detail tells about a step the ants follow to recycle leaves.

RT5.12 Making Connections

Possible response:

My family moved to a new place for jobs. We had different feelings, too. This connection helps me understand what the author means.

RT5.13 Writing Trait: Organization

The Girl Who Loved Wild Horses

by Paul Goble

reviewed by Sharon Mosher

Each picture has such interesting details! I especially like the one of the girl watching the stallion by a waterfall. You can see flowers in the meadow, rocks, birds, and even a rainbow.

This story is about a Native American girl who loves horses so much that one day she becomes one of them. I really like the story, but I especially like the pictures.

The horses' manes fly back so you can tell they are running away from the thunderstorm. I could almost hear their scared whinnies! Other pictures show the action.

I'll also remember it because I know how good it feels to do something you love. I'll remember this story because of the illustrations.

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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 5 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 5 appear in red type. For additional content words and story words, please see the Small Group Reading section.

Anthology Handbook



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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:</p> <p>Way to go, Joe! Fantastic catch!</p> <p>You say:</p> <p>Way to go, Joe! Fantastic catch!</p>
Recite songs and poems.	<p><i>My Family Tree</i></p> <p>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:</p> <p>"When did you know that something was missing?"</p> <p>You say:</p> <p>"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:</p> <p>"Wait! Could you say that again more slowly, please?"</p> <p>Other options:</p> <p>"Does 'violet' mean 'purple'?"</p> <p>"Is 'enormous' another way to say 'big'?"</p>

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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". <p>Do you have my math book?</p> <ul style="list-style-type: none"> • I can start a question with "who," "what," "where," "when," "how," or "why" to get more information. <p>Where did you put my math book?</p>

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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."

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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.

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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

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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**

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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

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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!

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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.

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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.

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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

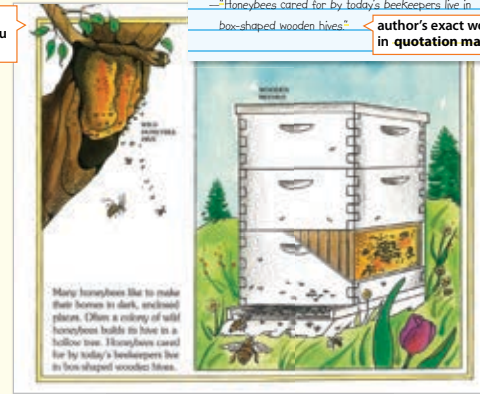


A book is a good source of information

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.

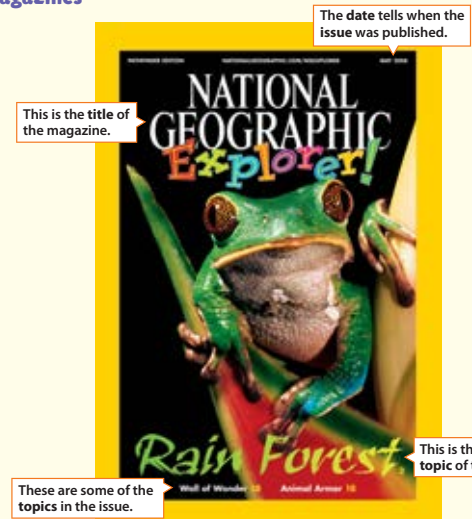


1. Look up your topic in the correct encyclopedia volume or on the CD-ROM.
2. Read the **guide words**. Keep turning the pages until you find the article you want. Use alphabetical order.
3. Read the **article** and take notes.

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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*

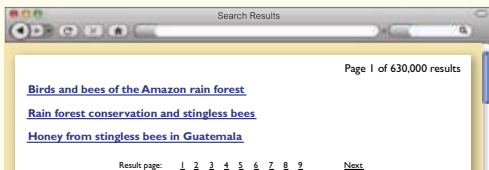
Internet

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.

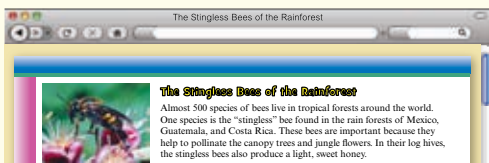
1. **Go to a search page.** Type in your key words. Click Search.



2. **Read the list of Web sites, or pages, that have your key words.** The underlined words are links to the Web sites.

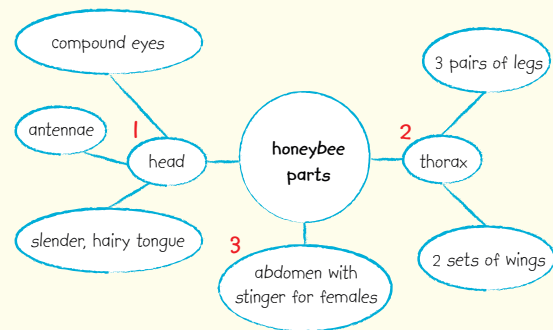


3. **Click on a link to go directly to the site, or Web page.** Read the article online. Or print it if it is helpful for your research. Later on, you can use the article to take notes.



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



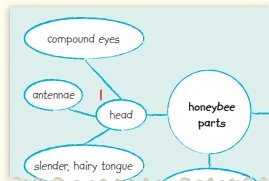
Writing and Research, *continued*

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 animals~~. A hive needs to hold thousands of bees and ~~all they gather~~. 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.

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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.



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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.

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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.

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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



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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.

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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!



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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.

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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.

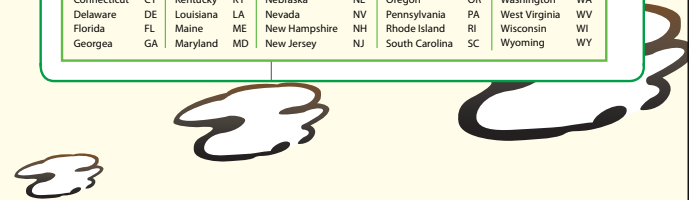
Common Nouns and Proper Nouns

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 club → clubs	
Add -es to count nouns that end in x, ch, sh, ss, z, and sometimes o .	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 family <i>y</i> → families 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

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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.



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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.

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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**.


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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 .	<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 silent e, drop the final e 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 ends in y, change the y to i 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.

above	under	beside	in front of	in back of	between
over	below	next to	by	behind	
	beneath	near			

in out inside outside on off

Some prepositions show **direction**.

up	down	through	across	around	into
----	------	---------	--------	--------	------

Some prepositions tell **when something happens**.

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.

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.

At our school, we did many activities **for Earth Day**.
We picked up the trash **along the fence**.
Then we planted some flowers **next to it**.



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.
Our class is taking an exciting field trip. **W**e 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
• 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
• the days of the week and their abbreviations
• the twelve months of the year and their abbreviations

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 ebruary
	M arch
	A pril
	M ay
	J une
	J uly
	A ugust
	S eptember
	O ctober
	N ovember
	D ecember

These months are not abbreviated.

Use a capital letter for each important word in the names of special days and holidays.
Earth **D**ay **F**ourth of **J**uly **H**anukkah
Thanksgiving

Capital Letters, (continued)

More Ways to Use Capital Letters

Use a capital letter for each important word in the names of
• public places, buildings, and organizations
• streets, cities, and states
• landforms and bodies of water, continents, and planets and stars

The **W**ilson **A**irplane **M**useum is in the **V**eterans **M**emorial **H**all. It's in the middle of **V**eterans **P**ark, right next to the **P**iney **W**oods **Z**oo.

The museum is on **F**light **A**venue. It is the biggest airplane museum in **F**lorida. It's the biggest in the whole **U**nited **S**tates!



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	question mark	exclamation point	comma	quotation marks	apostrophe


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:



Question Mark

Use a **question mark**
• 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

Use a **comma**

- 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.

There are more than 1,300 pets at this store.
Should I get a dog, a cat, or a parrot?
I came to the store last week, and the salesperson showed me some dogs.
She was very helpful, but I couldn't make a decision.

Use a **comma** to set off

- short words like **Oh**, **Yes**, and **Well** that begin a sentence
- someone's exact words

Oh, what a hard decision!
Well, I'd better choose something.
The salesperson said, "This little dog wants to go with you."
I said, "I like it, but I like those cats, too!"

Use a **comma** between two or more adjectives that tell about the same noun.

Do I get a big, furry puppy?
Or do I get a cute, tiny kitten?

Use a **comma** in letters

- between the city and state
- between the date and the year
- after the greeting in a friendly letter
- after the closing

177 North Avenue
New York, NY 10033
October 3, 2010

Dear Aunt Mia,

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.

Your niece,
Becca

Quotation Marks

Use quotation marks

- 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.

"Ms. Perry, this is the dog for me!" Becca said.

The ad said "friendly puppies" for sale.

I saw the idea in the article "Keeping Your Pet Happy."

Now I'm on the chapter "Working Dogs" in my book.

Ms. Perry, this is the dog for me!



Use periods and commas inside quotation marks.

"Many dogs are good with people," Ms. Perry said.
"You just have to decide if you want to big dog or a little one."

Apostrophes

Use an **apostrophe** when you write a **possessive noun**.

My **neighbor's** dog is huge.
The **Smiths'** yard is just big enough for him.

Use an **apostrophe** to replace the letter or letters left out in a **contraction**.

Let's go back to the pet store.
I'll look some more for the best pet for me.

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.

The **benefit** (be-nu-fit) *noun* is a **part of speech**.

A **benefit** is something that is helpful. This is the **definition** giving the meaning of the word.

One **benefit** of rain is that it helps the flowers grow. This is the **sample sentence** using the word in a way that shows its meaning.

accomplish ▶ amount

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 ▶ buyer

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 ▶ composition

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
(kō-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

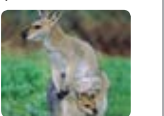
cycle > **difference**

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**.

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**!

610

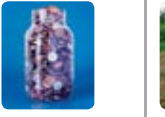
endurance > **feet**

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**


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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.

form (fɔ:m) *adjective*
Something that is **firm** is hard.




You can skate on ice because it is **firm**.

firm (fɜ:m) *adjective*
Something that is **firm** is hard.

ice


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.



We **freeze** water to make ice cubes for iced tea.

612

future ➤ **heritage**

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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-rā-shun) *noun*
A **generation** is made up of people born around the same year.




They are part of different **generations**.

goal (gɔ:l) *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 (grɔ:θ) *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 (hair-u-tij) *noun*
Your **heritage** is the traditions, ideas, and language of your ancestors.




People of our **heritage** celebrate Cinco de Mayo.

613

identify ➤ **journey**


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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-lund) *noun*
An **island** is a piece of land completely surrounded by water.




This **island** is in the Caribbean Sea.

impact (im-pakt) *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-priv) *verb*
To **improve** something means to make it better.




They **improve** the beach when they clean it.

interact (in-tur-akt) *verb*
To **interact** means to act together.



The students **interact** with each other to do a science project.

journey (jur-nē) *noun*
A **journey** is a long trip.




Horses pulled covered wagons in the long, hard **journey** west.

614

kilometer ➤ **magma**


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kilometer (ku-lah-mu-tur) *noun*
A **kilometer** is a unit of measurement. Its length equals 1,000 meters.




The Golden Gate Bridge is about 1 **kilometer** long.

learn (lɜ:n) *verb*
To **learn** means to find out how to do something.



You can **learn** to play music.

kindness (kind-nus) *noun*
You show **kindness** when you are nice to someone.




Teddy shows **kindness** when he helps his mom.

level (le-vul) *noun*
The **level** of something is how high or low it is.




The **level** of milk is one half cup.

lava (lah-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-kwid) *adjective*
Something that is **liquid** can be poured.



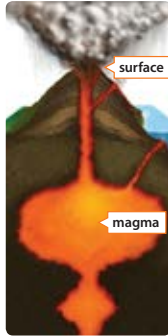
Milk is a **liquid** substance.

location (lō-kā-shun) *noun*
A **location** is a place or a position.



This is a good **location** for looking at the clouds.

magma (mag-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
(mɑr-kuṭ) *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
(mē-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
(mē-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
(nē-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.



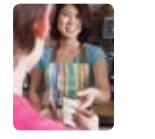
She **offers** food to her friends.

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.

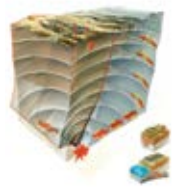


The girls **perform** on stage.

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-tekṭ) *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.

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.

rescue
(res-kyū) *verb*
When you **rescue** someone, you save the person.




A dog helps to rescue a skier.

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.




There are many regions in the United States.




A fireman rescues a girl from a burning building.

Resources are things that you can use.



This drummer keeps the rhythm of the song.

Rock is a piece of stone.




She is holding a rock.

620

reward ➤ **scarce**


reward
(ri-vord) *noun*
A **reward** is a gift or prize for doing something well.



He gives the dog a reward.

rhythm
(ri-t̄hum) *noun*
Rhythm is a regular, repeated beat in music, poetry, or dance.


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.

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.




Food is scarce in this store.

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.

seller
(se-lur) *noun*
A **seller** is someone who has things people can buy.




This seller has many hats that you can buy.

sense
(sens) *verb*
When you **sense** something, you know it without being told.




A cat can sense danger.

shore
(shor) *noun*
The **shore** is the land at the edge of an ocean, a river, or a lake.



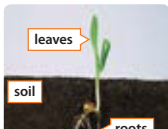
Seashells wash up on the shore.

signal
(sig-nul) *noun*
A **signal** is something that tells you what to do.




The green light is a signal to walk.

soil
(soil) *noun*
Soil is the dirt in which plants grow.




The roots will grow in soil.

solid
(sah-lud) *adjective*
Something that is **solid** is firm.



The chair is solid. You can sit on it.

soil
(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.

state
(stāt) *noun*
The **state** of a person or thing is the way it is at a certain time.



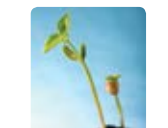
She is in a sad state.

storyteller
(stor-ē-te-lur) *noun*
A **storyteller** tells tales to entertain people.




The children listen to the storyteller.

sprout
(sprowt) *noun*
A **sprout** is a young plant or the new growth on a plant.



These sprouts are growing out of the soil.

substance
(sub-stans) *noun*
Substance is the material something is made of.




Snow is a cold substance.

623

supply > **thermometer**


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supply (su-pli) *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 (su-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.

turtle and his four cousins
Illustrated by Margaret Read MacDonald

Children enjoy reading folk **tales**.

624


tradition > **unit**

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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.



tsunami (sü-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 (yü-nēk) *adjective*
Unique things are different from other things.



The yellow flower is **unique**.



What is **unique** about this?

understand (un-dur-stand) *verb*
When you **understand** something, you know what it means.



Now he **understands** his homework.

trap (trap) *verb*
To **trap** something means to catch it and not let it go.



Spiders **trap** insects with webs.

unit (yü-nut) *noun*
A **unit** is an amount used in measuring or counting.



one inch


An inch is a **unit** of length.

625

value > **warn**


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value (val-yü) *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**

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water (waw-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

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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.)	Unit 1: T33i, T33j, T33k; Unit 2: T95i, T103i, T103j, T103k; Unit 3: T165a, T165b, T165c, T165d, T173i, T173j, T173k, T173l; Unit 4: T259g; Unit 6: T341q, T341r, T365b, T365q, T365r, T373i, T373j, T373k, T373l, T411; Unit 7: T435a, T435b, T435c, T435d, T465b, T465c, T474–475, T476, T476a, T477, T478
	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

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Comprehension Coach *see Technology*

Cooperative learning

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Cross-Curricular Teamwork Activities *see Learning stations*

D

Daily language arts *see Grammar; Spelling; Writing*

Daily spelling and word work *see Spelling*

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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

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- 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**
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 introduce/develop characters **T233q–T233r, T507q–T507r**
 link opinion and reasons **T259o–T259p**
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